



**ECE 460.51E**  
**Early Childhood Curriculum**  
**Fall 2013**

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**COURSE INFORMATION**

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**Required Course Text:**

Brewer, J.A. (2007). *Introduction to Early Childhood Education Pre-School through Primary Grades*. Allyn and Bacon, 6th Ed.

**Course Description:**

This course provides a comprehensive study of the early childhood curriculum. Special emphasis will be given to curriculum areas of instruction, cognitive experiences, assessment, and the use of materials for instructional purposes.

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**COURSE REQUIREMENTS**

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**The goals of ECE 460 include, but are not limited to providing student the skills necessary to accomplish the course objectives.**

**COURSE OBJECTIVES:**

1. The student will be able to identify specific instructional areas within the early childhood curriculum.
2. The student will be able to design appropriate learning activities and experiences for young children in each of the (5) curriculum areas (Math, Social Studies, Science, Language Arts, and Health and Safety).
3. The student will be able to help young children develop an understanding of specific skills and concepts.
4. The student will be able to identify a variety of teaching strategies that are used to help young children acquire an understanding of skills and concepts in the Early Childhood Curriculum.
5. The student will examine techniques used in the assessment of young children.

6. The Student will be able to assess and evaluate the ELL child's stage of English language acquisition (i.e, beginning stage, early production stage, speech emergent stage, intermediate fluency stage, fluency stage).
7. The student will be able to articulate principles of transfer between first and second language and the importance achieving an academic practice of the child's first language.
8. The student will be able to screen for reading problems and monitor progress in the acquisition of phonological processing, letter knowledge and word and text reading.
9. The student will demonstrate ways of providing focused, intensive small-group interventions for ELL children.
10. The student will demonstrate how to utilize cooperative learning experiences in which pairs of students at different ability levels or different ELL proficiencies will work together in a structured fashion on academic tasks.

**Course Competencies:**

Competency 3-Social development. The early childhood teacher understands young children's social development and is able to build a classroom culture that fosters trust, caring, cooperation, responsibility, and leadership.

Competency 5-Receptive language. The early childhood teacher understands the development of young children's receptive language development and knows how to provide experiential learning activities that enhance receptive language and complement learning in other areas.

Competency 6-Expressive language. The early childhood teacher understands expressive language development in young children and knows how to provide a classroom environment that encourages young children to use oral language to express needs, feelings, and ideas.

Competency 7-Emergent literacy. The early childhood teacher understands processes related to emergent literacy and can use understanding to develop a classroom culture that fosters a positive disposition toward literacy and encourages the emergence of literacy.

Competency 8-Language development in native speakers of other languages. The early childhood teacher understands how having a home language other than standard English affects English language development and knows how to use young children's diverse linguistic and cultural backgrounds to facilitate their English language development, as well as to enhance all children's awareness of the diversity of languages and cultures.

Competency 9-Visual arts. The early childhood teacher understands the role of the visual arts in the overall development of young children, knows how children's art develops, and can apply this knowledge to create an environment that provides young children with a wide range of experiences in the visual arts.

Competency 10-Music. The early childhood teacher understands the role of music in the overall development of young children, knows how musical development occurs, and can apply this knowledge to create an environment that provides young children with a wide range of musical experiences.

Competency 11-Creative drama and theater appreciation. The early childhood teacher understands the role of creative drama and theater appreciation in the early childhood classroom and knows how to use dramatic play to promote overall development and individual expression in a variety of meaningful contexts.

Competency 12-School-home relationships. The early childhood teacher knows how to establish and maintain strong school-home relationships and can work effectively with primary caregivers to address young children's needs and promote their development in all domains.

Competency 13-Personal health and safety. The early childhood teacher understands young children's needs related to personal health and safety and knows how to provide children with opportunities to learn about and apply personal health and safety practices.

Competency 14-Cognitive development. The early childhood teacher understands the cognitive development of young children and knows how to create a classroom environment that provides children with opportunities to develop a wide range of cognitive skills and abilities.

Competency 15-Interdisciplinary connections/instruction. The early childhood teacher understands interrelationships among the content areas, recognizes skills and concept that may be applied across the curriculum, and can use this knowledge to enhance children's thinking and their ability to understand the world.

