

LABETTE COMMUNITY COLLEGE BRIEF SYLLABUS

SPECIAL NOTE:

This brief syllabus is not intended to be a legal contract. A full syllabus will be distributed to students at the first class session.

TEXT AND SUPPLEMENTARY MATERIALS USED IN THE COURSE (if any):

Please check with the LCC bookstore <http://www.labette.edu/bookstore> for the required texts for this class.

COURSE NUMBER: EDUC 112

COURSE TITLE: EARLY EDUCATION CURRICULUM

SEMESTER CREDIT HOURS: 3

DEPARTMENT: Education

DIVISION: General Education

PREREQUISITE: None

COURSE DESCRIPTION:

This course is designed for teachers, pre-teachers, child care providers, parents and other adults working with young children in an education setting. Participants will learn ways to create an active curriculum for young children.

COURSE OUTCOMES AND COMPETENCIES:

Students who successfully complete this course will be able to:

1. Understand the history of early childhood education.
 - Define the theories of Erikson, Piaget, Vygotsky and Gardner and how it relates to early education.
 - Identify developmentally appropriate practices.
 - Recognize the importance of racial and cultural diversity.
 - Discuss the importance of play in the lives of young children and describe the developmental stages of play.
 - Explain the process of planning and implementing a developmentally appropriate environment for young children, including communicating with parents.

2. Define curriculum and discuss the process of curriculum development.

- Identify and describe early childhood curriculum models and theories.
- Develop awareness of and sensitivity to cultural diversity and provide a multicultural/anti-bias and inclusive educational environment in which all children can succeed.
- Understand how to guide children from inappropriate behavior to appropriate behavior through the use of developmentally appropriate guidance techniques.
- Identify the importance of using themes, units, projects, and webs in curriculum development and specify curriculum areas appropriate for early education programs.

3. Understand the language development process in young children and relate the stages of child development to literacy development.

- Define developmentally appropriate ways to support emergent literacy at home and in an early education program.
- State the importance to respect and meet the needs of bilingual and bicultural young children.
- Develop, organize and plan integrated language and literacy experiences.
- Create developmentally appropriate language arts center, including selection of materials, supplies, and technology.

4. Understand math concept development in young children.

- Describe math language and processes based on the National Council of Teachers of Mathematics Standards and the research of early childhood educators.
- Integrate math with other curriculum areas.
- Identify developmentally appropriate math activities for young children.
- Incorporate technology to enhance the math skill development in young children.
- Understand why we assess the mathematical knowledge of young children and the importance of assessment and the procedures.
- Develop ways to encourage math activities in the child's home.

5. Understand the importance of indoor and outdoor play in Early Childhood Education.

- Describe the obstacles and activities involved with indoor play.
- Describe the obstacles and activities involved with outdoor play.
- Plan an indoor and outdoor plan for play with developmentally appropriate rules and expectations.