



## **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**

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**Office hours:**  
Monday, 1:30 – 3:00 Huntsville  
Tuesday, 4:00 – 5:30 Woodlands  
Other times, online and by appointment

**Class Format:** Lecture with Field Experience  
**Class day and time:** Tuesdays 5:30 – 7:20  
**Class location:** The Woodlands Campus 251

**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. 10 hours of field experiences in public schools at appropriate levels included in this course. **Prerequisite:** 60 hours, [CIEE 3374](#), ECHE 2313, [SPED 2301](#).

**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 can be viewed at this link <http://www.shsu.edu/academics/education/center-for-assessment-and-accreditation/documents/course-matrices/ECHE%203243%20Course%20Content%20Matrix.pdf>

### Course Content Matrix:

Objectives/Learning Outcomes The student will:	Activities/ Assignments  * Indicates field based activity	Measurement and Performance Assessment	Standards EC-6 Generalist <i>NAEYC Standards</i> <i>DDP</i>	SHSU College of Education <i>NETS</i> Conceptual Framework <i>ACEI Standards</i>
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 <i>DDP 1, 8,</i> <i>1 4b; 4c; 4d, 5 a, 5.b, 5.c</i>	CF 1, CF 4, CF 5 <i>1a</i> <i>1.0, 2.1, 2.2, 2.3,</i> <i>2.4, 2.5, 2.6, 2.7,</i> <i>3.1, 3.2, 3.3, 3.4,</i> <i>3.5, 4.0, 5.1</i>
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 <i>DDP 3, 9</i> <i>1, 3.b, 4 b, 4.c, 5.a, 5.b, 5.c</i>	CF 3, CF 5 <i>1.0, 2.1, 2.2, 2.3,</i> <i>2.4, 2.5, 2.6, 2.7,</i> <i>3.1, 3.2, 3.3, 3.4,</i> <i>3.5, 4.0, 5.1</i>
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 <i>DDP 1, 9, 10</i> <i>1, 4b; 4c; 4d, 5.a, 5.b, 5.c</i>	CF 1, CF4, CF 5 <i>1a</i> <i>1.0, 2.1, 2.2, 2.3,</i> <i>2.4, 2.5, 2.6, 2.7,</i> <i>3.1, 3.2, 3.3, 3.4,</i> <i>3.5, 4.0, 5.1</i>
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 <i>DDP 1, 9</i> <i>1, 4b; 4c; 4d, 5.b</i>	CF 1, CF 4, CF 5 <i>1a</i> <i>1.0, 2.1, 2.2, 2.3,</i> <i>2.4, 2.5, 2.6, 2.7,</i> <i>3.1, 3.2, 3.3, 3.4,</i> <i>3.5, 4.0, 5.1</i>
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 <i>DD9 10</i> <i>4.c, 4.d, 5.a, 5.b, 5.c</i>	CF 4, CF 5 <i>1.0, 2.1, 2.2, 2.3,</i> <i>2.4, 2.5, 2.6, 2.7,</i> <i>3.1, 3.2, 3.3, 3.4,</i> <i>3.5, 4.0, 5.1</i>
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 <i>DDP 1, 3, 6, 10</i> <i>4.b, 4.c, 4.d, 5.a, 5.b, 5.c</i>	CF 1, CF 3, CF 5 <i>1.0, 2.1, 2.2, 2.3,</i> <i>2.4, 2.5, 2.6, 2.7,</i> <i>3.1, 3.2, 3.3, 3.4,</i> <i>3.5, 4.0, 5.1</i>
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 <i>DDP 1</i> <i>3b, 3c, 4.c, 5.a, 5.c</i>	CF 1 <i>1.0, 2.1, 2.2, 2.3,</i> <i>2.4, 2.5, 2.6, 2.7,</i> <i>3.1, 3.2, 3.3, 3.4,</i> <i>3.5, 4.0, 5.1</i>
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 <i>DDP 7</i> <i>3, 4b; 4c; 4d, 5.c,</i>	CF 4, <i>1a</i> <i>1.0, 2.1, 2.2, 2.3,</i> <i>2.4, 2.5, 2.6, 2.7,</i> <i>3.1, 3.2, 3.3, 3.4,</i> <i>3.5, 4.0, 5.1</i>
plan and implement lessons that address the specific needs of an increasingly diverse early childhood	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 <i>DDP 1, 5, 6, 10</i> <i>4b; 4c; 4d, 5.a, 5.b, 5.c</i>	CF 1, CF3, CF 5 <i>1a</i> <i>1.0, 2.1, 2.2, 2.3,</i> <i>2.4, 2.5, 2.6, 2.7,</i>

classroom, including the English Language Learners				3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1
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## Standards

**Required Program Standards** (SPA – ACEI) <http://www.acei.org/programs-events/ncate.html>

**NAEYC standards:**

[http://education.uncc.edu/eportfolio/documents/word\\_files/Standards/naeyc\\_standards.htm](http://education.uncc.edu/eportfolio/documents/word_files/Standards/naeyc_standards.htm)

**State Standards/Competencies for certification**

<http://www.tea.state.tx.us/index2.aspx?id=5938>

**Diversity and Disposition Proficiencies**

**Conceptual Framework Alignment** [CF—Conceptual Framework Indicator](#)

**ISTE NETS\*S Technology Standards** (for technology integrated curriculum)

[NETS\\*S – ISTE NETS Technology Standards for Students](#)

**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. Students enrolled in Student Teaching, Content Methods and/or Literacy Block will complete the required hours of field work outside Student Teaching, Content Methods, or Literacy Methods Blocks. Special placement with professor approval may be needed and modification must be approved prior to October 1<sup>st</sup>.

