



# **ILLINOIS VALLEY COMMUNITY COLLEGE**

## **COURSE OUTLINE**

**DIVISION: Humanities, Fine Arts, and Social Sciences**

**COURSE: ECE 2202 Curriculum Programming**

Date: Fall 2021

Credit Hours: 3

Prerequisite(s)/Co-requisite(s): ECE 1000

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**  
 **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 eight. 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:

### 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  
Class presentations (individual and group)  
Group project  
Weekly Assignments  
Research reviews and summaries

### EVALUATION OF STUDENT ACHIEVEMENT:

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. 7<sup>th</sup> Ed.  
Marjorie Kostelnik, Anne Soderman and Alice Whiren. 2015

#### Resources

None

### LEARNING OUTCOMES AND GOALS:

#### Institutional Learning Outcomes

- Communication – to communicate effectively;
- Inquiry – to apply critical, logical, creative, aesthetic, or quantitative analytical reasoning to formulate a judgement or conclusion;
- Social Consciousness – to understand what it means to be a socially conscious person, locally and globally;
- 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 Standards
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	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 Standards
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 Standards
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 Standards
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

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 Standards
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 Standards
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.

<b>IPTS</b>	<b>ECE Competencies</b>	<b>CEC/DEC Standards</b>	<b>NAEYC Standards</b>
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.

<b>IPTS</b>	<b>ECE Competencies</b>	<b>CEC/DEC Standards</b>	<b>NAEYC Standards</b>
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.

<b>IPTS</b>	<b>ECE Competencies</b>	<b>CEC/DEC Standards</b>	<b>NAEYC Standards</b>
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.

<b>IPTS</b>	<b>ECE Competencies</b>	<b>CEC/DEC Standards</b>	<b>NAEYC Standards</b>
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