

WELCOME TO
Child Development 7

Introduction to Curriculum in ECE

INSTRUCTOR: Tamar Andrews, EdD
HOURS: Wednesdays 7-10:10 pm and online (hybrid)
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OFFICE HOURS: after class for one hour each week

Course Title: Introduction to Curriculum

Course Units: 3 semester units

Course Description: PREREQUISITE: Child Development 1 and 2.

Students learn and develop the knowledge and skills to provide appropriate curriculum and environments for young children from birth to age 6. Students examine a teacher's role in supporting development and fostering the joy of learning for all young children using observation and assessment strategies emphasizing the essential role of play. Planning, implementation and evaluation of curriculum includes but not be limited to: language and literacy, social and emotional learning, sensory learning, art and creativity, math, natural and physical sciences.

Textbook: Wortham, Sue. (2010), Early Childhood Curriculum: Developmental Bases for Learning and Teaching, 5th Ed., Boston, MA: Pearson Publishing

Student Learning Outcomes: Participation in this class will enable students to demonstrate:

1. To investigate theories and practices associated with the ECE curriculum.
2. To examine techniques used in the authentic assessment and evaluation of young children.
3. To create instructional material used to teach the curriculum.
4. To plan activities for an active hands-on approach to the curriculum.

5. To demonstrate methodology for teaching an integrated curriculum to young children.
6. To develop curriculum sensitive to cultural pluralism and children with special needs

Course Objectives:

Upon completion of the course students will be able to:

1. Investigate and apply developmentally appropriate principles and teaching strategies to positively influence all young children's development and acquisition of knowledge and skills.
2. Evaluate the teachers' role in providing best and promising practices in early childhood programs.
3. Compare and contrast play-based curriculum that supports children's cognitive, language, creative, physical and social/emotional development.
4. Design and implement curriculum based on observation and assessment to support play and learning using developmental, inclusive and anti-bias principles in collaboration with families to support all children.
5. Plan and implement age appropriate activities in the curriculum areas of language and literacy activities to a small group of peers using concepts of the continuum that leads to reading and writing. Critique lessons implemented by self and peers using appropriate criteria.
6. Plan and implement age appropriate hands-on math activities for young children to a small group of peers that facilitates for understanding of either counting, classifying, comparing, parts and wholes, measurement, patterning, seriation or spatial sense with a limited use of symbols.
7. Create and implement developmentally appropriate creative experiences for young children in science in a particular content area using real materials for first hand observations.
8. Create age appropriate, lesson plans around a theme which facilitates for children's learning in Language Arts, Math, Science, and Social Studies based on observation and assessment of young children to support play and learning using developmental, inclusive, and anti-bias principles to support all children, especially English language learners.

Methods of Teaching: You will have assigned readings and quizzes related to the readings. Quizzes will generally be done online with your notes and textbook. These are done to make sure that you keep up you're your readings and understand related

lectures as this a foundational course and it is imperative that you understand how each theory relates to child development. Please try not to miss any classes as this is a terrific way to lose easy points and not do well in the class. In addition, you will have thought-provoking questions to answer and we will have classroom discussions in the classroom. You will also learn from one another by presenting lesson plans appropriate for the topics being discussed. You will share photos of areas of classrooms as well.

Each week will have a section for required readings. It is important that you have the textbook and keep up with readings as assignments will deal directly with the readings.

Methods of Evaluating Outcomes:

TOTAL POINTS POSSIBLE FOR DISCUSSIONS = 100 POINTS: These discussions will take place online and will be worth 10 points for each discussion. As this is a hybrid course, it is imperative that you participate both in person and online. Each discussion will begin on a Sunday and will end on Saturday night. You must post one initial posting by Thursday midnight and a minimum of two responses by Saturday midnight to receive credit. No partial credit will be awarded and there is no make-up or grades for late submissions.

There will be a total of 10 quizzes for the semester, each administered online. Each quiz will relate to the chapters in the textbook, lecture materials and videos. They will be true/false and multiple choice questions. **TOTAL POINTS POSSIBLE FOR QUIZZES = 100 POINTS.**

You will have one presentation to do for the class on a lesson plan for a specific topic. This will be discussed further during class and presentations will take place in May. **TOTAL POSSIBLE POINTS FOR PRESENTATION = 50 POINTS.**

Classwork: TOTAL POSSIBLE POINTS FOR CLASSWORK IS 150 POINTS. There will be many types of classwork including creating flannel board stories, props for songs, transition activities, group work on paper in class, etc. You will keep all of these in a three-ring binder which should be brought to each class session.

Notebook: the organization of the notebook (three-ring binder) is essential for the way in which this course is organized. As such, great weight will be placed on its successful completion. TOTAL POSSIBLE POINTS FOR NOTEBOOK IS 100 POINTS.

Grading Criteria: Total possible points for the course is 500. 450-500 points is an A. 400-449 points is a B. 350-399 points is a C. Anything below 350 is a Fail.

