

**SOUTHEAST COMMUNITY COLLEGE**  
**DIVISION OF ARTS AND SCIENCES**  
**Early Childhood Education**  
**Revision Date: 07-01-19**  
[Syllabus Statements](#)

**I. CATALOG DESCRIPTION**

Course Number: ECED 2060  
Course Title: Early Childhood Education Curriculum Planning  
Prerequisite(s): Students will be withdrawn from this class if they have not completed ECED1110, 1120, 1230, 1630, 1610, 1620, 1640 and three of the following methods classes: ECED1050, 1160, 1224, 1260. The fourth methods class must be taken prior to or as a co-requisite with this class. ECED1610 or 1620 can be taken as a co-requisite with this class.

Catalog Description: This course prepares students to plan a developmentally appropriate curriculum and environments for children ages 3-8 years of age. Topics include environment design, writing goals and objectives, lesson plans, daily schedules, working with parents, and inclusionary practices.

Credit Hours: 3.0  
Class Hours: 45  
Lab Hours: 0  
Total Contact Hours: 45

**II. COURSE OBJECTIVES:** *Course will:*

- A. Define the components of curriculum: philosophy, goals, schedules, environments (both indoors and outdoors), lesson planning, and activities.
- B. Identify the role of curriculum planning in early childhood education programs.
- C. Identify goals and objectives appropriate for 3-8 year olds.
- D. Describe how to modify curriculum to meet the specific needs of an individual child.
- E. Plan and develop curricula appropriate to the developmental level of children and based upon observation and assessment.
- F. Examine a variety of early childhood curricula models.
- G. Develop an awareness and appreciation of the individual likenesses and differences among children, families, and colleagues.

**III. STUDENT LEARNING OUTCOMES AND GENERAL EDUCATION LEARNING OUTCOMES:**

- A. Student Learning Outcomes: *Student will be able to:*
  - 1. Define the components of curriculum: philosophy, goals (parents, educators, and children), schedules/routines, environments (both indoors and outdoors), lesson planning and activity planning.
  - 2. Apply a philosophy of curriculum.
  - 3. Create appropriate goals and objectives for children 3-8 years of age.
    - a. Create a variety of schedules to meet program needs.
    - b. Plan an indoor and outdoor environment for 3-8 year olds.
    - c. Create appropriate lesson plans for 3-8 year olds based upon observation and assessment.
  - 4. Create appropriate learning activities for 3-8 year olds; including, but not limited to science, math, and social studies.
  - 5. Adapt curriculum to meet the needs of individual children.
  - 6. Identify a variety of curriculum models that can be used with 3-8 year olds.
  - 7. Explain the importance of good relationships between parents, teachers, and children.

- B. General Education Learning Outcomes
  - 1. GELO #3: Critical Thinking & Problem Solving  
Outcome: Acquire and integrate knowledge and construct relationships across disciplines.

**IV. CONTENT/TOPICAL OUTLINE** (*course outline may provide more detailed information*)

- A. Developmentally Appropriate Practice
- B. The Learning Environment
- C. Elements of Effective Lesson Planning
- D. Developing Effective Group Times
- E. Effective Early Childhood Schedules and Transitions
- F. Quality Caregivers and Effective Partnerships

**V. INSTRUCTIONAL MATERIALS**

- A. Required Text(s):
  - 1. Bredekamp, Sue and Copple, Carol. *Developmentally Appropriate Practice In Early Childhood Programs*. 3<sup>rd</sup> ed. NAEYC, 2009.
  - 2. Kostelnik, Marjorie and Soderman, Anne K. *Developmentally Appropriate Curriculum: Best Practices in Early Childhood Education*. 6<sup>th</sup> ed. Pearson, 2015.
- B. Other Resources:
  - 1. None

**VI. METHODS OF PRESENTATION/INSTRUCTION**

- A. Methods of presentation typically include a combination of the following:
  - 1. Instructor should make use of varied pedagogical techniques including several of the following: lectures, small and large discussion groups; collaborative projects, guest speakers, research, peer response and evaluation, journals, essays, conferences, computer-assisted instruction, interactive/creative methods, multimedia, and field trips.

**VII. METHODS OF EVALUATION**

- A. Methods of evaluation typically include a combination of the following:
  - 1. Course grades, at the determination of the instructor, will be based on class and group participation, daily work, exams, other presentations, projects, papers, and/or portfolio. Instructor will distribute evaluation and his/her grading policies to students at the beginning of each term.

**B. SCC GRADING SCALE**

A+	95-100	C+	75-79	F	59 or less
A	90-94	C	70-74		
B+	85-89	D+	65-69		
B	80-84	D	60-64		

**VIII. SPECIFIC COURSE REQUIREMENTS:**

- A. Grade of “C” or higher for ECED 2065.