

PREPARING PROFESSIONALS FOR CHANGING EDUCATIONAL CONTEXT

Department of Educational and Clinical Studies

College of Education

University of Nevada, Las Vegas

Curriculum in Early Childhood Education

- I. Prefix and Number: ECE 706
- II. Title: Curriculum in Early Childhood Education
- III. Credit: 3 Credit Hours
- IV. Semester:
- V. Instructor:
- VI. Office Location:
- VII. Office Hours:
- VIII. Office Phone:
E-Mail:
- IX. Prerequisite Course(s): Graduate standing

X. Course Description

This course explores the role of the teacher in providing programs for an increasingly diverse population of young children. Discussion and projects will focus on theoretical foundations, current issues and trends, and application of developmental practices across domains in Early Childhood Education.

XI. Course Objectives

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

Knowledge (Subject matter or discipline(s), Professional field of study, Pedagogical knowledge, Pedagogical content knowledge, Professional knowledge)

1. *Discussion and projects on theoretical foundations across domains in Early Childhood Education. InTASC1.e, InTASC2.g, InTASC3.o, InTASC4j, NAEY3a, NAEYC3b, NAEYC3c, NAEYC3d, NAEYC4a, NAEYC4b, NAEYC4c, NAEYC4d*

Measurement/Evaluation: Team Presentation and Journal Reviews

Performance (Skills) (The ability to use content, professional and pedagogical knowledge effectively and readily in diverse teaching settings in a manner that ensures that all students are learning.)

1. *Discussion and projects on application of developmental practices across domains in Early Childhood Education. InTASC5.a InTASC7.a, InTASC8a, NAEYC3b, NAEYC3c, NAEYC4.a, NAEYC4.b, NAEYC4.d*

Measurement/Evaluation: Team Presentation and Lesson Plan and Rubric, Classroom Observation

Disposition(s) (Values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth—guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice.) NAEYC 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d and InTASC 9, 10

1. *Discussion and projects on current issues and trends across domains in Early Childhood Education. InTASC9.n, NAEY3a, NAEYC3b, NAEYC3c, NAEYC3d, NAEYC4a, NAEYC4b, NAEYC4c, NAEYC4d*

Measurement/Evaluation: Team Presentation and Classroom Observation

XII. Texts, Readings, and Instructional Resources

Recommended Books

- Bronson, M. B. (1995). *The right stuff for children birth to 8: Selecting play materials to support development*. Washington, DC: NAEYC
- Kostelnik, M. J., Soderman, A. K., & Whiren, A. P. (2007). *Developmentally appropriate curriculum: Best practices in early childhood education*. (4th ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Supplemental Readings

- Bredenkamp, S., & Copple, C. (Eds.). (1997). *Developmentally appropriate practice in early childhood programs*. Washington, D.C.: National Association for the Education of Young Children.
- Cook, R. E., Tessier, A., & Klein, M. D. (1996). *Adapting early childhood curricula for children in inclusive settings*. Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Dombro, A.L., Colker, L.J., & Dodge, D.T. (2001). *The creative curriculum for infants and toddlers*. Washington, D.C.: Teaching Strategies.
- Gonzales-Mena, J. (2001). *Multicultural issues in child care* (3rd ed.). Mountain View, CA: Mayfield Publishing.
- Seefeldt, C. & Galper, A. (2006). *Active experiences for active children: Social studies* (2nd ed.). Upper Saddle River, NJ: Pearson.
- Weiser, M. G. (1991). *Infant/toddler care and education* (2nd ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Instructional Resources

- The Council for Exceptional Children (CEC)
<http://www.cec.org>
- The Division for Early Childhood (DEC)
<http://www.dec-sped.org>
- National Early Childhood Technical Assistance System
<http://www.nectas.unc.edu>
- National Association for the Education of Young Children
<http://www.naeyc.org>
- Zero to Three
<http://www.zerotothree.org>

