**CASPER COLLEGE**

**EDEC 1300-N1: CURRICULUM PLANNING AND DEVELOPMENT FOR YOUNG CHILDREN**  
**FALL 2006**

**LECTURE HOURS:** 2  
**LAB HOURS:** 0  
**CREDIT HOURS:** 2

**Instructor:** Kerri Mahlum  
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**Address:** Casper College  
  CE 123  
  125 College Drive  
  Casper, WY 82601

**Office:** CE 123  
**Office Hours:**  
  Monday and Wednesday 9:00-10:00  
  Tuesday 3:30-4:30  
  Thursday 11:00-12:00  
  Friday 9:00-11:00

**COURSE DESCRIPTION AND GENERAL OBJECTIVE:**  
Students will develop skills in planning, implementing, and evaluating developmentally appropriate experiences to encourage intellectual, physical, social, emotional and creative growth in young children with the focus on the whole child.

**PREREQUISITES:**  
Introduction to Early Childhood Education (EDCI 1020), Child Psychology, (PSYC 2300), or permission of instructor.

**GOALS:**  
Upon completion of this course the student should:  
• Be able to make informed decisions about the most appropriate teaching methods and materials,  
• Know key strategies for curriculum development and implementation,  
• Understand the role of play in the learning process,  
• Demonstrate skills in planning, implementing, and evaluating developmentally appropriate experiences,  
• Understand the "whole child" approach to learning.

**OUTCOMES:**  
EDCI 1300 may partially meet the following Professional Teaching Standards Board Early Childhood Certification Standards:

**Outcome 1.** The student shall demonstrate knowledge of physical maturation, cognitive and language, and social/emotional development from pre-birth to approximately 8 years of age, including individual differences and the impact of early experience. (Standards I, II, III, VII)  
  Documentation: Curriculum Web, Resource Unit

**Outcome 2.** The student shall demonstrate knowledge relating to diverse perspectives of the family, parent/child/community/school/system and various approaches to parent involvement. (Standards VIII, X)  
  Documentation: Bio-Board, Curriculum Web, Resource Unit
Outcome 3. The student shall demonstrate competence in articulating rationale for and implementation of developmentally appropriate practice in the education of all children, including techniques of informal and formal assessment and the process for evaluating early childhood programs. (Standards V, VI, IX, XXII)
Documentation: Curriculum Web, Resource Unit

Outcome 4. The student shall demonstrate competence in planning and implementing developmentally appropriate curriculum through the facilitation of play and the design of appropriate learning environments to meet the needs of all young children. (Standards XIII, XIV, XV, XVI, XVII, XVIII, XXI)
Documentation: Curriculum Web, Resource Unit

COURSE REQUIREMENTS:
Students will be expected to:
1. Read assigned material weekly from text and online content
2. Complete weekly seminar assignments
3. Discuss concepts weekly with classmates via Discussion forum
4. Prepare a curriculum web.
5. Prepare a major curriculum project around a self-selected curriculum theme.

Major Assignments:

1. Weekly online assignments (approx 15 @ 15-20 points each)
   - Read weekly content and respond through given assignments

2. Curriculum Web (75 points)
   - Students will prepare a curriculum/thematic web (flow chart on the topic of their resource unit capable of being used by both children and parents. Further guidelines provided online)
   - Due date posted in Tentative Calendar/Course Outline.

3. Major Project - Resource Unit (200 points)
   - Prepare a resource unit around a theme.
   - Further guidelines provided online.
   - Due date posted in Tentative Calendar/Course Outline.

OPTIONAL LEARNING PROJECTS: Optional experiences may also be used for additional credit. A MAXIMUM OF 25 POINTS MAY BE RECEIVED THROUGH ADDITIONAL CREDIT WORK and the instructor MUST APPROVE all projects. All optional projects must be submitted no later than Week 15 of the course.