Competency 16-Mathematical understanding/concepts. The early childhood teacher understands how the development of mathematical concepts promotes young children's thinking skills and knows how instructional methods involving the use of various types of thinking (e.g., exploration, discovery learning, problem solving) can enhance children's mathematical understanding.

Competency 17-Social studies concepts and principles. The early childhood teacher knows how to promote children's cognitive development and their understanding of their world through active exploration of social studies concepts and principles.

Competency 18-Science concepts and processes. The early childhood teacher knows how to promote children's cognitive development and their understanding of their world through active, hands-on exploration of science concepts and processes.

Competency 21-Assessment. The early childhood teacher understands how to use a variety of assessment strategies to monitor young children's progress in achieving outcomes and to plan learning activities in all domains.

Competency 22-Structuring the learning environment. The early childhood teacher understands how to structure space and time to create safe, stimulating, and developmentally appropriate indoor and outdoor learning environments.

Competency 23-Group management. The early childhood teacher understands how to use developmentally appropriate group management strategies to provide an atmosphere that enhances learning.

Competency 25-Materials and resources. The early childhood teacher understands how various types of materials and resources, including current technology, can be used in early childhood classrooms to support learning in all domains for all children.

## **ENGLISH AS SECOND LANGUAGE (ESL) STANDARDS**

*Standard I.* The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.

*Standard II.* The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.

*Standard III.* The ESL teacher understands the processes of first-and second-language acquisition and uses this knowledge to promote students' language development English.

*Standard IV.* The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.

*Standard V.* The ESL teacher has knowledge of the factors that effect ESL students' learning of academic content, language and culture.

*Standard VI.* The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results to plan and adapt instruction.

*Standard VII.* The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

### **Course Expectations:**

You must read and be open to learning new technologies. You must submit assignments on time and with enough time for feedback. Assignments will be submitted in a manner where you will receive peer feedback and feedback from the instructor. This course is **interactive**.

This course is designed to be taught as face-to-face classes and web-enhanced class. This will allow the continuous flow of information without weekly interruptions. Students are expected to interact with one another in class by participating in activities and online through online. In addition students will be able to have access to online resources, such as PowerPoint presentations, class notes and/or handouts, and relevant website links.

### **Instructional Methods/Activities/Assessments**

This course consists of a series of activities and assessments to assist you in achieving the outcomes/objectives for the course and instructional units/modules. The following will align the course objectives with the various combinations of assignments, activities, discussions, readings, research, etc. the students will participate in. Each assignments, activities, discussions, readings, research, etc will be worth a specific amount of points.

### **COURSE ASSIGNMENTS:**

1. Exams: Each student will demonstrate competencies of the early childhood curriculum on two exams over the readings and content of this class. The exams will be a combination of essay and multiple choice.

2. You will create a five lesson unit revolving around a social studies, or science concept. **A draft of the concept MUST be approved by the instructor prior to beginning the lesson. For approval, you must include the science or social studies concept, the TEKS (written out) to be used and how you will assess the learners.** The assessment must be appropriate for the age of the child. You should include both formal and informal assessments.
  - The first lesson will be a science lesson or social studies lesson depending on the topic.
  - The second lesson will be a reading lesson.
  - The third lesson will be a writing Lesson.
  - The fourth lesson will be a math lesson.
  - The fifth lesson will be a fine arts lesson.

The first lesson (science or social studies) will be turned in ahead of time for feedback. A rubric for the lessons, a guide to follow, and further instructions may be found in Ecollege. I will provide a lesson plan format, and the following must be included:

- a. Title page (APA Format; I will provide an example)
  - b. Table of Contents
  - c. Lesson One (rough draft)
  - d. Lesson One Final Copy
  - e. Lesson One materials
  - f. Lesson One artifacts
- You will follow the same procedures through lesson five
- g. Peer evaluation
  - h. Self-evaluation

