



ILLINOIS VALLEY COMMUNITY COLLEGE

COURSE OUTLINE

DIVISION: Humanities, Fine Arts, and Social Sciences

COURSE: ECE 2202 Curriculum Programming

Date: Fall 2022

Credit Hours: 3

Complete all that apply or mark "None" where appropriate:

Prerequisite(s): None

Enrollment by assessment or other measure? Yes No

If yes, please describe:

Corequisite(s): None

Pre- or Corequisite(s): ECE 1000

Consent of Instructor: Yes No

Delivery Method: **Lecture** **3 Contact Hours** (1 contact = 1 credit hour)
 Seminar **0 Contact Hours** (1 contact = 1 credit hour)
 Lab **0 Contact Hours** (2-3 contact = 1 credit hour)
 Clinical **0 Contact Hours** (3 contact = 1 credit hour)
 Online
 Blended
 Virtual Class Meeting (VCM)

Offered: **Fall** **Spring** **Summer**

CATALOG DESCRIPTION and IAI NUMBER (if applicable):

This course is designed to acquaint the student with the broad knowledge of appropriate curriculum for young children from birth through age 8. Students will understand the central concepts, tools of inquiry, and structures of the content disciplines. Students will recognize and value the interdependence between children's relationships with others and their construction of knowledge. They will learn to view curriculum development as a collaborative, dynamic and ever-changing professional

endeavor among colleagues, children, families, and the community. They will take responsibility for planning and providing an emerging, bias-sensitive, integrated curriculum to build on each child's current abilities and interests to expand competence in all content areas and developmental domains.

ACCREDITATION STATEMENTS AND COURSE NOTES:

Content and assessments aligned to Gateways ECE Competencies

COURSE TOPICS AND CONTENT REQUIREMENTS:

Foundations of Early Childhood Education: Developmentally Appropriate Practice; Principles of Development and Learning
Setting the Stage for Learning: Planning and Implementing Effective Small Group Activities; Planning and Implementing Effective Whole Group Activities; Organizing Space, Materials, Time, and Children's Groups; Promoting Self-Discipline in Children; Evaluating and Guiding Children's Progress by Using Authentic Assessment; Strengthening Developmentally Appropriate Programs Through Family Involvement
The Curriculum: The Aesthetic Domain; The Cognitive Domain; The Language Domain; The Physical Domain; The Social Domain
Integrating Curriculum: Integrating Curriculum Through Pretend and Constructive Play; Integrating the Curriculum by Using Themes and Projects

INSTRUCTIONAL METHODS:

Lecture
Class discussion/demonstrations
Weekly Assignments

EVALUATION OF STUDENT ACHIEVEMENT:

Class participation
Personal reflections
Material development (lessons and activities)
Research reviews/summaries
Professional development activity
In-class presentations
Group/Team Unit project

INSTRUCTIONAL MATERIALS:

Textbooks

Developmentally Appropriate Curriculum: Best Practices in Early Childhood Education.
6th Ed. (E-Text)
Marjorie Kostelnik, Anne Soderman and Alice Whiren. 2015

Resources

Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8, Revised Edition. Sue Bredekamp. NAEYC.
Developmental Profiles: Pre-Birth Through Twelve. 6th Ed. Allen and Marotz.
Gateways ECE Competencies and Suggested Roles
Illinois Professional Teaching Standards (2013)
Council for Exceptional Child (CEC)/Division of Early Childhood (DEC) Standards
NAEYC Professional Standards and Competencies for Early Childhood Educators

LEARNING OUTCOMES AND GOALS:

Institutional Learning Outcomes

- 1) Communication – to communicate effectively;
- 2) Inquiry – to apply critical, logical, creative, aesthetic, or quantitative analytical reasoning to formulate a judgement or conclusion;
- 3) Social Consciousness – to understand what it means to be a socially conscious person, locally and globally;
- 4) Responsibility – to recognize how personal choices affect self and society.

