



## ECHE 3243: Curriculum for Early Childhood Fall , 2017

*ECHE 3243 is a required course for the BS/INST/EC-6 Generalist Program Degrees  
And the BS/INST/ECHE Program and ECHE Minor*

**College of Education, Department of Language, Literacy & Special Populations**

**Instructor:** Rebekah Smith  
Garrett Teacher Education Center  
P.O. Box 2115/ Huntsville, Texas 77341  
936-661-1442  
[rps016@shsu.edu](mailto:rps016@shsu.edu)

**Class Format:** Lecture with Field Experience

**Class day and time:** Monday 10:00-11:50 / 3:00-4:50

**Class location:** TEC 131

**Course Description:** This course will prepare teacher candidates in the EC-6 certification program to become successful in teaching in the early childhood grades, EC-3, by using effective models of teaching and learning. Emphasis is placed on assessment strategies that help strengthen the link between the early childhood grades, EC-3 curriculum and responsive instructional practices for meeting the needs of diverse young children. Prerequisite: 60 hours, CIEE 3374, ECHE 3313, SPED 2301. Credit: 2.

**Textbook:**

Kostelnik, M. J., Rupiper, M., Soderman, A. K. & Whiren, A. P. (2014). Developmentally appropriate curriculum in action. Upper Saddle River, NJ: Pearson Education Inc.

**Course Objectives:** The following objectives will be met during this course. The students will:

1. gain and apply knowledge about today's early childhood students and discuss the educational implications;
2. develop specialized skills and knowledge regarding appropriate strategies for teaching and assessing young children;
3. design instructional experiences that are developmentally appropriate for young children and that improve teaching and learning;
4. plan learning experiences consistent with brain research and learning styles;
5. plan, implement, assess effectiveness of lessons taught in collaboration with mentors;
6. work directly with young children, become responsive to their developmental needs and promote their intellectual capacities;
7. analyze effective school curriculum and organization for early childhood education;
8. apply national and state standards in planning curriculum and assessing student learning; and
9. plan and implement lessons that address the specific needs of an increasingly diverse early childhood classroom, including the English Language Learners

A matrix that aligns course objectives, activities, assessments, and standards:

