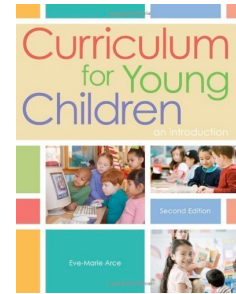


Early Childhood Curriculum I Course Syllabus



Course Information

- A. Number: ECED 112
- B. Credits: 3
- C. Prereq: ECED 130
Corequisite: none
- D. Time/Location: Mon. and Wed. 8:30 – 9:50 Education Building 114
- E. Availability: This class is offered Fall Quarter 2015-16

Personal Information

- A. Instructor: Linda Bone
- B. Office: Education Building Room 125
- C. Office Hours: Tues. 8:00-12:00, and Thurs. 8:00-10:00
- D. Telephone: Office: (406) 275-4770; Home: (406) 883-0123
- E. Email: linda_bone@skc.edu

Required Materials

- A. Arce, Eve-Marie (2013). *Curriculum for Young Children, An Introduction, 2nd Edition*. Belmont, California: Cengage Learning ISBN #: 978-1-111-83799-0
- B. *Montana's Early Learning Standards* (2014) provided
- C. 1 1/2 inch binder with dividers to be used for ECED 112
- D. Resource materials in the SKC library on reserve
- E. Handouts from the instructor

Description

Early Childhood Curriculum I introduces lesson-planning skills including goal setting, selection of appropriate materials, and assessment. Students will gain experience in planning for individual, small group and whole class activities.

Course Objectives

Upon completion of this course

Students will:

- A. Plan and implement developmentally appropriate learning plan for young children based on assessment and child/family interests.
- B. Plan and implement developmentally appropriate lesson plan for young children using research for background knowledge to extend content of subject area.
- C. Plan lessons for literacy and math curriculum areas using developmentally appropriate skill based activities.
- D. Assess children based on observations: including anecdotal records, running records, and checklists.
- E. Use assessments to set goals using the Montana Early Learning Standards when planning learning activities.
- F. Evaluate and select appropriate learning materials.

InTASC Principles and PEPP Standards	Assessments
<p>PEPPS 10.58.531(m) <i>utilize a broad repertoire of developmentally appropriate teaching skills and strategies supportive of young learners, such as integrating curricular areas; scaffolding learning; teaching through social interactions; providing meaningful child choice; implementing positive guidance strategies and making appropriate use of technology.</i></p>	<p>Candidate will demonstrate competency of this standard through written lesson plans.</p>
<p>PEPPS 10.58.531(p) <i>design, implement, and evaluate developmentally meaningful, integrated, and challenging curriculum for each child using professional knowledge, Montana Early Learning Standards, Montana Content Standards (K-5), and Indian Education for All</i></p>	<p>Candidate will demonstrate competency of this standard through written lesson plans connected to the Montana Early Learning Standards and the Montana Content Standards.</p>
<p>INTASC Principle 4: Content Knowledge <i>The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</i></p> <p>Educ. Division Conceptual Framework Guiding Principle: A</p>	<p>Written Reflective Analysis</p>

Cultural Relevancy

Cultural relevancy will be addressed in this course through the teaching methods and strategies modeled and utilized by the instructor.

Student will:

- A. Apply information from this course in their work with individuals from similar and diverse cultures in order to enhance communication, relationship building, and teaching strategies.
- B. Research appropriate activities that will develop skills through the use of various cultural themes.

Critical Thinking

This course will encourage critical thinking skills by having students apply and critique information.

Student will:

- A. Evaluate curriculum choices for early childhood settings.
- B. Apply information from this class to improve their lesson planning.
- C. Problem solve various factors pertaining to the application of class materials, handouts, and discussions in their early childhood settings.

Citizenship

Students will be exposed to the importance of community involvement by choosing a site to volunteer time as a reader to young children.

Student will:

- A. Plan and share appropriate stories in a community setting. Through these gatherings, families will learn the importance of reading to their children and gain an interest for participating in weekly literacy programs.
- B. Gain understanding of cultural norms allowing them to plan authentic curriculum.

Communication

Communication skills will be addressed in course discussions, reflections, and research on relevant topics presented in both written and presentation formats.

Student will:

- A. Read, reflect and discuss thoughts on assignments taken from required textbook.
- B. Enhance their ability to share literature with young children by participating in community "Story Time".

