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 2012 / Tuesday 4:00-6:45 / CEB 220
Instructor:    Jennifer Hart
Office Location/Hours:  CEB 118 By Appointment
Telephone/Email:   Jennifer.Hart@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/
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 learning 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 disciplines
- 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
Demonstrate sensitivity to differences in family structures and social and cultural backgrounds. (1a., 1b., 2a., 4a., 5a., 5b., 5c.)

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 (1a., 1b., 2a., 4a., 4b., 4c., 5a., 5b., 5c.)

Performance Assessment and Grading Policy

Grading Policy

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</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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<tr>
<td>B+</td>
<td>87 – 89</td>
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<tr>
<td>B</td>
<td>83 – 86</td>
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<tr>
<td>B-</td>
<td>80 – 82</td>
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<tr>
<td>C+</td>
<td>77 – 79</td>
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<tr>
<td>C</td>
<td>73 – 76</td>
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<tr>
<td>C-</td>
<td>70 – 72</td>
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<td>D+</td>
<td>67 – 69</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 (Sept. 11th and Oct. 2nd)
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 (6a., 6c., 6e.).

Exams (Oct. 16th & Nov. 20th)
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.).

Journal Critique (Sept. 18th and Nov. 6th)
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.

Classroom Observation Narrative (Oct. 9th & Nov. 13th)
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). 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.

Lesson Plans (Nov. 27th)
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.

worth 10%
worth 30%
worth 20%
worth 20%
worth 20%
### Administrative Requirements and Expectations:

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Aug. 28</td>
<td>Course Syllabus Article</td>
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<tr>
<td>Week 2</td>
<td>Sept.4</td>
<td>Chpt. 1 Wortham</td>
<td>*bring article for approval</td>
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<tr>
<td>Week 3</td>
<td>Sept.11</td>
<td>Chpt. 2 Wortham</td>
<td>Pamphlet: Local</td>
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<tr>
<td>Week 4</td>
<td>Sept.18</td>
<td>Chpt. 3 Wortham</td>
<td>Journal Critique #1</td>
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<tr>
<td>Week 5</td>
<td>Sept.25</td>
<td>Chpt. 4 Wortham</td>
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<tr>
<td>Week 6</td>
<td>Oct.2</td>
<td>Chpt. 5 &amp; 6 Wortham</td>
<td>Pamphlet: National</td>
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<tr>
<td>Week 7</td>
<td>Oct.9</td>
<td>Chpt. 7 Wortham</td>
<td>Observation Narrative: Infant/Toddler</td>
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<tr>
<td>Week 8</td>
<td>Oct.16</td>
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<td>Midterm Exam</td>
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<tr>
<td>Week 9</td>
<td>Oct.23</td>
<td>Chpt. 8 &amp; 9 Wortham</td>
<td>*bring article for approval</td>
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<td>Week 10</td>
<td>Oct.30</td>
<td>Chpt. 10 &amp; 11 Wortham</td>
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<tr>
<td>Week 11</td>
<td>Nov.6</td>
<td>Chpt. 12 Wortham</td>
<td>Journal Critique #2</td>
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<tr>
<td>Week 12</td>
<td>Nov.13</td>
<td>Chpt. 12 &amp; 14 Wortham</td>
<td>Observation Narrative: Preschool</td>
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<tr>
<td>Week 13</td>
<td>Nov.20</td>
<td></td>
<td>Final Exam</td>
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<tr>
<td>Week 14</td>
<td>Nov.27</td>
<td></td>
<td>All Lesson Plans Due</td>
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<tr>
<td>Week 15</td>
<td>Dec.4</td>
<td></td>
<td>Lesson Plan Presentations</td>
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<tr>
<td>Week 16</td>
<td>Dec.11</td>
<td></td>
<td>Lesson Plan Presentations</td>
</tr>
</tbody>
</table>

Student absence will result in a reduction of final presentation grade.
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).
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.