SYMABUS

DATE OF LAST REVIEW: 02/2013
CIP CODE: 19.0708
SEMESTER: DEPARTMENTAL SYLLABUS
COURSE TITLE: Curriculum Planning for Young Children
COURSE NUMBER: CHLD-0240
CREDIT HOURS: 3
INSTRUCTOR: DEPARTMENTAL SYLLABUS
OFFICE LOCATION: DEPARTMENTAL SYLLABUS
OFFICE HOURS: DEPARTMENTAL SYLLABUS
TELEPHONE: DEPARTMENTAL SYLLABUS
EMAIL: KCKCC- “issued email accounts are the official means for electronically communicating with our students.”

PREREQUISITS: Consent of the instructor or completion of the first year of the Child Care Education Program. Special Note: See ChildCare Internship II.

REQUIRED TEXT AND MATERIALS: Please check with the KCKCC bookstore, http://www.kckcebookstore.com/, for the required texts for your particular class.

COURSE DESCRIPTION: This course is designed to explore methods of planning curriculum based on activity areas and appropriate themes. Students develop knowledge of educational theories with particular attention to the process of learning; developmentally appropriate principles, and Piagetian cognitive concepts. Workable goals and lesson plans for use with children are formulated.

METHOD OF INSTRUCTION: A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.

COURSE OUTLINE:
I. What is Curriculum?
   A. Historical Look at Early Childhood Education
   B. Why Early Childhood Education?
   C. The Early Childhood Teacher
   D. Multicultural Educational Perspective
   E. Non Sexist Educational Perspective
   F. Future of Early Childhood Education

II. Review: Developmental Characteristics and Learning
   A. The Infant-How they learn
   B. The Toddler-How they learn
   C. The Preschooler-How they learn
   D. The Kindergartner-How they learn
   E. The School-Ager-How they learn

III. Play and the Environment
   A. The Physical Environment
   B. The Safe, Healthy & Learning Environment
   C. The Child Growth & Development Environment
   D. Language and Literacy Development Environment

IV. Planning the Curriculum
   A. Planning Based on Needs: Why? What? How?
   B. The Teacher’s Role
   C. Assessing Children’s Needs
   D. The Scheduling
   E. Planning Units/Themes

V. Additional Teacher Skills
   A. Extending the Curriculum Into the Home
      1. Parent Resource Centers
   B. Special Needs
   C. Teacher-Mode Learning Materials

VI. Maintaining Commitment to Profession
   A. Resources
   B. Organizations
   C. Early Childhood Education Readings/Articles
   D. Social/Emotional Development Environment
      1. Me, Myself & I
      2. Other People
   E. Sensory Experiences
      1. Nutrition and Food Experiences
      2. Smell, Taste, Texture, Touch, Sound & Pitch
   F. Aesthetic Experiences
      1. Music and Movement
2. Creativity and Art
G. Science & Critical Thinking Skills Development
H. Math and Problem Solving
   1. Size and Seriation
   2. Shape and Form

EXPECTED LEARNER OUTCOMES:

A. The student will be able to demonstrate an understanding of the purpose of curriculum planning.
B. The student will be able to discuss developmental characteristics and learning of the young children.
C. The student will be able to support the values of Play in the curriculum.
D. The student will be able to design written plans to meet the needs of the individual child as well as the group of children.
E. The student will be able to identify various skills needed by the teacher.
F. The student will be able to create and organize written plans for use with the individual and the group of children.

COURSE COMPETENCIES:

The student will be able to demonstrate an understanding of the purpose of curriculum planning.
1. The student will be able to discuss the historical look at early childhood education.
2. The student will be able to articulate the need and growth of early childhood education planning.
3. The student will be able to list qualities/responsibilities of the early childhood teacher.
4. The student will be able to recognize the values of multicultural educational perspectives.
5. The student will be able to examine non-sexist educational perspective.
6. The student will be able to discuss the future of early childhood education.

The student will be able to describe developmental characteristics and learning of young children.
7. The student will be able to recognize developmental characteristics and learning of the infant.
8. The student will be able to recognize developmental characteristics and learning of the toddler.
9. The student will be able to recognize developmental characteristics and learning of the preschooler.
10. The student will be able to recognize developmental characteristics and learning of the kindergartner.
11. The student will be able to recognize developmental characteristics and learning of the school-ager.

The student will be able to discuss the values of play in the curriculum.
12. The student will be able to establish and maintain the physical environment.
13. The student will be able to establish and maintain the safe and healthy learning environment.
14. The student will be able to establish and maintain child growth and development.
15. The student will be able to establish and maintain a language and literacy development environment.
16. The student will be able to establish and maintain a social/emotional development Environment.
17. The student will be able to establish and maintain the other people environment.
18. The student will be able to establish and maintain the nutrition and food exp’s of the sensory experience development environment.
19. The student will be able to establish and maintain the smell, taste, texture, touch, sound and pitch exp’s of the sensory exp’s development environment.
20. The student will be able to establish and maintain the music and movement exp’s of the aesthetic experiences development environment.
21. The student will be able to establish and maintain the creativity and art exp’s of the aesthetic experiences development environment.
22. The student will be able to establish and maintain the science and critical thinking skills development environment.
23. The student will be able to establish and maintain the size and seriation exp’s of the math & problem solving skills development environment.
24. The student will be able to establish and maintain the shape and form exp’s of the math and problem solving skills development environment.

