

**Child Development 152:
Developmentally Appropriate Curriculum for Children: Theory to Practice**

Fall 2002

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www.csuchico.edu/~mgroves (general page)

Prerequisites: CD 50, CD 51 (or equivalent)

Course Description:

This course is an examination of planning effective learning programs for children applying knowledge of children's growth and development to appropriate experiences in the creative arts, math, science, literacy, language, and technology. Planning, implementing, and evaluating curriculum activities with special emphasis on developmentally appropriate and effective practice is a key component of the course. Each class period will include lecture, discussion, and group activities. Students in the class work also work directly with young children in a community program three hours (3) per week.

Required Texts:

Bredenkamp, S. & Copple, C. (Eds.). (1997). *Developmentally appropriate practice in early childhood programs – Revised*. Washington, DC: National Association for the Education of Young Children.

Catron, C. E. & Allen, J. (2003). *Early childhood curriculum: A creative play model*. (3rd ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

Neuman, S. B., Copple, C. & Bredenkamp, S. (2000). *Learning to read and write: Developmentally appropriate practices for young children*. Washington, DC: National Association for the Education of Young Children.

Other readings will either be available on reserve from the library or when possible accessible from the course web page.

Recommended Texts:

Derman- Sparks, L., & the A. B. C. Task Force. (1989). *Anti-bias curriculum: Tools for empowering young children*. Washington, DC: National Association for the Education of Young Children.

Hall, N. S. (1999). *Creative resources for the anti-bias classroom*. San Francisco: Delmar.

Course Goal and Objectives

The goal of this class is for the student to develop a conceptual framework with which to make effective curriculum decisions for young children. The student will achieve this goal by demonstrating knowledge and application of the following objectives:

1. Understand child development theory and general principles of learning as a foundation for curriculum planning, design and implementation.
2. Develop competence in documenting and analyzing children's knowledge, skills, dispositions, and interests as a basis for appropriate and effective curriculum practice
3. Explore the roles of the environment, the teacher, and the children in creating developmentally appropriate and effective curriculum.
4. Relate knowledge of children's growth and development to appropriate experiences in language, literacy creative arts, math, science, logic, and technology.
5. Examine role of soci-cultural influences on early childhood education models and practices.

Departmental Mission Statement

"Students in the Child Development Program will be active and self-directed learners. They will be knowledgeable and reflective professionals who value the uniqueness and diversity of children and their families. Students will be supported by faculty who exhibit leadership, currency, and scholarship in the discipline, while practicing student centered instruction."

Instructor's Statement:

In this course, I believe that my primary role is to provide the scaffolding or theoretical framework, activities, and assignments necessary for you to construct knowledge, gain comprehension, and build competence as a teacher and observer of young children. I am concerned about what you learn in this course and how this knowledge will influence your professional development, but I must emphasize that **YOU** have the responsibility of participating fully in the discussions, activities, and assignments provided to facilitate your learning. The aim of teaching is provide conditions for learning.

There are several texts required for this course. These references will be used to frame our core knowledge base of curriculum development. They should stimulate and influence your ideas about how children learn; what environments, conditions and teacher behaviors facilitate and stimulate learning; how children and teacher observation should contribute to curriculum planning; what the ethical responsibilities of a teacher are; how curriculum should be developed, evaluated and changed, etc. You should complete required readings prior to the course session as you are expected to contribute to class discussions.

Course Requirements:

1. Participation at a Community Program

Each student will participate at a community program for 3 hours a week for 12 weeks (36 hours total). Students must participate at programs that meet an additional quality standard and on the class listing of approved programs. Each student will provide documentation of current negative TB status and complete a criminal record clearance—exempt status form. (50 points)

2. Reflective E-Journal (40 points)

3. Five Curriculum Activities (Planning and Implementation)

Each student will plan and implement **five** different curriculum activities at his/her community center site. (20 points each or 100 points total)

4. Three Curriculum Activities (Evaluation)

Each student will evaluate **three** of the curriculum activities that he or she has taught at his/her community center site. (20 points each or 60 points total)

5. *Curriculum Demonstration Project and Evaluation*

Each student will demonstrate one curriculum activity in class (20 points)

6. *In-class participation, quizzes or exercises* (Assessed 10 times at 10 points each or 100 points total)

7. *Attendance at a professional meeting:*

Save Saturday, October 19th from 8:00am to 4:00 pm for the Northern California Association for the Education of Young Children Annual Fall Conference to be held at Butte College. Student costs are \$25.00 and includes lunch. Please see me right away if you may be in need of a partial/full scholarship for this conference. In order to get credit, you will write a short (2-3 page) integrative paper of what you gained from attending the meeting. This paper is not a summary of the professional meeting but rather how this meeting adds to your understanding of curriculum. To communicate about the meeting content, please include copies of handouts, program etc. This is due one week after the meeting. If you cannot attend this meeting, you will need to find an appropriate substitute meeting that meets my pre-approval. (30 points)

8. *Midterm Exam* (40 points) [Tentatively scheduled for October 14th]

9. *Final Project*

Each student will design and submit a cumulative curriculum project. This will also include a written philosophy of education statement [60 points)

Details for these assignments will be distributed and discussed in class. Forms for assignments will be available on the course web page.

