



Syllabus
ECED 2060
Early Childhood Education Curriculum Planning
2022

Committee Members:

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Facilitator: Julie Miller - NDE

The Institution agrees to the contents in this syllabus including course prefix, number, course description and other contents of this syllabus.

 Chief Academic Officer, Central Community College	04/06/2022	Adopt
 Chief Academic Officer, Little Priest Tribal College	03/28/2022	Adopt
 Chief Academic Officer, Metropolitan Community College	03/28/2022	Adopt
 Chief Academic Officer, Mid-Plains Community College	03/28/2022	Adopt
 Chief Academic Officer, Nebraska Indian Community College	04/04/2022	Adopt
 Chief Academic Officer, Northeast Community College	03/28/2022	Adopt
 Chief Academic Officer, Southeast Community College	04/04/2022	Adopt
 Chief Academic Officer, Western Nebraska Community College	03/28/2022	Adopt



EARLY CHILDHOOD EDUCATION PROGRAM

I. CATALOG DESCRIPTION

Course Number: ECED 2060
Course Title: Early Childhood Education Curriculum Planning
Prerequisite: None

Catalog Description: This course prepares students to plan developmentally appropriate curriculum and environments for children ages 3-8 years of age. Topics include writing goals and objectives, lesson plans, daily schedules, working with families, and inclusionary practices.

Credit Hours: 3.0 semester credit hours/4.5 quarter credit hours

II. COURSE OBJECTIVES / COMPETENCIES

Course will:

1. Define the components of curriculum: philosophy, goals, schedules, environments (both indoors and outdoors), lesson planning, and activities.
2. Examine the role of curriculum planning in early childhood education programs including use of Early Learning Guidelines: Nebraska's Birth to Five Learning and Development Standards and other professional guidelines.
3. Identify goals and objectives appropriate for 3-8 year olds.
4. Explain how to modify curriculum to meet the specific needs of each individual child.
5. Outline curricula appropriate to the developmental level of children, based upon observation, assessment, and family input.
6. Examine a variety of early childhood curricula models.
7. Develop an awareness of the individual similarities and differences among children, families, and colleagues.

III. STUDENT LEARNING OUTCOMES:

Students will be able to:

1. Define the components of curriculum: philosophy, goals (of families, educators, and children), schedules/routines, environments (both indoors and outdoors),

lesson planning and activity planning.

2. Utilize appropriate early learning guidelines for developmentally appropriate curriculum planning.
- 3a. Develop appropriate goals and objectives for children 3-8 years of age.
- 3b. Create a variety of schedules to meet program needs.
- 3c. Plan an indoor and outdoor environment for 3-8 year olds.
- 3d. Develop appropriate lesson plans for 3-8 year olds based upon observation, assessment, and family input.
4. Develop appropriate learning activities for 3-8 year olds.
5. Adapt developmentally appropriate curriculum to meet the needs of individual children.
6. Identify a variety of curriculum models that can be used with 3-8 year olds.
7. Explain the importance of positive relationships between children, families, and colleagues.

IV. COURSE CONTENT / TOPICAL OUTLINE

- A. Developmentally appropriate practice
- B. The learning environment – indoor and outdoor
- C. Elements of effective curriculum planning
- D. Developing effective large and small group times
- E. Effective early childhood schedules and transitions
- F. Quality educators and effective partnerships
- G. Curriculum based on early childhood guidelines and standards to meet the needs of individual children

V. INSTRUCTIONAL MATERIALS

Suggested Text: [This list of texts should be reviewed annually. The instructor may choose additional materials as supplements.]

Beaver, Nancy; Wyatt, Susan; Jackman, Hilda. Early Education Curriculum: A Child's Connection to the World. Current Edition

Eliason, Claudia. Jenkins, Loa. A Practical Guide to Early Childhood Curriculum. Current Edition. Pearson

Kostelnik, Marjorie and Soderman, Anne K., Whirren, Rupiper. Developmentally Appropriate Curriculum: Best Practices in Early Childhood Education. Current Edition. Prentice Hall.

Supplemental Textbooks:

Bredekamp, Sue and Copple, Carol. Developmentally Appropriate Practice In Early Childhood Programs. NAEYC.

High/Scope Infant and Toddler Child Observation Record, High/Scope Educational Research Foundation

High/Scope Preschool Child Observation Record, High/Scope Publisher

Hohmann, Mary and Weikart, David. Educating Young Children. High Scope Research Foundation

Jones, Elizabeth, and Nimmo, John. Emergent Curriculum. NAEYC

Nebraska Department of Education. *Early Learning Guidelines: Nebraska's Birth to Five Learning and Development Standards*. <https://www.education.ne.gov/oec/early-learning-guidelines/>

VI. METHODS OF PRESENTATION / INSTRUCTION

Instructor should make use of varied pedagogical techniques including several of the following: lectures, small and large discussion groups; collaborative projects, guest speakers, research, peer response and evaluation, journals, essays, conferences, computer-assisted instruction, interactive/creative methods, multimedia, and field trips.

VII. METHODS OF EVALUATION

Course grades, at the determination of the instructor, will be based on class and group participation, daily work, exams, other presentations, projects, papers, and/or portfolio. Instructor will distribute evaluation and his/her grading policies to students at the beginning of each term.

VIII. INSTITUTIONAL DEFINED SECTION

To be defined by individual institution.