XIII. Assignments, Evaluation Procedures, and Grading Policy

Academic Requirements

1. **Team Presentation ~ April 18~ Primary Assignment**

Students will work in teams to develop a specific early childhood curriculum guide (themes to be chosen from the provided list, with the approval of the instructor). The curriculum should be developmental in nature and lesson/activities should be adjustable to the needs of diverse children. An in class presentation of no more than 45 minutes will be given by the group on a date to be determined by the instructor (presentations will be aligned with similar topics covered in class). Areas to include in the written presentation: introduction, review of research, topic, units, skills to be developed, contributing questions, objectives, processes, central activities, related activities, evaluation, resources, and developmentally appropriate goals. The resulting typed curriculum guide should be submitted in a binder. The oral presentation will be evaluated on both organization and content. Each student should take an equal role in the presentation. (50 points)

2. **Journal Reviews ~ Due April 3 and April 18**

Preparation of two journal reviews relating to early childhood curriculum and presentation of information to the class will be completed. The review should be no more than two pages in length, double spaced. A copy of the article must accompany the typed journal review. (10 points each, 10 points for oral presentation total 30 points)

3. **Lesson Plan and Rubric ~ April 18**

Each student will develop and present an original lesson/activity (a plan included in your team presentation) and assessment rubric that is appropriate for young children. See attached format for specifics on the activity/lesson plan details. (20 points)

Administrative Requirements

1. Attendance and participation in learning activities (in class and outside of class) that include discussion, role-play and simulations, individual and collaborative learning/problem solving processes. Note: regular attendance, completion of assigned reading(s), and participation in class is expected (**after 2 absences, 10 points will be deducted from the final grade for each absence**).
2. All assignments are due on the day indicated in the course schedule. **One letter grade will be deducted for each day an assignment is late**. Missed assignments cannot be made up and will result in a score of 0 (zero).
3. 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.
4. 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 5th Edition style (where appropriate).

Grading Policy

Performance Assessment and Grading Policy

Refer to the assignment rubrics for specifics.

Final grades will be based upon the following criteria:

A	95 – 100	C	73 – 76
A-	90 – 94	C-	70 – 72
B+	87 – 89	D+	67 – 69
B	83 – 86	D	63 – 66
B-	80 – 82	D-	60 – 62
C+	77 – 79	F	59 or less

Instructional Procedures

Description of Instructional Procedures:

In-class instructional formats for this course include lecture and discussions; collaborative/cooperative learning activities, individual/small group problem solving and contextual applications; media presentations; and student presentations.

Out-of-class learning activities may include, but are not limited to the following learning activities: assigned readings, journal reviews, visiting an early childhood classroom and writing a brief critique of observations, and development of an activity/lesson plan.

XIV. Weekly Schedule

Date	Topic	Reading	Assignments
March 20	Introduction and overview of course requirements		
March 21	Video: Developmentally Appropriate Practice What is an Integrated Curriculum? Theoretical Frameworks for Early Childhood Education Writing Objectives What Thinking Processes are involved in Learning. Central Activities and Related Activities	See website.	
April 3	How can subjects be incorporated into an Integrated Curriculum		Journal Review 1 due
April 4	Journal Conference Journal Articles 1 & II due		
April 10	Midterm		
April 11	Planning for Social Studies Curriculum Promoting Self-Discipline in Young Children		
April 17	Group Presentations	Kostelnik Ch. 7	Journal Review 2 Due Team Presentation
April 18	Group Presentations	Kostelnik Ch. 8	Team Presentation Written Presentation

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XV. Provost Statements

ECE-722 Theoretical Bases of Early Childhood Education

SPECIAL NOTES * IMPORTANT PLEASE READ *

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. **It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses,** of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call [702-895-3177](tel:702-895-3177). The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of

information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Rebelmail—By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

ECE 706 – Curriculum in Early Childhood Education

Journal Review Fall 2006

Each student will be required to complete and present two journal article reviews. These journal articles are to relate to early childhood curriculum and/or child development. Each journal article written review is due on the dates listed on the syllabus. A copy of the article must accompany the article review. The typed double-spaced review should be no more than two pages in length. Each article review will be presented to the class. (10 points each)

