

DELAWARE TECHNICAL & COMMUNITY COLLEGE

COLLEGE WIDE COURSE SYLLABUS

CAMPUS: Collegewide

DEPARTMENT: Early Childhood

COURSE: ECE 125 Early Childhood Methods II & Lab

INSTRUCTOR NAME: Telephone: Email:

PREREQUISITES: PSY 125

CO-REQUISITES: None

COURSE HOURS and CREDITS: 4:4:5

COURSE DESCRIPTION:

This course is an introduction to art, computers, cooking, creative dramatics, dramatic-play, large motor and music activities. Instruction and coursework is designed to help the student understand the importance of these various curriculum areas in the child's overall development and the materials/activities included in the curriculum. It also includes applied practice as students will have "hands-on" experience and will develop and evaluate plans for implementing programs.

TEXT: (To be selected by each Campus)

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 areas of art, computers, cooking, creative dramatics, dramatic-play, large motor and music activities, students will be able to:

1. Evaluate planning concepts such as goals, objectives, and methods based on Developmentally Appropriate Practice as defined by National Association for the Education of Young Children (CCC 1, 2, and PGC 2, 4)
2. Describe the teacher's role in implementing and evaluating activities in each area of children's development. (CCC 1, 2, PGC 6 and NAEYC 4)
3. Develop written lesson plans and thematic units that are closely aligned to Delaware Early Learning Foundations Standards (DELFs). (CCC 1, 2, 5, 6; PGC 4; NAEYC 1, 4)
4. Write, teach and evaluate developmentally appropriate lesson plans in each of topic areas discussed in class. (CCC 1, 2, 3, 4; PGC 1, 4, 10; NAEYC 1, 4)
5. Develop resources for planning program activities. (CCC 1, 2, 5; PGC 4; NAEYC 1, 4)
6. Utilize child-centered, developmentally appropriate methods for teaching and assessing young children. (CCC 1, 2, 3, 4; PGC 1; NAEYC 1, 4)
7. Review and evaluate resource materials, activities, and early childhood environments. (CCC 1, 2, 5; PGC 11; NAEYC 1, 4)
8. Explore play as a venue for learning. (CCC 1, 8; PGC 1, 4; NAEYC 1, 4)
9. Present and evaluate developmentally appropriate activities to children age three to eight. (CCC 1, 2, 3; PGC 1, 4, 10; NAEYC 1, 4)
10. Apply concepts and skills based on Developmentally Appropriate Practice in the areas of art, computers, cooking, creative dramatics, dramatic play, large motor and music activities with children age three to eight. (CCC 1, 2, 3; PGC 1, 4, 10; NAEYC 1, 4)
11. Integrate technology to expand the scope and sequence of learning. (CCC 5, 6; PGC 11; NAEYC 1, 4)
12. Evaluate positive guidance techniques for classroom management. (CCC 2,8; PGC 1,5; NAEYC 1, 4)
13. Recognize ethical guidelines and other professional standards related to the field of early childhood. (CCC 4; PGC 6; NAEYC 5)

MEASURABLE PERFORMANCE OBJECTIVES:

The following performance objectives are in direct relationship with NAEYC Standards.

In the areas of art, computers, cooking, creative dramatics, dramatic-play, large motor and music activities, students will be able to:

1. Evaluate planning concepts such as goals, objectives, and methods based on Developmentally Appropriate Practice as defined by National Association for the Education of Young Children.
 - 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, computers, cooking, creative dramatics, dramatic-play, large motor and music / movement activities.
 - 1.4 Incorporate appropriate social, emotional, physical and cognitive skills to planning goals, objectives and methods of teaching children 3-8 years of age.
 - 1.5 Discuss how art (scribbling, representational art) corresponds to a child's developmental 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 and evaluating activities in each area of children's development.
 - 2.1 Discuss the teacher's role in facilitating and evaluating children's learning in the areas of art, computers, cooking, creative dramatics, dramatic-play, large motor and music / movement activities.
 - 2.2 Describe the criteria for selecting computer programs that promote holistic development of children.
 - 2.3 Select materials that represent cultural diversity.

3. Develop written lesson plans and thematic units that are closely aligned to Delaware Early Learning Foundations Standards (DELFs).
 - 3.1 Generate a list of themes that are appropriate for 3 to 8 year old children.

- 3.2 Develop a theme based web/flow chart with ideas that support development of art, computers, cooking, creative dramatics, dramatic-play, large motor and music / movement activities.
- 3.3 Explore various methods for writing weekly lesson plans.
- 3.4 Write weekly lesson plans.
- 3.5 Develop a unit plan that supports art, computers, cooking, creative dramatics, dramatic-play, large motor and music / movement activities.
4. Write, teach and evaluate developmentally appropriate lesson plans in each of topic areas discussed in class.
 - 4.1 Share developmentally appropriate lesson plans with classmates.
 - 4.2 Write developmentally appropriate lesson plans based on classroom observation of children's abilities.
 - 4.3 Teach lesson plans to children ages 3 to 8 and write an evaluation.
5. Develop resources for planning program activities.
 - 5.1 Collect/create materials that can be stored in a file/idea box for use with children.
 - 5.2 Evaluate books, periodicals , internet and other sources as potential resources for the ECE classroom.
6. Utilize child-centered, developmentally appropriate methods for teaching and assessing young children.
 - 6.1 Demonstrate appropriate strategies for teaching art, computers, cooking, creative dramatics, dramatic-play, large motor and music / movement activities.
 - 6.2 Implement appropriate assessment strategies used to evaluate student performance and make curriculum adjustments.
7. Review and evaluate resource materials, activities, and early childhood environments.
 - 7.1 Examine materials within the Child Development Center and local resources for inclusion into personal resource collections.
 - 7.2 Identify non-commercial items which will be utilized within lesson plans or unit plans.
 - 7.3 List and examine activities that enhance children's experience with art, computers, cooking, creative dramatics, dramatic-play, large motor and music / movement.
 - 7.4 Observe and assess early childhood classroom environment utilizing the Early Childhood Environmental Rating Scale.
8. Explore play as a venue for learning

- 8.1 Discuss how play will be supported in implementation of unit plan.
- 8.2 Plan art, computers, cooking, creative dramatics, dramatic-play, large motor and music / movement activities that support children's stage of play.
- 9. Present and evaluate developmentally appropriate activities to children age three to eight.
 - 9.1 Participate in early childhood settings for a total of 64 hours.
 - 9.2 Implement activities for children three to eight.
 - 9.3 Observe and assess activities for children three to eight.
- 10. Apply concepts and skills based on Developmentally Appropriate Practice in the areas of art, computers, cooking, creative dramatics, dramatic play, large motor and music activities with children age three to eight.
 - 10.1 Facilitate children in the areas of art, computers, cooking, creative dramatics, dramatic play, large motor and music activities in the lab setting.
- 11. Integrate technology to expand the scope and sequence of learning
 - 11.1 Utilize technology into various learning experiences such as article critiques, resource gathering, lesson planning, evaluation, research and teaching.
- 12. Evaluate positive guidance techniques for classroom management.
 - 12.1 Observe and analyze classroom management techniques.
 - 12.2 Write reflections on how to develop and maintain positive relationships with young children.
- 13. Recognize ethical guidelines and other professional standards related to the field of early childhood.
 - 13.1 Review and practice the NAEYC Code of Ethics.
 - 13.2 Practice confidentiality.
 - 13.3 Practice punctuality.

EVALUATION CRITERIA:

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

Exams	20%	
Written Assignments	30%	
Oral Presentation	20%	
Lab/Activity Participation	30%	
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	100%	

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.