Syllabus

Prefix & Number:  ECE 251
Title:     Curriculum in Early Childhood Education
Credit:     3 hours
Semester/Time/Location:  Fall 2014/Mondays 7-9:45pm/CEB 239
Instructor:    Julie Rae Kasper
Office Location/Hours:  By Appointment
Telephone/Email:   jrkasper@interact.ccsd.net
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 Standards for Early Childhood Professional Preparation Programs

www.naeyc.org/files/naeyc/file/positions/ProfPrepStandards09.pdf

Standard 1: Promoting Child Development and Learning
Students prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children’s characteristics and needs and of the multiple interacting influences on children’s development and learning to create environments that are healthy, respectful, supportive, and challenging for each child.

1a: Knowing and understanding young children’s characteristics and needs
1b: Knowing and understanding the multiple influences on development and learning
1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

Standard 2: Building Family and Community Relationships
Students prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children’s families and communities. They know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families and to involve all families in their children’s development and learning.

2a: Knowing about and understanding diverse family and community characteristics
2b: Supporting and engaging families and communities through respectful, reciprocal relationships
2c: Involving families and communities in their children’s development and learning

Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families
Students prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.
   3a: Understanding the goals, benefits, and uses of assessment
   3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
   3c: Understanding and practicing responsible assessment to promote positive outcomes for each child
   3d: Knowing about assessment partnerships with families and with professional colleagues

Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families
Students prepared in early childhood degree programs 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. Students know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child’s development and learning.
   4a: Understanding positive relationships and supportive interactions as the foundation of 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

Standard 5: Using Content Knowledge to Build Meaningful Curriculum
Students prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Students understand the importance of developmental domains and academic (or content) disciplines in an early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Students use their own knowledge and other resources to
design, implement, and evaluate meaningful, challenging curricula that promote comprehensive developmental and leaning outcomes for every young child.

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 discipline
5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.

Standard 6: Becoming a Professional
Students prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

6a: Identifying and involving oneself with the early childhood field
6b: Knowing about and upholding ethical standards and other professional guidelines
6c: Engaging in continuous, collaborative learning to inform practice
6d: Integrating knowledgeable, reflective, and critical perspectives on early education
6e: Engaging in informed advocacy for children and the profession

Course Objectives Aligned with NAEYC Professional Standards

Knowledge
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. (1a., 1b., 1c., 4a., 4b., 4c., 4d., 5a., 5b., 5c.)
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. (1a., 1b., 2a., 4a., 4d., 5a., 5b., 5c.)
Use knowledge of how young children differ in their development and approaches to learning to support the development and learning of individual children. (1a., 1c., 2a., 4a., 4b., 4c., 4d., 5a., 5b., 5c.)

Performance
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. (1c., 4a., 4b., 4c., 4d., 5a., 5b., 5c.) Establish and maintain physically and psychologically safe and healthy learning environments for children. (1c., 2a., 2b., 2c., 4a., 4b., 4c., 4d., 5a., 5b., 5c.)
Develop appropriate curriculum and instruction practices based upon knowledge of individual children, the community, and curriculum goals and content. (1a., 1b., 1c., 2a., 2c., 4b., 4c., 4d., 5a., 5b., 5c.)

**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.

**Required Text:**


**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://wwwlnectas.unc.edu
National Association for the Education of Young Children  
http://www.naeyc.org  
CCSSO’s Interstate Teacher Assessment and Support Consortium (InTASC)  
http://www.ccsso.org  
Developmentally Appropriate Practice  
http://www.naeyc.org/DAP  
Infant/Toddler Early Learning Guidelines  
Nevada Pre-Kindergarten Standards  
http://www.doe.nv.gov/  
Nevada K-12 Standards  
http://www.doe.nv.gov/  
TASCEI  
www.challengingbehaviors.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 early childhood classrooms and writing brief critiques of observations, and development of activity/lesson plans.