Course Requirements

- A. Participation in class activities and discussions
- B. Reflect on outside reading assignments
- C. Complete three observations of young children in early childhood centers
- D. **Plan and present four activity lesson plans including one with researched background knowledge and one with assessment of child's needs or family interests and needs.
- E. Organize your class binder according to list on final page of this syllabus

Credit Hours

Following the SKC Credit Hour policy, to meet the identified objectives of this 3 credit course, delivered over a 10 week term, students should expect the following time commitment of time:

3 hours /week classroom or direct faculty instruction and group activities

6 hours or more of out-of-class time, including homework each week.

Grading System

Class Attendance & Participation: 10 pts/class (class discussion)	= 100 pts
Reflective writing on reading: 10pts x 6 classes	= 60 pts
3 Observations of a child: 3 x 20 points/ observation	= 60 pts
**4 Activity Lesson Plans: 4 x 50 points/plan	= 200 pts
Presentation of lesson plans: 4 x 15 points	= 60 pts
Organized binder: mid-term 10 pts and final 10 pts	= 20 pts

Total points: =500 pts

500-450 = A

449-400 = B

399-350 = C

349-300 = D

Below 300 = F

** Assignment will be included in your Professional Portfolio with completed rubric.

Other Course Information

Attendance

This class is highly interactive and learning occurs through participation in class discussions and activities that are impossible to be duplicated outside of class. Therefore, it is required that students participate in all class sessions. Participation is graded at 100 points/quarter. An opportunity for make-up work is provided on an individual basis for emergency situations. Students missing more than 6 hours of class without make-up work may be asked to drop the class.

Students are expected to be on time for class and to stay until the designated time set for dismissal. If a student must leave early he/she must inform the instructor at the beginning of class.

Anyone missing a class should notify the instructor by email or phone before the class takes place. It is the student's responsibility to collect the agenda and handouts for the missing class. If possible, submit homework before missing class.

Cell Phones

Students must keep cell phones in the off position during class. If students must have a phone on in case of emergency situations, they should notify the instructor and take the call outside of the classroom.

Incompletes

Incompletes will not be given except in the case of emergencies. In the event of an incomplete, student will sign a contract specifying tasks to be completed with realistic and fair deadlines.

Late Assignments

The issue of late assignments is an on-going problem for the student and the instructor. An important aspect of being a teacher is to be professional. One of the many responsibilities of a professional is to meet deadlines. Think of your assignment due dates as deadlines.

Late assignments will not receive full credit. 35% will be deducted on all late assignments. There are two deadlines this quarter where late assignments may not be turned in after the due dates. November 2nd is considered **Mid-Quarter Deadline**. Any late assignments assigned and due up to November 2nd must be turned in by this date. No credit if they are not. December 7th at the beginning of class is the **Final Deadline** for the second set of late assignments unless otherwise arranged on an individual basis with the instructor.

- In-class assignments may not be made up outside of class.
- Failure to come to class to participate and present assignments on their due date will be considered late assignments.

Reasonable Accommodations

Reasonable accommodations are provided for eligible students with identified disabilities. The College complies with the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Students may contact the College's Disability Officer, Linda Pete @ 406.275.4968 or consult the SKC web page for Students with Disabilities for more information.

SKC Retention

The SKC Retention Team consists of SKC staff and faculty who provide student-centered support services on a daily basis. The SKC Retention Team is here to help you be successful in reaching your educational goals. You can contact the SKC Retention Team yourself, or your instructor may refer you (for example, if you "disappear" from class or they are concerned about your attendance and performance). *Debbie L. Bell, SKC Retention Coordinator* (Bookstore Annex, 275-4928, Email: retention@skc.ed)

Tutors are available for students! Please contact the instructor if you have any questions or need for a tutor.

Name _____

Date _____

Score Sheet for Lesson Plan
ECED 112 Early Childhood Curriculum I

1. Topic Focus and age group _____/8

Focus of lesson is clear and appropriate to developmental level

2. Instructional Objectives _____/9

Objectives are clearly stated and measurable

3. Instructional Sequence _____/9

Learning experiences are well paced, appropriate, and well articulated

4. Evaluation _____/8

Lesson assessment is clearly stated and connected to objectives in meaningful ways.

5. Organization and Presentation _____/8

Lesson is appropriately organized with all elements included and in proper sequence. Learning Plan is easy to understand and follow.

6. Writing Conventions _____/8

Written conventions are followed and writing is appropriate for a college level course.