### Course Content Matrix:

Objectives/Learning Outcomes The student will:	Activities/ Assignments  * Indicates field based activity	Measurement and Performance Assessment	Standards EC-6 Generalist NAEYC Standards DDP	SHSU College of Education NETS Conceptual Framework ACEI Standards
gain and apply knowledge about today's early childhood students and discuss the educational implications;	Reading assignments Class discussions Blackboard discussions *Field based assistance and lesson plans	Blackboard discussions Quizzes Final exam Mentor evaluation Lesson plans Reflection of lessons	1.1s; 1.3s; 1.4s; 1.6s; 1.10s; 1.16s; 1.20s. 1.23s DDP 1, 8, 1 4b; 4c; 4d, 5 a, 5.b, 5.c	CF 1, CF 4, C 1a 1.0, 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.5, 4.0, 5.1
develop specialized skills and knowledge regarding appropriate strategies for teaching and assessing young children	In class discussion In class activity	Blackboard Discussions Class discussions Mentor evaluation	1.1s; 1.3s; 1.4s; 1.6s; 1.10s; 1.16s; 1.20s. 1.23s DDP 3, 9 1, 3.b, 4 b, 4.c, 5.a, 5.b, 5.c	CF 3, CF 5 1.0, 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.5, 4.0, 5.1
design instructional experiences that are developmentally appropriate for young children and that improve teaching and learning;	Lesson plans Center Materials *Field based teaching experiences	Lesson Plans Design Lesson Materials	1.1s; 1.3s; 1.4s; 1.6s; 1.10s; 1.16s; 1.20s. 1.23s DDP 1, 9, 10 1, 4b; 4c; 4d, 5.a, 5.b, 5.c	CF 1, CF4, C 1a 1.0, 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.5, 4.0, 5.1
plan learning experiences consistent with brain research and learning styles;	textbook readings classroom discussions lesson planning	Lesson Plans	1.1s; 1.3s; 1.4s; 1.6s; 1.10s DDP 1, 9 1, 4b; 4c; 4d, 5.b	CF 1, CF 4, C 1a 1.0, 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.5, 4.0, 5.1
plan, implement, assess effectiveness of lessons taught in collaboration with mentors;	Lesson planning Lesson reflection	Lesson Reflections	1.1s; 1.3s; 1.4s; 1.6s; 1.10s; 1.16s; 1.20s. 1.23s DDP 9 10 4.c, 4.d, 5.a, 5.b, 5.c	CF 4, CF 5 1.0, 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.5, 4.0, 5.1
work directly with young children, become responsive to their developmental needs and promote their intellectual capacities;	*field based activities and taught lessons	Field Experience activities Mentor feedback	1.1s; 1.3s; 1.4s; 1.6s; 1.10s; 1.16s; 1.20s. 1.23s DDP 1, 3, 6, 10 4.b, 4.c, 4.d, 5.a, 5.b, 5.c	CF 1, CF 3, C 1.0, 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.5, 4.0, 5.1
analyze effective school curriculum and organization for early childhood education;	Review of Pre-K guidelines Class discussions	Class discussion Quizzes Final exam	1.1s; 1.3s; 1.4s; 1.6s; 1.10s; 1.16s; 1.20s. 1.23s DDP 1 3b, 3c, 4.c, 5.a, 5.c	CF 1 1.0, 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.5, 4.0, 5.1
apply national and state standards in planning curriculum and assessing student learning;	Review of Pre-K Guidelines	Lesson Plans	1.1s; 1.3s; 1.4s; 1.6s; 1.10s; 1.16s; 1.20s. 1.23s DDP 7 3, 4b; 4c; 4d, 5.c,	CF 4, 1a 1.0, 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.5, 4.0, 5.1
plan and implement lessons that address the specific needs of an increasingly	Classroom discussions *field experience activities and taught lessons	Lesson Plan	1.1s; 1.3s; 1.4s; 1.6s; 1.10s; 1.16s; 1.20s; 1.23s DDP 1, 5, 6, 10 4b; 4c; 4d, 5.a, 5.b, 5.c	CF 1, CF3, C 1a 1.0, 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.5, 4.0, 5.1

**IDEA Objectives:** The instruction in this course will address the following major objectives (as



assessed by the IDEA course evaluation system):

**Essential:** Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

**Important:** Learning to apply course material (to improve thinking, problem solving, and decisions).

#### **Course/Instructor Requirements:**

**Late assignment policy:** Assignments are expected to be submitted at the beginning of class on the due date noted on the course calendar. Late assignments will result in point deductions. (One point deduction after the beginning of class and an additional point per day if it is submitted after the due date).

**Time requirement:** This is a 2 hour credit course. Each week the student will have two hours in-class and will spend approximately 4-6 hours a week reading, studying, and preparing for the class.

**Field experience:** This semester the field component will be completed in a pre-kindergarten classroom. Each student will be assigned to a classroom and a time period to complete the 10-12 hours of level 2 field experience. **Failure to complete the minimum 10 hours of level 2 early childhood field experience, with log verification, will result in course failure.** More information will be discussed in class.

**Assignments and grading:** Work can be submitted electronically or to the class basket. All grading criteria/rubrics will be provided when the assignment is introduced. Attach a grading rubric to each assignment you wish graded. If there is no rubric, a 1 point deduction will result.

**SHSU Online and Blackboard Information:** All assignments, grading rubrics, announcements, quizzes, discussion material, and group participation information will be posted on Blackboard. It is your responsibility to access the class site frequently. Email and group postings can be accessed through the site. Microsoft Office is the preferred operating system for opening and creating documents (PowerPoints and Word documents).

