

COURSE SYLLABUS

Course Title:	Advanced Early Childhood Curriculum	Date submitted:	Spring 2014 (AAC: 14-24)	
Department:	Social Sciences			
Curriculum:	Early Childhood Education			
Course Descriptors: Make certain that the course descriptors are consistent with college and Board of Trustees policies, and the current course numbering system.	Course Code: (eg. ACC 101)	ECE*224	Prerequisites: C- or better in Introduction to Early Childhood Education (ECE*101) and Child Development (PSY*203)	
	Course Type:	LD		
	A: Clinical B: Lab D: Distance Learning I: Individual/Independent L: Lecture N: Internship M: Seminar P: Practicum U: Studio X: Combined Lecture/Lab Y: Combined Lecture/ Clinical/Lab Z: Combined Lecture/Studio	Elective Type:	G	Corequisites: None
	AH: Art History E: English FA: Fine Arts G: General HI: History HU: Humanities LAS: Liberal Arts & Sciences FL: Foreign Language M: Math S: Science SS: Social Science	Credit Hours:	3	
	Developmental: (yes/no)	No		
	Lecture:	3		
	Clinical:	0		
	Lab:	0		
	Studio:	0		
	Other:	0		
Contact Hours:	TOTAL:	3		
Class Maximum:	35	Other Requirements: None		
Semesters Offered:	Sp			
Ability Based Education (ABE) Statement:	At Tunxis Community College students are assessed on the knowledge and skills they have learned. The faculty identified the General Education Abilities critical to students' success in their professional and personal lives. In every class, students are assessed on course abilities, sometimes program abilities, and, in most classes, at least one General Education Ability. Students will receive an evaluation of the degree to which they have demonstrated or not demonstrated that General Education Ability.			
Catalog Course Description:	The teacher's role in planning, implementing, and evaluating curriculum will be studied. Curriculum development will include designing the learning environment; teacher, child, and family interactions; and activities that foster children's creativity, social, emotional, physical and cognitive development. Play a vehicle for learning will be explored. Prerequisite: Introduction to Early Childhood Education and Child Development			
Topical Outline: List course content in outline format.	<ol style="list-style-type: none"> 1. Educational Philosophies: Behaviorist vs. Constructivist 2. Purpose of Curriculum 3. Play: The Integrative Force in Learning 4. Parents as Partners in Early Childhood Education 			

	<ol style="list-style-type: none"> 5. Play and the Curriculum: Interest Areas/Learning Centers 6. Planning for Total Learning: Creating Supportive Curriculum Plans and Schedules 7. Planning with Individual Children in Mind: Using Educational Objectives in Preschool 8. Practical Methods of Recording and Evaluating Behavior 9. Designing Supportive Environments 10. Developing Physical Competence 11. Achieving Emotional Competence 12. Developing Social Competence and the Sense of Self 13. Achieving Competence in Interpersonal Relations 14. Fostering Mental Abilities 15. Developing Verbal Competence 16. Helping Children Think for Themselves: Using the Emergent Approach 17. Creativity
<p>Outcomes: Describe measurable skills or knowledge that students should be able to demonstrate as evidence that they have mastered the course content.</p>	<p>Upon successful completion of this course, the student will be able to do the following:</p> <p>COURSE:</p> <ol style="list-style-type: none"> 1. identify and discuss the five critical aspects of curriculum for the birth to five year old population: physical, emotional, social, creative, and intellectual; 2. identify and discuss what teachers need to KNOW, including general capabilities and interests common to each age of childhood, how young children learn, and parental influence in a child’s development, in order to foster competence in young children; 3. identify and discuss what actions teachers need to DO to foster competence in young children, including applying results of research findings when appropriate to do so, taking pride in knowing preschool education can make a difference, and presenting learning within a climate of caring; 4. identify a clear philosophy of teaching, and demonstrate these values and methods of Instruction, in an early childhood classroom; 5. demonstrate importance of teacher-parent partnerships by developing five written plans that will ensure parental input into curriculum planning; 6. identify Parten’s stages of play and demonstrate commitment to encouraging play in a program for young children through written plans and selection of age and developmentally appropriate materials, and equipment; 7. plan and document curriculum, for a two week period, for a group of three and four year old children that will enhance physical, social, emotional, creative and cognitive development; 8. state five ways to build self-esteem, in young children, in a group setting; 9. list five teaching habits that foster children’s use of language; 10. plan and execute a group activity for both toddlers, and preschool groups of children that will encourage children to use language, through storytelling; 11. plan and write a daily schedule to meet the needs of groups of young children; 12. plan, through diagram and in writing, both an indoor and outdoor environment appropriate for Infants and Toddlers. Include equipment, furniture, room arrangement, and interest areas; 13. plan, through diagram and in writing, both an indoor and outdoor environment appropriate for preschool children, ages three to five years. Include equipment, furniture, room arrangement, and interest areas; and 14. identify and describe the impact room arrangement and well planned outdoor

	<p>environments have on children’s behavior, competence, and success.</p> <p>PROGRAM: <i>(Numbering reflects Program Outcomes as they appear in the college catalog)</i></p> <p>GENERAL EDUCATION: <i>(Numbering reflects General Education Outcomes as they appear in the college catalog)</i></p> <p>5. Information Literacy/Continuing Learning - Students will be able to use traditional and digital technology to access, evaluate, and apply information to the needs or questions confronting them throughout their academic, professional, and personal lives.</p> <p>Demonstrates: Collects and synthesizes relevant and authoritative information resources appropriate to need and audience and utilizes current technologies to solve problems, complete projects, and make informed decisions.</p> <p>Does Not Demonstrate: Does not collect and synthesize relevant and authoritative information resources appropriate to need and audience nor satisfactorily utilize current technologies to solve problems, complete projects, and make informed decisions.</p> <p>10. Social Phenomena - Students will develop an increased understanding of the influences that shape a person’s, or group’s attitudes, beliefs, emotions, symbols, and actions, and how these systems of influence are created, maintained, and altered by individual, familial, group, situational or cultural means</p> <p>Demonstrates: Accurately and sufficiently explains factors that influence and shape a person’s or group’s attitudes, beliefs, decisions, and actions.</p> <p>Does Not Demonstrate: Inaccurately or insufficiently explains factors that influence and shape a person’s or group’s attitudes, beliefs, decisions, and actions.</p>
<p>Evaluation: List how the above outcomes will be assessed.</p>	<p>Assessment will be based on the following criteria:</p> <ol style="list-style-type: none"> 1. 2.
<p>Instructional Resources: List library (e.g. books, journals, on-line resources), technological (e.g. Smartboard, software), and other resources (e.g. equipment, supplies, facilities) required and desired to teach this course.</p>	<p>Required: Use the TCTC Early Childhood Center, as needed. <u>The Whole Child</u>. Videocassette. Detroit Public Television</p> <p>Desired:</p>
<p>Textbook(s)</p>	<p>Refer to current academic year printout</p>