Course Outcomes and Competencies

1. Describe the interrelationships among development, learning and experiences for children birth through age eight.

IPTS	ECE Competencies	CEC/DEC Standards	NAEYC PSCECE
1A, 1B, 1C, 1D, 1E, 1F, 1G, 1L, 2A, 2C, 2G, 2M, 2N, 3A, 3E, 3I, 3J, 3L, 3O, 3P, 3Q, 4B, 4C, 4D, 4K, 4L, 5A, 5E, 5F, 5H, 5I, 5K, 5L, 5S, 7B	HGD1, CPD1, PPD3, PPD4	CC3K2	1a, 1b1c, 2a, 2b, 2c, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5c, 6b, 6c, 6d

2. Describe and explain principles of developmentally appropriate practice.

IPTS	ECE Competencies	CEC/DEC Standards	NAEYC PSCECE
1A, 1B, 1C, 1D, 1E, 1K, 1L, 2E, 2G, 3A, 3C, 3D, 3J, 3O, 3P, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 4I, 4J, 4K, 4L, 4M, 4N, 4O, 4P, 4Q, 8C, 8F, 8P, 9A, 9L	CPD1, CPD2, CPD3, CPD4, CPD5, CPD6, IRE2, IRE3, IRE4	EC3KA, CC7K1, EC7K1	1a, 1b, 1c, 2a, 2b, 2c, 4a, 4b, 4c, 4d, 5b, 5c, 6b, 6c

3. Design, plan and evaluate integrated learning experiences supportive of children’s development and learning using context knowledge in the Illinois Early Learning and Development Standards.

IPTS	ECE Competencies	CEC/DEC Standards	NAEYC PSCECE
1A, 1B, 1C, 1D, 1E, 1F, 1H, 1L, 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2I, 2J, 2N, 2P, 3A, 3C, 3D, 3J,3K, 3L, 3M, 3Q, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 4I, 4J, 4K, 4L, 4M, 4N, 4O, 4P, 4Q, 5A, 5B, 5C, 5D, 5E, 5F, 5I, 5J, 5K, 5M, 5N, 5P, 5S, 7B, 7L, 8A, 8B, 8D, 8E, 8H, 8I, 8J, 8O, 8P, 8T, 8Q, 9B, 9I, 9J, 9K, 9O, 9R	CPD1, CPD2, CPD3, CPD4, CPD5, CPD6, CPD7, CPD8, CPD9, PPD3, PPD4	CC7K2, CC7K3, EC7K2	1a, 1b, 1c, 2a, 2b, 2c, 3a, 3b, 3c, 4a 4b, 4c, 4d, 5a, 5b, 5c, 6a, 6b, 6c, 6d

4. Create and evaluate the physical environment and room arrangements; both indoors and outdoors.

IPTS	ECE Competencies	CEC/DEC Standards	NAEYC PSCECE

1A, 1B, 1C, 1D, 1E, 1L, 2E, 3A, 3C, 3D, 3J, 3O, 3P, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 4I, 4J, 4K, 4L 4M, 4N, 4O,4P, 4Q, 8C, 8F, 9A	IRE3, IRE4	CC5K1, EC3K2	1a, 1b, 1c, 2a, 2b, 2c, 4a, 4b, 4c, 4d, 5b, 5c, 6b, 6c
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5. Identify strategies supportive of language development for each and every child, including those who are culturally, linguistically and ability diverse.

IPTS	ECE Competencies	CEC/DEC Standards	NAEYC PSCECE
1A, 1B, 1C, 1D, 1E, 1F, 1L, 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2I, 2J, 2N, 2Q, 3A, 3B, 3C, 3D, 3G, 3J, 3K, 3L, 3M, 3O, 3Q, 4E, 4P, 5A, 5B, 5C, 5E, 5I, 5J, 5K, 5M, 5P, 5S, 6B, 6C, 6E, 6J, 7G, 7I, 8C, 8P, 8Q, 9K, 9L, 9N, 9P, 9Q	CPD1, CPD4, CPD8	CC5K8, CC6K1-4, EC6K1-2	1a, 1b, 1c, 2a, 2b, 2c, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 6b, 6c, 6d

6. Generate curriculum development strategies for diverse populations including children who are culturally, linguistically, and ability diverse.

