

Child Development 119

Language Arts for Young Children

3 units; 3 hours lecture

Prerequisite: Child Development 103 with a minimum grade of C or equivalent or concurrent enrollment.

Recommended Preparation: English 1 or eligibility for English 1A or qualification by appropriate assessment

Degree applicable Transfer CSU

This course focuses on the principles and methods of planning, presenting and evaluating language arts activities for young children ages two to six. Appropriate activities for expressive and receptive language development such as storytelling, dramatic play, listening, and emergent literacy will be examined. Methods for adapting language experiences for English Language Learners (ELL) and for children with special needs will be discussed. This course is designed for teachers in training and teachers in service needing to develop or refine skills in planning and implementing language arts curriculum. Students may be required to participate in one structured activity related to children and/or professional development outside of class hours.

Course Objectives:

1. Identify developmentally appropriate language arts experiences, for children ages two through six, in diverse early childhood educational programs.
 - Term or other papers
2. Identify characteristics of typical preschool language development and major factors that influence this development.
 - Term or other papers
3. Formulate objectives and concepts for language arts experiences for young children.
 - Term or other papers
4. Plan language experiences to foster cognitive, psychosocial, and physical development of young children.
 - Performance exams
5. Create and evaluate teaching materials for language experiences.
 - Term or other papers
6. Present and evaluate language arts experiences for young children to meet the needs of all learners.
 - Performance exams
7. Identify ways to interact with and support the language growth of English Language Learners (ELL).
Performance exams. Term or other papers.
8. Adapt language arts materials and activities for children with special needs.
 - Performance exams
9. Plan, present, and evaluate language arts experiences to meet the needs of children from diverse cultures.
 - Performance exams
10. Develop and employ strategies to communicate the value of language experiences to parents of young children and how to strengthen language skills at home.
 - Term or other papers
11. Evaluate state standards and the National Association for the Education of Young Children's (NAEYC) Developmentally Appropriate Practices and apply them to curriculum planning.
 - Term or other papers

Student Learning Outcomes (SLO):

1. Curriculum Cycle

Use the ongoing cycle of curriculum development to plan, implement, and evaluate early childhood language arts activities and environments.

2. Activity Plans

Develop an activity plan, for preschool children, that is age-appropriate and includes: required materials, advanced preparation, developmental objectives, detailed procedures, and theme based-related activities.

3. Role of the Teacher

Demonstrate an understanding of the many aspects of the teachers' role in early childhood programs as they apply to language arts.

ADA Statement:

El Camino College is committed to providing educational accommodations for students with disabilities upon the timely request by the student to the instructor. A student with a disability, who would like to request an academic accommodation, is responsible for identifying herself/himself to the instructor and to the Special Resource Center. To make arrangements for academic accommodations, contact the Special Resource Center.

Student Code of Conduct

<https://www.elcamino.edu/administration/board/2019-policies/AP%205500%20Student%20Conduct%20.pdf>

Student Rights and Grievances Procedure 5530

<https://www.elcamino.edu/administration/board/boarddocs/AP%205530%20STUDENT%20%20RIGHTS%20AND%20GRIEVANCES.pdf>