PREPARING PROFESSIONALS FOR CHANGING EDUCATIONAL CONTEXT
Department of Special Education
College of Education
University of Nevada, Las Vegas

Prefix & Number: ECE 251
Title: Curriculum in Early Childhood Education
Credit: 3 hours
Semester/Time/Location: Fall 2006 / Monday 7:00-9:45 pm / CEB 209
Instructor: Lisa Rorman, M.Ed., M.D.R., J.D.
Office Location: CEB 118/by appointment
Office Hours: By Appointment
Telephone/Email: 895-3205 Special Ed office (leave a message), lorman3@msn.com or rormanl@unlv.nevada.edu or (cell) 702-265-1494

Prerequisite Courses: ECE 250

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

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)

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):**

**Optional Text:**

**Supplemental References:**

**Internet Resources:**
The Council for Exceptional Children (CEC) [http://www.cec.org](http://www.cec.org)
The Division for Early Childhood (DEC) [http://www.dec-sped.org](http://www.dec-sped.org)
National Early Childhood Technical Assistance System [http://www.nectas.unc.edu](http://www.nectas.unc.edu)
National Association for the Education of Young Children [http://www.naeyc.org](http://www.naeyc.org)
Zero to Three [http://www.zerotothree.org](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, reviewing websites/articles, journal reviews, visiting an early childhood classroom and writing a brief critique of observation, and development a lesson/activity plan.

Assignments and Evaluation Procedures:
One final examination. The exam will be based on assigned readings, class discussions, handouts, and notes. (50 points)

Preparation of two (2) journal reviews relating to early childhood curriculum and five (5) minute presentations 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. See the attached format for specifics. (10 points each, 20 points total)

Original activity/lesson plan development and implementation (individual). Each student will give a brief presentation (10 minutes) of his or her lesson plan during the final weeks of class. 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 for presentation and paper. (20 points)

Visit at least one early childhood classroom (not one that you typically work). Write a brief critique of your 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/lessons observed and your personal reflection of the classroom. (10 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.
A total of 100 points are possible.
Final grades will be based upon the following criteria:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100 pts</td>
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<tr>
<td>A-</td>
<td>90-94 pts</td>
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<tr>
<td>B+</td>
<td>87-89 pts</td>
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<td>B</td>
<td>83-86 pts</td>
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<td>B-</td>
<td>80-82 pts</td>
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<td>C+</td>
<td>77-79 pts</td>
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<td>C</td>
<td>73-76 pts</td>
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<td>C-</td>
<td>70-72 pts</td>
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<td>D+</td>
<td>67-69 pts</td>
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<td>D</td>
<td>63-66 pts</td>
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<td>D-</td>
<td>60-62 pts</td>
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<td>F</td>
<td>59 or below</td>
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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.

Copyright and Fair Use Statement
The University requires all members of the University Community to familiarize themselves and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability as well as disciplinary action under University policies. 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.

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** *(Dates and assignments are subject to change by instructor).*

*P=* Peterson, *B&C=* Bredekamp & Copple

<table>
<thead>
<tr>
<th>Session/Date</th>
<th>Topics</th>
<th>Assignments</th>
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| 1/August 28, 2006  | Introductions  
*Overview of Course*                                                                 | No Class Scheduled                                                          |
| September 4, 2006  | Labor Day                                                             |                                                                             |
| 2/September 11, 2006 | Curriculum defined.  
Developmentally appropriate practice, infant curriculum.                                                                 | *P=Chapter 1  
*B&C=Part 1, 2 and 3  
Bring citation of journal articles to class that will be presented  
Sign up for presentation days* |
| 3/September 18, 2006 | Curriculum and child development from birth through eight. Different domains, preschool curriculum. | *P=Chapter 2, Appendix C  
*B&C=Part 4* |
| 4/September 25, 2006 | The setting and where curriculum happens.  
Play, safety concerns and gross/fine motor domains. | *P=Chapter 3  
*Journal Article #1 Due  
Begin Journal Article Presentations* |
| 5/October 2, 2006   | The schedule and when curriculum happens.  
Assessments and individualizing, the why of curriculum. Special education. | *P=Chapter 4  
*Article presentations* |
| 6/October 9, 2006   | Lesson plans and how curriculum happens.  
Discuss observation critiques project. | *P=Chapter 5, Appendix B  
*Article presentations* |
| 7/October 16, 2006  | Assessments and individualizing, the why of curriculum. Special education. | *P=Chapter 6  
*Article presentations* |
| 8/October 23, 2006  | Interest based curriculum and horizontal planning. Parent participation, social and functional skills domains. | *P=Chapter 7  
*Journal Article #2 Due  
*Article presentations* |
| 9/October 30, 2006  | Skill-based curriculum and vertical planning. Cognitive and language domains. | *P=Chapter 8, Appendix A  
*Article presentations* |
| 10/November 6, 2006 | Integrated curriculum and integrated learning. Discuss final project and presentations. | *P=Chapter 9  
*Article presentations* |
| 11/November 13, 2006 | Classroom management and social-emotional outcomes. | *P=Chapter 10  
*Article presentations* |
| 12/November 20, 2006 | Trends in ECE: inclusion, cultural diversity, children with special needs. Review lesson plan presentations and final exam. | *P=Chapter 11  
*Observation critique due* |
| 13/November 27, 2006 | Lesson Plan Presentations                                                                                     |                                                                             |
| 14/December 4, 2006 | Lesson Plan Presentations                                                                                     | Final project: Lesson plans due                                              |
| 15/December 11, 2006 | **FINAL EXAM**                                                                                                  |                                                                             |
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 and/or child development. Beginning with the fifth week through the 12th week of school, students will give a five (5) minute presentation of their journal article to the class until each student has presented both their articles. To avoid duplication, the instructor must approve each article that will be presented. Each journal article written review is due on the dates listed on the syllabus, regardless of when the student is presenting the article. Students are not permitted to review an article that will be presented in class by another student. 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. (10 points each)

