COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:


Materials: Scissors, markers, tape, and glue.

Course Description:
The Early Childhood Curriculum course emphasizes an integrated approach to early childhood curriculum development for young children. Relates early childhood pedagogy, research, and content area knowledge to thematic and inquiry curriculum design. (3 hours)

Student Learning Outcomes:
1. The student will be an active and engaged participant in class discussions by analyzing, constructing/creating, and evaluating information presented within the textbook, external readings/resources, and class discussion.
2. The student will be able to design appropriate activities and experiences in each of the five curriculum areas through lessons that meet the state mandated Texas Essential Knowledge and Skills and addresses accommodations for ELL students through the English Language Proficiency Standards (ELPS).
3. 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).
4. The student will recognize and utilize technology in planning, appropriately implementing, assessing learning activities with children and communicating with parents.
5. The student will be able to identify and apply a variety of teaching strategies to meet the individual, developmental, and diverse needs of young children.
6. The student will examine techniques used in assessing diverse groups of young children and the appropriate application of results to guide student learning in both whole and small group experiences.
7. The students will associate Early Childhood Education-6 and PPRTExES competencies with the course content.

TEA Standards I-IV. Domains I-IV. Competencies:

Standard I. Domain I. Competencies 001-004 Domain III. Competencies 007-010
The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

1.7k the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS);
The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.
3.4k skills and strategies for engaging in skilled questioning and leading effective student discussions
3.5k criteria for selecting appropriate instructional activities and assignments for students with varied characteristics and needs;
3.6k how to present content to students in relevant and meaningful ways
3.6s apply skills for leading discussions that engage all students in exploring important questions and that extend students’ knowledge.
3.7s create lessons with a clearly defined structure around which activities are organized;
3.8s create activities and assignments that are appropriate for students and that actively engage them in the learning process
3.9s select and use instructional materials, resources, and technologies that are suitable for instructional goals and that engage students cognitively;
3.10s represent content effectively and in ways that link with student’s prior knowledge and experience;
3.11s use flexible grouping to promote productive student interactions and enhance learning;
3.13s engage students intellectually by teaching meaningful content in ways that promote all students’ active and invested participation in the learning process; and
3.14s encourage students’ self-motivation and active engagement in learning.
4.1k the importance of families’ involvement in their children’s education; and

### COURSE REQUIREMENTS

**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. Each week you will work on various combinations of assignments, activities, discussions, readings, research, etc.

**Exams:** 100 points each
- **Student Learning Outcomes:** 2-5 See above
- **PPR Standards/Competencies:** Based on individual student reflection and application
- **Assessment Method:** Reflection and Application Based Assessment/Rubric Provided

Assessment will cover the required textbook readings and the content of the class discussions. The student will apply the learned material to their future education profession in each exam.

**Professionalism:** 100 points
- **Student Learning Outcomes:** 1 and 6
- **Assessment Method:** The professionalism grade will be based on the students preparedness and participation in all discussions through readings. This grade will also be determined by the students attendance and overall professionalism exhibited in class, online, and through communications.

**Parent/Teacher Night Presentation:** 50 points
- **Learning Outcomes:** 1, 3, 5, and 6
- **PPR Standards/Competencies:** 1.7k, 1.18s, 2.6s, 2.14s, 2.17s, 4.1k
- **Assessment Method:** Rubric Provided (Doc Shared in eCollege)

Students will create and present a presentation utilizing technology that informs parents about you and the school, your classroom management, expectations, state curriculum (TEKS) and state/district assessment (STAAR, MAPS, etc), special projects and the importance of family involvement and volunteer opportunities. Students will also research and apply how to accommodate and be sensitive to ELL families when presenting.

**Mini Workshops:** 2@ 25 points each
- **Student Learning Outcomes:** 1-6
- **PPR Standards/Competencies:** 1.7k, 1.9k, 1.12k-1.29k, 3.4k-3.6k, 3.6s-3.11s, 3.13s, 3.14s
- **Assessment Method:** Rubric Provided

The student will create a lesson plan for a specific grade level with the appropriate TEKS and ELPS that are covered in two mini workshops. One of the mini workshops will be on the choice
of an art project or musical instrument and piece of music or readers theatre. The second mini workshop will be a cooking workshop. The mini workshops will be planned and presented to the class.

**Lesson Plan Analysis**: 100 points

**Learning Outcomes**: 1-6

**PPR Standards/Competencies**: 1.7K, 1.12k-1.14k, 1.16k, 1.19k, 1.20k, 1.1s-1.5s

**Assessment Method**: Outlined in Activity Below/Blooms Taxonomy

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.

The student will submit their analysis on the assigned date. The submission will include the following information per the guidelines for written assignments in their syllabus:

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 (TEKS) 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
5. Does the lesson appropriate assess the learner for understanding of the objectives?

**Content Lessons**: 100 points total (25 points each)

**Learning Outcomes**: 1-6

**PPR Standards/Competencies**: 1.7k, 1.9k, 1.12k-1.29k, 3.4k-3.6k, 3.6s-3.11s, 3.13s, 3.14s

**Assessment Method**: Rubric Provided (Doc Shared in eCollege)

Students will create content area lessons (Math, Science, Language Arts, Social Studies) based on a selected theme and appropriate grade level TEKS and ELPS. The lessons will be in formally written lesson plans (approved format) for each of the content areas and integration should be present. Technology must be utilized in the preparation, presentation, and assessment. The lesson plans will address differentiated learning, ELL, and children with special needs. The lesson plan cycle will be evident and how you will assess the students on the chosen objectives should include formal and informal. Specific requirements for the lessons can be found in the Rubric. The lessons will be presented in class and will be graded by the professor using a rubric.