Rubric for Written discussion postings

	<u>10 points</u> <u>Outstanding</u>	<u>8 points</u> <u>Commendable</u>	<u>6-7 points</u> <u>Acceptable/</u> <u>Marginal</u>	<u>5 or less points</u> <u>Unsatisfactory</u>
Meeting requirements of assigned topic	Responds directly to the assignment. Strong, clear, unusually perceptive ideas that focus and unify the whole paper.	Responds to the assignment. Clear, perceptive ideas that control the paper.	Responds to the assignment. Clear but perhaps implied and predictable ideas that still consistently focus the paper.	May respond loosely or vaguely to the assignment. Controlling idea is present but may be generalized, commonplace, or trite. May not consistently focus the paper
Voice and tone	Authoritative, engaging, cogent, logical, sophisticated tone.	Strong, interesting, reasonable. Consistently appropriate tone.	Interested in subject but lacks the authority of better essay. Generally appropriate tone.	Lacks authority; may be vague or unclear but seems interested in informing the reader. Some inappropriate tone shifts.
Content/ Support	Specific, concrete, detailed discussion throughout. Ideas are substantiated with multiple reasons supported by relevant information. Examples are developed thoughtfully and analytically.	Most paragraphs contain specific, concrete, detailed discussion. Ideas are substantiated with multiple reasons supported with appropriate information and examples	Some sections contain specific, concrete discussion. Ideas are supported with reasons and some relevant evidence. Less comment on and development of the evidence.	Much summary or many loosely strung together statements with little support. Vagaries and many generalities. Possibly some misinformation.
Organization	Coherent, focused. Orients the reader by introducing the	Well-organized, focused. Begins and ends	Logical but may not be strong. May begin and end abruptly.	Much of the essay is on topic but may still lack focus. Attempts

	subject. Provides clear direction and intent. Concludes effectively.	effectively. Direction and intent may be implied; ideas do move forward.	Transitions may be rough.	to introduce and conclude. Little logical development or no progression of ideas
Mechanics: Spelling, grammar, punctuation APA style	Varied and often sophisticated sentence structure, avoiding monotony; mastery of the conventions of Standard English with FEW or NO errors in mechanics, usage, and spelling.	Some variety in sentence structure; command of the conventions of Standard English with FEW errors in mechanics, usage, and spelling.	Acceptable sentence structure, but may lack variety; control of the basic conventions of Standard English with SOME common errors in mechanics, usage and spelling.	Little variety in sentence structure, bordering on monotony; little control of the basic conventions of Standard English with MANY errors in mechanics, usage, and spelling.

Presentation Rubric

CATEGORY	45-50 points	35-44 points	25-34 points	0-24 points
Knowledge	Student showed excellent knowledge of content, needing no cues and showing no hesitation in talking or answering questions.	Student showed excellent knowledge of content, but 1-2 students once needed note cards to talk or answer questions.	Student showed excellent knowledge of content, but 1-2 often needed note cards to talk or answer questions.	Student needed note cards to talk and to answer questions.
Questions & Answers	Excellent, in-depth questions/ answers supported by facts were provided student.	In-depth answers were provided by student.	Student was able to answer some questions posed by peers.	Student was not really able to answer questions posed by peers.
Interest and Purpose	Presentation has a clear and interesting purpose. All students engaged in activity.	Presentation is interesting but purpose is somewhat unclear. Students are engaged but not clear on what to do or what is being learned.	Presentation is not very interesting and purpose is somewhat unclear. Students appear bored, not interested and/or activity not set up to fully engage.	Presentation is not interesting and has no discernable purpose.

Copy of lesson plan	Student provided all necessary documentation and directions to peers	Student provided copies of lesson plans but they were not terrific	Lesson not appropriate and/or not complete.	Did not provide lesson
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10 Commandments of my classes:

1. Please ask questions! There is no such thing as a stupid question. Your question might be one that everyone else would like to know the answer to and it is important for this course, as well as for your future as teachers that you understand child growth and development.
2. Please do not bring any telephones or pagers into class. If your pager or telephone should ring during class, you will be asked to leave. I don't mind if you keep it on silent but do not answer it in class. If you need to speak on the phone, leave the room first and then take the call. However, if you do this often, you will be asked to leave permanently.
3. You may bring drinks or snacks to class but not entire meals or foods that create strong odors in the room. Additionally, please do not wear strong perfumes or colognes in consideration of those who may have allergies or sensitivities to such.
4. Do not bring any children to class.
5. Do not ever ask if you will or have missed something "important." I prepare each and every lecture, assignment, and event with the utmost consideration to the needs of Child Development students. Every aspect of this course is important.
6. Do not assume that I will automatically drop you if you do not show up for class. If you choose to withdraw, please follow the college policy as stated in the catalog or your name will remain on the class roster and you may receive an F.
7. If you are punctual and participatory; if you keep up with assignments, videos, and readings; if you want to receive a high grade in this class; if you want to be successful, it is completely within your power to do so. I am always available to ensure that you are able to successfully complete this course. Please see me early in the semester if you feel you need additional help to do so. I will make every effort to help you.
8. I will not tolerate plagiarism or cheating of any kind. I expect honesty in all of your assignments, papers, tests, etc. Anyone caught cheating will automatically receive an F for that assignment or exam.
9. Do not e-mail or leave me a message the day before an assignment is due. While I will make every attempt to reply to questions in a timely manner, you cannot expect to complete an assignment at the last minute and have the instructor waiting by the computer should you have any questions.

10. I, as the instructor for this class, understand my obligation and responsibility to come to class prepared with lessons and activities that will enable you to actively participate in your own education in this course. I will arrive to class on time and be available during posted office hours. If I decide to make any changes to the syllabus, I will notify students in advance and if I am ill, and class must be changed or cancelled, I will make every attempt to notify students of such and what will be done to make up the missed class.

Going to college is much like having a job. YOU choose where to go to work/college. As such, if you do what is expected of you and do a good job, with quality and pride, your boss/instructor will give you a paycheck/good grade. However, if you don't show up to work/class, your boss/instructor may dock your paycheck/lower your grade. If you are absent from work/class too often, your boss/instructor may fire you/drop you from the class.