“Preparing Professionals for Changing Educational Contexts”

**Syllabus**

*Department of Special Education*

*College of Education, University of Nevada, Las Vegas*

**Course Prefix and Number:** ECE 251-001  
**Course Title:** Curriculum in Early Childhood Education  
**Credit Hours:** 3 hours  
**Semester:** Fall 2007  
**Instructor:** Mia Youhne  
**Class Time:** Mondays: 7:00 pm – 9:45 pm  
**Class Location:** BHS 206  
**Office/Hours:** CEB 147  
By appointment only  
**Telephone:** 895-1106  
e-mail: youhne@unlv.nevada.edu  
**Prerequisites:** 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
Assignments and Evaluation Procedures
All assignments are due on the day indicated in the course outline by 4:00 PM. One letter grade will be deducted for each class period that an assignment is late (any time after 4:00 PM is considered late). After 3 class periods (after the assignment is due) have passed, the assignment will be considered missing. Missed assignments cannot be made up and will result in a score of 0 (zero).

1. Final Examination
One final examination. The exam will be based on assigned readings, class discussions, handouts, and notes. (50 points)

2. Journal Reviews
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 rubric for specifics. (10 points each = 20 points total)

3. Activity/Lesson Plan development and implementation
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. 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. 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)

4. Visit at least one early childhood classroom
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)

Class Attendance:
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).

Grading Policy and Instructional Methods:
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 will be evaluated on both content and language usage. Assignments completed outside of class must be typed or word-processed (10 – 12 point font and double spaced) with correct APA (5th Ed.) style, grammar, spelling, and punctuation. Points will be deducted for errors in any of these areas.

Course Grading:
1. Final Examination 50 points
2. Journal Reviews 10 (each) points = 20 pts.
3. Activity/Lesson Plan 20 points
4. Early Childhood Classroom Visit 10 points

Total Points: 100 points

Points for each evaluation requirement will be assigned and grades will be based on the percentage earned of the total points using the following scale:

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture/Topics</th>
<th>Reading Assignments/Due Dates</th>
</tr>
</thead>
</table>
| 1    | Aug. 27    | Introductions  
7pm – 9pm  
Overview of Course                        |                                                     |
| 2    | Sept. 3    | No Class  
7pm – 9pm  
Labor Day                        | P, Chapter 1  
B&C, Part 1, 2, 3  

| 3    | Sept. 10   | Curriculum Defined  
7pm – 9pm  
- Developmentally appropriate practice, infant curriculum  
*Sign Up for Presentation Days*                        | P, Chapter 2, Appendix C  
B&C, Part 4  
Due: Bring citation of journal article to class that will be presented |
| 4    | Sept. 17   | Curriculum & child development (B – 8)  
7pm – 9pm  
- Domains  
- Preschool Curriculum                        | P, Chapter 3  

| 5    | Sept. 24   | Setting & where curriculum happens  
7pm – 9pm  
- Play, safety concerns  
- Gross/Fine Motor Domains  
Journal Article Presentations                        | P, Chapter 4  
Due: Journal Article #1 |
| 6    | Oct. 1     | Schedule & when curriculum happens  
7pm – 9pm  
Journal Article Presentations                        | P, Chapter 5, Appendix B  

| 7    | Oct. 8     | Lesson Plans and how curriculum happens  
7pm – 9pm  
Journal Article Presentations                        | P, Chapter 6  

| 8    | Oct. 15    | Assessment & individualizing, they why of curriculum  
7pm – 9pm  
- Special Education  
Journal Article Presentations                        | P, Chapter 7  
Due: Journal Article #2 |
| 9    | Oct. 22    | Interest based curriculum  
7pm – 9pm  
- Horizontal planning  
- Parent participation  
- Social & functional skills domains  
Journal Article Presentations                        | P, Chapter 8, Appendix A  

| 10   | Oct. 29    | Skill based curriculum  
7pm – 9pm  
- Vertical planning  
- Cognitive & Language domains  
Journal Article Presentations                        | P, Chapter 9  

| 11   | Nov. 5     | Integrated curriculum  
7pm – 9pm  
Integrated learning                        | P, Chapter 10  

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Time</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 12</td>
<td><strong>No Class ☺ Veterans Day</strong></td>
<td>7pm – 9pm</td>
<td></td>
</tr>
</tbody>
</table>
| Nov. 19 | **Nov. 19**                  | 7pm – 9pm | • Classroom management  
|         |                               |       | • Social emotional outcomes  
|         |                               |       | • Trends in ECE  
|         |                               |       | • Inclusion  
|         |                               |       | • Cultural Diversity  
|         |                               |       | • Children with special needs  |
| Nov. 26 | **Lesson Plan Presentations** | 7pm – 6pm | **Due: Observation Critique** |
| Dec. 3  | **Final Exam (in class)**     | 7pm – 9pm |       |
|         | **Evaluations**                |       |       |
| Dec. 10 |                                | 7pm – 9pm |       |

Due: Observation Critique

Due: Final Project  
Lesson Plans Due
# ECE 251 – Curriculum in Early Childhood Education
## Journal Review Rubric