Grading Scale:

A = 470 and above
A- = 450 to 469
B+ = 435 to 449
B = 415 to 434
B- = 400 to 414
C+ = 385 to 399

C = 365 to 384
C- = 350 to 364
D+ = 335 to 349
D = 300 to 334
F = 299 or below

Behavioral Expectations

1. All cell phones and other electronic devices are to be turned off during this course.
2. **FULL** class attendance is imperative to successful completion of the course. Many activities will be available only in class and **no** make-ups will be allowed. I have a no excuse policy. If for any reason you have to miss class, I do not want nor need an excuse. Extra credit projects will **not** be accepted. Students are urged to devote their time and energy to fulfilling class assignments.
3. It is the responsibility of the student for all material covered in class whether present or not.
4. All readings and assignments **must** be completed prior to the start of class. It is essential that you read the assigned material before we discuss it in class. All assignments* are due at the beginning of class on the day assigned **unless** other arrangements have been made with me **in advance**. I reserve the right to deny a student the privilege of turning in an assignment late. I also reserve the right to penalize late assignments that are accepted by up to 10% for each calendar day an assignment is late. Even with prior approval, no assignment will be accepted if it is more than a 48 hours late. (*Due to the external nature of conducting course requirement #3, these assignments will be the exception to this policy).
5. Detailed handouts describing the parameters and expectations for the observation assignment will be distributed in class. Forms for class assignments will also be placed on the course web page. Students will need to have Adobe Reader to download and print these forms.
6. No assignment should be submitted through the main office or under my office door without my permission.
7. Assignments can be turned in early (prior to the due date). Students who wish to turn in an assignment early for feedback should make arrangements with me.
8. Be advised that accurate completion of assignment within the parameters of the syllabus and assignment guidelines is the responsibility of the student. Questions concerning assignments should be asked of me prior to turning in assignments for final grading. I reserve the right to assign a zero for inaccurate or incomplete assignments.
9. Students are expected to observe all principles of academic integrity. Violators of such standards will be dealt with according to University policy, as outlined in the *Code of Students' Rights and Responsibilities* available at 110 Kendall Hall.
10. I reserve the right to modify this course syllabus as the need arises. Changes will be provided to the class in oral form.
11. I consider this class a community of learners. As such, I expect that each student will respect his or her peers right to learn and my right to teach. Those students who choose not to respect these rights will be asked to leave class.
12. Professional conduct and ethical behavior must be maintained while participating at your community centers. Students are expected to demonstrate behavior as specified in the NAEYC Code of Ethical Conduct at all times during your work in the community (see Appendix A of Catron & Allen for details). Any violation of ethical conduct will result in immediate termination of the community experience and a referral of the student to the Office of Student Affairs. If you have questions about this expectation, please speak with me.
13. If you have problems or questions with the course or material, please see me, email me, or give me a call. Students with special needs are invited to meet with me early in the semester to discuss accommodations.

Student Outcome Assessment Plan (SOAP)

The Student Outcome Assessment Plan (SOAP) encompasses six Strategic Learning Priorities. Upon graduation as a Child Development Major, you are expected to be knowledgeable in these six Strategic Learning Priority Areas: I. *CD Foundations*, II. Child Assessment and Study, III. *Programs for Children and Families*, IV. *Professional Qualities*, V. Critical Thinking, and VI. *Developmental Contexts for Children*. The material covered in CD 152 fulfills at least four of the Strategic Learning Priorities for the major (italicized above).

The following outlines the relationship among the Strategic Learning Priorities, CD 152 Course Objectives, and CD 152 Course Assignments:

<u>Strategic Learning Priorities</u>	<u>Course Objective</u>	<u>Course Assignment Number</u>
I. CD Foundations	#1: Understand child development theory and general principles as a foundation for curriculum planning, design, and presentation methods.	#3, 5, 6, 7
	#2: Gain practical experience in creating and presenting developmentally appropriate and anti-bias curriculum in a community children's program.	#3, 5
III. Programs for Children and Families	#2: Gain practical experience in creating and presenting developmentally appropriate and anti-bias curriculum in a community children's program.	#3, 5, 7
	#3: Examine early childhood educational models and program practices in relationship to the children and families served.	#4, 5, 8
IV. Professional Qualities	#2: Gain practical experience in creating and presenting developmentally appropriate and anti-bias curriculum in a community children's program.	#1, 2, 3, 4, 6
	#4: Examine the role of the adult in relationship to the program, the children, families, and the profession.	#1, 2, 3, 6, 7, 8
VI. Developmental Contexts	#2: Gain practical experience in creating and presenting developmentally appropriate and anti-bias curriculum in a community children's program.	#1, 2, 3
	#3: Examine early childhood educational models and program practices in relationship to the children and families served.	#5, 6, 8

Contributions to your SOAP Portfolio:

In order for you to assess whether or not you have met the Strategic Learning Objectives, you will be asked to reflect upon what you've learned and what you can do upon graduation. In

order for you to reflect upon your own growth and development, you will need to compile a portfolio of your university work. This will take place in Senior Seminar.

While you may select to use any of your assignments in creating your portfolio, the following assignments from CD 152 would be important for you to keep:

<u>CD 152 Assignments</u>	<u>Strategic Learning Priority Area in the Portfolio</u>
1. Seven Curriculum Activities (approvals and evaluations)	I. CD Foundations III. Programs for Children and Families IV. Professional Qualities VI. Developmental Context for Children
2. Curriculum Activities Box (CAB)	I. CD Foundations IV. Professional Qualities
3. Final Project	III. Programs for Children and Families