CURRICULUM IN EARLY CHILDHOOD EDUCATION

“Preparing Professionals for Changing Educational Contexts”

Department of Educational and Clinical Studies
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 2015 / Tuesday 7:00-9:45 / CEB 142
Instructor: Christy Baxter
Office Location/Hours: CEB 315 Tuesdays & Thursdays 9am-11am and by appt
Telephone/Email: christine.baxter@unlv.edu
Prerequisite Course: ECE 250

Course Description

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

Required Text


Supplemental References

Developmentally Appropriate Practice
http://www.naeyc.org/DAP
National Association for the Education of Young Children
http://www.naeyc.org
Infant/Toddler Early Learning Guidelines
Nevada Pre-Kindergarten Standards
http://www.doe.nv.gov/
Nevada K-12 Standards
http://www.doe.nv.gov/
InTASC and NAEYC Professional Standards

InTASC Standards Addressed:
* Standard 1.0 Learner Development
* Standard 2.0 Learning Differences
* Standard 3.0 Learning Environments
* Standard 4.0 Content Knowledge
* Standard 5.0 Application of Content
* Standard 6.0 Assessment
* Standard 7.0 Planning for Instruction
* Standard 8.0 Instructional Strategies
* Standard 9.0 Professional Learning and Ethical Practices
* Standard 10.0 Leadership and Collaboration

NAEYC (NAEYC) Standards Addressed:
* Standard 1: Promoting Child Development and Learning
* Standard 2: Building Family and Community Relationships
* Standard 3: Observing, Documenting, and Assessing to Support Young Children
* Standard 4: Using Developmentally Effective Approaches
* Standard 5: Using Content Knowledge to Build Meaningful Curriculum
* Standard 6: Becoming a Professional
* Standard 7: Field Experiences

Course Objectives Aligned 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. (InTASC1.e, InTASC2.g, NAEYC1a., NAEYC1b., NAEYC1c., NAEYC4a., NAEYC4b., NAEYC4c., NAEYC4d., NAEYC5a., NAEYC5b., NAEYC5c.)

Measurement/Evaluation: Exams, Journal Critiques, Classroom Observation Narrative

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. (InTASC3.f, NAEYC1a., NAEYC1b., NAEYC2a., NAEYC4a., NAEYC4d., NAEYC5a., NAEYC5b., NAEYC5c.)

Measurement/Evaluation: Exams, Lesson Plans

Use knowledge of how young children differ in their development and approaches to learning to support the development and learning of individual children. (InTASC1.d, InTASC2.g, NAEYC1a., NAEYC1c., NAEYC2a., NAEYC4a., NAEYC4b., NAEYC4c., NAEYC4d., NAEYC5a., NAEYC5b., NAEYC5c.)

Measurement/Evaluation: Exams, Lesson Plans, Professional Resource Pamphlet
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. (InTASC5.i, InTASC8.h, NAEYC1c., NAEYC4a., NAEYC4b., NAEYC4c., NAEYC4d., NAEYC5a., NAEYC5b., NAEYC5c.)
Measurement/Evaluation: Lesson Plans, Classroom Observation Narrative

Establish and maintain physically and psychologically safe and healthy learning environments for children. (InTASC3.f, InTASC7.a, NAEYC1c., NAEYC2a., NAEYC2b., NAEYC2c., NAEYC4a., NAEYC4b., NAEYC4c., NAEYC4d., NAEYC5a., NAEYC5b., NAEYC5c.)
Measurement/Evaluation: Classroom Observation Narrative

Develop appropriate curriculum and instruction practices based upon knowledge of individual children, the community, and curriculum goals and content. (InTASC1.b, InTASC2.a, InTASC4.a, InTASC5.a, InTASC7.a, NAEYC1a., NAEYC1b., NAEYC1c., NAEYC2a., NAEYC2c., NAEYC4b., NAEYC4c., NAEYC4d., NAEYC5a., NAEYC5b., NAEYC5c.)
Measurement/Evaluation: Lesson Plans

Dispositions
Demonstrate sensitivity to differences in family structures and social and cultural backgrounds. (InTASC2.m, NAEYC1a.,NAEYC1b., NAEYC2a., NAEYC4a., NAEYC5a., NAEYC5b., NAEYC5c.)
Measurement/Evaluation: Professional Resource Pamphlet, Classroom Observation Narrative, Lesson Plans

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 (InTASC4.o, InTASC9.m, NAEYC1a., NAEYC1b., NAEYC2a., NAEYC4a., NAEYC4b., NAEYC4c., NAEYC5a., NAEYC5b., NAEYC5c.)