Proficiency	Format (3 points possible)	Completeness of Information (5 points possible)	Presentation (2 points possible)
Exemplary 9 – 10 points	<ul style="list-style-type: none"> • Clear and logical order and sequence • Easy to follow • Typed • Appropriate grammar and spelling 	<ul style="list-style-type: none"> • Provides sufficient information or “blind” comprehension • Information is consistently thorough in scope and depth • Article is current (no more than 5 years old) • Article reviewed is applicable to children birth to eight years old • Information/content reviewed is exemplary 	<ul style="list-style-type: none"> • Clear and logical sequence/order • Understandable to audience (tone of voice, speed or voice, flow of communication) • Stays on topic • Sticks to 5 minute time limit and covers topic appropriately

<p>Acceptable</p> <p>7 – 8 points</p>	<ul style="list-style-type: none"> • Somewhat logical order and sequence • Typed • Minimal grammar and spelling errors 	<ul style="list-style-type: none"> • Provides sufficient information • Information is thorough in scope and depth • Article reviewed is 6-10 years old • Article reviewed is applicable to children birth to eight years old • Information/content reviewed is acceptable 	<ul style="list-style-type: none"> • Semi-logical sequence/order • Difficult to understand speaker (tone of voice is too loud/soft, speed of speech is too fast/slow, flow of communication is too fast/slow) • Interjects miscellaneous information into discussion • Sticks to the 5 minute time limit but was not finished
<p>Not Acceptable</p> <p>0 – 6 points</p>	<ul style="list-style-type: none"> • Difficult to follow sequence and order • Not typed • Poor grammar and spelling are present • Illegible 	<ul style="list-style-type: none"> • Review does not provide sufficient information from article • Article reviewed is 10+ years old • Article reviewed is not applicable to children birth to eight years old 	<ul style="list-style-type: none"> • Illogical sequence/order • Difficult to understand speaker (tone of voice is too loud/soft, speed of speech is too fast/slow, flow of communication is too fast/slow) • Off topic most of the time • Exceeds 5 minute time limit or presents for less than 2 minutes

**ECE 706 – Curriculum in Early Childhood Education
Lesson Plan and Rubric
Fall 2006**

Each student will develop and present an original lesson/activity that is appropriate for young children. The lesson must focus on one or more of the curricular domains. It is expected that the lesson presentation will actively involve students in the class and handouts be provided to each student. A written lesson plan using the format provided is due on the day of presentation. (20 points)

Proficiency	Format (4 points possible)	Completeness of Information (10 points possible)	Presentation (6 points possible)
<p>Exemplary</p> <p>18-20 points</p>	<ul style="list-style-type: none"> • Clear and logical sequence and order • Easy to follow • Typed • Appropriate grammar and spelling 	<ul style="list-style-type: none"> • Follows lesson plan format and is not missing any components • Goals, objectives, and procedures are developmentally/age appropriate • Gives appropriate plans to simplify and extend lesson • Information is consistent 	<ul style="list-style-type: none"> • Clear and logical sequence/order • Understandable to audience (tone of voice, speed or voice, flow of communication) • Stays on topic • Sticks to 10 minute time limit and covers topic appropriately • Provides handouts (about one page) to each class member

Acceptable 15-17 points	<ul style="list-style-type: none"> • Somewhat logical sequence and order • Typed • Minimal grammar and spelling errors 	<ul style="list-style-type: none"> • Somewhat follows lesson plan format and/or missing one of the components • Most of the goals, objectives, and procedures are developmentally/age appropriate • Plans to simplify and extend lesson are inappropriate • Most information is consistent 	<ul style="list-style-type: none"> • Semi-logical sequence/order • Difficult to understand speaker (tone of voice is too loud/soft, speed of speech is too fast/slow, flow of communication is too fast/slow) • Interjects miscellaneous information into Discussion • Sticks to the 10 minute time limit but was not finished
Not Acceptable 0-14 points	<ul style="list-style-type: none"> • Difficult to follow sequence and order • Not typed • Poor grammar and spelling are present • Illegible 	<ul style="list-style-type: none"> • Does not follow lesson plan format and/or missing more than two of the components • Goals, objectives, and procedures are not developmentally/age appropriate • Most information is inconsistent 	<ul style="list-style-type: none"> • Illogical sequence/order • Difficult to understand speaker (tone of voice is too loud/soft, speed of speech is too fast/slow, flow of communication is too fast/slow) • Off topic most of the time • Exceeds 10 minute time limit or presents for less than 5 minutes

Lesson Plan Format

Area/Domain:

Activity Name:

Goal(s):

Objectives:

(refer to the Clark County School District Curriculum Overviews for referencing objectives to the standard)

- 1.
- 2.

