



CDE-103: APPROPRIATE CURRICULA FOR YOUNG CHILDREN

Effective Term

Fall 2026

BOT Approval Date

06/12/2025

Discipline

CDE - Child Development & Education

Course Number

103

Course Title

Appropriate Curricula for Young Children

Short Title

Approp Curr for Young

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

3.00

Total Units

3.00

Hours**Lecture Contact Hours**

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education**Distance Education Type**

Hybrid Only

What will be done in face-to-face meetings

In the face-to-face sessions of this hybrid course, students will engage in hands-on activities, practice curriculum implementation, participate in group discussions, and collaborate on lesson planning. Specific focus examining curriculum materials (e.g., HighScope, Creative Curriculum, Reggio Emilia) with physical resources. Manipulating learning materials such as sensory play items, Montessori materials, or loose parts for play-based learning.

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

C-ID (Admin Only)

C-ID ECE 130

Catalog Description

This course addresses creative teaching methods and curriculum development for children with and without disabilities or other special needs. Students learn to observe children's play and to use it as a foundation for planning, implementing and evaluating meaningful learning experiences. Emphasis is given to creating a responsive curriculum, aligned to state and professional guidelines, that provides integrated activities supporting developmental and individual needs. This course requires in-person observations and/or visits to community-based agencies.

Requisites**Pre or corequisite(s)****Prerequisite or corequisite(s) (must be taken simultaneously if not taken before)**

CDE-101 or CDEV-C1000 (with a grade of C or better).

Other Enrollment Criteria**Other Enrollment Criteria**

Students may be required to observe in educational settings. Students must be able to meet state health and safety mandates and educational site-specific mandates. Students must be able to pass a criminal required clearance. In this course, students may be required to implement activities with children. Additionally, in compliance with the American Disability Act and California Community Care Licensing students enrolled in this course, with reasonable accommodations, must be physically and mentally capable of performing the essential functions of the program in the classroom, during observations, and in their fieldwork setting. The essential functions listed are not intended as a complete listing, but a sample of the types of abilities, needed by the TEDS student, in order to meet the course and program objectives and requirements: Physical Demands - Ability to lift 25 lbs. or more, prolonged standing/walking, pushing, reaching, bending, kneeling, and crouching; Sensory Demands - ability to see clearly 25 feet or more and see 20 inches or less; Mental Demands - the ability to function in busy environments, unpredictable situations, face occasional pressures and multiple requests from children and adults, and handle emergencies or crisis situations.

Codes**TOP Code (CB 03)**

1305.00* - *Child Development/Early Care and Education

CIP Code

13.1210 - Early Childhood Education and Teaching.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
Child Development/Early Childhood Education (Masters Required)	End

Learning Objectives

Learning Objectives

Learning Objective
1. Synthesize current research and theories on learning and development to plan experiences for young children
2. Demonstrate developmentally appropriate, professional, and ethical practices in supervised early childhood classrooms.
3. Plan, implement, and evaluate culturally responsive curriculum based on the needs and interests of young children.
4. Incorporate principles of the Universal Design for Learning into a variety of curriculum experiences.
5. Demonstrate how to provide a supportive culturally responsive learning environment for children's first- and dual-language acquisition, development and learning
6. Utilize documentation and assessment to monitor children's progress and to adjust learning experiences.
7. Analyze the impact of the classroom environment and daily routines on children's behavior as a basis for planning
8. Demonstrate how to adjust curriculum, environments, routines, and teaching strategies to meet the individualized needs of infants, toddlers, and preschool children.
9. Design and implement strategies to prevent and/or address young children's challenging behaviors and to help children learn to resolve conflicts.
10. Create culturally responsive strategies for communication and collaboration with families and other adults in the classroom to support young children's development and learning.
11. Examine personal student teaching experiences to guide future teaching and collaborative practices
12. Develop the ability to provide guidance and constructive performance feedback to other adults in the ECE setting.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome
1. Students will design and implement curriculum and environments that are developmentally and linguistically-appropriate, engaging, and supportive of development and learning based on foundations of early childhood education and knowledge of individual children.
2. Students will apply a variety of teaching strategies, manage the classroom, monitor children's development and learning, guide behavior, and use reflection on teaching practice to guide future planning.
3. Students will demonstrate the skills of a professional teacher including effective communication, ethical practice, responsibilities to children and families, and commitment to ongoing professional development.

