

Northern Marianas College
CURRICULUM ACTION REQUEST

Effective Semester / Session: Fall 2010

Type of Action:

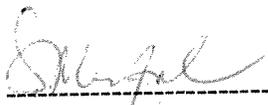
- New
- Modification
- Move to Inactive (Stop Out)
- Cancellation

Course Alpha and Number: ED 341

Course Title: Curriculum in Early Childhood Education

Reason for initiating, revising, or canceling:

New course for the Bachelor of Science degree in Education, Early Childhood Education.



Proposer

Date



Department Chair

Date



Dean of Academic Programs and Services

10-19-10

Date

Northern Marianas College

Course Guide

Course: ED 341 Curriculum in Early Childhood Education

1. Department

School of Education

2. Purpose

The purpose of this course is to acquaint prospective early childhood educators with basic early childhood education information and theories concerning curriculum and the components of effective teaching. The course will provide declarative and procedural aspects of teaching and learning in the early childhood education environment, including basic content, classroom techniques, the value of play, curriculum development, nutrition and health, and transitioning.

3. Description

A. Required/Recommended Textbook(s) and Related Materials

Required: Taylor, Barbara J. *A Child Goes Forth: A Curriculum Guide for Preschool Children*. 10th Edition. Upper Saddle River, NJ: Pearson Prentice Hall. 2004.

Readability level: Grade 12

B. Contact Hours

1. **Lecture:** 3 hours per week / 45 hours per semester
2. **Lab:** None

C. Credits

1. **Number:** 3
2. **Type:** Regular degree units

D. Catalogue Course Description

This course is designed to introduce students to the fundamental theories and content of an early childhood education curriculum. Students examine a variety of environments in an early childhood program, discuss ways to address individual differences and needs of a child's personal development, analyze the value of play, synthesize curriculum development and content, discuss nutrition and health, and practice transition activities. English Placement Level: EN 202. Math Placement Level: MA 161. Prerequisites ED 242, or concurrent enrollment. (Offered Fall).

Northern Marianas College Course Guide

Course: ED 341 Curriculum in Early Childhood Education

E. Degree or Certificate Requirements Met by Course

This is a required course for all education majors in early childhood education.

F. Course Activities and Design

This course incorporates short lecture/discussions, videos, small group activities, student projects, student presentations, written assignments, and activities for use in the early childhood classroom.

4. Course Prerequisite(s); Concurrent Course Enrollment; Required English/Mathematics Placement Level(s)

Prerequisites: ED 242, or concurrent enrollment

English Placement Level: EN 202

Math Placement Level: MA 161

5. Estimated Cost of Course; Instructional Resources Needed

Cost to the Student: Tuition for a 3 credit course, student activities fee, textbook.

Cost to the College: Salary of instructor; use of A-V equipment; occasional photocopying.

Instructional resources needed for this course include computers and software, the internet, TV/VCR, whiteboard markers, CRC materials, audio cassettes & players, and photocopied materials.

6. Method of Evaluation

Student grades will be based on the regular letter grade system as described below:

A: Excellent – grade points: 4.0;

B: Above average – grade points: 3.0;

C: Average – grade points: 2.0;

D: Below average – grade points: 1.0;

F: Failure – grade points: 0.0.

Northern Marianas College and School of Education grading and attendance policies will be followed.

Northern Marianas College

Course Guide

Course: ED 341 Curriculum in Early Childhood Education

7. Course Outline

This is a topical outline and does not necessarily indicate the sequence in which the material will be presented.

- 1.0 Environments for Young Children, Teachers, and Families
 - 1.1 Role of the Teacher
 - 1.1.1. Training
 - 1.1.2. Code of Ethics
 - 1.1.3. Early Childhood Teacher Certification
 - 1.2 Jean Piaget and Lev Vygotsky
 - 1.3 Values for Children
 - 1.3.1. Children with Special (Advanced or Delayed) Needs
 - 1.3.2. What Young Children Are Like
 - 1.3.3. How Young Children Learn
 - 1.3.4. Developmentally Appropriate Practices
 - 1.3.5. The Relationship Between Home and School Environments