3.

Materials:

Procedures:

Simplification:

Extension:

Evaluation of Lesson and Learner(s):

**ECE 706 – Curriculum in Early Childhood Education
Team Presentation
Primary Assignment**

Students will work in teams to develop a specific early childhood curriculum guide. The curriculum should be developmental in nature and lesson/activities should be adjustable to the needs of diverse children. An in class presentation of no more than 30 minutes will be given by the group.

Areas to include in the written presentation include: introduction, review of research, topic, units, skills to be developed, contributing questions, objectives, processes, central activities, related activities, evaluation, resources, and developmentally appropriate goals. The oral presentation will be evaluated on both organization and content. (50 points)

Proficiency	Format (5 points possible)	Completeness of Written Information (25 points possible)	Completeness of Oral Presentation (20 points possible)
Exemplary 45 – 50 points	<ul style="list-style-type: none"> • Clear and logical sequence and order • Easy to follow • Typed • Appropriate grammar and spelling 	<ul style="list-style-type: none"> • Provides significant information • All major components are described and discussed including: topic, units, skills, goals, objectives, processes, central activities, related activities, evaluation, resources • Developmentally appropriate 	<ul style="list-style-type: none"> • Provides significant information • All major components are described and discussed including: topic, units, skills, goals, objectives, processes, central activities, related activities, evaluation, resources • Developmentally appropriate • Provides handouts (about one page) to each class member • Sticks to 30 minute time limit and covers topic appropriately • Provides handouts to each class member
Acceptable 35 – 44 points	<ul style="list-style-type: none"> • Somewhat logical sequence and order • Typed • Minimal grammar and spelling errors 	<ul style="list-style-type: none"> • Provides sufficient information • All major components (see above) are discussed 	<ul style="list-style-type: none"> • Provides sufficient information • All major components (see above) are discussed • Interjects miscellaneous information into discussion • Sticks to the 30 minute time limit but was not finished
Not Acceptable 0 – 34 points	<ul style="list-style-type: none"> • Difficult to follow sequence and order • Not typed • Poor grammar and spelling are present • Illegible 	<ul style="list-style-type: none"> • Provides little information • Few major components (see above) are discussed or described 	<ul style="list-style-type: none"> • Provides little information • Few major components (see above) are discussed or described Illogical sequence/order • Off topic most of the time • Exceeds 30 minute time limit or presents for less than 20 minutes

Curriculum Guide Project (The following themes/units have been selected to use in this project).

Theme	Looking at Our Society	Time of Our Lives	Eyes & Ears on the World	The World Around Us	Energy & How Things Work	Yesterday, Today, & Tomorrow
Units	Families Cooking and Eating	Change Around Us Over Time	Types of Media Functions	The Natural Environment Seasonal Cycles &	Energy Sources for Body Movements	Changes in Families

	<p>Living Together</p> <p>Working & Going to School</p> <p>Celebrating Special Events</p> <p>Recreational</p>	<p>Sequence & Change</p> <p>Work & Recreation</p> <p>Estimating & Measuring Time</p> <p>Clocks & Time Pieces</p> <p>Calendar Time</p> <p>Changes in People Aging</p> <p>Seasonal Changes</p> <p>Historical Changes</p>	<p>Consumers</p> <p>Advertising</p> <p>Music</p> <p>Newspapers & Magazines</p> <p>TV Programs</p>	<p>Weather Patterns</p> <p>Interdependence of all Living Things</p> <p>Soils & Rocks</p> <p>Plants</p> <p>Insect Life/Animal and Birds</p>	<p>Animal Movement</p> <p>Movement of Inanimate Objects</p> <p>Movement of Water</p> <p>Movement of Air, Wind, & Sound</p> <p>Body Movement</p>	<p>Roles of Men & Women</p> <p>Multi-Cultural Influences</p> <p>Schooling</p> <p>Local Area</p> <p>Housing & clothing</p> <p>Music</p> <p>Technology</p>
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