Course Description
This course explores the role of the teacher in providing programs for an increasingly diverse population of young children. Discussion and projects will focus on theoretical foundations, current issues and trends, and application of developmental practices across domains in Early Childhood Education.

NAEYC GUIDELINES ADDRESSED

1. Promoting Child Development and Learning

Candidates use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.

   a. Knowing and understanding young children’s characteristics and needs
   b. Knowing and understanding the multiple influences on development and learning
   c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.

Course Objectives:
Knowledge
(Subject matter or discipline(s), Professional field of study, Pedagogical knowledge, Pedagogical content knowledge, Professional knowledge)
1. Use knowledge of how children develop and learn to provide opportunities that support the physical, social, emotional, language, cognitive, and aesthetic development of all young children from birth through age eight. (1.a)
2. Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for development and learning, and recognize that children are best understood in the contexts of family, culture, and society. (1.a, 1.b, 1.c)
3. Use knowledge of how young children differ in their development and approaches to learning to support the development and learning of individual children. (1.c)

Performance (Skills)
(The ability to use content, professional and pedagogical knowledge effectively and readily in diverse teaching settings in a manner that ensures that all students are learning.)
1. Use individual and group guidance and problem-solving techniques to develop positive and supportive relationships with children, to encourage positive social interaction among children, to promote positive strategies of conflict resolution, and to develop personal self-control, self-motivation, and self-esteem. (1.a, 1.b, 1.c)
2. Establish and maintain physically and psychologically safe and healthy learning environments for children. (1.c)
ECE 251 Curriculum in Early Childhood Education  
Fall 2004

3. Develop appropriate curriculum and instruction practices based upon knowledge of individual children, the community, and curriculum goals and content. (1.a, 1.b, 1.c)

Dispositions  
(Values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth-guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice.)

1. Demonstrate sensitivity to differences in family structures and social and cultural backgrounds. (1.a, 1.b, 1.c)

2. Demonstrate an understanding of conditions of children, families, and professionals; current issues and trends; legal issues; and legislation and other public policies affecting children, families, and programs for young children and the early childhood profession. (1.a, 1.b, 1.c)

Texts, Readings, and Instructional Resources:
Required Text(s):

Supplemental References:

Internet Resources:
The Council for Exceptional Children (CEC)  
http://www.cec.org
The Division for Early Childhood (DEC)  
http://www.dec-sped.org
National Early Childhood Technical Assistance System  
http://www.nectas.unc.edu
National Association for the Education of Young Children  
http://www.naeyc.org
Zero to Three  
http://www.zerotothree.org

Description of Instructional Procedures:
In-class instructional formats for this course include lecture and discussions; collaborative/cooperative learning activities, individual/small group problem solving and contextual applications; role-play/simulations; media presentations; community resource personnel/panel discussions; and student presentations.

Out-of-class learning activities may include, but are not limited to the following learning activities: assigned readings, journal reviews, visiting an early childhood classroom and writing a brief critique of observations, and development of an activity/lesson plan.
Assignments and Evaluation Procedures:
One final examination. The exam will be based on assigned readings, class discussions, handouts, and notes. (50 points)

Chapter study questions (see course schedule) are to be completed in on the date specified. These questions will be used for class discussion and are indicative of the type of questions students should expect on the examinations. (20 points)

Preparation of two (2) journal reviews relating to early childhood curriculum and presentation of information to the class will be completed. The typed review should be no more than two (2) pages in length. A copy of the article must accompany the typed journal review. (5 points each)

Original activity/lesson plan development and implementation (individual). Each student will present their activity/lesson plan during the corresponding topic session in class. It is expected that the student will engage their classmates in the activity. The Clark County School District Curriculum Overviews (on their website at www.ccds.net) will provide additional information in determining objectives for the lesson. See attached format for specifics on the activity/lesson plan details. (15 points)

Visit at least one early childhood classroom (not one that you typically work). Write a brief critique of the observations. This is a narrative format that should contain the following information: type of class, description of the children, set-up of the classroom, activities/lesions observed, and your personal reflection of the classroom. (5 points)