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Format (3 points possible)</th>
<th>Completeness of Information (5 points possible)</th>
<th>Presentation (2 points possible)</th>
</tr>
</thead>
</table>
| **Target: Exemplary** (9-10 points) | *Clear and logical sequence and order  
*Easy to follow  
*Typed  
*Appropriate grammar and spelling | *Provides sufficient information for “blind” comprehension  
*Information is consistently thorough in scope and depth  
*Article is current (no more than 5 years old)  
*Article reviewed is applicable to children birth to eight years old  
*Information/content reviewed is exemplary | *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 |
| Acceptable (7-8 points) | *Somewhat logical sequence and order  
*Typed  
*Minimal grammar and spelling errors | *Provides sufficient information  
*Information is thorough in scope and depth  
*Article reviewed is 6-10 years old  
*Article reviewed is applicable to children birth to eight years old  
*Information/content reviewed is acceptable | *Semi-logical 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)  
*Interjects miscellaneous information into discussion  
*Sticks to the 5 minute time limit but was not finished |
| Unacceptable (0-6 points) | *Difficult to follow sequence and order  
*Not typed  
*Poor grammar and spelling are present  
*Illegible | *Review does not provide sufficient information from article  
*Article reviewed is 10+ years old  
*Article reviewed is not applicable to children birth to eight years old | *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 |
Each student will develop and implement (in class) an ORIGINAL lesson/activity that is appropriate for young children. This lesson must focus on one or more of the curricular domains. It is expected that the lesson presentation will actively involve students in the class and handouts be provided to each student. A written lesson plan using the format provided is due on the day of presentations.

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Format (4 points possible)</th>
<th>Completeness of Information (10 points possible)</th>
<th>Presentation (6 points possible)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target: Exemplary (18-20 points)</strong></td>
<td>*Clear and logical sequence and order *Easy to follow *Typed *Appropriate grammar and spelling</td>
<td>*Follows lesson plan format and is not missing any components *Goals, objectives, and procedures are developmentally/age appropriate *Gives appropriate plans to simplify and extend lesson *Information is consistent</td>
<td>*Clear and logical sequence/order *Understandable to audience (tone of voice, speed or voice, flow of communication) *Stays on topic *Sticks to 10 minute time limit and covers topic appropriately *Provides handouts (about one page) to each class member</td>
</tr>
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<td><strong>Acceptable (15-17 points)</strong></td>
<td>*Somewhat logical sequence and order *Typed *Minimal grammar and spelling errors</td>
<td>*Somewhat follows lesson plan format and/or missing one of the components *Most of the goals, objectives, and procedures are developmentally/age appropriate *Plans to simplify and extend lesson are inappropriate *Most information is consistent</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 of communication is too fast/slow) *Interjects miscellaneous information into discussion *Sticks to the 10 minute time limit but was not finished</td>
</tr>
<tr>
<td><strong>Unacceptable (0-14 points)</strong></td>
<td>*Difficult to follow sequence and order *Not typed *Poor grammar and spelling are present *Illegible</td>
<td>*Does not follow lesson plan format and/or missing more than two of the components *Goals, objectives, and procedures are not developmentally/age appropriate *Most information is inconsistent</td>
<td>*Iloglogical sequence/oder *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 10 minute time limit or presents for less than 5 minutes</td>
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Lesson Plan Format

Domains:

Activity Name:

Goal(s):

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

Materials:

Procedures:

Simplification/Modification:

Extension:

Evaluation of Lesson and Learner(s):