CHLD 149: INTRODUCTION TO CURRICULUM

Proposer:

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Effective Term:
Spring 2025

Credit Status:
Credit - Degree Applicable

Subject:
CHLD - Child Development
Course Number:
149

Discipline:

And/Or	(	Discipline	)
		Child Development/Early Childhood Education	

Catalog Title
Introduction to Curriculum

Catalog Description
Developmentally appropriate curriculum and environments for children birth through age eight. Students will use knowledge of children's development, theories of learning and development, and examples from various models of developmentally appropriate practice to plan environments and curriculum in all content areas to support children's development and learning integrated throughout indoor and outdoor settings.

Prerequisites
CHLD 039 and CHLD 140 or equivalent college course with a minimum grade of C

Validation
Validation Type
Sequential - Same Discipline

Course
CHLD 039

Validation Type
Sequential - Same Discipline

Course
CHLD 140

Complete the Prerequisite/Corequisite Objectives and provide sound quantitative research to document the need for the requisite.

Method of Instruction:
Distance Education
Laboratory
Lecture and/or Discussion

Course Units/Hours:

Course Units Minimum:
3

Lecture Hours Minimum (week)
3

Total Contact Hours Minimum (semester)
52.5

Total Outside Hours Minimum (semester)
105

Total Student Learning Minimum Hours (semester)
157.5

Repeatability:
No

Open Entry/Exit:
No

Field Trips:
Not Required

Grade Mode:
Standard Letter

TOP Code:
130500 - * Child Development/Early Care and Education

SAM Code:
C - Clearly Occupational

Course Content

Methods of Assessment:
Essay quizzes or exams
Problem solving assignments or activities
Problem solving quizzes or exams
Project
Short answer quizzes or exams
Skill demonstrations

Course Topics:

	Course Topics
1	Theoretical frameworks for planning curriculum and environments.
2	Models of developmentally appropriate play based approaches such as: a. Emergent curriculum b. High-Scope c. Waldorf d. Reggio Emilia e. Montessori

| 3 | Planning Early Childhood Curriculum:
a. Effective Practices for planning, implementing and evaluating developmentally, linguistically, and culturally appropriate curriculum, and learning experiences for: infants and toddlers, preschoolers, school age children.
b. The ongoing curriculum cycle: observe, plan, implement, assess, document, reflect.
c. Level of teacher involvement-teaching continuum.
d. Universal Design for Learning (UDL)
e. Teacher child interactions
f. Guidance and discipline
g. Relationship based practices
h. Effective use of questions.
i. Planning opportunities for children to support each other in learning.
j. Family engagement.
k. Ethical and professional practices.
l. Content areas
-Application of teacher's discipline based knowledge in the content areas.
-State and national content standards.
-Planning developmentally appropriate curriculum for: math, science, English language development, language and literacy, history and social science, social emotional development, visual and performing arts, physical develpment, health
m. Appropriate use of instructional technology
n. Adjustments to curriculum and environment to address children's individualized learning needs including: culture and ethnicity, socioeconomic status, home language, ability, gender, learning style. |
| 4 | Planning Learning Environments:
a. Designs and impact of physical space
b. Learning centers
c. Selection of equipment and materials
d. Impact of routines and schedules
e. Integration of content throughout the indoor and outdoor environments
f. Indicators of quality
g. Inclusion of children's culture and language
h. Health, safety and nutrition
i. Staffing and zoning
j. Environments impact on classroom management |

Course Objectives:

	Course Objectives
1	Explore various early childhood curriculum models, approaches, and professional practices to inform and evaluate curriculum and environments.
2	Explain how the curriculum is integrated across all developmental domains and content areas.
3	Observe and evaluate teaching strategies, curriculum, and environmental designs.
4	Observe children as a basis for planning curriculum and environments.
5	Apply knowledge of academic discipline content, children's growth, development, and individual characteristics to plan developmentally and linguistically appropriate, engaging, and supportive learning experiences for infants and toddlers through the early primary years.
6	Develop plans for physical environments that are appropriate for children's individual ages and stages, skills and abilities, needs, and learning goals.
7	Explain how different teaching strategies could be used for a variety of curriculum goals.
8	Describe guidance and interaction approaches to support social relationships and learning.
9	Explain how the principles of the Universal Design for Learning (UDL) are applied in various situations and how specific learning experiences could be adapted to address individual children's learning and development needs.
10	Describe various strategies for engaging and partnering with families to support children's development and learning.

Course Outcomes:

	Course Outcomes
1	Plan indoor and outdoor environments based on knowledge and understanding of children's development and needs.
2	Develop curriculum for all content areas to support children's learning and developmental needs.

| 3 | Apply elements of various curriculum models, approaches, theories, and standards for early learning including indicators of quality to plan and individualize curriculum for children ages birth through eight. |

Assignments:

Assignment Type:	Details
Reading	Students will read the required textbook for this course to increase comprehension. Research on the internet for in-class discussion is required. Exams require identification, description and analysis of theories, program models and curricular components.
Writing	Students will write lesson plans demonstrating the ability to recognize and carry out curriculum design. Other writing assignments may include: observations assessing the impact of curriculum in the classroom, writings on developmental accommodations for children with disabilities, evaluation of student projects and presentations which show an understanding of course concepts, explain the importance of play in early childhood classrooms.
Homework	Completion of chapter terms for understanding of early childhood education curriculum, designing and presentation of a lesson plan with physical, cognitive, social, emotional, and creative domains, development of a list of internet sources, prepare projects and presentations which demonstrate understanding and beginning implementations of course concepts.
Lab	Lab hours are used for students practicing techinques, methods and use of materials used in designing curriculum for young children; students will develop projects which build developmental skills in physical, cognitive, social, emotional and creative domains.

Textbooks or other support materials

Resource Type:	Details
Books	Creative Activities and Curriculum For Young Children, 12th Edition. Howard & Mayesky.
Books	Introduction to Curriculum for Early Childhood Education, Paris 2021. https://socialsci.libretexts.org/Bookshelves/Early_Childhood_Education/Book%3A_Introduction_to_Curriculum_for_Early_Childhood_Education_(Paris_Beeve_and_Springer)
Web/Other	California State Preschool Learning Foundations, Available at: http://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf

Equity Review:

Yes

Transferable to CSU

Yes - Approved

CSU General Education

Transferable to CSU

Other Degree Attributes

Degree Applicable
Not a Basic Skills Course

Materials Fee:

10

Distance Learning Addendum

CHLD 149 DLA 3-24.pdf

Sequential - Same Discipline Supporting Documents

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Banner Title:

Introduction to Curriculum

Course Control Number:

CCC000504431

C-ID:
ECE130