JEFFERSON COLLEGE

COURSE SYLLABUS

ECE210

CURRICULUM STRATEGIES IN PRESCHOOL CLASSROOMS

3 Credit Hours

Prepared By:
Christy Cornelius

Revised Date: October 2013
By: Stephanie Cage

Dr. Sandy Frey, Chair, Social Science Division
Ms. Shirley Davenport, Dean, Arts & Science Education
ECE210 Curriculum Strategies for Preschool Classrooms

I. CATALOGUE DESCRIPTION

A. Prerequisite: ECE102 Introduction to Early Childhood Education and reading proficiency

B. 3 semester credit hours

C. Curriculum Strategies for Preschool Classrooms is an examination of techniques, learning activities, and materials used to teach young children, with an emphasis on planning and implementing a developmentally appropriate curriculum utilizing constructivist theory. (S)

II. EXPECTED LEARNING OUTCOMES/CORRESPONDING ASSESSMENT MEASURES

<table>
<thead>
<tr>
<th>Compare and contrast theories of cognitive development in young children</th>
<th>Small group activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify developmental milestones of 3–5 year olds</td>
<td>Observation report</td>
</tr>
<tr>
<td>Create unit plans to include all curriculum areas</td>
<td>Activity notebook</td>
</tr>
<tr>
<td>Create developmentally appropriate activities in all curriculum areas</td>
<td>Activity notebook</td>
</tr>
<tr>
<td>Design projects for preschool-aged children based on Project Construct curriculum goals</td>
<td>Activity notebook</td>
</tr>
<tr>
<td>Create activities for young children to accommodate those with special needs</td>
<td>Small Group activity</td>
</tr>
<tr>
<td>Analyze how to assess growth and development of preschool-aged children in all developmental areas</td>
<td>Observation reports</td>
</tr>
</tbody>
</table>

III. OUTLINE OF TOPICS

A. Starting the process
   1. Theories
   2. DAP
   3. Importance of play
   4. Process of planning
   5. Communication with parents

B. Creating curriculum
   1. Process of curriculum development
   2. Multicultural/anti-bias considerations
   3. Themes, units, projects, webs
   4. Lesson plans
   5. Transitions
C. Developmental characteristics of 3-5 year olds
   1. Sociomoral development
   2. Cognitive development
   3. Physical development
   4. Assessing growth and development in all developmental areas

D. Language and literacy
   1. Early language and literacy development
   2. Sharing literacy: encouraging family support
   3. Organizing and planning for an integrated language and literacy environment
   4. Literacy and learning with technology

E. Literature
   1. Children’s literature and literacy development
   2. Purposes and values of children’s books
   3. Types and genres of children’s books
   4. Integrating literature into other curriculum areas

F. Project construct as a curriculum model
   1. Cognitive domain
   2. Representational domain
   3. Physical domain
   4. Sociomoral domain

G. Math/science
   1. Math language of early childhood
   2. Integrating math experiences with other curriculum
   3. Creating a scientific environment

H. Social studies
   1. Sharing social studies: creating partnerships with families and the community
   2. Field trips as concrete experiences in early education

I. Art
   1. Children’s developmental stages in art
   2. Teacher as facilitator and observer
   3. Involving children in all forms of art

J. Music and movement
   1. Music and movement for young children
   2. Motor development and physical fitness
   3. Types of music
   4. Types of instruments
   5. Connecting music and movement with other curriculum areas

K. Dramatic play
   1. Developmental stages of dramatic play
   2. Planning and preparing the environment
L. Inclusion of special needs children into early childhood classes—adapting activities for children with special needs

IV. METHODS OF INSTRUCTION

A. Instructor lectures
B. Small group assignments in class
C. PowerPoint presentations
D. Demonstrations
E. Individual presentations
F. Technology (internet websites)

V. REQUIRED TEXTBOOK


VI. REQUIRED MATERIAL

Packet of materials prepared by the instructor

VII. SUPPLEMENTAL REFERENCES

A. Library holdings: books
   1. *The Everything Book*
   2. *Activity Learning for Three*
   3. *Mudpies to Magnets*

B. Library holdings: periodicals
   1. *Young Children*
   2. *Exceptional Child*
   3. *Early Childhood Today*

VIII. METHODS OF EVALUATION

A. Small group activities
B. Activity notebook
C. Reflections
D. Observation reports
E. Lesson plans

F. Math Game assignment

IX. ADA-AA STATEMENT

Any student requiring special accommodations should contact the Americans with Disabilities Act Amendments Act (ADAAA) office at (636) 481-3169 or (636) 797-3000, x3169, and discuss accommodations with the instructor.

X. ACADEMIC HONESTY STATEMENT

All students are responsible for complying with campus policies as stated in the Student Handbook (see College website, http://www.jeffco.edu/jeffco/index.php?option=com_weblinks&catid=26&Itemid=84).