IPTS	ECE Competencies	CEC/DEC Standards	NAEYC PSCECE
1A, 1B, 1C, 1D, 1E, 1H, 1L, 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2I, 2J, 2N, 2P, 3A, 3C, 3D, 3J, 3K, 3L, 3M, 3Q, 4A, 4F, 4G, 4H, 4I, 4J, 4K, 4L, 4M 4N, 4O, 4P, 4Q, 5A, 5B, 5C, 5D, 5E, 5F, 5I, 5J, 5K, 5M, 5N, 5P, 5S, 7A, 7B, 7I, 7L, 8A, 8B, 8D, 8E, 8H, 8I, 8J, 8O, 8P, 8T, 8Q, 9I	HGD4, CPD3	CC3K1, CC3K6, EC4K1	1a, 1b, 1c, 2a, 2b, 2c, 3a, 4a, 4b, 4c, 4d, 5a, 5b, 5c

7. Explain the role of technology as a tool and resource in the early childhood classroom.

IPTS	ECE Competencies	CEC/DEC Standards	NAEYC PSCECE
1A, 1B, 1C, 1D, 1E, 1H, 1L, 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2I, 2J, 2N, 2P, 3A, 3C, 3D, 3J, 3K, 3L, 3M, 3Q, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 4I, 4J, 4K, 4L, 4M, 4N, 4O, 4P, 4Q, 5A, 5B, 5C, 5D, 5E, 5F, 5I, 5J, 5K, 5M, 5N, 5P, 5S, 7B, 7L, 8A, 8B, 8D, 8E, 8H, 8I, 8J, 8O, 8P, 8T, 8Q, 9I	CPD2, CPD3	CC7K4	1a, 1b, 1c, 2a, 2b, 2c, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 6b

8. Identify methods to involve families in the curriculum process, planning, implementation, and evaluation.

IPTS	ECE Competencies	CEC/DEC Standards	NAEYC PSCECE
1A, 1C, 1E, 2G, 3F, 6C, 8A, 8B, 8D, 8H, 8O, 8P, 8Q, 9D, 9G, 9H, 9I, 9L, 9Q	FCR1, FCR2, FCR3, FCR4	EC8K1	1a, b, 1c, 2a, 2b, 2c, 3a, 4a, 6a, 6b

9. Identify observations, assessments, and implementation strategies supportive of curriculum planning, principles and concepts.

IPTS	ECE Competencies	CEC/DEC Standards	NAEYC PSCECE
1A, 1B, 1C, 1D, 1E, 1H, 1J, 1L, 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2I, 2J, 2N, 2P, 3A, 3C, 3D, 3J, 3K, 3L, 3M, 3Q, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 4I, 4J, 4K, 4L, 4M, 4N, 4O, 4P, 4Q, 5A, 5B, 5C, 5D, 5E, 5F, 5I, 5J, 5K, 5M, 5N, 5P, 5S, 7A, 7B, 7I, 7L, 8A, 8B, 8D, 8E, 8H, 8I, 8J, 8O, 8P, 8T, 8Q, 9I	HGD4, CPD3	EC7K3, EC8K3	1a, 1b, 1c, 2a, 2b, 2c, 4a, 4b, 4c, 4d, 5a, 5b, 5c

10. Identify and describe strategies to foster positive relationships with children that support development and learning.

IPTS	ECE Competencies	CEC/DEC Standards	NAEYC PSCECE
1A, 1B, 1C, 1D, 1E, 1K, 2E, 2G, 3A, 3C, 3P, 4A, 4C, 4D, 4F, 4G, 4H, 4K, 4L, 4M, 4N, 4P, 4Q, 8P, 9A, 9L	IRE2, IRE3	CC5K2, CC5K7	1a, 1b, 1c, 2a, 2b, 2c, 4a, 4b, 4d, 5b, 5c, 6b, 6c