

**DELAWARE TECHNICAL & COMMUNITY COLLEGE**

**COLLEGE WIDE COURSE SYLLABUS**

**CAMPUS:** Collegewide

**DEPARTMENT:** Early Childhood

**COURSE:** ECE 125 Early Childhood Methods II

**INSTRUCTOR NAME:** Telephone: Email:

**PREREQUISITES:** PSY 125

**CO-REQUISITES:** ECE 126

**COURSE HOURS and CREDITS:** 3:0:3

**COURSE DESCRIPTION:**

This course is designed to acquaint students with creative and motor skill areas of the curriculum. Students will learn the importance of these various curriculum areas in the child overall development and the materials/activities included in the curriculum.

**TEXT:** *Creative Curriculum for Early Childhood* (3<sup>rd</sup> edition)

**MATERIALS:** (To be selected by each Campus)

**METHOD of INSTRUCTION:** Campus Classroom

**MANUALS:** (To be selected by each Campus)

**DISCLAIMER:**

### **COLLEGEWIDE CORE COURSE PERFORMANCE OBJECTIVES:**

In the area of creative and motor skill the student will be able to:

1. Define planning concepts such as goals, objectives, and methods. (CCC 1, 2, and PGC 2, 4)
2. Describe the teacher's role in implementing activities in each area of development (CCC 1, 2, and PGC 6)
3. Develop written daily, weekly, and unit plans. (CCC 1, 2, 5, 6, and PGC 4)
4. Write and teach developmentally appropriate lesson/activity plans in each of topic areas discussed in class. (CCC 1, 2, 3, 4, and PGC 1, 4, 10)
5. Develop resources, including files, idea boxes, and charts for use in planning program activities. (CCC 1, 2, 5, and PGC 4)
6. Present methods for teaching young children which are based upon accepted developmental philosophies. (CCC 1, 2, 3, 4, and PGC 1)
7. Review and evaluate resource materials and activities for inclusion into the early childhood curriculum. (CCC 1, 2, 5, and PGC 11)
8. Utilize play as a method of learning. (CCC 1, 8, and PGC 1, 4)

### **MEASURABLE PERFORMANCE OBJECTIVES:**

In the areas of creative and motor skill (art, literature, music and movement) the student will be able to:

1. Define planning concepts such as goals, objectives, and methods.
  - 1.1 Define developmentally appropriate practices and give practical examples.
  - 1.2 Demonstrate how to integrate curriculum/subject areas.
  - 1.3 Write goals and objectives for art, literature, music and movement)
  - 1.4 Incorporate appropriate social, emotional, and cognitive skills to planning goals, objectives and methods of teaching children 3-5 years of age.
  - 1.5 Discuss how art (scribbling, representational art) corresponds to a child's development stages.
  - 1.6 Discuss the importance of indoor and outdoor play.
  - 1.7 Discuss the relationship of music and culture; incorporate music and movement reflecting our multicultural society.

1.8 Plan goals for listening and speaking.

2. Describe the teacher's role in implementing activities in each area of development
  - 2.1 Discuss the teacher's role to facilitate children learning how to develop creative art skills/abilities, large and small motor movements, and integrating literature into the curriculum.
  - 2.2 Identify general rules for selecting developmentally appropriate books/activities.
  - 2.3 Describe the criteria for selecting computer programs that promote creative development within children.
  - 2.4 Select materials that represent cultural diversity.
  - 2.5 Select and use materials that promote creativity and motor development for young children.
3. Develop written daily, weekly, and unit plans.
  - 3.1 Generate a list of themes that are appropriate for 3 to 5 year old children.
  - 3.2 Develop a theme based web/flow chart with ideas that support development of creative, literature and movement experience for young children.
  - 3.3 Explore various methods for writing weekly lesson plans.
  - 3.4 Write weekly lesson plans.
  - 3.5 Develop a unit plan that supports creative, literature and motor development around a theme appropriate for young children.
4. Write and teach developmentally appropriate lesson/activity plans in each of topic areas discussed in class.
  - 4.1 Share developmentally appropriate lesson/activity plans with classmates.
  - 4.2 Write developmentally appropriate lesson plans based on classroom observation of children's abilities.
  - 4.3 Teach lesson/activities plans with preschool age children and write an evaluation.
5. Develop resources, including files, idea boxes, and charts for use in planning program activities.
  - 5.1 Develop a puppet and script to be presented to class and with children.
  - 5.2 Collect/create materials that can be stored in a file box for use with children.

- 5.3 Develop an idea box of appropriate activities for creative, movement, literature, and computer that can be used with preschool children.
- 6. Present methods for teaching young children which are based upon accepted developmental philosophies.
  - 6.1 Demonstrate appropriate strategies for teaching art to children.
  - 6.2 Demonstrate appropriate strategies for reading and incorporating literature into the curriculum.
  - 6.3 Demonstrate appropriate strategies for facilitating large and small motor development
- 7. Review and evaluate resource materials and activities for inclusion into the early childhood curriculum.
  - 7.1 Evaluate materials within the CDC and LRC for inclusion into personal resource files/activity boxes.
  - 7.2 Investigate what materials students could make from home made materials to be utilized within lesson plans or unit plans.
- 8. Utilize play as a method of learning.
  - 8.1 Plan art, literature and movement activities that support children's stage of play.
  - 8.2 Discuss how play will be supported in implementation of unit plan.

**EVALUATION CRITERIA:**

Students will demonstrate proficiency on all measurable performance objectives at least to the 75% level. The final grade will be derived from:

		<u>Points</u>
Exams	40%	200
Written Assignments	30%	150
Oral Presentation	<u>30%</u>	<u>150</u>
	100%	500

College Grading System:

92 - 100	= A
83 - 91	= B
75 - 82	= C
0 - 74	= R

**Students should refer to the Student Handbook for information on Academic Standing Policy, Academic Honesty Policy, Student Rights and**

**Responsibilities, and other policies relevant to their academic progress.**