Performance Assessment and Grading Policy

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Score</th>
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<tbody>
<tr>
<td>A</td>
<td>95 – 100</td>
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<tr>
<td>A-</td>
<td>90 – 94</td>
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<td>B+</td>
<td>87 – 89</td>
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<td>B</td>
<td>83 – 86</td>
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<td>B-</td>
<td>80 – 82</td>
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<td>C+</td>
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<td>C</td>
<td>73 – 76</td>
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<td>C-</td>
<td>70 – 72</td>
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<td>D+</td>
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<td>D</td>
<td>63 – 66</td>
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<td>D-</td>
<td>60 – 62</td>
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<td>F</td>
<td>59 or less</td>
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ECE Professional Resource Pamphlet
Students will locate a total of 10 early childhood professional resources: 5 local and 5 national. Students will create TWO professional pamphlets to share with peers: 1st contains 5 local and 2nd contains 5 national. 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.  25 points each

Exams
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.  75 points each

Journal Critique
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.  25 points each

Classroom Observation Narrative
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 (instructor will help arrange observations if needed). 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.  25 points each

Lesson Plans
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.  50 points each
### Administrative Requirements and Expectations:

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Readings</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Aug 25</td>
<td>Course Syllabus</td>
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<tr>
<td>Week 2</td>
<td>Sept 1</td>
<td>Chpt. 1 Wortham Chpt. 1 Bredekamp &amp; Copple</td>
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<tr>
<td>Week 3</td>
<td>Sept 8</td>
<td>Chpt. 2 Wortham Chpt. 2 Bredekamp &amp; Copple</td>
<td>*bring article for approval</td>
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<td>Week 4</td>
<td>Sept 15</td>
<td>Chpt. 3 Wortham Chpt. 3 Bredekamp &amp; Copple</td>
<td>Pamphlet: Local</td>
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<td>Week 5</td>
<td>Sept 22</td>
<td>Chpt. 4 Wortham Chpt. 4 Bredekamp &amp; Copple</td>
<td>Journal Critique #1</td>
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<tr>
<td>Week 6</td>
<td>Sept 29</td>
<td>Chpt. 5 &amp; 6 Wortham Chpt. 5 Bredekamp &amp; Copple</td>
<td>Pamphlet: National</td>
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<td>Week 7</td>
<td>Oct 6</td>
<td>Chpt. 7 Wortham Midterm Review (Chpt. 1-7)</td>
<td>Observation Narrative: Infant/Toddler</td>
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<tr>
<td>Week 8</td>
<td>Oct 13</td>
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<td>Midterm Exam *bring article for approval</td>
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<td>Week 9</td>
<td>Oct 20</td>
<td>Chpt. 8 &amp; 9 Wortham Chpt. 6 Bredekamp &amp; Copple</td>
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<td>Week 10</td>
<td>Oct 27</td>
<td>Chpt. 10 &amp; 11 Wortham Chpt. 7 Bredekamp &amp; Copple</td>
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<td>Week 11</td>
<td>Nov 3</td>
<td>Chpt. 12 Wortham Chpt. 8 Bredekamp &amp; Copple</td>
<td>Journal Critique #2</td>
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<td>Week 12</td>
<td>Nov 17</td>
<td>Chpt. 12 &amp; 14 Wortham Chpt. 9 &amp; 10 Bredekamp &amp; Copple</td>
<td>Observation Narrative: Preschool</td>
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<tr>
<td>Week 13</td>
<td>Nov 24</td>
<td>Final Exam Review (Chpt 8-14)</td>
<td>Final Exam</td>
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<td>Week 14</td>
<td>Dec 1</td>
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<td>All Lesson Plans Due</td>
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<td>Lesson Plan Presentations</td>
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<td></td>
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<td>Student absence will result in a reduction of final presentation grade.</td>
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<tr>
<td>Week 15</td>
<td>Dec 8</td>
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<td>Lesson Plan Presentations</td>
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<td>Student absence will result in a reduction of final presentation grade.</td>
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<tr>
<td>Week 16</td>
<td>Dec 15</td>
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Academic Requirements Aligned with NAEYC Professional Standards

1. Attendance and participation in learning activities (in class and outside of class) that includes discussion, role-play and simulations, individual and collaborative learning/problem solving processes.

2. All assignments are due on the day indicated in the course schedule. 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 6th Edition style (where appropriate).

Provost Statements

Academic Misconduct – Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the Student Academic Misconduct Policy (approved December 9, 2005) located at: http://studentconduct.unlv.edu/misconduct/policy.html.

Copyright – The University requires all members of the University Community to familiarize themselves with 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. Additional information can be found at: http://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC) – The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/, 702-895- 0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy – 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 make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the end of the first two weeks of classes, September 4, 2015, of his or her intention.
to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=6&navoid=531.

**Incomplete Grades** - The grade of I – Incomplete – can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700- level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

**Tutoring** – The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex (SSC). Students may learn more about tutoring services by calling 702-895-3177 or visiting the tutoring web site at: http://academicsuccess.unlv.edu/tutoring/.

**UNLV Writing Center** – One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/

**Rebelmail** – By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.

**Final Examinations** – The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: http://www.unlv.edu/registrar/calendars.