<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>
<tbody>
<tr>
<td><strong>Exceeds Expectation</strong> (9-10 points)</td>
<td><em>Clear and logical sequence and order</em> &lt;br&gt;<em>Easy to follow</em> &lt;br&gt;<em>Typed</em> &lt;br&gt;<em>Appropriate grammar and spelling</em></td>
<td><em>Provides sufficient information for “blind” comprehension</em> &lt;br&gt;<em>Information is consistently thorough in scope and depth</em> &lt;br&gt;<em>Article is current (no more than 5 years old)</em> &lt;br&gt;<em>Article reviewed is applicable to children birth to eight years old</em> &lt;br&gt;<em>Information/content reviewed is exemplary</em></td>
<td><em>Clear and logical sequence/order</em> &lt;br&gt;<em>Understandable to audience (tone of voice, speed or voice, flow of communication)</em> &lt;br&gt;<em>Stays on topic</em> &lt;br&gt;<em>Sticks to 5 minute time limit and covers topic appropriately</em></td>
</tr>
<tr>
<td><strong>Meets Expectation</strong> (7-8 points)</td>
<td><em>Somewhat logical sequence and order</em> &lt;br&gt;<em>Typed</em> &lt;br&gt;<em>Minimal grammar and spelling errors</em></td>
<td><em>Provides sufficient information</em> &lt;br&gt;<em>Information is thorough in scope and depth</em> &lt;br&gt;<em>Article reviewed is 6-10 years old</em> &lt;br&gt;<em>Article reviewed is applicable to children birth to eight years old</em> &lt;br&gt;<em>Information/content reviewed is acceptable</em></td>
<td><em>Semi-logical sequence/order</em> &lt;br&gt;<em>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)</em> &lt;br&gt;<em>Interjects miscellaneous information into discussion</em> &lt;br&gt;<em>Sticks to the 5 minute time limit but was not finished</em></td>
</tr>
<tr>
<td><strong>Does Not Meet Expectation</strong> (0-6 points)</td>
<td><em>Difficult to follow sequence and order</em> &lt;br&gt;<em>Not typed</em> &lt;br&gt;<em>Poor grammar and spelling are present</em> &lt;br&gt;<em>Illegible</em></td>
<td><em>Review does not provide sufficient information from article</em> &lt;br&gt;<em>Article reviewed is 10+ years old</em> &lt;br&gt;<em>Article reviewed is not applicable to children birth to eight years old</em></td>
<td><em>Illogical sequence/order</em> &lt;br&gt;<em>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)</em> &lt;br&gt;<em>Off topic most of the time</em> &lt;br&gt;<em>Exceeds 5 minute time limit or presents for less than 2 minutes</em></td>
</tr>
</tbody>
</table>
# ECE 251 – Curriculum in Early Childhood Education
## Lesson Plan Rubric

<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>
</table>
| **Exceeds Expectation** (18-20 points) | *Clear and logical sequence and order  
*Easy to follow  
*Typed  
*Appropriate grammar and spelling | *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 | *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 |
| **Meets Expectation** (15-17 points) | *Somewhat logical sequence and order  
*Typed  
*Minimal grammar and spelling errors | *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 | *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 |
| **Does Not Meet Expectation** (0-14 points) | *Difficult to follow sequence and order  
*Not typed  
*Poor grammar and spelling are present  
*Ilegible | *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 | *Ilogical 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 10 minute time limit or presents for less than 5 minutes |
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):
Additional Statements of Rules and Regulations - Academic Integrity Statement

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UNLV and its College of Education demand a level of scholarly behavior and academic honesty on the part of students. Violations by students exhibiting honesty while carrying out academic assignments and procedural steps for dealing with academic integrity are delineated within the Regulations Governing Probation and Suspension Within the College of Education. This publication may be found in the Office of the Dean of the College of Education (301).

In addition to successful academic performance in prescribed coursework, you are enrolled in a professional course of studies, which is governed by a student code of ethics and programmatic expectations. The Handbook of the Committee to Review Initial Licensure Students outlines the UNLV Student Code of Conduct, NEA Code of Ethics for the Teaching Profession, and student expectations. The handbook is available in the COE Dean's office. Misdemeanor or felonious conviction(s) may bar teacher licensure in Nevada or other States. If you have any questions, please direct them to the Director of Teacher Education, CEB 301, 895-4851.

If you have a documented disability that requires assistance, you will need to go to Disability Services (DS) for coordination in your academic accommodations. DS is located within the Learning Enhancement Services office in the Reynolds Student Services Center, room 137. The DS phone number is 895-0866 or TDD-895-0652. You may visit their website at www.unlv.edu/studentlife/les

Students are encouraged to secure an e-mail account with UNLV and to use this to communicate with the professor and other students in the class during the semester.

Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The makeup will apply to the religious holiday absence only, and students must notify the course instructor of anticipated absences by the second week of the semester. Students who represent UNLV at any official extracurricular activity shall have the opportunity to make up assignments, but the student must provide official written notification to the professor no less than one week prior to the missed class(es).

Beepers and cellular phones should be turned off during the class sessions. Socialization unrelated to the topics and issues of group and class discussion must be at a minimum level. Such disruptions may also be considered in determining a “participation” grade component, if included in the course

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.