

CAP Course Outline Recommendations
Introduction to Curriculum (Revised March 2021)

Course Description:

Developmentally appropriate curriculum and environments for children birth through age eight. Students will use knowledge of children’s development, theories of learning and development, and examples from various models of developmentally appropriate practice to plan environments and curriculum in all content areas to support children’s development and learning integrated throughout indoor and outdoor settings.

Student Learning Outcomes:

1. Apply elements of various curriculum models, approaches, theories, and standards for early learning including indicators of quality to plan and individualize curriculum for children ages birth through eight.
2. Plan indoor and outdoor environments based on knowledge and understanding of children’s development and needs.
3. Develop curriculum for all content areas to support children’s learning and developmental needs.

Objectives:

1. Explore various early childhood curriculum models, approaches, and professional practices to inform and evaluate curriculum and environments.
2. Explain how the curriculum is integrated across all developmental domains and content areas.
3. Observe and evaluate teaching strategies and environmental designs.
4. Observe children in various early childhood settings as a basis for planning curriculum and environments.
5. Apply knowledge of academic discipline content and children’s growth and development to plan and evaluate developmentally and linguistically appropriate, engaging, and supportive learning experiences.
6. Develop plans for environments that are appropriate for children’s individual ages and stages, skills and abilities, needs, and learning goals.
7. Explain how different teaching strategies could be used for a variety of curriculum goals.
8. Describe guidance and interaction approaches to support social relationships and learning.
9. Describe how specific learning experiences could be adapted to address individual children’s learning and development needs.

Course Content and Topics:

1. **Theoretical Frameworks for Planning Curriculum and Environments**
2. **Models of Developmentally Appropriate Play-Based Approaches Such As**
 - a. Emergent Curriculum
 - b. High-Scope
 - c. Waldorf
 - d. Reggio Emilia

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e. Montessori

3. State and National Standards

- a. For content areas
- b. For quality
- c. For accreditation
- d. Ethical and professional practice

4. Planning Early Childhood Curriculum

- a. Care, development, and learning needs of
 - i. Infants and toddlers
 - ii. Preschoolers
 - iii. School-age children
- b. Effective practices for planning, implementing, and evaluating developmentally, linguistically, and culturally appropriate curriculum, and learning experiences for children birth-eight
 - i. The ongoing curriculum cycle
 - 1. Observe
 - 2. Plan
 - 3. Implement
 - 4. Assess
 - 5. Document
 - 6. Reflect
 - ii. Level of teacher involvement-teaching continuum
 - iii. Teacher child interactions
 - iv. Guidance and discipline
 - v. Relationships
 - vi. Effective use of questions
 - vii. Family engagement
- c. Effects of the environment on children's behavior and curriculum goals
- d. Content areas
 - i. Importance of teachers' discipline-based knowledge in the content areas
 - ii. Planning developmentally appropriate curriculum for
 - 1. Math
 - 2. Science
 - 3. English language development
 - 4. Language and literacy
 - 5. History and social science
 - 6. Social-emotional development
 - 7. Visual and performing arts
 - 8. Physical development
 - 9. Health
- e. Appropriate use of instructional technology
- f. Addressing differences in young children's
 - i. Culture and ethnicity

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- ii. Socioeconomic status
- iii. Home language
- iv. Ability
- v. Gender
- vi. Learning style
- g. Adjustments to curriculum and environment to address children's individualized learning needs.
- h. Planning opportunities for children to support each other in learning

5. Planning Learning Environments

- a. Designs and impact of physical space
- b. Learning centers
- c. Selection of equipment and materials
- d. Impact of routines and schedules
- e. Integration of content throughout the indoor and outdoor environments
- f. Indicators of quality
- g. Inclusion of children's culture and language
- h. Health, safety, and nutrition
- i. Staffing and zoning
- j. Impact on classroom management
- k. Accommodations for special needs