



Course Number and Title: ECE 123 Early Childhood Methods I & Lab

Campus Location:

Georgetown, Dover, Wilmington

Effective Date:

2019-51

Prerequisite:

PSY 125, ECE 121, SSC 100 or concurrent

Co-Requisites:

none

Course Credits and Hours:

4.00 credits

3.00 lecture hours/week

4.00 lab hours/week

Course Description:

This course introduces language arts, literacy, science, social studies, and math curricula for children three to eight years of age. Emphasis is on the importance of these various disciplines in the child's overall development and teaching and learning strategies appropriate to each discipline. The course requires 45 hours of field experience at a center designated by the department. Students must provide their own transportation to and from placement site.

Required Text(s):

Obtain current textbook information by viewing the [campus bookstore - https://www.dtcc.edu/bookstores](https://www.dtcc.edu/bookstores) online or visit a campus bookstore. Check your course schedule for the course number and section.

Additional Materials:

None

Schedule Type:

Classroom Course

Disclaimer:

This course requires 45 hours of field experience at a center designated by the department. Students must provide their own transportation to and from placement sites.

Core Course Performance Objectives (CCPOs):

1. Summarize planning concepts such as goals, objectives, and methods based on developmentally appropriate practice as defined by National Association for the Education of Young Children (NAEYC). (CCC 1, 2; ECD/BTS PGC 1, 2, 4, 5)
2. Describe the teacher's role in implementing and evaluating activities in each academic discipline. (CCC 1, 2; ECD/BTS PGC 5)
3. Develop written lesson plans and thematic units that are closely aligned to appropriate standards such as the Delaware Early Learning Foundations Standards (DELFS). (CCC 1, 2; ECD/BTS PGC 1, 2, 3)
4. Design, implement, and evaluate activities that promote positive learning experiences in the academic disciplines. (CCC 1, 2, 3, 4; ECD/BTS PGC 3, 4, 5)
5. Examine resources for planning content area activities and creating a dynamic learning environment. (CCC 1, 2, 5; ECD/BTS PGC 5)
6. Use child-centered, developmentally appropriate methods for assessing young children's understanding of the academic content areas. (CCC 1, 2, 3, 4; ECD/BTS PGC 1, 5)
7. Explain play and investigation as a venue for learning academic content. (CCC 1; ECD/BTS PGC 1, 2)
8. Integrate technology responsibly and appropriately to enhance learning. (CCC 5; ECD/BTS PGC 6)
9. Employ guidance techniques to create a positive environment for learning. (CCC 2; ECD/BTS PGC 1, 5)
10. Adhere to ethical guidelines and professional standards related to the field of early childhood. (CCC 4; ECD/BTS PGC 4)

See Core Curriculum Competencies and Program Graduate Competencies at the end of the syllabus. CCPOs are linked to every competency they develop.

Measurable Performance Objectives (MPOs):

Upon completion of this course, the student will:

1. Summarize planning concepts such as goals, objectives, and methods based on developmentally appropriate practice as defined by National Association for the Education of Young Children (NAEYC).
 1. Define developmentally appropriate practice, and give practical examples.
 2. Generate goals and objectives for learning academic content that reflect the unique culture, characteristics, needs, and interests of the children served.
 3. Create activities that promote emergent literacy skills.
 4. Design activities that promote active exploration and inquiry.
 5. Develop activities related to social studies that encourage children to explore the world around them.
 6. Design activities that incorporate strategies for developing numeracy.
 7. Create opportunities for children to develop their language skills through student-centered and teacher-directed activities.
2. Describe the teacher's role in implementing and evaluating activities in each academic discipline.
 1. Identify key concepts included in an age-appropriate curriculum.
 2. Select materials that address the diverse needs and interests of the children served.
 3. Explain how to balance the needs of "the whole child" with academic content lessons.
 4. Discuss how classroom design supports cognitive development in the academic areas.
 5. Examine best practices and teaching techniques in an early childhood setting during observations.
3. Develop written lesson plans and thematic units that are closely aligned to appropriate standards such as the Delaware Early Learning Foundations Standards (DELFS).
 1. Identify appropriate standards for planning lessons for children three to eight years.
 2. Compare and contrast teaching and learning in the primary grades with the early childhood setting.
 3. Write a list of themes appropriate for children aged three to eight years.
 4. Develop a theme-based plan with ideas that support development of language arts, literacy, math, science, and social studies in the early childhood setting.
 5. Describe various methods for writing weekly lesson plans.
 6. Define the components of a lesson plan.
 7. Write weekly lesson plans.
 8. Create a unit plan that supports language arts, literacy, math, science, and social studies in an early childhood setting.
4. Design, implement, and evaluate activities that promote positive learning experiences in the academic disciplines.
 1. Write developmentally appropriate lesson plans based on classroom observation.
 2. Present developmentally appropriate lesson plans.
 3. Implement lesson plans in early childhood settings.
 4. Write an evaluation and reflection based on the teaching experience.
5. Examine resources for planning content area activities and creating a dynamic learning environment.
 1. Identify materials that promote the development of the academic disciplines.
 2. Evaluate potential resources for developmental appropriateness, cultural responsiveness, and inclusion of all learners in the early childhood classroom and primary grade settings.
 3. Create materials to support teaching and learning of the academic disciplines.
 4. Evaluate an early childhood classroom environment using developmentally appropriate industry tools such as Early Childhood Environmental Rating Scale (ECERS) or Teaching Strategies Gold (TS Gold).
6. Analyze child-centered, developmentally appropriate methods for assessing young children's understanding of the academic content areas
 1. Demonstrate appropriate strategies for supporting language arts, literacy, math, science, and social studies development in young learners.
 2. Implement appropriate assessment measures to evaluate student performance and to make adjustments to teaching within early childhood settings.
 3. Justify instructional decisions for future teaching through self-reflection.
7. Explain play and investigation as a venue for learning academic content.
 1. Describe how play and investigation enhance children's development and learning.
 2. Plan language arts, literacy, math, science, and social studies that integrate play.
8. Integrate technology responsibly and appropriately to enhance teaching and learning.
 1. Identify instructional technology appropriate to the concept being taught.
 2. Contrast benefits and limitations of using technology with young children.
 3. Explain ways that technology can facilitate ongoing assessment.
9. Employ guidance techniques to create a positive environment for learning.
 1. Compare classroom management techniques used in an early childhood setting.
 2. Create lessons that effectively account for procedures to promote a positive environment for learning.
10. Adhere to ethical guidelines and professional standards related to the field of early childhood.
 1. Discuss the NAEYC Code of Ethics.
 2. Practice responsible behavior for early childhood professionals.

Evaluation Criteria/Policies:

Students must demonstrate proficiency on all CCPOs at a minimal 75 percent level to successfully complete the course. The grade will be determined using the Delaware Tech grading system:

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

Students should refer to the [Student Handbook - https://www.dtcc.edu/handbook](https://www.dtcc.edu/handbook) for information on the Academic Standing Policy, the Academic Integrity Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.

Final Course Grade:

Calculated using the following weighted average

Evaluation Measure	Percentage of final grade
2-4 Exams – Summative (equally weighted)	20%
Summative Assessments	
-Lesson Plans (Presentation) (15%)	35%
-Lesson Plans (Written) (20%)	
Practical Experience/Lab – Summative	30%
Formative Assessments	15%
TOTAL	100%

Core Curriculum Competencies (CCCs are the competencies every graduate will develop):

1. Apply clear and effective communication skills.
2. Use critical thinking to solve problems.
3. Collaborate to achieve a common goal.
4. Demonstrate professional and ethical conduct.
5. Use information literacy for effective vocational and/or academic research.
6. Apply quantitative reasoning and/or scientific inquiry to solve practical problems.

Program Graduate Competencies (PGCs are the competencies every graduate will develop specific to his or her major):**ECEAATBTS**

1. Implement developmentally appropriate practices based on theories, norms and milestones associated with development in early childhood.
2. Communicate information about student learning and behaviors in a collaborative manner with school, family and community members.
3. Plan developmentally appropriate curriculum for quality infant/toddler, preschool and kindergarten through second grade programs in multicultural settings.
4. Maintain a healthy, safe environment for children by following licensing requirements and legal issues affecting Early Childhood programs.
5. Apply knowledge of the physical, social, emotional, cognitive and language development of birth to second grade children in a classroom setting.
6. Access and implement educational technology.

ECEAASECD

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2. Communicate information about student learning and behaviors in a collaborative manner with school, family and community members.
3. Plan developmentally appropriate curricula for quality infant/toddler and preschool children in multicultural settings.
4. Maintain a healthy, safe environment for children by following licensing requirements and legal issues affecting Early Childhood programs.
5. Apply knowledge of the physical, social, emotional, cognitive and language development of birth to pre-school aged children in a classroom setting.
6. Access and implement educational technology.
7. Develop an effective business plan for the operation of an Early Childhood Program.

Disabilities Support Statement:

The College is committed to providing reasonable accommodations for students with disabilities. Students are encouraged to schedule an appointment with the campus Disabilities Support Counselor to request an accommodation needed due to a disability. A listing of campus Disabilities Support Counselors and contact information can be found at the [disabilities services - https://www.dtcc.edu/disabilitysupport](https://www.dtcc.edu/disabilitysupport) web page or visit the campus Advising Center.