**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 3 at 20 each – 60 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
- Field Experience Log – 15 points
- Field Experience Teacher Feedback – 15 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/presentation.
4. Completing additional hours of field experience within designated time window. – **up to 10 points** – log and reflection required.
5. Additional opportunities may be placed on blackboard throughout the semester.

**Schedule for the semester**

**Nabors Assignment Schedule ECHE 3243 Fall 2017**

<b>Date</b>	<b>Topic</b>	<b>Text Reading</b>	<b>Assignments Due</b>	<b>New Assignment and Field Experience information</b>
Tuesday, August 29	First Day of Class			Posting of syllabus and assignment schedule,
				Field Experience and Reflection information
				Discussion #1 is <b>up</b>
Tuesday, September 5	Early Childhood Programs	Chapter 1	Field experience forms	
Tuesday, September 12	Developmentally Appropriate Programs	Chapter 2 Text Learning Cycle	Discussion #1 <b>10 points</b>	
Tuesday, September 19	Developmentally Appropriate Programs	Chapter 2 Text Learning Cycle		Quiz 1 - text chapters 1-2 <b>opens</b>
	Developmentally Appropriate Practice	Introduction of Pre-K Guidelines		
	Standards Pre-K Curriculum			
Tuesday, September 26	Lesson Planning	Chapter 5 Text	Online Quiz #1 <b>20 points</b>	Quiz 1 <b>closes</b> prior to class
				Discussion #2 goes <b>up</b>
Tuesday, October, 3	Small Group learning, Student initiated learning and Centers	Chapter 6 & 7 Text Small group and Learning Centers Indoors and Outdoors	Discussion #2 <b>10 points</b>	Center Lesson Plan Information goes up
				Quiz 2 - Pre-K guidelines <b>opens</b>
Tuesday, October 10	Small Group		Online Quiz #2 <b>20 points</b>	Quiz 2 <b>closes</b> prior to class

				Discussion #3 goes up
Tuesday, October 17	Large group	Chapter 8 & 4 Large Group Learning and Assessment	Discussion # 3 <b>10 points</b>	Quiz #3 - large group, small group, assessment(chapters 4, 5, 6, 7, 8, <b>opens</b> )
Tuesday, October 24	Guidance	Chapter 3 Guidance	Online Quiz # 3 <b>20 points</b>	Quiz # 3 <b>closes</b> prior to class
				<b>Field Experience Week 1</b>
Tuesday, October 31 	Aesthetic Development	Chapter 9 & 10 Aesthetic & Affective Domains	Center Lesson Plan drafts <b>electronically</b> <b>10 points – by 5:00 pm Wed.</b>	<b>Field Experience Week 2</b>
Tuesday, November 7	Cognitive Development	Chapter 11 & 12 Cognitive Development - Math and Science	Learning Center Material <b>40 points</b>	Discussion # 4 Goes up
			Field Experience Reflection #1 <b>20 points.</b>	
			Guidance Lesson Plan draft electronically <b>10 points – by 5:00 pm Wed.</b>	
				<b>Field Experience Week 3</b>
Tuesday, November 14		Chapter 13 Language Development	Center Lesson Plans - final <b>30 Points</b>	Dispositions paper goes up
			Field Experience reflection # 2 <b>20 points</b>	<b>Field Experience Week 4</b>
			Discussion # 4 <b>10 points</b>	Quiz # 4 - <b>opens</b> Chapters 9, 10, 11, 12, 13, 14,
Tuesday, November 21	Physical and Social Development	Chapter 14 & 15 Physical Development	Field Experience reflection # 3 <b>20 points</b>	
Thanksgivin g week		Social Development	Reflection of Center Lessons	<b>Most districts “have no classes”</b>

			and Reflection on Materials 10 points	Field Experience Week 5
Tuesday, November 28	Tying it all Together	Chapter 16	Dispositions paper 10 points	Quiz #4 closes prior to class
			Quiz #4 20 points	Field Experience Week 6 with prior approval.
			Reflection on taught lesson - 10 points	
			Guidance Lesson plan final 20 points	
Tuesday, December 5	Field Experience Log submission – 15 points Field Experience Teacher Feedback – 15 points ALL Work to be graded must be submitted prior to taking the Final Exam. Final Exam 50 points			

### Student Guidelines

#### University Policies

- SHSU Academic Policy Manual-Students
  - [Procedures in Cases of Academic Dishonesty #810213](#)
  - [Students with Disabilities #811006](#)
  - [Student Absences on Religious Holy Days #861001](#)
  - [Academic Grievance Procedures for Students #900823](#)

Any student with a disability that affects his/her academic performance should contact the Office of Services for Students with Disabilities in the SHSU Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786) to request accommodations.
- 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 time, 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 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. 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 and 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.