- 2.0 Guidance Techniques Built on Understanding the Child's Personal Development
 - 2.1 Role of the Teacher
 - 2.1.1. Developmentally Appropriate Guidance Techniques
 - 2.1.2. Guidance at School and Home
 - 2.1.3. Violence in the Lives of Young Children
 - 2.2 Values for Children
 - 2.2.1. Problem Solving
 - 2.2.2. Social Development
 - 2.2.3. Diversity in the Classroom

- 3.0 The Value of Play
 - 3.1 Introduction
 - 3.1.1. Development During Years 2 Through 5
 - 3.1.2. Stages of Play in Young Children
 - 3.2 Role of the Teacher
 - 3.2.1. Dramatic Play
 - 3.2.2. Blocks
 - 3.2.3. The Role of the Teacher is Continuing, Important, and Diverse
 - 3.2.4. Toys and Materials
 - 3.2.5. Outdoor Play
 - 3.2.6. Safety

Northern Marianas College

Course Guide

Course: ED 341 Curriculum in Early Childhood Education

- 3.3 Values for Children
 - 3.3.1. Dramatic Play
 - 3.3.2. Outdoor Play
 - 3.3.3. Cumulative Value of Play (or the Child's Work)
 - 3.3.4. Violence and Children's Play

- 4.0 Curriculum Development
 - 4.1 Role of the Teacher
 - 4.1.1. Essentials of Planning
 - 4.1.2. Multicultural Education
 - 4.1.3. Lesson Plan Guide
 - 4.1.4. Conclusions
 - 4.1.5. Developing Curriculum
 - 4.1.6. Curriculum Webbing
 - 4.2 Values for Children
 - 4.2.1. How Children Best Learn
 - 4.2.2. What Children Should Learn
 - 4.2.3. How Definitions Clarify

- 5.0 Language Arts
 - 5.1 Introduction
 - 5.1.1. Language Interaction
 - 5.1.2. Emergent Literacy
 - 5.1.3. Developing Programs for Linguistically and Culturally Diverse Children and Families
 - 5.2 Role of the Teacher
 - 5.2.1. Appropriate and Integrated Curriculum
 - 5.2.2. Stories and Storytime
 - 5.2.3. Poetry and Young Children
 - 5.3 Values for Children
 - 5.3.1. Listening
 - 5.3.2. Speaking
 - 5.3.3. Reading
 - 5.3.4. Writing

- 6.0 Creative Arts
 - 6.1 Theoretical Background of Art for Young Children
 - 6.1.1. Selected Early Childhood Educators' Influence on Creative Art for Young Children
 - 6.2 Role of the Teacher
 - 6.2.1. Observation

Northern Marianas College

Course Guide

Course: ED 341 Curriculum in Early Childhood Education

- 6.2.2. Attitude
- 6.2.3. Proper Materials
- 6.2.4. Goals and Objectives
- 6.2.5. Concern for Process/Product and Flexibility/Rigidity
- 6.3 Values for Children
 - 6.3.1. Include Everyone
 - 6.3.2. Clay
 - 6.3.3. Collage
 - 6.3.4. Cutting and Pasting
 - 6.3.5. Drawing
 - 6.3.6. Painting
 - 6.3.7. Puzzles
 - 6.3.8. Sand
 - 6.3.9. Stringing/Stitchery
 - 6.3.10. Woodworking
 - 6.3.11. Sensory Experiences
 - 6.3.12. Miscellaneous Ideas for Small-Muscle Development
 - 6.3.13. Water
 - 6.3.14. Multicultural Experiences
- 7.0 Music and Movement
 - 7.1 Role of the Teacher
 - 7.1.1. Learning Through Music and Movement
 - 7.1.2. Movement Education
 - 7.1.3. Music Education
 - 7.2 Values for Children
 - 7.2.1. Movement Education
 - 7.2.2. Helping Young Children Develop Their Bodies Properly
 - 7.2.3. Activities to Increase Movement Skills
 - 7.2.4. Multicultural Music and Movement Activities
- 8.0 Science and Technology
 - 8.1 Role of the Teacher
 - 8.1.1. Overview of Developmentally Appropriate Science
 - 8.2 Values for Children
 - 8.2.1. What is Science?
 - 8.2.2. Life...and Death
 - 8.2.3. Activities to Increase Awareness of Biological Science
 - 8.2.4. Activities to Increase Awareness of Physical Science
 - 8.2.5. Technology and Young Children