Total Score _____/50

Comments:

ECED 112 Early Childhood Curriculum 1
Assessment of Child or Family
Interests and Needs
TEP I, Standard 4

ECE TEP Stage I
NAEYC Standard 4: Early Childhood Curriculum 1

Student _____

Instructor: _____

Date:

Level of Performance	Unacceptable (0)	Developing (1)	Proficient (2)	Exemplary (3)
<p>Using Developmentally Effective Approaches to Connect with Children and Families: <i>Candidates understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families:</i></p> <p>4a) Understanding supportive relationships and supportive interactions as the foundation for their work with children; 4b) Knowing and understanding effective strategies and tools for early education; 4c) Using a broad repertoire of developmentally appropriate teaching/learning approaches; 4d) Reflecting on their own practice to promote positive outcomes for each child.</p>	<p>Candidate shows little or no evidence of using effective strategies and tools, DAP approaches, reflecting on their own practice and linking learning plan objectives to the assessment of child or family interests and needs.</p>	<p>Candidate provides at least 2 objectives that are linking assessment of child or family interests and needs using effective strategies and tools, DAP approaches, and reflecting on their practice. Objectives may not be measurable.</p>	<p>Candidate provides at least 3 objectives that are clearly connected to assessment of child or family interests and needs using effective strategies and tools, DAP approaches and reflecting on their practice. Objectives are well expressed and measurable.</p>	<p>Candidate demonstrates proficient skills at an advanced degree or at a master teaching level. This score is reserved for those who demonstrate skills of an experienced teacher who is able to mentor others.</p>

Rubric Score: _____

Comments:

**ECED 112 Early Childhood Curriculum 1
Lesson Plan With Background Research
TEP I, Standard 5**

**ECE TEP Stage I
NAEYC Standard 5: Early Childhood Curriculum 1**

Student _____

Instructor: _____

Date:

Level of Performance	Unacceptable (0)	Developing (1)	Proficient (2)	Exemplary (3)
<p>Using Content Knowledge to Build Meaningful Curriculum: <i>Candidates use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child:</i> 5a) Understanding content knowledge and resources in academic disciplines; 5b) Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines; 5c) Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child. PEPPS 10.58 (m) utilize a broad repertoire of developmentally appropriate teaching skills and strategies supportive of young learners, such as integrating curricular areas; scaffolding learning; teaching through social interactions; providing meaningful child choice; implementing positive guidance strategies and making appropriate use of technology. PEPPS 10.58.531 (p) design, implement, and evaluate developmentally meaningful, integrated, and challenging curriculum for each child using professional knowledge, Montana Early Learning Standards, Montana Content Standards (K-5), and Indian Education for All.</p>	<p>Candidate shows little or no evidence of understanding content knowledge and resources available and using their own knowledge and standards to design and evaluate meaningful and challenging curricula.</p>	<p>Candidate provides at least two objectives linking lesson to content knowledge and resources available to design and evaluate meaningful and challenging curricula connected to appropriate standards. Objectives may not be measureable or well written.</p>	<p>Candidate provides rich examples of linking lesson to content knowledge and resources available to design and evaluate meaningful and challenging curricula connected to appropriate standards. Objectives are well expressed and measureable.</p>	<p>Candidate demonstrates proficient skills at an advanced degree or at a master teaching level. This score is reserved for those who demonstrate skills of an experienced teacher who is able to mentor others.</p>

Rubric Score: _____

Comments:

Comments:

Rubric for Written Reflective Analysis: INTASC Principle 4

The teacher understands the central concepts, tools of inquiry, and structures of the discipline (s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Level of Performance:	0 Unacceptable	1 Developing	2 Proficient	3 Exemplary
<p>Reflective Written Analysis (RWA) of your strengths related to INTASC Principle. (Include the INTASC Principle/Standard at the top of a 1-2 page essay. (1) Explain how the principle is important in your teaching; (2) describe ways you have implemented the principle in your lessons and/or what you plan to do when you teach; (3) conclusion should reinforce your belief in the principle and make a reference to the artifacts/evidence in that section of the portfolio.</p>	<p>One or more of the required elements missing. Organizing may lack clear focus, ideas difficult to follow. Expression of ideas may often be awkward or unclear, and word choice may often be inaccurate or inappropriate. Numerous errors in grammar, usage, or mechanics may at times impede understanding.</p>	<p>Little elaboration; expression of ideas sometimes awkward or unclear, some inaccurate or inappropriate word choice. Several errors in spelling or writing mechanics; shows limited understanding of the importance of the Principle; little information relevant to implementation of the Principle; or artifacts and/or life experiences described show limited relationship to the Principle.</p>	<p>Organization is logical; transitions are used. Expression of ideas usually clear; few or no errors in writing mechanics. Shows a solid understanding of how the Principle relates to teaching. Describes artifacts and/or life experiences that provide clear links to the Principle.</p>	<p>Candidate demonstrates the skills described as “proficient” beyond the expected level of a novice teacher. This score is reserved for the candidate who demonstrates skills of an experienced teacher or one who is able to mentor others.</p>

