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C&GE approved: May 9, 2016

Early Care, Education and Family Studies (ECE) 2021 Introduction to the Primary Grade Classroom (3 units) CSU

[formerly Early Childhood Education 2021; Early Childhood Education 48D]

Prerequisite: Successful completion in Psychology 2003 with a grade of “C” or higher

Advisory: Eligibility for English 1500 strongly recommended

Prerequisite knowledge/skills: Before entering the course, the student should be able to

1. understand ways in which prenatal development influences later growth and development,
2. describe growth and development characteristics from birth,
3. discuss major theories and principles of human development as it relates to behavior in children,
4. understand principal scientific methods used in the study of child development,
5. understand significant research which has contributed to the establishment of developmental principles,
6. relate learning in child development to personal life experience,
7. demonstrate a sensitivity to the special needs of children at developmental levels, and
8. understand the issue of diversity in children and families.

Total Hours: 32 hours lecture; 48 hours lab (80 hours total)

Catalog Description: An introduction to elementary education through exploration of curriculum used in various kindergarten through third grade classrooms. Weekly interaction with children and teachers throughout the semester while researching various educational theories and developing appropriate activities and lesson plans is a part of this course.

Type of Class/Course: Degree Credit

Text:

Guillaume, Andrea M. *K-12 Classroom Teaching: A Primer for New Professionals*. Boston:

Pearson. 5th ed. 2016, Print.

Additional Required Materials: None

Course Objectives:

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

1. work in a classroom setting with children from age 5 to 8-years-old,
2. develop a weekly lesson plan for school-age children,

3. identify and apply various child development theories,
4. utilize curriculum materials designed for use in primary grade classrooms,
5. access resources available to student teachers/teachers,
6. understand the importance of observation and assessment,
7. understand the various assessment tools used in primary grade classrooms,
8. clearly understand and explain the stages of development in children age 5 to 8-years-old,
9. evaluate behavioral modification strategies and discipline techniques used in primary grade classrooms,
10. appreciate and celebrate the uniqueness of individual children and their families (including: culture, special need, socioeconomic status, religion, and language),
11. demonstrate critical thinking and college level writing skills, and
12. evaluate and discuss the vocational skills needed in order to successfully care for children in a primary grade setting.

Course Scope and Content:

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| Unit I   | Working with the Primary Grade Teachers <ol style="list-style-type: none"> <li>A. Understanding California Common Core State Standards Teaching Strategies</li> </ol>  |
| Unit II  | Curriculum and Planning <ol style="list-style-type: none"> <li>A. Literacy</li> <li>B. Math</li> <li>C. Social Studies, Science and Health</li> <li>D. Music and Movement</li> <li>E. Assessment and Evaluation</li> </ol> |
| Unit III | Classroom Management <ol style="list-style-type: none"> <li>A. Guidance Techniques</li> <li>B. Discipline</li> <li>C. Positive Reinforcement</li> </ol>  |
| Unit IV  | Observation and Assessment <ol style="list-style-type: none"> <li>A. Tools and Strategies</li> <li>B. Smarter Balance (testing tool – Common Core)</li> </ol>  |
| Unit V   | Theory and Development <ol style="list-style-type: none"> <li>A. Historical and Theoretical Foundations</li> <li>B. Understanding Developmental Levels</li> </ol>  |
| Unit VI  | Diversity in the Classroom <ol style="list-style-type: none"> <li>A. Culture</li> <li>B. Working with Families</li> <li>C. Special Needs</li> <li>D. Learning Styles and Needs</li> </ol>                                  |
| Unit VII | Transitional Kindergarten <ol style="list-style-type: none"> <li>A. Understanding Legislation</li> <li>B. Teacher Requirements</li> <li>C. Model Programs</li> </ol>   |



Course Scope and Content: (Laboratory)

Unit I Observation:

- A. Class Room Management
- B. Planning and Instruction
- C. Collaboration Among Peers

Unit II Assist:

- A. Daily Classroom Routines
- B. Lesson Planning
- C. Reading and Language Development

Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 4 hours per week outside of the regular class time doing the following:

- 1. Studying
- 2. Skill practice
- 3. Completing required reading
- 4. Problem solving activities
- 5. Written assignments

Methods of Instruction:

- 1. Lab activities as assigned
- 2. Group discussions and problem solving
- 3. Theoretical Analysis
- 4. Lecture-demonstration

Methods of Evaluation:

- 1. Journal writing
- 2. Students will demonstrate knowledge through group discussion
- 3. Observation of lab activities
- 4. Written assignments

Supplemental Data:

TOP Code:	130500: Child Development/Early Care a
SAM Priority Code:	C: Clearly Occupational
Distance Education:	Not Applicable

Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	I: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	E: Credit By Exam
Eligible for Pass/No Pass:	C: Pass/No Pass
Taft College General Education:	NONE