Content

Course Lecture Content

1. Theory to Practice
 - a. Developmentally, culturally, and linguistically appropriate practices
 - b. Current research related to children's development and learning
 - c. State and national standards
2. Professionalism and Ethics
 - a. The role and responsibilities of the student-teacher
 - b. Typical teaching and non-teaching activities in early childhood settings

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- c. Self-reflection and self-assessment
 - d. Ethical practices
 - e. Appropriate communication and interactions with supervising teacher, peers, children, and families
 - f. Positive dispositions of caring, support, acceptance, and fairness
 - 3. Planning Instruction and Designing Learning Experiences
 - a. The ongoing curriculum development cycle
 - i. Observation
 - ii. Strategies
 - iii. Goals
 - iv. Planning Based on observation
 - v. Elements of a lesson plan
 - vi. In collaboration with others
 - vii. Implementation
 - viii. Review
 - b. Developmentally appropriate practices
 - i. Culturally Responsive Practices
 - 1. Anti-Bias Teaching
 - 2. Funds of Knowledge
 - 3. Dual Language Learning
 - ii. Using Children's Books to teach concrete domains
 - iii. Variety of strategies
 - iv. Intentional teaching
 - v. Teachable moments
 - vi. Child-initiated and teacher-directed interactions
 - vii. Focused conversations
 - viii. Flexibility
 - c. Reflection on the experience
 - i. Reflection on the experience and evaluation
 - ii. Adaptations for multiple reasons
 - iii. Incorporated into future planning
 - iv. Documentation
 - 4. Discipline-based knowledge in the content areas
 - a. Key content appropriate for young children as contained in the California Infant/Toddler and Preschool Foundations and Curriculum Frameworks
 - i. Social and Emotional Development
 - ii. Language and Literacy
 - iii. English Language Development
 - iv. Mathematics
 - v. Visual and Performing Arts
 - vi. Physical Development
 - vii. Health
 - viii. History-Social Sciences
 - ix. Science
 - x. Integration of content areas across the curriculum
 - 5. Environments for Teaching and Learning
 - a. Use of space and floor plans indoors and out
 - b. Equipment and material selection
 - c. Instructional technology
 - d. Routine and schedule
 - e. Effects of floor plans and routines on children's behavior
 - f. Universal Design for Learning
 - 6. Classroom Management
 - a. Guidance
 - b. Developmentally appropriate expectations
 - c. Proactive/preemptive guidance strategies

- d. Interactions and positive interventions
- e. Cultural perspectives on guidance
- f. Challenging behaviors
- g. Conflict resolution
- 7. Family Engagement
 - a. Home-school relationships
 - b. Respectful communication
 - c. Supporting home language
 - d. Partnering with parents to support children's learning
 - e. Preparing for parent conferences
- 8. Developing as a Professional Educator
 - a. Professional portfolio
 - b. Qualifications and standards for teachers in California
 - c. Title 22
 - d. Title V
 - e. Commission on Teacher Credentialing Teaching Performance Expectations (TPEs)
- 9. Career Ladder
 - a. Professional development
 - b. Advocacy for children and best practices
 - c. Professional responsibilities for the learning outcomes of all children
 - d. Skills for working with other adults
 - e. Co-plan and co-teach with others
 - f. Supervision of others in the classroom such as aides and parents
 - g. Constructive performance feedback to adults

Methods of Instruction

Method

Discussion

Integration

Discussion of graded quizzes / exams will be used to review and reinforce understanding of developmentally appropriate curriculum based on state and professional guidelines.

DE Adaptations for MOI

The instructor will use the CMS to create threaded discussions on subjects such as culturally responsive teaching, California Learning Foundations, Observation and Assessment for students to analyze, interpret primary source documents and questions. Each student will be required to post a response to the discussion topic and make subsequent posts that engage the views of other students. Instructor will make comments to further the discussion or make corrections and/or post a summary of the debate that reviews the issues raised by the students and adds the instructor's perspective to the online debate. All online discussions will meet accessibility standards.

Method

Lecture

Integration

Lectures will be provided using audio-visual presentations, demonstrations (instructor or student), small group discussions, role playing, and collaborative tasks to convey developmentally appropriate curriculum based on state and professional guidelines.

DE Adaptations for MOI

Online lectures which cover key course content such as developmental theory and collaborating with families which may be delivered in the form of slide presentations, real-time video/audio/teleconferencing, video/audio recordings and/or readings utilizing other features within the CMS. Lectures may incorporate supplemental materials available through MSJC Library or other online resources. Hybrid course offerings may include lectures in a face-to-face setting as outlined in Methods of Instruction or through the course management system as outlined in DE Methods of Instruction. All lecture materials and delivery methods must meet accessibility guidelines.

Method

Film/video Viewing and Discussion

Integration

Students will analyze an anti - bias teaching film in class and participate in a discussion on how to utilize the information into teaching practices.

DE Adaptations for MOI

Online via the CMS students will analyze an films and documentaries such as anti - bias film and facilitate a discussion on how to utilize the information into teaching practices. All digital materials will meet accessibility guidelines.

Methods of Evaluation**Method**

Other

Integration

Students will conduct observations of an early childhood classroom and identify culturally responsive teaching practices and teaching strategies. Students will submit their work to instructor during class session and receive feedback from the instructor either in class or online.