Administrative Requirements:
1. Attendance and participation in learning activities (in class and outside of class) that include discussion, role-play and simulations, individual and collaborative learning/problem solving processes. Note: regular attendance, completion of assigned reading(s), and participation in class is expected (after 2 absences, 5 points will be deducted from the final grade for each absence).
2. All assignments are due on the day indicated in the course schedule. One letter grade will be deducted for each day an assignment is late. Missed assignments cannot be made up and will result in a score of 0 (zero).
3. A grade of “incomplete” will be granted only if the student has:
   a. Completed 75% of the course,
   b. Earned a grade of “C” or better at the time the incomplete grade is requested
   c. The requested incomplete grade for personal or academic reasons is deemed extraordinary by the instructor, and
   d. The student and instructor must negotiate a due date for completion of the course assignments. If course requirements are not completed by the agreed upon date, the earned grade will be submitted. There is not grading penalty for completing the course by the agreed upon date.
4. All assignments MUST be typed and double-spaced. Work submitted should reflect college-level expectations in terms of scope, depth, writing mechanics, appearance, and APA 5th Edition style (where appropriate).

Performance Assessment and Grading Policy
Refer to the assignment rubrics for specifics.
Final grades will be based upon the following criteria:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93 - 100</td>
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<tr>
<td>B</td>
<td>85 - 92</td>
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<tr>
<td>C</td>
<td>78 - 84</td>
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<tr>
<td>D</td>
<td>71 - 77</td>
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<tr>
<td>F</td>
<td>0 - 70</td>
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</table>
Disability Resource Center
The Americans with Disabilities Act mandates accessibility in all aspects of the learning environment. "If you have a documented disability that may require assistance, you will need to contact Disability Services (DS) for coordination in your academic accommodations. Disability Services is located within Learning Enhancement Services (LES), in the Reynolds Student Services Complex (SSC), Room 137. The phone number is 895-0866 or TDD 895-0652. For additional information about Disability Services please refer to their website at: http://www.unlv.edu/studentlife/les.

Academic Integrity Statement
UNLV and its College of Education demand a high level of scholarly behavior and academic honesty on the part of students. Violations by students exhibiting dishonesty while carrying out academic assignments and procedural steps for dealing with academic integrity are delineated in the Handbook of Regulations Governing Probation and Suspension Within The College of Education. This publication may be found in the Curriculum Materials Library (CML – CEB 101), or the Office of the Dean of the College of Education (CEB 301). To help familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page at: http://www.unlv.edu/committees/copyright.

Religious Holidays
It is UNLV’s policy to give students who miss class because of observance of religious holidays the opportunity to make up missed work. Students are responsible for notifying the instructor no later than the last day of registration for the semester or summer term of plans to observe the holiday.

Collection of Student Assignments for Accreditation Purposes
Assignments completed for this course may be used as evidence of candidate learning in national, regional, and state accreditation reports of COE programs. Names and other identifying elements of all assignments will be removed before being included in any report. Students who do not wish their work to be used for accreditation purposes must inform the instructor in writing by the end of late registration. Your participation and cooperation in the review of COE programs is appreciated. Thank you.
### Course Schedule
(B & C) - Bredekamp & Copple  
(W) – Wortham

