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: Spring 2016
Instructor: Claire Tredwell, Ph.D.
Office Location/Hours: Lynn Bennett Early Childhood Education Center #125
Telephone/Email: (702) 895-1322 claire.tredwell@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

Upper Saddle River, NJ. Pearson Education, Inc.

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

Grading Policy

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Score</th>
<th>Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>190 – 200</td>
<td>C</td>
<td>146 - 153</td>
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<td>A-</td>
<td>180 – 189</td>
<td>C-</td>
<td>140 – 145</td>
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<td>B+</td>
<td>174 – 179</td>
<td>D+</td>
<td>134– 139</td>
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<tr>
<td>B</td>
<td>166 – 173</td>
<td>D</td>
<td>126 – 133</td>
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<tr>
<td>B-</td>
<td>160 – 165</td>
<td>D-</td>
<td>120 – 125</td>
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<td>C+</td>
<td>154 – 159</td>
<td>F</td>
<td>119 or less</td>
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ECE 251 Spring 2016

ECE Professional Resource Pamphlet Due Sunday, 2/14, 11:59 PM.
Due Sunday, 2/28, 11:59 PM.
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. 20 points

Discussion Postings ~ Due by end of each weeks’ 5:00 except first discussion
Initial Response: Due Wednesdays 2/10, 2/17, 2/24, 3/2
Response Postings: Due Thursday 2/11, 2/18, 2/25, 3/3 11:59 PM.
Group Summary Postings: Due Saturday 2/13, 2/20, 2/27, 3/5 11:59 PM.
Students will be assigned to discussion groups. Participation in online discussions related to chapter/course topics is expected. Students will earn 10 points for participating in each discussion, 5 points for your initial posting to the discussion question and 5 points for your response to the initial posting of another student in your group. Each posting must be at least 350 words in length and should be comprehensive in scope and depth.

4 discussions x 10 points per discussion (5 for initial posting and 5 for response to another student’s initial posting) = 40 points possible
This assignment must be completed in your assigned group via the discussion icon/link. You will be assigned to a discussion group. Discussion participation must be completed the due date/times noted. 40 points

Journal Critique Due Sunday 2/14 & 2/21 11:59 PM.
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.

2 article critiques x 10 points per critique = 20 points

Classroom Observation Narrative Due Sunday 2/21 & 3/6
Students will complete TWO observations in an early childhood classrooms. 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 observation. The UNLV CSUN Preschool is available (contact Dr. Claire Tredwell). If you have another school you would like to observe please communicate your choice to the instructor of the course for approval. 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 another observation. Students will write a two page narrative critique.

2 observations x 20 points per observation = 40 points
Lesson Plans Due Sunday 2/21 & 3/06 11:59 PM
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 Power Point.

2 lesson plans x 25 points per lesson 50 points

Final Exam to be posted 30 points
### Administrative Requirements and Expectations:

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<tr>
<th>Class</th>
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<th>Readings</th>
<th>Assignments</th>
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<tr>
<td>Week 1</td>
<td></td>
<td>Early Childhood Education and Developmentally Appropriate Practice Chapter 1.</td>
<td>Pamphlet: Local Journal Critique I Discussion Post</td>
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<td>Family, School and Community Partnerships Chapter 2.</td>
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<td>Myself and Others Chapter 6.</td>
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<td>Earth and Space Sciences Experiences Chapter 10.</td>
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<td>Mathematics Chapter 12.</td>
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<td>Week 4</td>
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<td>Music and Movement Chapter 13.</td>
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<td>Creativity, Art and Dramatic Activities Chapter 14.</td>
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Academic Requirements Aligned with NAEYC Professional Standards

1. 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).

2. 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.

3. 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.
Lesson Plan Format

Domain:

Activity Name:

Goals:

Objectives:

Materials:

Procedures:

Extension:

Evaluation of Lesson and Learner(s):
Discussion Questions:

Module 1
After reading the chapter and reviewing Gelfer’s DAP Power Point, write a critique of your thoughts on DAP.

Module 2
As a teacher of young children, how can you be influential in helping young children to expand, refine, and enhance their language development? How can you support ELLs in developing language skills?

Module 3
Discuss why it is important to know, understand and implement the National Science Education Content Standards and/or the mathematics standards and principles described by the National Council of Teachers of Mathematics in early childhood education curriculum planning.

Module 4
Why is aesthetic education an important part of the early childhood curriculum? How do you plan to implement it as part of your curriculum?