



ECE 460.02B
Early Childhood Curriculum
COURSE SYLLABUS: Spring 2018

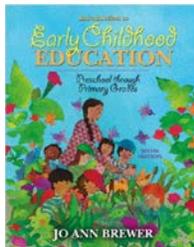
Jennifer Jeffus M. Ed.
Office Hours: upon appointment
Phone: 214-725-0381
Email Address: jennifer.jeffus@tamuc.edu

COURSE INFORMATION

Materials:

Required:

Brewer, J.A. (2007). Early Childhood Education: Preschool Through Primary Grades (6thed.). Boston, MA: Allyn and Bacon.



ISBN: 0-206-49145-6

Supplemental Supplies:

Markers, scissors, tape/glue sticks (these will be used on occasion during workshops)

Course Description:

This 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.

Prerequisite ECE 366

Student Learning Outcomes:

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 1st and 2nd 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.

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;
- 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;
- 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;
- 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;
- 1.1s plan lessons that reflect an understanding of students' developmental characteristics and needs; Page 3 of 11
- 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;
- 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, developmental level, prior skills and knowledge, background, and interests;
- 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;
- 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;
- 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;
- 3.14s encourage students' self-motivation and active engagement in learning;
- 4.1k the importance of families' involvement in their children's education

COURSE REQUIREMENTS

1. Complete a written midterm and final exam over course content. (100 points each)
2. Present two mini-workshops: one on cooking and one on a choice of: art, music, or drama. (25 points each)
3. Create a parent/teacher night presentation that will inform your parents about yourself, your class rules, your expectations, your curriculum, special projects and volunteer opportunities. (50 points)
4. Read all assigned chapters and any articles before they are due in class. Participate in all class and web discussions. Do not assume these points will automatically be awarded. Points will be deducted for not being in class, being late, leaving early, and not participating in class discussions (100 points)
5. Each student will prepare a lesson plan to teach skills and concepts in each of the 5 curriculum areas: Math, Social Studies, Science, Language Arts, and Health & Safety. (20 points each)
6. Analyze 5 pre-written lesson plans from educational websites to
 - a) Determine if the activities are appropriate for English Language Learners, or if scaffolding is needed;
 - b) Identify the levels of Bloom's Taxonomy evident in the activities.Plan to bring the lesson plan analysis to class for a discussion. (20 points each)

Grading

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

A	540-600 points
B	480-539 points
C	420-479 points
D	360-419 points
F	359 points or less

TECHNOLOGY REQUIREMENTS

This is not an online course but some technological resources will be required.

Access to a Computer with

- Internet Access
- Microsoft Word Processing Software.
- Microsoft Power Point Software.
- Adobe Reader to open PDF files

COMMUNICATION AND SUPPORT

The most effective way of reaching me during the week is through email. I will check the email address listed on this syllabus daily. I will do my best to respond to you in a timely manner, within 24-48 hours. Please feel free in the event of an emergency to call me on my cell phone which is listed on this syllabus.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Citizenship: All Students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student's Guide Handbook, Policies and Procedures, Conduct).

Late Work: Late work is not accepted. You will have plenty of notification and time to complete course assignments. If you know you are going to be out of town and unable to access a computer, plan ahead. See course semester outline at the bottom of this syllabus.

Plagiarism: Plagiarism will result in a grade of F for the assignment and possibly the course. Further infractions could result in dismissal from the teacher education program. Plagiarism consists of copying directly from a source without properly citing the source. It is also using someone else's work and claiming it as your own. Please cite your references in APA format.

Attendance

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. 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 Phones/Beepers: Please respect the instructor and your peers by turning off your cell phones and beepers upon entering our classroom, unless you have notified me at the beginning of class that you have a critical family situation about which you must be notified. This should constitute only emergencies.

Written Assignments: All assignments must be typed, double space, in legible (preferably times roman) 12 pt font. College level writing is expected. If you feel insecure about your writing abilities, you may want to seek assistance from the writing

lab in the department of literature and languages. They will not assist with spelling. Please make sure someone proofs your paper. Excessive grammar, spelling and vocabulary errors will result in a lower grade. You should demonstrate mastery of organizing, structure and editing.

Campus Carry: Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu
[Student Disability Resources & Services](#)

COURSE OUTLINE / CALENDAR

Date	Topics	Assignments Due
1/16	Introduction to course	
1/23	Developmentally appropriate practices, Early childhood programs	Chapters 1 & 2
1/30	The learning environment, Planning activities/scheduling	Chapters 3 & 4
2/6	Working with parents and paraprofessionals	Chapter 8
2/13	Presentations	Parent night presentations
2/20	Finish presentations, Classroom Behavior	Parent night presentations Chapter 6
2/27	Student assessment STAAR, ISIP, Observational Survey	Chapter 7 Website Lesson Plans
3/6	Midterm Online	Midterm exam (Chapters 1,2,3,4,6,7,8)
3/20	Language Arts and Literacy	Chapters 9 & 10
3/27	Mathematics Learning through play	Chapters 5 & 11
4/3	Science and Social Studies	Chapter 12 & 14
4/10	Creative Arts	Chapter 13
4/17	Art workshop night	Mini-workshop: art
4/24	PE, Health and Nutrition	Chapter 15 Lesson Plans
5/1	Cooking Workshop Night	Mini-workshop: cooking
5/8	Final Exam Online	Final exam (Chapters 5,9,10,11,12,13,14,15)