The student will be able to develop plans to meet the needs of the individual as well as the group of children.
25. The student will be able to design and plan the curriculum based on needs of the program/center.
26. The student will be able to discuss the various aspects of the role of the teacher.
27. The student will be able to continue to list and assess the needs of the children.
28. The student will be able to describe the various concerns involving the daily and weekly scheduling.
29. The student will be able to develop curriculum based on unit/theme.

The student will be able to discuss the various additional teacher skills needed.
30. The student will be able to describe the benefits of extending the curriculum into the children’s home.
31. The student will be able to assist in the development of a parent resource center.
32. The student will be able to identify special needs teaching strategies to assist children.
33. The student will be able to develop resource of teacher-mode learning materials.
The student will be able to articulate maintaining commitment to professionalism.

34. The student will be able to develop his/her resources to support and extend professionalism.
35. The student will be able to list the various local, state, regional, and national professional organizations.
36. The student will be able to compile a list of early childhood education, readings and articles.

ASSESSMENT OF LEARNER OUTCOMES:
Assessment methods may include but not be limited to the following:

- Homework
- Class Participation
- Discussion
- Attendance
- Journals
- Reports
- Lesson plans
- Presentations
- Projects
- Attendance of Field Trips

The following determines grades:

- 93%-100   A
- 86%-92     B
- 76%-85     C
- 70%-75     D

SPECIAL NOTES:
This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.

Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college’s policy on non-discrimination
be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.

Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact Director of Academic Resource Center, in Room 3354 or call (913) 288-7670.
Learning Outcomes
Discipline knowledge and content mastery is expected of all graduates. More specifically, KCKCC is committed to the Learning Outcomes listed below. We believe that competence in the Learning Outcomes is essential for the success of graduates and will enhance their ability to become contributing members of our increasingly complex world. These areas of knowledge and skills are equally valid for all KCKCC graduates, whether they transfer to a four-year college or pursue a career after leaving college.

General Education Learning Outcomes
Communication Learning Outcomes
The learner will have the ability to express, interpret, and modify ideas/information effectively (both written and oral), including but not limited to reading text accurately and correctly; writing with a clear purpose and effective organization; speaking effectively using appropriate styles that suit the message, purpose, and content; and employing active listening techniques.

Computation Learning Outcomes
The learner will have the ability to understand and apply mathematical concepts and reasoning using numerical data.

Critical Reasoning Learning Outcomes
The learner will understand inductive and deductive reasoning and have the ability to define problems and use data (qualitative and quantitative) to make complex decisions utilizing analysis, synthesis, and evaluation skills.

Technology and Information Management Learning Outcomes
The learner will have the ability to define, collect, organize, analyze, and evaluate information from a variety of sources. The learner will also have the ability to understand basic technology concepts and functionality in order to use technology as a tool to locate and retrieve information.

Community and Civil Responsibility Learning Outcomes
The learner will demonstrate knowledge, awareness, and understanding of diverse ideas, values, and perspectives of a culturally diverse world; an understanding of the ethical issues and values that are prerequisites for making sound judgments and decisions; a recognition of the obligation to become actively involved as a contributing member of the community; and a sensitivity to the awareness of aesthetic expression.

Personal and interpersonal Skills Learning Outcomes
The learner will have the ability to work cooperatively and productively with others; to understand and evaluate his/her capabilities; to manage his/her personal growth by setting realistic and appropriate goals.
SOCIAL AND BEHAVIORAL SCIENCES
STUDENT SUCCESS STRATEGIES

Know your teacher’s name.

Turn off your electronic devices in class/make paying attention to the work of the class your only concern.

Miss class only when you cannot attend/acquire missed information and materials ASAP.

Know your syllabus.

Know the attendance policy.

Know the requirements for tests and assignments.

Know information about final exam and make-up exams.

Know instructor’s position on use of Wikipedia or other online sources.

Know the instructor’s preferred writing style (APA, MLA, etc.).

Always know your grade.

Contact your teacher ASAP with concerns or questions.

Know the benefits of the academic resource center.

Know if your course has a practicum, service learning component, or other exception.

Use an academic planner.

Know the course withdrawal policy.

Know your instructor’s office hours and make appointments when necessary.

Know the school’s scholastic honesty policy.

Be familiar with the course learning objectives, course competencies, and the college’s 21st century learning outcomes for general education.