## Course Outline

### Assignments

- Chapter quizzes 4 at 20 points each – 80 points
- Final Exam – 50 points
- Field experience reflective papers 4 at 20 each – 80 points
- Learning center materials – 40 points
- Learning center lesson plans – 40 points (10 points – draft, 30 points final plans)
- Large group Guidance lesson plan – 30 points (10 points draft, 20 points final plan,)
- Taught Lesson Reflection - 10 points
- Learning Centers reflection – 10 points
- Discussion Board – 4 @ 10 points each – 40 points
- Dispositions Reflection – 10 points
- Engagement, Involvement, Professionalism – 10 points

**Grades:** The course is based on a 400 point scale.

**A=93% and above    B=80-92%    C=70-80%    D=60-70%    F= below 60%**

372-400 = A

320 – 371 = B

280-319 = C

240 – 279 = D

Below 240 = F

**Extra Credit Points** – For this course you may earn **up to 20 extra credit points (maximum)**.

1. Attendance in a professional development training (face to face) **1 point** per training hour  
Educational/Teaching/Professionalism Content, **2 points** per training hour for ECHE content.
2. Enrollment/verification of ECHE professional organization – **5 points** for membership – **10 points** for verified active involvement.
3. Reading and summarizing an article or current event story on the topic discussed in class. Submit the article and a 1 - 2 page summary of the article with your reaction. **ALSO** you must let me know when you wish to orally share the article during class. **3 points** per article.
4. Completing additional hours of field experience within designated time window. – **up to 10 points** – log and reflection required.
5. Completing video reflections - **5 points**
6. Additional opportunities may be placed on blackboard throughout the semester.

**Schedule for the semester on next page**

## Student Guidelines

### University Policies

- SHSU Academic Policy Manual-Students
  - [Procedures in Cases of Academic Dishonesty #810213](#)
  - [Disabled Student Policy #811006](#)
  - [Student Absences on Religious Holy Days #861001](#)
  - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
  - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
  - Technology during instruction: Cell phones must be silenced before class and texting during class will not be accepted. There times in which cell phones and computers will be used in class discussions, group work and research during class time. During the field component of the class, no cell phones may be used or visible, in pockets or out in the open.
  - Technology during exams: Many of the quizzes and exams in this class are through blackboard, with time limitations.
  - Technology in emergencies: It is understandable that all students have lives outside of the classroom. Emergencies do occur when we least expect them. With your phone in silent mode during class rime, if you receive an emergency call, please step out of the classroom and take care of your needs. If you need to leave the classroom for the emergency, notify the professor through email later that day or as soon as you the emergency situation is stable.
- Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

**Attendance:** Each class session is important to your understanding of the course content. This course is 2 hours in length. Students may not miss more than three hours (2 class sessions) during the semester. **10 points** will be deducted for **each hour** of absence beyond the initial 3 hours. If you miss any class, it is your responsibility to obtain the needed handouts, information, and materials. Tardy to class will result in ½ hour absence. It is your responsibility to sign the roll sheet at the beginning of each class period. Regular and punctual attendance is expected. This is a “hands-on” course in which many of the instructional techniques are demonstrated in class and debriefed in large and small group discussions. Attendance also demonstrates a level of responsibility and commitment to the field of early education. Additionally, state attendance laws are strictly adhered to for children and parents, thus as educators, we must model the importance of being present and punctual. For these reasons it is important that you be in class and on time each session. A pre-service teacher will not be penalized for three or fewer hours of absence when assignments have not been missed. Excessive absence situations will be addressed on an individual basis.

### Course Expectations:

**Professionalism** must be maintained. This is a professional course of study which prepares students to be responsible, accountable, and successful educators in preparing children of today for their future, as well as the future of our society. As an educator you will additionally be responsible to parents, colleagues, and the community which should not be taken lightly. Enthusiasm and dedication to your coursework will better you prepare you in engaging children in the learning process. Behaviors considered unprofessional will be addressed on an individual basis.

**Bibliography** – additional readings or websites may be placed on Blackboard, as needed to student success.

## **College of Education Information**

### **Accreditation**

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

### **Course and Program Evaluation**

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.