1. Professional Conferences or Lectures - Attendance and Report (25 points maximum)
   Receive approval before attending.
2. Read book, Reading Magic by Mem Fox and write a report summarizing the content and a reflection paper on literacy in the early childhood classroom. (25 points maximum)
3. Plan and prepare a project designed to inform parents about some aspect of the curriculum or child development --documentation board, bulletin boards, display in a downtown window, newspaper article for release to the local newspaper, radio spot of 5 minutes, etc. (25 points maximum)
4. Projects for yourself; i.e., learning games, organized finger play or activity files, bulletin boards, etc. (15 points maximum)
5. Suggest another project and obtain approval from the instructor.
ALL PAPERS MUST BE TYPED AND SCHOLARLY

METHODOLOGY:
This course will include reading, discussion, and experiential learning.

IMPORTANT!!!
Late assignments will not be accepted without PRIOR arrangements between the student and instructor. If arrangements have been made for the acceptance of late work, the submitted assignments will be reduced in credit of one letter grade per week late.

EVALUATION:
Since a broad objective of this course is to stimulate creativity, not cause students to become fearful about evaluation and thus stifle creativity, there will be no major exams. To judge whether you as a student have achieved the objectives of the course students will:
- Demonstrate knowledge gained through weekly readings via weekly online assignments.
- Demonstrate knowledge gained through class discussion and participation including possible pop quizzes on reading assignments.
- Demonstrate a generalization of knowledge learned through development and implementation of resource unit including curriculum web.

Successful performance will be judged on a point system as follows:

Weekly online assignments 15 @ 15-20 points each
Curriculum Web 75 points
Resource Unit 200 points

Others Possible: (TBA) 1-25 points each
-Quizzes
-Supplementary activities

*All points are approximate

GRADING:
Grades will be assigned based on the following percentages:

93 and above A
85 to 92 B
77 to 84 C
69 to 76 D
68 and below F

TEXTS:

CHAIN OF COMMAND:
If you have problems with this class you should first contact the instructor in order to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take your problem through the appropriate chain of command starting with the division chair (Dr. David Cherry), and lastly the Vice President for Academic Affairs, (Dr. Carmen Simone).

ACADEMIC DISHONESTY:
Cheating and Plagiarism: Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offence was committed or expulsion from school. See the Casper College Student Code of Conduct.

ADA: It is the policy of Casper College to provide appropriate accommodations to any student with a documented disability. If you have a need for accommodation in this course, please contact me at your earliest convenience.

LAST DATE TO CHANGE TO AUDIT STATUS: November 3, 2006
LAST DATE TO WITHDRAW WITH A W GRADE: November 3, 2006
STUDENTS RIGHTS AND RESPONSIBILITIES:
Please refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and responsibilities as a Casper College student.

NOTICE OF BACKGROUND CHECK:
All education students are subject to background checks and finger printing for selected educational coursework involving student contact and future employment as professionals in education and related fields.
CDA Documentation
Hours in Content Areas
EDCI 1300 - FALL 2006

CDA (Child Development Associate) candidates must document a total of 120 hours covering the following 8 content areas, with no fewer than 10 hours in each area. This may be received at Casper College through EDCI 1020 - Introduction to Early Childhood Education, EDCI 1100 - Observation and Guidance of Young Children, and EDCI 1300 - Curriculum Planning and Development for Young Children.

Content Areas

1. Planning a safe, healthy learning environment (7 hours, 3.5 sessions*)
   e.g. safety, first aid, health, nutrition, space planning, materials and equipment, play

2. Steps to advance children's physical and intellectual development (14 hours - 7 sessions)
   e.g. large and small muscles, language, discovery, art, music

3. Positive ways to support children's social and emotional development (2 hour - 1 session)
   e.g. self-esteem, independence, self-control, socialization

4. Strategies to establish productive relationships with families (3 hours - 1.5 sessions)
   e.g. parent involvement, home visits, conferences, referrals

5. Strategies to manage an effective program operation (5 hours - 2.5 sessions)
   e.g. planning, record keeping, reporting

6. Maintaining a commitment to professionalism (0 hours - 0 sessions)
   e.g. advocacy, ethical practices, workforce issues, professional associations

7. Observing and recording children's behavior (0 hours - 0 sessions)
   e.g. tools and strategies for objective information collection

8. Principles of child growth and development (1 hour - .5 sessions)
   e.g. developmental milestones from birth through age 5, cultural influences

*Each session equals 2 hours of training.