<table>
<thead>
<tr>
<th>Session/Date</th>
<th>Topics</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>September 2, 2004</td>
<td>Introductions, Overview of Course</td>
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<tr>
<td>September 9, 2004</td>
<td>(W) Chapter 1: The changing role of the teacher in developing curriculum for diverse populations</td>
<td>(W) pg. 22 (# 6, 13, 21)</td>
</tr>
<tr>
<td>September 16, 2004</td>
<td>(W) Chapter 3: The need for quality programs in early childhood education; (B &amp; C) Part 2: DAP – The early childhood teacher as decision maker</td>
<td>(W) pg. 77 (# 3, 5, 9)</td>
</tr>
<tr>
<td>September 23, 2004</td>
<td>(W) Chapter 4: Developmental characteristics of young children from birth to 8 years – implications for learning</td>
<td>Journal Article #1 Due</td>
</tr>
<tr>
<td>September 30, 2004</td>
<td>(W) Chapter 5: Organizing infant-toddler programs; Review for Exam #1</td>
<td>(W) pg. 145 (# 10, 12)</td>
</tr>
<tr>
<td>October 7, 2004</td>
<td>Early Childhood Classroom Visitations</td>
<td></td>
</tr>
<tr>
<td>October 14, 2004</td>
<td>(W) Chapter 7: Developmental model for preschool programs; (B &amp; C) Part 4: DAP – 3-5 years</td>
<td>(W) pg. 215 (#10, 18) Journal Article #2 Due</td>
</tr>
<tr>
<td>October 21, 2004</td>
<td>(W) Chapter 8: Language and cognitive development ages 3-5; (B &amp; C) Part 4: DAP – 3-5 years</td>
<td>(W) pg. 264 (# 7, 16) Lesson Plan Presentations</td>
</tr>
<tr>
<td>October 28, 2004</td>
<td>(W) Chapter 9: Social and Physical Development ages 3-5; (B &amp; C) Part 4: DAP – 3-5 years</td>
<td>(W) pg. 299 (# 8, 19) Lesson Plan Presentations</td>
</tr>
<tr>
<td>November 4, 2004</td>
<td>(W) Chapter 10: Model programs for children ages 5-8; (B &amp; C) Part 5: DAP – 6-8 years</td>
<td>(W) pg. 336 (# 16, 27) Lesson Plan Presentations</td>
</tr>
<tr>
<td>November 11, 2004</td>
<td>Veteran’s Day Holiday</td>
<td>No Class Scheduled</td>
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<td>November 18, 2004</td>
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<td>Journal Article Presentations</td>
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<tr>
<td>November 25, 2004</td>
<td>Thanksgiving Holiday</td>
<td>No Class Scheduled</td>
</tr>
<tr>
<td>December 2, 2004</td>
<td>(W) Chapter 11: The transitional curriculum ages 5-8 (language arts, mathematics, and science); (B &amp; C) Part 5: DAP – 6-8</td>
<td>(W) pg. 387 (# 16, 20) Lesson Plan Presentations</td>
</tr>
<tr>
<td>Date</td>
<td>Chapter/Part</td>
<td>Notes</td>
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<tr>
<td>December 9, 2004</td>
<td>(W) Chapter 12:</td>
<td>The transitional curriculum ages 5-8 (social studies and</td>
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<td>physical education);</td>
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<td></td>
<td>(B &amp; C) Part 5:</td>
<td>DAP – 6-8 years</td>
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<td></td>
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<td>(W) pg. 411 (# 12, 18) Lesson Plan Presentations</td>
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<tr>
<td>December 16, 2004</td>
<td>Exam</td>
<td></td>
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During the semester each student will be required to complete two (2) journal article reviews. These journal articles are to relate to early childhood curriculum. To avoid duplication, the instructor must approve each article. A copy of the article must accompany the article review. The review is to be typed and double-spaced. The length should be no more than two (2) pages. (5 points each)

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Format (1 point possible)</th>
<th>Completeness of Information (3 points possible)</th>
<th>Presentation (1 point possible)</th>
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<tr>
<td><strong>Target: Exemplary Points</strong></td>
<td>*Clear and logical sequence and order *Easy to follow *Typed *Appropriate grammar and spelling</td>
<td>*Provides sufficient information for “blind” comprehension *Information is consistently thorough in scope and depth *Article is current (no more than 2 years old) *Article reviewed is applicable to children birth to three years old *Information/content reviewed is exemplary</td>
<td>*Clear and logical sequence/order *Understandable to audience (tone of voice, speed or voice, flow of communication) *Stays on topic *Sticks to 5 minute time limit and covers topic appropriately</td>
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<tr>
<td>Acceptable (3-4 points)</td>
<td>*Somewhat logical sequence and order *Typed *Minimal grammar and spelling errors</td>
<td>*Provides sufficient information *Information is thorough in scope and depth *Article reviewed is 3-5 years old *Article reviewed is applicable to children birth to three years old *Information/content reviewed is acceptable</td>
<td>*Semi-logical sequence/order *Difficult to understand speaker (tone of voice is too loud/soft, speed of speech is too fast/slow, flow communication is too fast/slow) *Interjects miscellaneous information into discussion *Sticks to the 5 minute time limit but was not finished</td>
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<tr>
<td>Unacceptable (0-2 points)</td>
<td>*Difficult to follow sequence and order *Not typed *Poor grammar and spelling are present *Illegible</td>
<td>*Review does not provide sufficient information from article *Article reviewed is 5+ years old *Article reviewed is not applicable to children birth to three years old</td>
<td>*Illogical sequence/order *Difficult to understand speaker (tone of voice is too loud/soft, speed of speech is too fast/slow, flow of communication is too fast/slow) *Off topic most of the time *Exceeds 5 minute time limit or presents for less than 2 minutes</td>
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Sample Lesson Plan Format

Student(s):

Goal(s):

Objectives:
(refer to the Clark County School District Curriculum Overviews for referencing objectives to the standard).
  1.
  2.
  3.

Materials

Support Personnel (title and their function):

Method of Presentation:

Evaluation of Lesson and Learner(s):