

Course Number and Title: ECE 125 Early Childhood Methods II & Lab

Campus Location:

Georgetown, Dover, Wilmington

Effective Date:

2022-51

Prerequisite:

EDC 125, ECE 120, 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 art, technology, dramatic play, music, and movement for children three to eight years of age. Emphasis is on the importance of these various areas in the child's overall development and appropriate teaching and learning strategies. The course requires 45 hours of field experience.

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 as they relate to developmentally appropriate practice (DAP). (CCC 1, 2; ECD/BTS PGC 1, 2, 4, 5)
2. Describe the teacher's role in implementing and evaluating activities in the areas of art, technology, dramatic play, music, and movement. (CCC 1, 2; PGC 6)
3. Develop written lesson plans and thematic units that closely align to appropriate standards such as the Delaware Early Learning Foundations Standards (DELFS). (CCC 1, 2; PGC 1, 2, 3)
4. Design, implement, and evaluate activities that promote positive learning experiences in art, technology, dramatic play, music, and movement. (CCC 1, 2, 5; ECD/BTS PGC 5)
5. Examine resources for art, technology, dramatic play, music, and movement. (CCC 1, 2, 5; ECD/BTS PGC 5)
6. Use child-centered, developmentally appropriate methods for assessing young children's development in art, technology, dramatic play, music, and movement. (CCC 1, 2, 3, 4; ECD/BTS PGC 1, 5)
7. Explain how to leverage art, technology, dramatic play, music, and movement to support children's development. (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 as they relate to developmentally appropriate practice (DAP).
 1. Define developmentally appropriate practices in art, technology, dramatic play, music, and movement.
 2. and movement.
 3. Generate goals and objectives for learning about art, technology, dramatic play, music, and movement that reflect the unique culture, characteristics, needs, and interests of the children served.
 4. Incorporate appropriate social, emotional, physical, and cognitive skills in planning.
 5. Explain how language and literacy development are enhanced by art, technology, dramatic play, music, and movement.
 6. Design opportunities for play that maximize development of numeracy.
 7. Create opportunities that promote physical development.
 8. Design activities that support social and emotional development.
2. Describe the teacher's role in implementing and evaluating activities in the areas of art, technology, dramatic play, music, and movement.
 1. Identify key concepts included in age-appropriate activities.
 2. Select materials that address the diverse needs and interests of the children served.
 3. Explain how to integrate academic content lessons into play and centers.
 4. Discuss how classroom design supports development in art, technology, dramatic play, music, and movement.
 5. Examine best practices and teaching techniques during observations in an early childhood setting.
3. Develop written lesson plans and thematic units that closely align to appropriate standards such as the Delaware Early Learning Foundations Standards (DELEFS).
 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. Describe methods for incorporating art, technology, dramatic play, music, and movement into writing weekly lessons.
 4. Write weekly lesson plans that incorporate these areas.
 5. Create a unit plan that focuses on art, technology, dramatic play, music, and movement.
4. Design, implement, and evaluate activities that promote positive learning experiences in art, technology, dramatic play, music, and movement.
 1. Write developmentally appropriate lesson plans based on classroom observation.
 2. Present developmentally appropriate lesson plans.
 3. Implement lesson plans to children in early childhood settings.
 4. Write an evaluation and reflection based on the teaching experience.
5. Examine resources for art, technology, dramatic play, music, and movement.
 1. Identify materials that promote the development art, technology, dramatic play, music, and movement.
 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 art, technology, dramatic play, music, and movement.
6. Use child-centered, developmentally appropriate methods for assessing young children's development in art, technology, dramatic play, music, and movement.
 1. Demonstrate appropriate strategies for supporting development in young children.
 2. Implement appropriate assessment measures to evaluate student performance and to make adjustments to teaching within early childhood settings.
 3. Modify instructional decisions for future teaching through self-reflection.
7. Explain how to leverage art, technology, dramatic play, music, and movement to support children's development.
 1. Describe how play and investigation enhance children's development and learning.
 2. Design opportunities for play that incorporate art, technology, dramatic play, music, and movement.
8. Integrate technology responsibly and appropriately to enhance 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 National Association for the Education of the Young (NAEYC) Code of Ethics.
 2. Practice responsible behavior for early childhood professionals.

Evaluation Criteria/Policies:

The grade will be determined using the Delaware Tech grading system:

90	-	100	=	A
80	-	89	=	B
70	-	79	=	C
0	-	69	=	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
Summative: Exams (2-4) (Equally weighted)	20%
Summative Assessments:	
-Lesson Plans (Written) (20%)	35%
-Lesson Plans (Presentation) (15%)	
Summative: Practical Experience/Lab	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.