DE Adaptations for MOE

Students will conduct observations at early childhood programs The students will interpret the information gained from their observation and their typed paper will submitted via the CMS and will be graded on the quality of the sources, the validity of the content of their observations as well as their interpretation and analysis of it. Instructor feedback will be provided in a (add your own timeframe here: one week, two weeks, etc.), through the CMS, including, but not limited to, gradebook comments, discussion forum, live stream meeting, chat feature or inbox messaging. Hybrid course offerings may include evaluation and interpretation of research in face-to-face environments utilizing methods and feedback outlined in Methods of Evaluation and/or through the course management system as described in DE Methods of Evaluation. All materials, delivery, and instructor/student communication must meet accessibility and confidentiality guidelines.

Method

Capstone Project

Integration

Students will design and implement culturally responsive and developmentally appropriate activities for young children in class and receive feedback from their peers in class.

DE Adaptations for MOE

Students will design and implement culturally responsive and developmentally appropriate activities for young children. This assignment will be types and submittedUpon completion, students will upload their assignments via the CMS for instructor review and grading. Feedback will be provided through the CMS using various tools such as the grade book, chat function, or other accessible video conferencing tools, ensuring compliance with all accessibility requirements.

Method

Quizzes

Integration

Quizzes and exams: 1. Quizzes and/or exams comprised of multiple-choice, short answer or essay questions designed to determine whether or not the students comprehend the broad dimensions of creative curriculum. 2. A cumulative final exam which requires students to apply their understanding of various education models and strategies for creating and implementing appropriate curriculum (curriculum that is aligned with state and professional guidelines).



DE Adaptations for MOE

Quizzes will administered fully online will be administered and evaluated through CMS. Hybrid course offerings may include exams/ tests in a face-to-face setting as outlined in Methods of Instruction or through the CMS as outlined in DE Methods of Instruction. The format may include multiple choice, short answer, essay or other format. Exams/tests will be evaluated based on the demonstration of understanding and application of major topics as described in Course Content in alignment with Learning Objectives. Instructor feedback will be presented through grade book comments, inbox or other confidential means of communication through the course management system, within (add your own timeframe here: one week, two weeks, etc.). All exams/tests must meet accessibility guidelines.

Assignments

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Create a curriculum portfolio inclusive of their culturally responsive lesson plans, weekly lesson plans, culturally responsive newsletter, curriculum brainstorm and essay. This will be in person or online

How assignment will be adapted in online format

Students will present their portfolio lessons online via the course management system.

Assignment Type

Reading

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Read and analyze the NAEYC Code of Ethics and apply the ethical code to common teaching scenarios.

How assignment will be adapted in online format

The NAEYC code will be presented online and analysis done in a discussion forum via the CMS

Assignment Type

Other

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Conduct observations in an early childhood classroom to analyze culturally responsive teaching practices.

How assignment will be adapted in online format

In person conduct an observations in an early childhood classroom to analyze culturally responsive teaching practices. Debriefing of the observations will be done via online discussion board.

Course Materials**Textbooks**

Early Education Curriculum: A Child's Connection to the World (8th Edition, 2023)
Nancy Beaver and Susan Wyatt is ISBN 978-0357625446

Open Educational Resources

Jennifer Paris, Kristin Beeve Introduction to Curriculum for Early Childhood Education

Class Size Information**Class Size**

35

Class Size Category

B - Facilitated learning 35

Diversity and Inclusion

Course Design and Materials: Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

Inclusive Learning Environment: Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

Accessible Instruction: Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

Equitable Teaching Practices: Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEAA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

Per the Teacher Performance Expectation of the State of California the course prepares students to be knowledgeable of the demographics, cultural, linguistic, and socioeconomic backgrounds and perspectives of the children and families served within the ECE setting. The course requires student to develop lesson plans that are culturally responsive to the above demographics- inclusive of gender, family structure, diverse abilities as well.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

Students are required to develop 5 lesson plans that focus on teaching children of all demographics. Accommodations for diverse students are required. Students are required to base lesson plans on culturally responsive literary text. The course will be taught with OER text to accomodate all socio-economic text.

Interactions

Explain how the course will incorporate student-to-student interaction.

Students may engage in collaborative group activities, peer discussions, and hands-on lesson planning exercises to share ideas and perspectives. For online courses discussion forums, peer feedback on lesson plans, and possible virtual breakout rooms will allow students to exchange ideas on lesson planning, critique each other's work teaching strategies, and collaborate on projects.

Explain how the course will incorporate instructor-to-student interaction.

The instructor may facilitate interactive lectures on preschool learning foundations, observation strategies and provide individualized feedback, and lead reflective discussions on curriculum development. The instructor may engage students through in person lectures, or online recorded lectures, real-time Q&A sessions, personalized feedback on assignments. Online recordings will be accessible.

Explain how the course will incorporate student-to-content interaction.

For both online and face to face classes, students will engage in hands-on curriculum design, case study analysis, and direct application of early childhood education principles in classroom simulations. In online courses students will record themselves presenting the hands on curriculum project.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Students will engage in reflective journals, on cultural humility self-assessments, and guided prompts on incorporating dual language learning that will encourage students to analyze their learning progress and teaching philosophy. For face to face courses students may reflect in a personal journal and for online course students will reflect using an online journal.

Key: 748