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 2009
Instructor: Cynthia Stunkard
Office Hours: By Appointment
Telephone/Email: 524-3900/Webcampus mail
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 disciplines(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 developmental 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 encourage positive social interaction among children, to promote positive strategies of conflict resolution, and to develop personal self-control, self-motivation, and self-esteem.

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.

**Texts, Readings, and Instructional Resources:**

**Required Text(s):**


Supplemental References:
Nevada Department of Education. (2004). *Nevada Pre-Kindergarten Content Standards*.

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://wwwlnectas.unc.edu
National Association for the Education of Young Children
http://www.naeyc.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/simulation; 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 reading, 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:

Exams
Completion of two examinations (midterm 10/5 and final 12/7). Each exam will be based on assigned readings, class discussions, handouts, and notes. (100 points each)

Journal Reviews
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. (25 points each) Due: Sept. 21 and Oct. 9.

Observation
Visit at least one early childhood classroom. This classroom should be one at which you do not typically work. Write a brief critique of the observations. This is a narrative format that should contain: type of class, description of the make-up of the students in the
class, set-up/lay-out of the classroom, activities/lessons observed, and include your personal reflection of the class. (25 points) **Due: Nov 9.**

**Lesson Plan**
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 week of class. The Clark County School District Curriculum Overviews (on their website at [www.ccds.net](http://www.ccds.net)) will provide additional information in determining objectives for the lesson. A sample lesson plan is attached. (25 points) **Due: Nov 30.**

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 5\textsuperscript{th} 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>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>285-300</td>
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<tr>
<td>A-</td>
<td>270-284</td>
</tr>
<tr>
<td>A+</td>
<td>255-269</td>
</tr>
<tr>
<td>B</td>
<td>240-254</td>
</tr>
<tr>
<td>B-</td>
<td>225-239</td>
</tr>
<tr>
<td>C+</td>
<td>210-224</td>
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<tr>
<td>C</td>
<td>195-209</td>
</tr>
<tr>
<td>C-</td>
<td>180-194</td>
</tr>
<tr>
<td>D</td>
<td>Below 179</td>
</tr>
</tbody>
</table>

**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.
2. All assignments are due on the day indicted in the course schedule.
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 of the incomplete grade is requested,
   c. The requested incomplete grade for personal 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 a grading penalty for completing the course by the agreed upon date.
## Class Schedule

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>August 24</td>
<td>Introduction; Overview of course</td>
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<tr>
<td>Week 2</td>
<td>August 31</td>
<td>Developmentally appropriate practice: The framework &amp; Role of Teacher</td>
<td>Wortham Chapt. 1 Bredekamp and Copple (B&amp;C) Part 1&amp;2</td>
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<tr>
<td>Week 3</td>
<td>Sept 7</td>
<td>No Class; Labor Day</td>
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<tr>
<td>Week 4</td>
<td>Sept 14</td>
<td>Small and whole group learning: Planning and implementing &amp; Historical Perspectives</td>
<td>Wortham Chapt 2 B&amp;C Part 3</td>
<td>Bring journal selection to class</td>
</tr>
<tr>
<td>Week 5</td>
<td>Sept 21</td>
<td>The classroom: Organizing, materials, time management, and grouping &amp; Quality ECE programs</td>
<td>B&amp;C Part 4 Wortham Chapt 3</td>
<td>Journal #1 Due</td>
</tr>
<tr>
<td>Week 7</td>
<td>Oct 5</td>
<td><strong>Mid-Term Exam</strong></td>
<td></td>
<td>Bring journal selection to class</td>
</tr>
<tr>
<td>Week 8</td>
<td>Oct 12</td>
<td>Authentic assessment: Evaluating and guiding student progress Language and Cognitive Development</td>
<td>B&amp;C Part 5 Wortham 8</td>
<td></td>
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<tr>
<td>Week 9</td>
<td>Oct 19</td>
<td>Curriculum: Social and Physical Development</td>
<td>B&amp;C Part 5 cont. Wortham Chapt 9</td>
<td>Journal #2 Due</td>
</tr>
<tr>
<td>Week 10</td>
<td>Oct 26</td>
<td>Curriculum: Model Programs</td>
<td>Wortham Chapt 10</td>
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<tr>
<td>Week 11</td>
<td>Nov 2</td>
<td>Curriculum: Language Arts</td>
<td>Wortham Chapt 11</td>
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<tr>
<td>Week 12</td>
<td>Nov 9</td>
<td>Curriculum: Math and Science</td>
<td>Wortham Chapt 12</td>
<td>Classroom Observation Due</td>
</tr>
<tr>
<td>Week 13</td>
<td>Nov 16</td>
<td>Curriculum: Social Studies and Physical Education</td>
<td>Wortham Chapt 13</td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td>Nov 23</td>
<td>Teaching in the Real World</td>
<td>Wortham Chap 14</td>
<td></td>
</tr>
<tr>
<td>Week 15</td>
<td>Nov 30</td>
<td><strong>Lesson Plan Presentations</strong></td>
<td></td>
<td></td>
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<tr>
<td>Week 16</td>
<td>Dec 7</td>
<td><strong>Final Exam</strong></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 andSuspension 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.

