ECE 460: Early Childhood Curriculum

Instructor: Julie Whittle
Office Hours: Wednesday (before & after class hours or by appointment)
Available online throughout the week

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook Required: Brewer, J.A. (2001). Early Childhood Education: Preschool Through Primary Grades (6th ed.). Boston, MA: Allyn and Bacon.

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);
1.9k the significance of the vertical alignment of content, including prerequisite knowledge and skills;
1.12k the importance of developing instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate;
1.13k the importance of developing instructional goals and objectives that can be assessed;

1.14k the importance of developing instructional goals and objectives that are suitable for students with varied learning needs; and

1.16k the use of appropriate materials and resources for preparing instruction, presenting lessons, and assessing learning;

1.17k the importance of knowing when to integrate technology into instruction and assessment; and

1.19k the importance of designing instruction that reflects the TEKS;

1.20k features of instruction that maximize students' thinking skills;

1.21k the importance of planning lessons and structuring units so that activities progress in a logical sequence;

1.22k how materials, technology, and other resources may be used to support instructional goals and objectives and engage students in meaningful learning;

1.23k the benefits of designing instruction that integrates content across disciplines; and

1.24k the importance of engaging in continuous monitoring and self-assessment of instructional effectiveness.

1.25k the role of assessment in guiding instructional planning;

1.26k the importance of creating assessments that are congruent with instructional goals and objectives;

1.27k the characteristics, uses, advantages, and limitations of various assessment methods and strategies;

1.28k the role of technology in assessing student learning;

1.29k the benefits of and strategies for promoting student self-assessment;

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.

1.30k the connection between the Texas statewide assessment program, the TEKS, and instruction; and

1.1s plan lessons that reflect an understanding of students' developmental characteristics and needs;

1.2s adapt lessons to address students' varied backgrounds, skills, interests, and learning needs, including the needs of English language learners;

1.3s use effective approaches to address varied student learning needs and preferences

1.4s plan instruction that motivates students to want to learn and achieve; and

1.5s acknowledge and respect cultural and socioeconomic differences among students when planning instruction.

1.6s use the Texas Essential Knowledge and Skills (TEKS) to plan instruction;

1.12s develop instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate;

1.13s develop instructional goals and objectives that are able to be assessed;

1.14s develop instructional goals and objectives that reflect students' age, develop-mental level, prior skills and knowledge, background, and interests; and

1.15s develop instructional goals and objectives that reflect different types of student learning and skills.

1.16s use various types of materials and other resources to aid in preparing and implementing instruction;

1.17s use technological tools to promote learning and expand instructional options; and

1.18s use resources available outside the school (e.g., museums, businesses, community members) to enhance students' learning opportunities

1.19s plan instructional activities that progress sequentially and support stated instructional goals based on the TEKS;

1.20s select instructional resources that support instructional goals, enhance student achievement, and engage students in learning;

1.21s use varied activities and instructional groupings to engage students in instructional content and meet instructional goals and objectives;

1.22s allocate time appropriately within lessons and units, including providing adequate opportunities for students to engage in reflection and closure; and

1.23s provide students with opportunities to explore content from many perspectives.

Standard II. Domain II. Competencies 005-006

The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

2.6s establish classroom rules and procedures to promote an organized and productive learning environment;

2.14s communicate high and realistic expectations for students' behavior and ensure that students understand behavior expectations and consequences for misbehavior.

2.17s use effective methods and procedures for monitoring and responding to positive and negative student behaviors.

Standard III. Domain III. Competency 007-010

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 and online discussions. The student will apply the learned material to their future education profession in a formally written reflection for each of the discussed chapters. This is a portfolio based assessment of the students learning. Considerations regarding the exam issues will be made by the instructor on an individual basis based on the documentation.

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 (class and online) 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, as a grade leveled group(EC-6), 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. Specifics for presentation found on rubric.

Discussion Forums: 3 @ 25 points each
Student Learning Outcomes: 1, 5, and 6
PPR Standards/Competencies: 1.24k-1.29k, 2.6s, 2.14s, 2.17s, 3.6s, 3.14s
Assessment Method: The discussion forums are related to the chapter readings, external resources and activities. Upon completion of the assigned readings and activities, you are expected to participate in an ongoing discussion with your classmates in an online forum. Your contributions to the discussion forums will be graded for quality not quantity, timeliness of your contributions, and a detailed analysis of linking together theory

(readings) to application (activities). The discussions will be centered on assessment, classroom management, and the importance of play in the classroom.

Mini Workshops: 2@ 20 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 (Doc Shared in eCollege)

  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. The lesson plan from each of the groups will be Doc Shared in a predetermined section of ECollege for the class.

ELL Reading Experience:
  Learning Outcomes: 3
  PPR Standards/Competencies: 1.22k, 1.3s, 1.16s, 1.20s, 3.5k
  Assessment Method: Cultural Relevance Rubric

  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.

Lesson Plan Analysis: 50 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 to the dropbox in eCollege on the assigned date. The submission will include the following information per the guidelines for written assignments in the 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 leaner 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 conjunction with the class discussions for the specific content area and will include peer, self, and instructor evaluation

Grading
Grading in this class will include only points so that students can determine at any time in the class where they stand. The grade book will be available through eCollege and students may access it at any time they wish.

TECHNOLOGY REQUIREMENTS

This course is web-enhanced for the purposes of accessing the course syllabus, rubrics for assignments, communication with instructor and classmates, and for online discussions.
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)

ACCESS AND NAVIGATION

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: https://leo.tamu-commerce.edu/login.aspx.
You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.]

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:
The students will be able to communicate with instructor through:
    Email: Checked frequently throughout the day.
    ECollege Virtual Office: Checked once daily and answered the same day usually.
The instructor will communicate to the student through:
    Email, eCollege Virtual Office, and eCollege Announcements

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 tent 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 and online in eCollege, unless otherwise approved by the instructor. 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 either handed in during class meeting or submitted through eCollege dropbox 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/ or* http://www.unc.edu/depts/wcweb/handouts/plagiarism.html or http://www.indiana.edu/~wts/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*).

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.