CHLDV150 : Introduction To Curriculum

General Information

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Course Code (CB01) :	CHLDV150
Course Title (CB02) :	Introduction To Curriculum
Department:	CHLDV
Proposal Start:	Spring 2025
TOP Code (CB03) :	(1305.00) Child Development/Early Care and Education
CIP Code:	(19.0709) Child Care Provider/Assistant.
SAM Code (CB09) :	Clearly Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000564198
Curriculum Committee Approval Date:	06/12/2024
Board of Trustees Approval Date:	07/16/2024
Last Cyclical Review Date:	06/12/2024
Course Description and Course Note:	CHLDV 150 provides an overview of principles involved in planning, implementing and evaluating developmentally appropriate curriculum. It includes processes for planning and implementing developmentally appropriate environments and experiences; selection of appropriate materials, emerging curriculum, scheduling, room arrangement, and planning developmentally appropriate activities and curricula for young children from birth to age eight in child care and early childhood development settings. Included are focuses on children's play, the role of assessment, webbing, activity planning, daily scheduling and curriculum areas such as art, science, math, literature, music, language arts, and dramatic play are examined. Note: Verification required of current tuberculosis (TB) clearance; measles, mumps, and rubella (MMR) immunization; and diphtheria, tetanus, and current whooping cough (pertussis; DTaP) immunization.
Justification:	Mandatory Revision
Academic Career:	• Credit
Mode of Delivery:	
Author:	
Course Family:	

Academic Senate Discipline

Primary Discipline:	• Child Development/Early Childhood Education
Alternate Discipline:	No value
Alternate Discipline:	No value

Course Development

Basic Skill Status (CB08)

Course is not a basic skills course.

☐ Allow Students to Gain Credit by Exam/Challenge

Course Special Class Status (CB13)

Course is not a special class.

Pre-Collegiate Level (CB21)

Not applicable.

Grading Basis

- Grade with Pass / No-Pass Option

Course Support Course Status (CB26)

Course is not a support course

General Education and C-ID

General Education Status (CB25)

Not Applicable

Transferability

Transferable to CSU only

Transferability Status

Approved

C-ID	Area	Status	Approval Date	Comparable Course
ECE	Early Childhood Education	Approved	02/17/2015	ECE 130 - Introduction to Curriculum

Units and Hours

Summary

Minimum Credit Units (CB07)	4
Maximum Credit Units (CB06)	4
Total Course In-Class (Contact) Hours	90
Total Course Out-of-Class Hours	126
Total Student Learning Hours	216

Credit / Non-Credit Options

Course Type (CB04)

Credit - Degree Applicable

Noncredit Course Category (CB22)

Credit Course.

Noncredit Special Characteristics

No Value

Course Classification Code (CB11)

Credit Course.

☐ Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	2	4

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54

Laboratory Hours	3	0	
Studio Hours	0	0	

Course In-Class (Contact) Hours

Lecture	36
Laboratory	54
Studio	0
Total	90

Course Out-of-Class Hours

Lecture	72
Laboratory	54
Studio	0
Total	126

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
TBA Hrs	Laboratory	0	3

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Co-Requisite

CHLDV140 - Principles And Practices Of Teaching

Entry Standards

Entry Standards

Course Limitations

Cross Listed or Equivalent Course

Specifications

Methods of Instruction

Methods of Instruction	Lecture

Methods of Instruction	Laboratory

Methods of Instruction	Discussion

Methods of Instruction	Multimedia

Methods of Instruction	Collaborative Learning

Methods of Instruction	Demonstrations

Methods of Instruction	Guest Speakers

Methods of Instruction	Presentations

Out of Class Assignments

- Written assignments (e.g., integration of theory and practice, reflective examination of various perspectives and philosophies of early childhood education)
- Curriculum portfolio (e.g., plan, implement, and evaluate developmentally appropriate experiences in several domains)
- Laboratory participation (e.g., 3 hour/week participation in CDC lab classroom approved placement)
- Demonstrations (e.g., develop an invitation to learning presentation using appropriate materials to share in class)

Methods of Evaluation	Rationale
Exam/Quiz/Test	Midterm examination
Presentation (group or individual)	Presentations of projects (e.g., practice and implement curriculum planning)
Exam/Quiz/Test	Final examination

Textbook Rationale

The older textbooks published by the CA Department of Education are the most current the state offers, and early childhood programs around the state still use them, so we make them available to students and access more up-to-date research.

Textbooks

Author	Title	Publisher	Date	ISBN
California Department of Education	California Infant Toddler Learning and Development Foundations	California Dept. of Education	2009	0-80111693-7
California Department of Education	California Preschool Learning Foundations, Volume I, II & III	California Department of Education	2012	9780801117275
California Department of Education	California Preschool Curriculum Framework, Volumes I, II & III.	California Department of Education	2010	978080111733-6
Joan Giovannini	Introduction to Curriculum for Early Childhood Education	Merlot - OER	2024	

Other Instructional Materials (i.e. OER, handouts)

No Value

Materials Fee

No value

Learning Outcomes and Objectives

Course Objectives

Identify the developmental stages and abilities of the young child necessary for adults to develop and evaluate appropriate curriculum.

Design and implement curriculum based on observation and assessment of young children to support play and learning using developmental, inclusive, and anti-bias principles in collaboration with families to support all children.