**Assignments and Evaluation Procedures:**

***ALL Assignments are individual***

**ECE Professional Resource Pamphlet (Oct. 13th)**

Students will locate a total of 10 early childhood professional resources: 5 local and 5 national. Students will create ONE professional pamphlet to share with peers. One hard copy for the professor must be provided and a .pdf file of the brochure must be uploaded to Web Campus by the due date. Resources may include, but are not limited to professional development, curriculum planning, instructional strategies, child development, and screening/testing for disabilities (6a., 6c., 6e.). *Worth 10% (30 points)*

**Exams (Oct. 13th & Dec. 8th)**

Students will complete an in-class midterm and final examination. Each examination will include multiple-choice answer questions, short-answer questions (5 sentences or less), and one essay (3–5 paragraphs). The midterm exam will cover all content presented to date. The final exam will be cumulative. A review for each examination will be conducted one week prior (6d.). *Worth 30% (45 points each exam)*
Journal Critique (Sept. 22nd and Nov. 3rd)
Students will complete TWO peer-reviewed journal articles relating to early childhood curriculum. Each review must be typed, a minimum of two pages in length, and free of grammatical errors. The review must contain the following five components: a) summary, b) methods, c) findings, d) implications, and e) reflection (your opinion). A copy of the article must be stapled to the back of the review. The instructor must approve each article. (6a., 6b., 6c., 6d., 6e.). Worth 20% (25 points for each article + 5 points for presentation)

Classroom Observation Narrative (Oct. 27th & Nov. 10th)
Students will complete TWO 1-hour observations in an early childhood classrooms (not at your current place of employment). The first observation must be in an infant/toddler (birth-2) classroom. The second observation must be in a preschool (3-5 years) classroom. Students will arrange the location, date and time for their observations. The UNLV/CSUN preschool is available (contact Dr. Claire Tredwell). CCSD sites are available as well (contact Julie Kasper). Note: lack of professional appearance and communication with school staff, students and families; and lack of respect for privacy and school policy will result in a grade reduction or additional observation. Students will type a two page narrative critique. (6b., 6c., 6d.). Worth 20% (30 points for each observation and narrative)

Lesson Plans (Nov. 24th)
Students will create TWO original activity/lesson plans: one infant/toddler (birth-2 years) activity/lesson plan and one preschool (3-5 years) activity/lesson plan. Each plan must be written for an activity-based program. Lesson plans must be developmentally appropriate for the intended age group, contain extensions for additional learning, contain modifications and/or accommodations for students with a delay or disability, list 3 objectives, and target at least 1 Nevada Standard AND at least 1 student-selected curriculum standard. A link to the Pre-K and Infant/Toddler Standards are located on Web Campus. Students will present their activities/lessons to the entire class in a 10-15 minute time frame. Presentation dates & times will be determined in class. Visual media is required (i.e., PowerPoint, Video, Photos, Web page) for the presentation. (6a., 6b., 6d.). Worth 20% (25 points for each lesson plan + 5 points for presentation)

***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 6th 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>Score Range</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>285-300</td>
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<tr>
<td>A-</td>
<td>270-284</td>
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<tr>
<td>B+</td>
<td>255-269</td>
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<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>
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<tr>
<td>C-</td>
<td>180-194</td>
</tr>
<tr>
<td>D</td>
<td>Below 179</td>
</tr>
</tbody>
</table>

Administrative Requirements and Expectations:

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. No side conversations during group discussions or lectures.
3. No cell phones or laptops (with the exception of note-taking).
4. All assignments are due on the day indicated in the course schedule.
5. 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.
<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Aug. 25</td>
<td>Introduction Overview of course/Syllabus</td>
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<tr>
<td>Week 2</td>
<td>Sept. 1</td>
<td>Labor Day Recess/No Class</td>
<td>Labor Day Recess/No Class</td>
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<tr>
<td>Week 3</td>
<td>Sept. 8</td>
<td>The changing role of the teacher in developing curriculum for diverse populations</td>
<td>Chapter 1</td>
<td>Class Discussions</td>
</tr>
<tr>
<td>Week 4</td>
<td>Sept. 15</td>
<td>Historical theoretical bases for appropriate programs in early childhood settings</td>
<td>Chapter 2</td>
<td>Class Discussions</td>
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<td>Bring article(s) for instructor’s approval</td>
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<tr>
<td>Week 5</td>
<td>Sept. 22</td>
<td>The need for quality programs in early childhood education Developmental characteristics of young children from birth to 8 years: Implications for learning</td>
<td>Chapters 3 &amp; 4</td>
<td>Class Discussions</td>
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<td>Journal Review # 1 Due</td>
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<td>Journal Review presentations # 1</td>
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<tr>
<td>Week 6</td>
<td>Sept. 29</td>
<td>Organizing infant-toddler programs/Infant-toddler curriculum: Birth to age 2 A developmental model for preschool programs</td>
<td>Chapters 5 &amp; 6 &amp; 7 Review for Midterm (Chapters 1-7)</td>
<td>Class Discussions</td>
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<td>Journal Review presentations #1 (cont.)</td>
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<tr>
<td>Week 7</td>
<td>Oct. 6</td>
<td><strong>Guest Speaker - Vocabulary Instruction</strong></td>
<td>In-Class group activity</td>
<td>Class Discussions</td>
</tr>
<tr>
<td>Week 8</td>
<td>Oct. 13</td>
<td><strong>Mid-Term Exam</strong></td>
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<td>Resource Pamphlet due (10 resources-5 local, 5 national)</td>
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<tr>
<td>Week 9</td>
<td>Oct. 20</td>
<td>Preschool curriculum (3-5) language and cognitive development/ Preschool curriculum (3-5) social and physical development</td>
<td>Chapters 8 &amp; 9</td>
<td>Class Discussions</td>
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<td></td>
<td>Journal Review presentations #1 (cont.)</td>
</tr>
</tbody>
</table>
| Week 10 | Oct. 27 | Planning programs for children ages 5-8/The transitional curriculum (5-8) language arts | Chapters 10 & 11 | Class Discussion  
Classroom Observation  
# 1 Due |
|---|---|---|---|---|
| Week 11 | Nov. 3 | The transitional curriculum (5-8) mathematics and science | Chapter 12 | Class Discussion  
Journal Review # 2 Due  
Journal Review presentations # 2 |
| Week 12 | Nov. 10 | The transitional curriculum (5-8) social studies and physical education/Teaching in the real world | Chapters 13 & 14 | Class Discussion  
Classroom Observation # 2 Due  
Journal Review presentations # 2 (cont.) |
| Week 13 | Nov. 17 | Lesson Plan Presentations | | Class Discussion  
Journal Review presentations # 2 (cont.)  
Attendance/participation during other's presentations is part of your grade |
| Week 14 | Nov. 24 | Lesson Plan Presentations | | Lesson plans 1 & 2 Due + presentations  
Attendance/participation during other’s presentations is part of your grade |
| Week 15 | Dec. 1 | Review for Final Exam (Chapters 8-14) | | |
| Week 16 | Dec. 8 | Final Exam (Cumulative) | | |
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.
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 of class, 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.

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Format (5 points possible)</th>
<th>Completion 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 | *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** (18-21 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** (0-17 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 |
**ECE 251 – Curriculum in Early Childhood Education**  
**Lesson Plan Rubric**  
**Fall 2014**

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).

<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>
<td></td>
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</tbody>
</table>
| Exemplary    | *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 |
| (22-25 points)|                            |                                                  |                                  |
| Acceptable   | *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 |
| (18-21 points)|                            |                                                  |                                  |
| Unacceptable | *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 or presents for less than 5 minutes |
| (0-17 points) |                            |                                                  |                                  |
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):