**STATE UNIVERSITY OF NEW YORK**
**COLLEGE OF TECHNOLOGY**
**CANTON, NEW YORK**



**MASTER SYLLABUS**

**ECHD 125 Curriculum Development**

**Created By:** Maureen P. Maiocco, Ed.D.
**Updated B**y: Maureen P. Maiocco, Ed.D

**SCHOOL OF BUSINESS & LIBERAL ARTS**
**Social Sciences Department - Early Childhood**
2006
**Fall 2021**

A. **TITLE**:  Curriculum Development

B. **COURSE NUMBER:**  ECHD 125

C. **CREDIT HOURS:**  3 lecture hours per week for 15 weeks

D. **WRITING INTENSIVE COURSE:** No

E. **GER CATEGORY:**  None

F. **SEMESTER(S) OFFERED:**  Fall

G. **COURSE DESCRIPTION:**
In this course, students will examine curriculum methods in early care and education. Students will create and implement thematic lessons and activities to promote the skill development of the whole child. Special emphasis will be given to the process of curriculum development, developmentally appropriate methods, child-centered planning, and active play-based learning experiences for young children, birth – age 5.

H. **PRE-REQUISITES:** ECHD 101 or permission of instructor
**CO-REQUISITES:** None

I. **STUDENT LEARNING OUTCOMES:**
By the end of this course, the student will:

**PLO 1:** *Demonstrate differences in curriculum for infants, toddlers, preschoolers and children in the early primary levels by creating and implementing developmentally appropriate learning activities related to Head Start Early Learning Outcome Frameworks, Birth – 5 [HSELOF, 2015].*

| SLO | PLO | ISLO & Subset |
|---|---|---|
| a.  Identify developmentally appropriate learning activities that integrate age appropriate learning opportunities, skill development, and align with birth-K standards. | 1 | 2 Critical Thinking [IA] Inquiry and Analysis |
| b.  Apply practical knowledge of curriculum development for children ages birth-5 years. | 1 | 2 Critical Thinking [PS] Problem Solving |
| c.  Create, implement, and engage in age appropriate activities and lessons for use in the ECE classroom. | 1 | 2 Critical Thinking [IA] Inquiry and Analysis |
| d.  Construct curriculum plans following a lesson template format. | 1 | 2 Critical Thinking [Problem Solving] |
| e.  Plan and develop various learning activities and theme-based curriculum projects for individual, small, and large group instruction in specific subject-content areas. | 1 | 2 Critical Thinking [IA] Inquiry and Analysis |

J. **APPLIED LEARNING COMPONENT**: Yes
Classroom Lab
Entrepreneurship - Project

K. **TEXTS:**
Jackman, H. L. (2018).  *Early education curriculum:  A child's connection to the world*. (7th Ed). Clifton Park, NY:  Cengage

**L.**     **REFERENCES:**
*Head Start Early Learning Outcomes Framework [HSELOF] Ages Birth to Five* (2015)
Interactive Website https://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/elof

**M.**     **EQUIPMENT:** University Supplied Equipment

**N.**     **GRADING METHOD:** A – F

**O.**     **MEASUREMENT CRITERIA/METHODS:**
- Various Project Based Assignments
- Quizzes
- Curriculum Model Project
- Theme-based lesson plans and activities

**P. DETAILED TOPICAL OUTLINE**

**I. Developmentally Appropriate Practice**
  a. The Basics of DAP
  b. What is DAP
  c. Why is DAP important

**II. DAP Guidelines**
  a. Creating a community of learners
  b. Teaching to enhance development and learning
  c. Planning appropriate curriculum
  d. Assessing children's development and learning
  e. Developing reciprocal relationships with families

**III. Child Development, Teaching & Learning**
  a. Principles of childhood learning and skill development
  b. Teaching the "whole-child"
  c. Active learning
  d. Learning through play
  e. Differences in learning
  f. The classroom environment

**IV. Curriculum Planning**
  a. Characteristics of effective planning
  b. Planning basics
  c. Teaching strategies
  d. The "Web" Method
  e. Theme-based projects & curriculum
  f. Integrating classroom centers
  g. Multi-cultural curriculum: Celebrating diversity

**V. The Lesson Plan**
  The Basic Format:
  a. Goal & Objectives

b. Skill and Standard Alignment
c. Materials
d. Procedures
e. Motivation [visual and verbal]
f. Steps
g. Conclusion
h. Transition
i. Evaluation – Assessment

## VI.   Effective Group Activities
a. Planning & implementing small and large -group activities
b. Group preparation, strategies & methods
c. The importance of active involvement
d. Beyond show-n-tell

## VII. Incorporating Standards in Early Childhood Curriculum
a.   Head Start Early Learning Outcome Frameworks [HSELOF, 2015]
- Understanding
- Aligning
- Applying

b. Subject / Focus Areas:
- Mathematical Concepts
- Language & Literacy
- Social Studies
- Science & Discovery
- Physical and Perceptual Motor Development
- Creative Arts Expression: Art, Music, Dramatic Play
- Sensory Experiences

## VIII. Curriculum from Infancy to Kindergarten
a. Review developmental characteristics of young children
b. Infant-Toddler curriculum:  Birth to age 2
c. Preschool curriculum:  Ages 3 to 5
d. School Ready, Kindergarten- Curriculum: Time of transition Ages 5 - 6

## IX. Curriculum Programs: Overview
b.   The Montessori Approach
c.   High/Scope Curriculum
d.   Reggio Emilia
e.   The Project Approach
f.   The Creative Curriculum

## X. Supporting children and connecting curriculum
a.   Meeting the needs of today's children
b.   Assessment, evaluation and reflective practice
c.   The role of the teacher in developing curriculum
d.   Staying child-centered