

**SAN DIEGO COMMUNITY COLLEGE DISTRICT  
CITY, MESA, AND MIRAMAR COLLEGES  
ASSOCIATE DEGREE COURSE OUTLINE**

**SECTION I****SUBJECT AREA AND COURSE NUMBER:** Child Development 131**COURSE TITLE:** Curriculum: Language/Science**Units: 3**  
Grade Only**CATALOG COURSE DESCRIPTION:**

This course is an introductory study of the function of language, math and science learning in early childhood educational programs. Emphasis is placed on the development of language and science curriculum activities, basic teaching skills, guidance techniques, equipment and materials. Students select appropriate activities for a variety of age groups and maturity levels based on child development theories and concepts. This course may be used for licensing, child development permits, transfer and general interest for working with children.

**REQUISITES:****Advisory:**

ENGL 042 with a grade of "C" or better, or equivalent or Assessment Skill Level R4  
&  
ENGL 043 with a grade of "C" or better, or equivalent or Assessment Skill Level W4

**FIELD TRIP REQUIREMENTS:** May be required**TRANSFER APPLICABILITY:** Associate Degree Credit & transfer to CSU and/or private colleges and universities CSU General Education**TOTAL LECTURE HOURS:** 48 - 54**TOTAL LAB HOURS:****STUDENT LEARNING OBJECTIVES:**

Upon successful completion of the course the student will be able to:

1. Explain the roles of language emergence and the promotion of mathematics and science concepts in early child development.
2. Create a language arts program for preschool through early childhood that promotes literacy and listening skills while introducing children to books, storytelling and poetry.
3. Develop dramatic play techniques to encourage speech development among early childhood programs.
4. Compare and contrast methods used for teaching children to read using a variety of language arts activities and games designed to promote an environment of literacy.
5. Plan a math and science program for early childhood age children that includes activities designed to develop and apply fundamental math and science skills to encourage scientific inquiry.
6. Create a working resource file of activities and techniques that promote skills in language arts, math and science for early childhood programs.

## **SECTION II**

### **1. COURSE OUTLINE AND SCOPE:**

#### **A. Outline Of Topics:**

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. Language development in young children
  - A. Theories of human language emergence
  - B. Factors that influence language development
  - C. Phonology, grammar and the understanding of semantics
  - D. Factors that affect early language ability
- II. Concept development in mathematics and science
  - A. Theories of how concepts develop
  - B. Promoting concept development through problem solving
  - C. Assessing a child's development level
- III. Developing language arts programs
  - A. Understanding differences
  - B. Promoting language and literacy
  - C. Developing listening skills
  - D. Introducing literature
  - E. Writing-print awareness
  - F. Reading-literacy awareness
- IV. Developing math and science programs
  - A. Fundamental concepts and skills in math
    1. Matching
    2. Numbers & counting
    3. Shapes
    4. Sets & classifying
    5. Spatial sense
    6. Comparing
    7. Parts & wholes
  - B. Concept areas related to science
  - C. Strategies that encourage scientific inquiry
  - D. Activities, materials and resources for math and science
    1. Life
    2. Physical
    3. Earth
    4. Health & nutrition
- V. The overall role of the teacher in promoting skills in language arts, math and science
  - A. Directive versus non-directive approaches to teaching
  - B. Methods for presenting activities
  - C. Guidance and safety techniques
  - D. Environment organization
  - E. Creating a working resource file

#### **B. Writing Assignments:**

Writing assignments are required and may include, but are not limited to, the following:

- I. 1. Short essays related to observations and analyses of language arts, math and science activities among early childhood age children
- II. 2. Design language arts, math and science programs for young children

#### **C. Reading Assignments:**

Reading assignments are required and may include but, are not limited to, the following:

- I. 1. The assigned and optional textbooks
- II. 2. Professional journals such as *Young Children* and *Child Development*
- III. 3. Internet sites such as [www.ffcd.org](http://www.ffcd.org), [www.cdasandiego.com](http://www.cdasandiego.com) and [www.naccp.org](http://www.naccp.org)

#### **D. Appropriate Assignments that Demonstrate Critical Thinking:**

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. 1. Assemble a curriculum resource file
- II. 2. Create language arts, math and science programs for young children
- III. 3. Evaluate a given child's development in language arts, math and science

#### **E. Appropriate Outside Assignments:**

Outside assignments may include, but are not limited to, the following:

- I. 1. Reading and writing assignments as specified in the course syllabus
- II. 2. Curriculum resource file for language arts, math and science
- III. 3. Dramatization such as a puppet show that promotes speech development among preschool children
- IV. 4. Maintenance of an observations notebook
- V. 5. Library and/or internet research
- VI. 6. Field trips to educational programs

## **2. METHODS OF EVALUATION:**

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Performance on tests and analytical essay exams
- Performance on language arts, math and science program development for young children
- Performance on field projects
- Performance on writing assignments
- Class participation

## **3. METHODS OF INSTRUCTION:**

Methods of instruction may include, but are not limited to, the following:

- \* Lecture
- \* Computer Assisted Instruction
- \* Discussion Seminar
- \* Audio-Visual
- \* Collaborative Learning
- \* Other (Specify)
- \* Distance Education
- \* 1. Problem-solving activities in class
- \* 2. Homework and extended projects

## **4. REQUIRED TEXTS AND SUPPLIES:**

Textbooks may include, but are not limited to:

### **TEXTBOOKS:**

1. Charlesworth, Rosalind and Karen Lind. Math and Science for Young Children, 1st ed. Delmar Thomson Learning, Albany NY, 2002, ISBN: 0766832279
2. Echols, Jean, et al.. Ant Homes Under the Ground: Math and Science Activities for Young Children, 1st ed. 1st ed. University of California, Berkeley, 2000, ISBN: 0924886366
3. Lind, Karen. Exploring Science in Early Childhood, 3rd ed. Delmar Thomson Learning, Albany NY, 2000, ISBN: 0766802310
4. Machado, Jeanne. Early Childhood Experiences in Language Arts, 6th ed. Delmar Publishers, 1998, ISBN: 0827383614
5. Norton, Donna E., et al.. Language Arts Activities for Children, 5th ed. PRENTICE HALL, Upper Saddle River, N.J., 2002, ISBN: 0130498874

**MANUALS:**

**PERIODICALS:**

**SOFTWARE:**

**SUPPLIES:**

**ORIGINATOR:** Curricunet Version 2

**CO-CONTRIBUTOR(S)**

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