3. Mini-Art Workshop - Each student will prepare and present an art activity that is appropriate for use in the Early Childhood Curriculum.
4. Mini-Cooking Activities - Each student will select a cooking activity that is designed to develop specific skills or concepts in young children. Each activity will be developed so that young children will be able to implement it with little guidance from teacher. This activity should be illustrated on poster board.
5. First day of school pack: - Each student will create a packet for parents to facilitate the first days of school. A guideline will be in Ecollege for reference. You will be assessed on writing skills.
6. Reading to an ELL and Paper Each student will identify a multicultural book and read the book to a single ELL child who is between the ages of 5-12. You are responsible for finding the child. The book **MUST** be approved by the instructor **BEFORE** completing this assignment. Failure to gain permission to use the book will result in a loss of 5 points. After the read- aloud, you will ask questions using the Cultural Relevance Rubric. The rubric can be found in the Doc Sharing. You will then write up a summary of what was found in your reading the text.
7. Lesson Plan Analysis: Analyze a pre-written lesson plan from an educational website to:
  - a) Determine if the activities are appropriate for all learners, especially English Language Learners,

Special Education Students, and Gifted Students or if scaffolding is needed;

- b) Identify the levels of Bloom's Taxonomy (located in Doc Sharing) evident in the activities. Submit your lesson plan analysis to the Dropbox .

You will submit the following information in a word or works document to the drop box.

1. The URL where the lesson plan was located.
2. A summary of the strengths of the lesson. Is the lesson appropriate for the age level? Does it meet curriculum standards for the grade level? Is it challenging enough for the grade level?
3. The levels of Bloom's Taxonomy covered in the activity; specifically addressing the activities by name and the Bloom's category they go with.
4. A critique of how the lesson addressed ELL, Special Needs, and Gifted Learners.

8. ECollege Tutorial Quiz

### COURSE AND UNIVERSITY PROCEDURES/POLICIES

1. Participate in all classes and activities, whether on line or face to face. You will not be able to pass ECE 460 if you have more than 2 absences. Attendance is required at all scheduled classes. The only excused absences are for (a) participation in a required university or school activity; (b) verified illness, (c) legal proceedings in fulfilling responsibility as a citizen (see Student's Guidebook). Excused absences are only allowed provided the student notifies the instructor prior to the absence. Failure to contact the instructor will result in an unexcused absence.

University Policy provides for make-up work for excused absences. All absences must be made up or your absence will impact your grade. Unmade up absences will result in 10% points being deducted from your final grade. The instructor will not remind a student to complete the make-up work.

**Make-up work for this class** is a two-page type written review of the purpose of the class, major topics and points brought out during class discussion, how class activities related to the topics, and how the topic relates to your teaching. Notes and handouts are to be obtained from a classmate. Make-up work is due at the beginning of the next class period.

All unexcused absences are counted on the final grade. Make-up work will not be allowed for unexcused absences. Five percentage points will be deducted from the final grade for each unexcused absence. Two or more unexcused absences may result in an F for the class.

***To repeat: All unexcused and unmade up absences will deduct 10% points off the final grade. Late arrival or early departure counts as  $\frac{1}{2}$  an unexcused absence. Make up work will not be allowed for unexcused absences.***

2. Complete all required readings **and assignments** to the best of your abilities. Students taking this course for graduate credit will be required to complete two additional research assignments. Students will turn in all assignments to the instructor or on line in the "drop box".
3. **Research:** Research is part of TAMU-C requirements. All faculty members that work at the university must research and publish their research. As action research helps an instructor to determine the worth of the class assignment they develop, I like to do research on assignments and/or activities used in our class. Therefore, any reflective responses to the planned class activities may be used to fulfill my research requirement. However, **all responses used in research articles will be anonymous. That is,**

no names or any identification about specific students will be used anywhere in my research. If you disagree to this, I will give you a paper to fill out and I will not use any response I know is from you.

## TECHNOLOGY REQUIREMENTS ACCESS AND NAVIGATION

**Required Technology:** This course will use the online platform Ecollege. Therefore, students are required to have continuous on-line access. All students must have access to email and adequately functioning computer equipment. To use the university's online resources, students need a computer and an Internet service provider (ISP). Students also need an Internet browser, an email program, and a word processing program. A working familiarity with hardware and software is advantageous before entering the program. You must have the most recent computer software and hardware to successfully complete the course.