LIVETEXT
As of the Fall 2009 Semester, all students enrolled in the College of Education are required to obtain a LiveText account. This is a one-time purchase that will be used for assessments throughout your program within the College of Education. LiveText includes a student file manager that allows you to store documents, files, videos, etc. and access them from any computer in the world.

The current cost of purchasing LiveText is $98. Your subscription will provide you with LiveText access throughout your program at UNLV plus one year after graduation, for a maximum of 5 years. LiveText accounts can be purchased at the UNLV bookstore as well as online at https://college.livetext.com/purchasing/membership_student.html
<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Format (5 points possible)</th>
<th>Completeness of Information (10 points possible)</th>
<th>Presentation (10 points possible)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target:</strong></td>
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<td></td>
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</tr>
<tr>
<td>Exemplary</td>
<td>*Clear and logical sequence and order</td>
<td>*Provides sufficient information for “blind” comprehension</td>
<td>*Clear and logical sequence/order</td>
</tr>
<tr>
<td>(22-25 points)</td>
<td>*Easy to follow</td>
<td>*Information is consistently thorough in scope and depth</td>
<td>*Understandable to audience (tone of voice, speed or voice, flow of communication)</td>
</tr>
<tr>
<td></td>
<td>*Typed</td>
<td>*Article is current (no more than 5 years old)</td>
<td>*Stays on topic</td>
</tr>
<tr>
<td></td>
<td>*Appropriate</td>
<td>*Article reviewed is applicable to children birth to eight years old</td>
<td>*Sticks to 5 minute time limit and covers topic appropriately</td>
</tr>
<tr>
<td></td>
<td>grammar and spelling</td>
<td>*Information/content reviewed is exemplary</td>
<td></td>
</tr>
<tr>
<td><strong>Acceptable</strong></td>
<td>*Somewhat logical sequence and order</td>
<td>*Provides sufficient information</td>
<td>*Semi-logical sequence/order</td>
</tr>
<tr>
<td>(18-21 points)</td>
<td>*Typed</td>
<td>*Information is thorough in scope and depth</td>
<td>*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)</td>
</tr>
<tr>
<td></td>
<td>*Minimal grammar and spelling errors</td>
<td>*Article reviewed is 6-10 years old</td>
<td>*Interjects miscellaneous information into discussion</td>
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<tr>
<td></td>
<td></td>
<td>*Article reviewed is applicable to children birth to eight years old</td>
<td>*Sticks to the 5 minute time limit but was not finished</td>
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<tr>
<td></td>
<td></td>
<td>*Information/content reviewed is acceptable</td>
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</table>
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 fourth week of class, two students will present one of their journal articles to the class. 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. (25 points each). Due: Sept. 21 & Oct. 9.
ECE 251 – Curriculum in Early Childhood Education  
Lesson Plan Rubric  
Fall 2009

Each student will develop and implement (in class) an ORIGINAL lesson/activity that is appropriate for young children. The 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. (25 points). **Due: Nov. 30.**

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Format (5 points possible)</th>
<th>Completeness of Information (10 points possible)</th>
<th>Presentation (10 points possible)</th>
</tr>
</thead>
</table>
| **Target:** Exemplary (22-25 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 |
| Acceptable (18-21 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 |
| Unacceptable (0-17 points) | *Difficult to follow sequence and order  
*Not typed  
*Poor grammar and spelling are present  
*Illegible | *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 | *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 10 minute time limit |

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Lesson Plan Format

Domain:

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:

Extension:

Evaluation of Lesson and Learner(s):

or presents for less than 5 minutes