EDCI 1300      Curriculum Planning and Development for Young Children      Total (32 CDA hours)

Instructor: ________________________________ Kerri Mahlum
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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>1</td>
<td>8/28-9/4</td>
<td>Getting to Know You and WebCT</td>
<td>□ Email Attachment- Introduction □ Discussion Posting □ Lab Information</td>
<td>9/4</td>
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<td>2</td>
<td>9/4-9/11</td>
<td>Unit I: Orientation/Overview of Course</td>
<td>□ Course Quiz □ Discussion Posting □ Room Analysis</td>
<td>9/11</td>
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<td>3</td>
<td>9/11-9/18</td>
<td>Unit II: Starting the Process</td>
<td>□ Developmentally Appropriate Alternatives □ Discussion Posting □ Group Time/Review Analysis</td>
<td>9/18</td>
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<td>5</td>
<td>9/25-10/2</td>
<td>Unit IV: The Communication Curriculum</td>
<td>□ 10 open ended questions □ Discussion Posting</td>
<td>10/2</td>
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<td>6</td>
<td>10/2-10/9</td>
<td>Exploring the Wonders of Language Literacy</td>
<td>□ Children’s Literature extensions □ Discussion Posting □ Read Aloud lesson plan due □ Teach &amp; Video tape Review activity at lab site □ Review Video tape and Self Evaluation of Review lesson are due</td>
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<td>7</td>
<td>10/9-10/16</td>
<td>Unit V: The Expressive Arts Curriculum</td>
<td>□ Curriculum Web Due!!! □ Discussion Posting</td>
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<td>8</td>
<td>10/16-10/23</td>
<td>Creating Music and Movement Environment</td>
<td>□ Discussion Posting □ Center #1 lesson plan due (Literacy focus) □ Teach &amp; Video tape Read Aloud at lab site □ Read Aloud Video tape and Self Evaluation of Read Aloud lesson are due</td>
<td>10/25 (note later due date-CC Fall Break)</td>
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<td>9</td>
<td>10/23-10/30</td>
<td>Unit VI: The Significance of Play Sensory Centers Technology</td>
<td>□ “What Children learn as the Play” assignment □ Discussion Posting</td>
<td>10/30</td>
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<td>10</td>
<td>10/30-11/6</td>
<td>Blocks and Building Dramatic Play</td>
<td>□ Discussion Posting □ Center #2 lesson plan due (Sensory focus) □ Teach &amp; photograph Center #1 at lab site (include yourself)</td>
<td>11/6</td>
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<td>Week</td>
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<td>11/6-11/13</td>
<td>Unit VII: The Inquiry Curriculum</td>
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<td>Study/Center #1 photos and Center #1 Self Evaluation are due</td>
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<td>Discussion Posting</td>
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<td>Music and Movement lesson plan due</td>
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<td>12</td>
<td>11/13-11/20</td>
<td>Offering Cognitive/Mathematic Experiences</td>
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<td>Resource Unit Due!!!</td>
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<td>Discussion Posting</td>
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<td>Center #3 lesson plan due (Inquiry focus)</td>
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<td>Teach and photograph Center #2 at lab site (include yourself, students, materials in photos)</td>
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<td>Center #2 photos and Center #2 Self Evaluation due</td>
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<td>11/27 11/13</td>
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<td>11/20-11/27</td>
<td>No Assignments Due</td>
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<td>THANKSGIVING BREAK</td>
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<td>11/27-12/4</td>
<td>Unit VIII: Advancing Interest in Social Environment</td>
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<td>Discussion Posting</td>
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<td>Teach &amp; Video tape Music and Movement lesson at lab site</td>
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<td>Music and Movement Video tape and Music and Movement Self Evaluation are due</td>
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<td>Unit IX: Involving Parents in the Program</td>
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<td>Teach and photograph Center #3 (include yourself, students, and materials in your photos)</td>
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<td>12/11-12/18</td>
<td>Unit X: Preparing a Safe, Healthful Environment</td>
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