**Grading**

Your final grade will be determined by the number of points you earn for the semester.

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<tr>
<th>Grade</th>
<th>Points Range</th>
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<tbody>
<tr>
<td>A</td>
<td>540-600</td>
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<td>B</td>
<td>480-539</td>
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<tr>
<td>C</td>
<td>420-479</td>
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<tr>
<td>D</td>
<td>360-419</td>
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<tr>
<td>F</td>
<td>359 points or less</td>
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TECHNOLOGY REQUIREMENTS

The following information has been provided to assist you in preparing to use technology successfully in this course.

- Internet access/connection-high speed recommended (not dial up)
- Word Processor (i.e. MS Word or Word Perfect)

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:
The students will be able to communicate with instructor through:
Email: Jennifer.jeffus@tamuc.edu Checked frequently throughout the day.
The instructor will communicate to the student through:
Email, and Remind (Text Messages)

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Attendance Policy:
Attendance at all class meetings is required and is essential to your success in this course. It is a requirement of this class to sign your name upon arrival to document your participation each class meeting. For each absence a written letter is required to be placed in your file. No excuses will be given without written documentation. If you miss three or more classes you may be asked to drop the course or be administratively withdrawn from the course for excessive absences. All absences will result in points taken off your professionalism grade. Participants are expected to be on time and stay for the entire time. If you choose to be late or leave early points will be deducted from your professionalism grade. If you miss class it is your responsibility to find someone who can give you notes for the previous class meeting. I will not bring additional copies of handouts to class. Select a buddy who will be willing to collect any material and take notes for you when you are out.

Cell Phone Policy:
Please respect the instructor and your peers by silencing or turning off your cell phone upon entering our classroom. If there is an emergency you may leave it on silence mode. This should constitute only emergencies. Texting during class is unprofessional and will result in a deduction in your professionalism grade.

Assignment Policy:
All assignments are due on the date they are assigned which can be found in the Course Calendar. All assignments that are late will have points deducted. Late means they are not turned in when class meets on the day they are due. If you forget your assignment, then points will be deducted. You are a professional and must present yourself in a way to show responsibility. Assignments will be handed in during class meeting and must be in .doc or .docx format. All completed/graded assignments must be picked up by the end of the semester of they will be discarded.

Written Assignments: All written assignments are to be typed double-spaced in a legible 12 pt. font with 1” margins and are expected to exhibit professional quality. You should demonstrate mastery of organizing, structuring, and editing (for all aspects of mechanics) in your writing. Excessive grammar, spelling, and vocabulary errors will result in a reduction of your score at the instructor’s discretion. College level writing and higher order thinking must be evident in all written assignments. If you are unsure of your writing abilities, please visit the writing lab for help.
**Academic Honesty Policy:** Texas A&M University-Commerce does not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. “Academic dishonesty” includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. Suggested sites for reference regarding what constitutes plagiarism and how to avoid it: [http://www.plagiarism.org/](http://www.plagiarism.org/) or [http://www.unc.edu/depts/wcweb/handouts/plagiarism.html](http://www.unc.edu/depts/wcweb/handouts/plagiarism.html) or [http://www.indiana.edu/~wtls/pamphlets/plagiarism.shtml](http://www.indiana.edu/~wtls/pamphlets/plagiarism.shtml)

Plagiarism will result in a grade of “F” for the course and may result in your dismissal from the program.

**University Specific Procedures:**

**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.edu
Student Disability Resources & Services

**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 [http://web.tamuc.edu/studentLife/documents/studentGuidebook.pdf](http://web.tamuc.edu/studentLife/documents/studentGuidebook.pdf)).

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.
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<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Assignments Due in BOLD</th>
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<td>Introduction to course</td>
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<td>1/27</td>
<td>Developmentally appropriate practices, Early childhood programs</td>
<td>Chapters 1 &amp; 2</td>
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<td>2/3</td>
<td>The learning environment, Planning activities/scheduling</td>
<td>Chapters 3 &amp; 4</td>
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<td>2/10</td>
<td>Working with parents and paraprofessionals</td>
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<td>2/17</td>
<td>Presentations</td>
<td>Parent night presentations</td>
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<td>2/24</td>
<td>Finish presentations, Classroom Behavior</td>
<td>Parent night presentations</td>
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<td>Student assessment STAAR, TPRI, Observational Survey</td>
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<td>Website Lesson Plan Evaluations</td>
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<td>3/10</td>
<td>Midterm</td>
<td>Midterm exam (Chapters 1,2,3,4,6,7,8)</td>
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<td>3/24</td>
<td>Language Arts and Literacy</td>
<td>Chapters 9 &amp; 10</td>
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<td>3/31</td>
<td>Mathematics Learning through play</td>
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<td>4/7</td>
<td>Science and Social Studies</td>
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<td>Creative Arts</td>
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<td>4/21</td>
<td>Art workshop night</td>
<td>Mini-workshop: art</td>
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<td>4/28</td>
<td>PE, Health and Nutrition</td>
<td>Chapter 15</td>
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<td>Lesson Plans</td>
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<td>Cooking Workshop Night</td>
<td>Mini-workshop: music</td>
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<td>5/12</td>
<td>Final Exam</td>
<td>Final exam (Chapters 5,9,10,11,12,13,14,15)</td>
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