Northern Marianas College

Course Guide

Course: ED 341 Curriculum in Early Childhood Education

- 9.0 Mathematics
 - 9.1 Introduction
 - 9.1.1. Importance of Math Learning for Young Children
 - 9.2 Role of the Teacher
 - 9.2.1. Teaching Mathematical Concepts
 - 9.2.2. Appropriate Mathematical Experiences
 - 9.3 Values for Children
 - 9.3.1. Stages of Development
 - 9.3.2. Literature and Mathematics
 - 9.3.3. Activities to Increase Mathematical Concepts

- 10.0 Social Studies, Anti-Bias Curriculum, and Field Trips
 - 10.1 Role of the Teacher
 - 10.1.1. Activities to Increase Awareness of Social Studies
 - 10.2 Values for Children
 - 10.2.1. Learning About Oneself
 - 10.2.2. Social Behavior
 - 10.2.3. Diversity

- 11.0 Nutrition and Health
 - 11.1 Role of the Teacher
 - 11.1.1. Nutrition
 - 11.2 Values for Children
 - 11.2.1. Food
 - 11.2.2. Health
 - 11.3 "Quick Notes" About Culture, Nutrition, Health, Learning and Young Children
 - 11.3.1. Cultures
 - 11.3.2. Poverty/Nutrition/Health Care
 - 11.3.3. Curriculum
 - 11.3.4. Enjoyment

- 12.0 Transition Activities
 - 12.1 Main Principles
 - 12.1.1. Advantages of Smooth Transitions
 - 12.1.2. Good Transition Activities
 - 12.1.3. Teaching Suggestions
 - 12.2 Application of Principles

Northern Marianas College Course Guide

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8. Instructional Goals

This course will introduce students to:

- 1.0 Environments for Young Children in Early Childhood Education;
- 2.0 Developmentally Appropriate Guidance Techniques in Early Childhood Education;
- 3.0 The Value of Play;
- 4.0 Curriculum Development in an Early Childhood Education Program;
- 5.0 Language and Literacy in Early Childhood Education;
- 6.0 Creative Arts in Early Childhood Education;
- 7.0 Music and Movement in Early Childhood Education;
- 8.0 Science and Technology in Early Childhood Education;
- 9.0 Mathematics in Early Childhood Education;
- 10.0 Social Studies, Anti-Bias Curriculum, and Field Trips in Early Childhood Education;
- 11.0 Nutrition and Health in an Early Childhood Education Program; and
- 12.0 A Variety of Transition Activities in Early Childhood Education.

9. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1.0 Recognize environments for young children, teachers, and families in and early childhood education program;
- 2.0 Demonstrate guidance techniques necessary in understanding the child's personal development in an early childhood education program;
- 3.0 Show the value of play in an early childhood education program;

Northern Marianas College

Course Guide

Course: ED 341 Curriculum in Early Childhood Education

- 4.0 Develop a curriculum for an early childhood education program;
- 5.0 Recognize a language and literacy curriculum in an early childhood education program;
- 6.0 Recognize a creative arts curriculum in an early childhood education program;
- 7.0 Recognize a music and movement curriculum in an early childhood education program;
- 8.0 Recognize a science and technology curriculum in an early childhood education program;
- 9.0 Recognize a mathematics curriculum in an early childhood education program;
- 10.0 Recognize a social studies, anti-bias curriculum and the importance of field trips in an early childhood education program;
- 11.0 Point out the value of nutrition and health in early childhood education; and
- 12.0 Demonstrate a variety of transition activities in early childhood education.

10. Assessment Measures

Assessment of student learning may include, but not be limited to, the following:

- 1.0 Student activities, presentations, and reflective writings;
- 2.0 Evaluation by the instructor using provided rubrics;
- 3.0 A course Portfolio; and
- 4.0 Quizzes and a Final Examination.