Rubric Score: _____

Comments:

COURSE OUTLINE

This outline is subject to change according to class needs

- Week 1** Introduce: Syllabus, routines and text
Discuss Excellence in All Areas of Practice (handout)
Four Domains of Development and Learning
Assignments: Read Chapter 1, *Curriculum for Young Children: As Valuable and As Much Fun As You Make It* and complete Reading Response*
Prepare class binder: Include cover page and 5 labeled dividers*
- Week 2** Discuss: Chapter 1, *Curriculum for Young Children including Social Constructivism*
Principles of Child Development (handout)
Best Practices in Early Childhood Education (handout)
Discuss parts of planning for storytime after reading book
Assignments: Read Chapter 2, *Understanding and Facilitating the Development of Young Children* and complete Reading Response*
Identify a book that you will use to develop a lesson plan. Bring it to class.
Write three objectives for using this book.
- Week 3** Discuss: Chapter 2, *Understanding and Facilitating the Development of YC*
Introduce lesson planning including format, objectives, standards, rubric and (handout).
Teaching Strategies Appropriate for Early Childhood (handout)
Assignment: Read Chapter 3, *Linking Curriculum to Child Development and Observation* and complete Reading Response*
Complete lesson plan for your chosen book, share story in class and peer edit.
Share story with a small group of young children and complete reflection*
**Final print of Lesson Plan #1 for book with reflection completed
Complete a Running Record observation-using format provided*
- Week 4** Discuss: Chapter 3, *Linking Curriculum to Child Development and Observation*
Basic Learning Centers in the Setting (handout)
Oral Language (handout)
Construction of classroom literacy materials
Assignments: Read Chapter 4, *Creating Meaningful Places in Your Program to Support Children and Families* and complete Reading Response.*
Complete an Anecdotal Record assessment sheet
- Week 5** Discuss: Chapter 4, *Creating Meaningful Places in Your Program*
Language and Literacy (handout)
Mid-term check for organized notebook (10 points)
Complete construction of classroom literacy materials
Assignment: Read Chapter 5, *Managing Ideas with Intention, Purposeful Goals, Standards, and Fundamental Principles* and complete Reading Response*
Review Language and Literacy from Montana's Early Learning Standards
Develop a Checklist Observation form to assess literacy skills of students*
Assess two children using your Checklist to determine their developmental level.

- Week 6** Discuss: Chapter 5, *Managing Ideas with Intention, Purposeful Goals, Standards, and Fundamental Principles* and complete a Reading Response.*
Types of Books for Use with Children (handout)
Visit library to research ideas for developing literacy skills for children and families.
Assignment: Read Chapter 6, *Designing Developmental Curriculum for Play, Discovery, and Learning*; complete Reading Response*
Complete Lesson Plan for a Literacy Skill you determined DAP through your checklist.
Complete Lesson Plan #2, Phonological Awareness with Background Research (6 - 8 activities using identified skill)
Present Lesson #2 during class and complete reflection
- Week 7** Discuss: Chapter 6, *Designing Developmental Curriculum for Play, Discovery and Learning*
Review Steps for Conducting an Observation (handout)
Numeracy Activities (handout)
Numeracy Activities from Montana Early Learning Standards
Assignment: *Books as Natural Support for Young Children's Literacy Learning* by Gaffney, Ostrosky and Hemmeter from *Young Children*, July 2008 and complete Reading Reflection*
**Final print of Lesson Plan #2, Phonological Awareness with Background Research
Use assessment tool to determine DAP skill for numeracy activity (include)
Complete Lesson Plan #3, Numeracy Activity using Unifix Cubes
Present Lesson #3 during class and complete reflection
- Week 8** Discuss: *Books as Natural Support for Young Children's Learning*; complete reflection* (handout)
Mathematics and Numeracy from Montana's Early Learning Standards
Classification and Comparison Activities
Pattern Recognition and Reproduction Activities
Assignment: *More, All Gone, Empty, Full* by Jan Greenberg, from *Spotlight on Young Children: Exploring Math* and complete Reading Response*
**Final print of Lesson Plan #3, Numeracy Activity
Complete one page of background research for activities using classification/ comparison or pattern recognition/reproduction.
Complete Lesson Plan #4, Numeracy Activity using background research
Present Lesson #4 during class and complete reflection
- Week 9** Discuss: *Handout, More, All Gone, Empty, Full* with reflection
Overview of Patterns in Children's Development (handout)
Construct milk carton dice
**Final print of Lesson Plan #4, Pattern Recognition and Reproduction
- Week 10** Celebration of Learning
Video with reflective notes
How to use dice??
Organized notebook final grading