

SOUTHEAST COMMUNITY COLLEGE
DIVISION OF ARTS AND SCIENCES
Early Childhood Education
Revision Date: 07-01-22

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Prerequisite(s): Students will be withdrawn from this class if they have not completed ECED1110, 1120, 1230, 1630, 1610, 1620, 1640 and three of the following methods classes: ECED1050, 1160, 1224, 1260.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 developmentally appropriate curriculum and environments for children ages 3-8 years of age. Topics include writing goals and objectives, lesson plans, daily schedules, working with families, 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. Examine the role of curriculum planning in early childhood education programs including use of Early Learning Guidelines: Nebraska's Birth to Five Learning and Development Standards and other professional guidelines.
- C. Identify goals and objectives appropriate for 3-8 year olds.
- D. Explain how to modify curriculum to meet the specific needs of an individual child.
- E. Outline curricula appropriate to the developmental level of children, based upon observation, assessment, and family input.
- F. Examine a variety of early childhood curricula models.
- G. Develop an awareness of the individual similarities 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 (of families, educators, and children), schedules/routines, environments (both indoors and outdoors), lesson planning and activity planning.
 - 2. Utilize appropriate early learning guidelines for developmentally appropriate curriculum planning.
 - 3. Develop 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. Develop appropriate lesson plans for 3-8 year olds based upon observation, assessment, and family input.
 - 4. Develop appropriate learning activities for 3-8 year olds.
 - 5. Adapt developmentally appropriate 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 positive relationships between children, families, and colleagues.
- 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 – indoor and outdoor
- C. Elements of Effective Curriculum Planning
- D. Developing Effective Large and Small Group Times
- E. Effective Early Childhood Schedules and Transitions
- F. Quality Educators and Effective Partnerships
- G. Curriculum Based on Early Childhood Guidelines and Standards to Meet the Needs of Individual Children

V. INSTRUCTIONAL MATERIALS

- A. Required Text(s):
 1. Bredekamp, Sue and Copple, Carol. *Developmentally Appropriate Practice In Early Childhood Programs*. 3rd ed. NAEYC, 2009.
 2. Kostelnik, Marjorie and Soderman, Anne K. *Developmentally Appropriate Curriculum: Best Practices in Early Childhood Education*. 6th 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.