

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

Child Development 130 – Curriculum: Design and Implementation

3 hours lecture, 3 units

Catalog Description

Students will examine a variety of approaches to curriculum development, the essential role of play, and the teacher's role in supporting development and learning. The course will emphasize a co-constructive process of observation, implementation, and documentation for designing environments that generate meaningful, relevant learning that is responsive to the child in the context of family and culture. An overview of content areas, including language and literacy, social and emotional learning, sensory learning, art and creativity, and math and science will be provided.

Prerequisite

None

Recommended Preparation

"C" grade or higher or "Pass" in CD 123, 125, 126, 127, 128, 129, 131 or equivalent

Entrance Skills

Without the following skills, competencies and/or knowledge, students entering this course will be highly unlikely to succeed:

- 1) Knowledge of child development theories, particularly Piaget, Erikson, and the social learning theories.
- 2) Knowledge of appropriate methods, materials and curriculum resources for:
 - a. Music and movement
 - b. Science and math
 - c. Language and literature
 - d. Art
- 3) Beginning understanding of effective guidance and intervention with children.
- 4) Beginning skills in developing curriculum.
- 5) Ability to write a complete activity plan.

Course Content

- 1) The value of play, developmental stages, physical, cognitive and psychosocial learning, beginning curriculum and program planning and appropriate teaching strategies for the arts, math, science, language and literacy
- 2) Theories and approaches to curriculum development, including Montessori, High Scope, emergent, project approach, and webbed curriculum, with an emphasis on developmental and constructivist theories
- 3) The multiple roles of the teacher in fostering social development; honoring and modeling linguistic diversity; use of language; and planning and evaluating appropriate activities, materials, and equipment
- 4) Ongoing observation, documentation, planning techniques, and assessment strategies as they relate to curriculum development
- 5) Play as the central modality of young children's learning and the child's role as a generator for curriculum
- 6) The role of the environment and environmental rating tools, including the "environment as teacher" in set up and organization of spaces and materials and the strategic use of time and schedules

- 7) Components of inclusive, developmentally, culturally, linguistically appropriate curriculum, including the role of curriculum in supporting socialization, self-regulation and self-help skills for all children
- 8) Techniques for co-construction of curriculum, including simple-complex, concrete to abstract, and scaffolding
- 9) Strategies for engaging with families

Course Objectives

Students will be able to:

- 1) Integrate and apply concepts, including the value of play; developmentally appropriate principles; quality teaching strategies; the acquisition of knowledge and skills; physical-motor, cognitive and psychosocial learning; and appropriate curriculum including the arts, math, science, language and literacy to support children's development and learning.
- 2) Examine and evaluate a variety of approaches to curriculum development with an emphasis on constructivist theory and play-based curriculum that supports children's cognitive, language, creative, physical and social-emotional development.
- 3) Analyze the role of the teacher in the development of observation strategies, documentation and planning techniques that place a high value on play as a generator for curriculum.
- 4) Discuss teacher behaviors and best practices that reflect current research and the impact it has on children's learning and development.
- 5) Utilize a research-based environmental rating scale to evaluate an early childhood care and education environment and assess its function as an essential component of curriculum.
- 6) Evaluate and co-construct inclusive, developmentally, culturally, linguistically appropriate written curriculum plans based on observation and assessment and apply to appropriate practice reflective of the children and families.
- 7) Incorporate examples of the co-construction of curriculum, including simple-complex, concrete to abstract, and scaffolding into the planning for early childhood curriculum.
- 8) Formulate a philosophy that reflects the value of the learning taking place in the framework of a program.
- 9) Generate strategies for engaging with families in co-constructing meaningful learning for their children.
- 10) Use observation tools to identify quality environments, curriculum and routines in early childhood programs.

Method of Evaluation

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in the subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.

- 1) Written assignments that measure students' ability to compare, contrast, evaluate, and apply concepts related to play, the developmental stages, approaches to curriculum, and early childhood settings and classrooms.
- 2) Small group activities and projects that require students to analyze the role of the teacher and planning in curriculum development, room environments, and the outdoor environment.
- 3) Written observations and assessments that measure students' ability to evaluate an early childhood classroom using a research-based environmental rating system.
- 4) Written paper that requires students to articulate a personal philosophy of early childhood learning, including the role of families in their child's learning.
- 5) Quizzes and exams that measure students' ability to identify and integrate concepts including play, developmental stages, learning, engaging families, and curriculum approaches and planning.

Special Materials Required of Student

None

Minimum Instructional Facilities

Smart classroom

Method of Instruction

- 1) Lecture and discussion
- 2) Directed group activities and projects
- 3) Classroom assessments

Out-of-Class Assignments

- 1) Reading assignments
- 2) Investigation, organization, and preparation of course materials for presentation in class
- 3) Development of a resume
- 4) Observation of programs

Texts and References

- 1) Required (representative examples):
 - a. *California Preschool/Transitional Kindergarten Learning Foundations. California Department of Education, 2024.*
 - b. Gordon and Browne, *Beginnings and Beyond: Foundations in Early Childhood Education*, 10th edition, 2020.
- 2) Supplemental: None

Exit Skills

Students having successfully completed this course exit with the following skills, competencies and/or knowledge:

- 1) Develop a comprehensive curriculum based on developmentally appropriate philosophy of early childhood education.
- 2) Plan a daily schedule with appropriate transition and balance of active/quiet activities.
- 3) Implement positive guidance strategies.
- 4) Create an environment which infuses a proactive respect for cultural diversity and individual differences.
- 5) Formulate goals and objectives which are developmentally appropriate for the children they will be teaching, including children with special needs.

Student Learning Outcomes

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

- 1) Examine and evaluate a variety of approaches to curriculum development with an emphasis on play-based curriculum that supports children's cognitive, language, creative, physical and social-emotional development.
- 2) Analyze the role of the teacher in the development of observation strategies, documentation and planning techniques that reflect best practices and place a high value on play as a generator for curriculum.