Demonstrate knowledge of the teacher's role in evaluating best and promising practices with consideration or the various impacts on children's learning and development.

Prepare, implement, and evaluate curricular experiences that are developmentally, culturally, and linguistically appropriate.

Demonstrate specific skills and techniques for promoting development through a variety of curricular areas.

Demonstrate the capacity to collaborate with families in support of all children.

Observe, assess, plan, implement, and evaluate play based curriculum experiences that enhance development in all domains, including creative, physical, social/ emotional, cognitive, and language domains.

SLOs

Recognize developmentally appropriate teaching strategies and apply them in supervised settings with young children.

Expected Outcome Performance: 70.0

Evaluate the many aspects of the teachers' role in early childhood programs.

Expected Outcome Performance: 70.0

Identify play-based curriculum models and approaches, standards for early learning, and indicators of quality.

Expected Outcome Performance: 70.0

Utilize the ongoing cycle of curriculum development to plan, implement, and evaluate early childhood activities and environments.

Expected Outcome Performance: 70.0

Course Content

Lecture Content

Learning Theories (4 hours)
- Developmental theory as it applies to curriculum development
- Developmentally, linguistically and culturally appropriate curriculum to support the development of the whole child
- Impacts of language and culture on children's play and learning
- Play as the central modality of young children's learning
- Children as sensory learners
- Individual learning styles and modalities
- Impacts of special needs on learning and development
- Impacts of social identities on learning

Curriculum and the Environment (9 hours)
- Learning or interest centers
- Physical/temporal/interpersonal and aesthetic components of learning environments
- Social/emotional learning environments
- Environments that reflect the children, families, cultures and languages of the communities served
- Assessing all curricula for access and appropriate inclusion approaches
- Infant and toddler use of materials and environments
- The environment as teacher

The Curriculum Planning Process (9 hours)
- A planning continuum and scaffolding
- Observation and documentation as tools for curriculum development
- The continuing cycle of observation, assessment, curriculum planning, documentation
- Respectful and responsive planning; engaging children and their families in the planning process
- Emergent curriculum, webbed curriculum, themes, project approach
- Daily schedules and routines and their influence on curriculum and activities

The Early Childhood Education Teacher (6 hours)
- Role of the teacher in fostering social attitudes, values and skills
- Role of teacher as informed, caring, thoughtful decision maker
- Teacher language which honors linguistic diversity and reflects knowledge and understanding of power issues related to language
- Selecting experiences and opportunities, materials and equipment, meeting developmental objectives
- Teacher reflection and self-evaluation as essential to curriculum development
- Collaboration and relationship building

Documentation, Assessment and Evaluation (5 hours)
- Documenting curriculum plans (Curriculum Planning Format)
- Curriculum content areas
- Formal assessment tools
- State frameworks, foundations & desired results
- National Association for the Education of Young Children (NAEYC) accreditation and curriculum
- Using technology in the classroom

Research and Other Issues (3 hours)
- Various theories and approaches to curriculum (e.g. Reggio, Montessori, computer based, High Scope, etc.)
- Innovative approaches
- Best and promising practices

Total Hours: 36

Laboratory/Studio Content

Curriculum and the Environment (19 hours)
- Learning or interest centers
- Physical/temporal/interpersonal and aesthetic components of learning environments
- Social/emotional learning environments
- Environments that reflect the children, families, cultures and languages of the communities served
- Assessing all curricula for access and appropriate inclusion approaches
- Infant and toddler use of materials and environments
- The environment as teacher

The Curriculum Planning Process (19 hours)
- A planning continuum and scaffolding
- Observation and documentation as tools for curriculum development
- The continuing cycle of observation, assessment, curriculum planning, documentation
- Respectful and responsive planning; engaging children and their families in the planning process
- Emergent curriculum, webbed curriculum, themes, project approach
- Daily schedules and routines and their influence on curriculum and activities

The Early Childhood Education Teacher (11 hours)
- Role of the teacher in fostering social attitudes, values and skills
- Role of teacher as informed, caring, thoughtful decision maker
- Teacher language which honors linguistic diversity and reflects knowledge and understanding of power issues related to language
- Selecting experiences and opportunities, materials and equipment, meeting developmental objectives
- Teacher reflection and self-evaluation as essential to curriculum development
- Collaboration and relationship building

Documentation, Assessment and Evaluation (5 hours)
- Documenting curriculum plans (Curriculum Planning Format)
- Curriculum content areas
- Formal assessment tools
- State frameworks, foundations & desired results
- National Association for the Education of Young Children (NAEYC) accreditation and curriculum
- Using technology in the classroom

Total Hours 54

Additional Information

Is this course proposed for GCC Major or General Education Graduation requirement? If yes, indicate which requirement in the two areas provided below.

No

GCC Major Requirements

No Value

GCC General Education Graduation Requirements

No Value

Repeatability

Not Repeatable

Justification (if repeatable was chosen above)

No Value

Resources

Did you contact your departmental library liaison?

No

If yes, who is your departmental library liason?

No Value

Did you contact the DEIA liaison?

No

Were there any DEIA changes made to this outline?

No

If yes, in what areas were these changes made:

No Value

Will any additional resources be needed for this course? (Click all that apply)

- No

If additional resources are needed, add a brief description and cost in the box provided.

No Value