COURSE OUTLINE

DIVISION: Humanities, Fine Arts, and Social Sciences

COURSE: ECE 2202 Curriculum Programming

Date: Fall 2022

Credit Hours: 3

Complete all that apply or mark “None” where appropriate:

Prerequisite(s): None

Enrollment by assessment or other measure? ☐ Yes ☒ No
If yes, please describe:

Corequisite(s): None

Pre- or Corequisite(s): ECE 1000

Consent of Instructor: ☐ Yes ☒ No

Delivery Method:

☒ Lecture  ☒ Seminar  ☒ Lab  ☒ Clinical  ☒ Online  ☒ Blended  ☒ Virtual Class Meeting (VCM)

3 Contact Hours (1 contact = 1 credit hour)
0 Contact Hours (1 contact = 1 credit hour)
0 Contact Hours (2-3 contact = 1 credit hour)
0 Contact Hours (3 contact = 1 credit hour)

Offered: ☒ Fall  ☒ Spring  ☒ Summer

CATALOG DESCRIPTION and IAI NUMBER (if applicable):
This course is designed to acquaint the student with the broad knowledge of appropriate curriculum for young children from birth through age 8. Students will understand the central concepts, tools of inquiry, and structures of the content disciplines. Students will recognize and value the interdependence between children's relationships with others and their construction of knowledge. They will learn to view curriculum development as a collaborative, dynamic and ever-changing professional
endeavor among colleagues, children, families, and the community. They will take responsibility for planning and providing an emerging, bias-sensitive, integrated curriculum to build on each child’s current abilities and interests to expand competence in all content areas and developmental domains.

ACCREDITATION STATEMENTS AND COURSE NOTES:
Content and assessments aligned to Gateways ECE Competencies

COURSE TOPICS AND CONTENT REQUIREMENTS:
Foundations of Early Childhood Education: Developmentally Appropriate Practice; Principles of Development and Learning
Setting the Stage for Learning: Planning and Implementing Effective Small Group Activities; Planning and Implementing Effective Whole Group Activities; Organizing Space, Materials, Time, and Children’s Groups; Promoting Self-Discipline in Children; Evaluating and Guiding Children’s Progress by Using Authentic Assessment; Strengthening Developmentally Appropriate Programs Through Family Involvement
The Curriculum: The Aesthetic Domain; The Cognitive Domain; The Language Domain; The Physical Domain; The Social Domain
Integrating Curriculum: Integrating Curriculum Through Pretend and Constructive Play; Integrating the Curriculum by Using Themes and Projects

INSTRUCTIONAL METHODS:
Lecture
Class discussion/demonstrations
Weekly Assignments

EVALUATION OF STUDENT ACHIEVEMENT:
Class participation
Personal reflections
Material development (lessons and activities)
Research reviews/summaries
Professional development activity
In-class presentations
Group/Team Unit project

INSTRUCTIONAL MATERIALS:
Textbooks
Developmentally Appropriate Curriculum: Best Practices in Early Childhood Education.  6th Ed. (E-Text)
Marjorie Kostelnik, Anne Soderman and Alice Whiren. 2015

Resources
Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8, Revised Edition. Sue Bredekamp. NAEYC.
Gateways ECE Competencies and Suggested Roles
Illinois Professional Teaching Standards (2013)
Council for Exceptional Child (CEC)/Division of Early Childhood (DEC) Standards
NAEYC Professional Standards and Competencies for Early Childhood Educators
LEARNING OUTCOMES AND GOALS:
Institutional Learning Outcomes

☐ 1) Communication – to communicate effectively;
☒ 2) Inquiry – to apply critical, logical, creative, aesthetic, or quantitative analytical reasoning to formulate a judgement or conclusion;
☐ 3) Social Consciousness – to understand what it means to be a socially conscious person, locally and globally;
☐ 4) Responsibility – to recognize how personal choices affect self and society.

Course Outcomes and Competencies

1. Describe the interrelationships among development, learning and experiences for children birth through age eight.

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<tr>
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<th>CEC/DEC Standards</th>
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<td>HGD1, CPD1, PPD3, PPD4</td>
<td>CC3K2</td>
<td>1a, 1b1c, 2a, 2b, 2c, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5c, 6b, 6c, 6d</td>
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2. Describe and explain principles of developmentally appropriate practice.

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<td>CPD1, CPD2, CPD3, CPD4, CPD5, CPD6, IRE2, IRE3, IRE4</td>
<td>EC3KA, CC7K1, EC7K1</td>
<td>1a, 1b, 1c, 2a, 2b, 2c, 4a, 4b, 4c, 4d, 5b, 5c, 6b, 6c</td>
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3. Design, plan and evaluate integrated learning experiences supportive of children’s development and learning using context knowledge in the Illinois Early Learning and Development Standards.

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<td>CPD1, CPD2, CPD3, CPD4, CPD5, CPD6, CPD7, CPD8, CPD9, PPD3, PPD4</td>
<td>CC7K2, CC7K3, EC7K2</td>
<td>1a, 1b, 1c, 2a, 2b, 2c, 3a, 3b, 3c, 4a 4b, 4c, 4d, 5a, 5b, 5c, 6a, 6b, 6c, 6d</td>
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4. Create and evaluate the physical environment and room arrangements; both indoors and outdoors.

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5. Identify strategies supportive of language development for each and every child, including those who are culturally, linguistically and ability diverse.

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<td>CPD1, CPD4, CPD8</td>
<td>CC5K8, CC6K1-4, EC6K1-2</td>
<td>1a, 1b, 1c, 2a, 2b, 2c, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 6b, 6c, 6d</td>
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6. Generate curriculum development strategies for diverse populations including children who are culturally, linguistically, and ability diverse.

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<td>HGD4, CPD3</td>
<td>CC3K1, CC3K6, EC4K1</td>
<td>1a, 1b, 1c, 2a, 2b, 2c, 3a, 4a, 4b, 4c, 4d, 5a, 5b, 5c</td>
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7. Explain the role of technology as a tool and resource in the early childhood classroom.

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<td>CPD2, CPD3</td>
<td>CC7K4</td>
<td>1a, 1b, 1c, 2a, 2b, 2c, 3a, 4a, 4b, 4c, 4d, 5a, 5b, 5C</td>
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8. Identify methods to involve families in the curriculum process, planning, implementation, and evaluation.

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<td>FCR1, FCR2, FCR3, FCR4</td>
<td>EC8K1</td>
<td>1a, b, 1c, 2a, 2b, 2c, 3a, 4a, 6a, 6b</td>
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9. Identify observations, assessments, and implementation strategies supportive of curriculum planning, principles and concepts.

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<td>HGD4, CPD3</td>
<td>EC7K3, EC8K3</td>
<td>1a, 1b, 1c, 2a, 2b, 2c, 4a, 4b, 4c, 4d, 5a, 5b, 5c</td>
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10. Identify and describe strategies to foster positive relationships with children that support development and learning.

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<td>IRE2, IRE3</td>
<td>CC5K2, CC5K7</td>
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