**ECollege Technical Concerns:** Please contact the eCollege HelpDesk, available 24 hours a day, seven days a week, by sending an email directly to [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org). You may also reach the HelpDesk by calling (toll-free) 1-866-656-5511.

## COMMUNICATION AND SUPPORT

### Interaction with Instructor Statement:

**Course Concerns:** If you have questions pertaining to the content of this course (e.g., questions about an assignment, exam, about course due dates, etc.), please contact the instructor via email or by phone. She will respond within 48 hours.

### ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**

**Texas A&M University-Commerce**

**Gee Library 132**

**Phone (903) 886-5150 or (903) 886-5835**

**Fax (903) 468-8148**

**[StudentDisabilityServices@tamuc-commerce.edu](mailto:StudentDisabilityServices@tamuc-commerce.edu)**

### Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

### Appeal of Final Grade

Any student who is not satisfied with their final grade and believes he or she can justify why the final grade should be different is welcome to participate in the process of appeals. The policy for appealing a semester grade is available through the office of the Department of Curriculum and Instruction, Texas A&M University-Commerce. Generally, the student must first make an appointment with his or her professor and present in writing the reasons why he or she believes a higher grade was earned. The professor is obliged to hear and read the case and provide an answer to that appeal with a reasonable time. If the student continues to be dissatisfied with the decision of the professor, the student may contact the head of the Department of Curriculum and Instruction and continue the appeal at that level.

### **Academic Integrity/Honesty Statement**

This course demands a high level of scholarly behavior and academic honesty on the part of students. Examples of academic dishonesty include but are not limited to: (1) turning in work as original that was used in whole or part for another course and/or instructor without obtaining permission from this instructor in advance; (2) turning in another person's work, in part or in whole, as your own; (3) copying from professional works without citing them; and (4) any form of cheating on exams. Violations of academic integrity/honesty while carrying out academic assignments may, at the discretion of the instructor, receive a zero on the particular work in question, receive an "F" in the course, or be brought before a higher level of governance for possible dismissal from the university.

### **GRADING PROCEDURE**

Course grades will be based upon a point system. Quality as well as quantity will be considered. Regular class participation is required.

- 90 - 100 = A
- 80 - 89 = B
- 70 - 79 = C
- 60 - 69 = D Retake the class
- Below 60 = F

Final Grade	Total Points
A	375-338
B	337-300
C	299-263
D	262-225
F	224 and below

Assignment Point Value	Points Possible	Points Earned
Exam I	50	
Exam II	50	
Lesson Draft of Science/Social Studies Lesson	20	
First day of School Pack	40	
Reading to an ELL & Paper	40	
Unit of Lessons	70	
Mini Cooking Lesson	25	
Mini Art Lesson	25	
Lesson Plan Analysis	35	
ECollege Tutorial Quiz	20	
Total Points	375	

### **Popular Instructional Sites for Teachers and Students**

Color in Colorado, a bilingual family literacy site: [www.colorincolorado.org/index.php](http://www.colorincolorado.org/index.php)

Dave's ESL Café, the best known ESL site, and great for secondary teachers: [www.eslcafe.com](http://www.eslcafe.com)

Everything ESL, lesson plans and tips for teachers: [www.everythingESL.net](http://www.everythingESL.net)

Enchanted Learning's Picture Dictionaries, bilingual versions for several languages:

<http://www.enchantedlearning.com/Dictionary.html>

The Immigrant Experience, stories from immigrant who landed at Ellis Island:

[www.ellisland.org/Immexp/index.asp](http://www.ellisland.org/Immexp/index.asp)

México para niños, Mexican government-sponsored site for kids and teachers:[www.elbalero.gob.mx/index\\_esp.html](http://www.elbalero.gob.mx/index_esp.html)

United Nations' Cyber School bus, multilingual info about the world's countries and the

UN: [www.un.org/Pubs/CyberSchoolBus](http://www.un.org/Pubs/CyberSchoolBus)

Word Reference.com, online bilingual English - French, Italian and Spanish

Dictionary: <http://www.wordreference.com>.

*\*Please note that assignments and the course calendar can be modified at the discretion of the instructor.*