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Early Care, Education, and Family Studies (ECE) 1501 Early Care, Education, and Family Studies Curriculum (3 Units) (DS3) CSU

[formerly Early Childhood Education 1501; Early Childhood Education 2]

Advisory: Eligibility for English 1500 strongly recommended

Total Hours: 48 hours lecture

Catalog Description: This course is designed as an introduction to the appropriate and effective methods, theories and practices of Early Care, Education and Family Studies curriculum. It is also a practical "hands-on" approach to presenting a variety of learning experiences to children birth through age 8 with an awareness of cultural differences and diverse abilities. The following content areas will be examined: mathematics, language and literacy, science, nutrition, and arts and creativity, social and emotional learning and sensory learning. The teacher's role in supporting learning and development in young children, with an emphasis on the role of play, will also be examined. TB clearance is required. C-ID: ECE 130

Type of Class/Course: Degree Credit

Text: Gonzalez-Mena, J. *Foundations of Early Childhood Education: Teaching Children in a Diverse Society*. 4th ed. New York: McGraw-Hill, 2008. Print.

*California Preschool Learning Foundations, Vol. 2*. Sacramento: California Department of Education, 2010. Print.

Additional Required Materials: Instructor prepared materials, including: art, math and science books, language curriculum and other seasonal activity books.

Course Objectives:

By the end of the course a successful student will be able to:

1. Recognize developmentally appropriate principles and teaching strategies and apply them in supervised settings with young children,
2. Demonstrate an understanding of the many aspects of the teachers' role in early childhood programs,
3. Identify theoretical and program model implications for curriculum,
4. Analyze activity plans with regard to theory and program model foundations,

5. Demonstrate an understanding of the assessment, curriculum planning, implementation, documentation cycle and use it to plan, implement, and evaluate sample ECE activities, and
6. Recognize variation in individual child needs and strategies to accommodate those needs.

Course Scope and Content:

- Unit I            Characteristics of the Learning Process and Educational Strategies
  - A.     The Importance of Play
  - B.     Developmentally Appropriate Practice
  - C.     Theoretical and Historical Foundations in Early Care, Education, and Family Studies (ECEP)
  
- Unit II           Observation and Assessment
  - A.     Techniques
  - B.     Desired Results Developmental Profile Desired Results Developmental-Profiles (DRDP)
  - C.     California Preschool Learning Foundations
  
- Unit III          Fostering Relationships and Communication
  - A.     Children
  - B.     Adult
  - C.     Parent
  
- Unit IV          The Environment
  - A.     The Physical Environment
  - B.     The Social Emotional Environment
  - C.     Using Early Childhood Environmental Rating Scale (ECERS) to Create the Environment
  
- Unit V           Developmentally Appropriate Curriculum
  - A.     Caregiving as Curriculum
  - B.     Language and Emergent Literacy
  - C.     Math, Science and Nutrition
  - D.     Art and Creativity
  - E.     Music and Movement
  - F.     Social and Emotional Learning
  
- Unit VI          The Role of the Teacher
  - A.     Fostering Social Skills
  - B.     The Power of Language
  - C.     Curriculum and Materials
  - D.     Reflection and Evaluation
  - E.     Collaboration
  
- Unit VII         Context for Developmentally-Appropriate Practice
  - A.     Developmental theory as it applies to curriculum development

- B. Observation and assessment strategies as they apply to curriculum planning and evaluation.

Unit VIII Impacts on Child Development and Curriculum Planning/Implementation

- A. Language and culture
- B. Engagement and interest
- C. Learning styles and modalities
- D. Special needs
- E. Standards from legislation and accrediting groups

Unit IX ECE Classrooms

- A. Learning centers
- B. Components of learning environments
- C. Program models and approaches

Unit X Adjusting for and including

- A. Families, cultures, and languages of the communities served
- B. Children with special needs
- C. Infants and toddlers
- D. The curriculum planning process
- E. The continuing cycle of observation, assessment, curriculum planning, and documentation

Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 6 hours per week outside of the regular class time doing the following:

1. Studying
2. Answering questions
3. Skill practice
4. Completing required reading
5. Written work
6. Observation of or participation in an activity related to course content
7. Projects hands on

Methods of instruction:

1. Lecture
2. Participation workshops for a hands-on approach to teaching the preschool curriculum
3. Films when available
4. Lesson presentations
5. Guest panel of local preschool directors

Methods of evaluation:

1. Substantial writing assignments, including:

- a. essay exams
  - b. written homework
  - c. hands-on projects
2. Computational or non-computational problem solving demonstrations, including:
  - a. exams
  - b. field work
  - c. observational reports
  - d. hands-on projects
3. Skill demonstrations, including:
  - a. class performance
  - b. performance exams
  - c. field work
  - d. hands-on projects
4. Other examinations, including:
  - a. multiple choice
  - b. matching items
  - c. true/false items