



ECHE 4333 Curriculum Development in Early Childhood Education Fall, 2017

ECHE 4333 is a required course for the BS/ IDS/ECE Degree

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

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Course Description: An in-depth study will be made of developmentally appropriate practices in care and educational settings for young children. Appropriate curriculum and instruction, thematic unit development, and a study of the state adopted guidelines are major areas of emphasis.
Prerequisites: 60 hours. Credit 3.

Class day and time: Online, student-directed learning

Class location: Online

Textbooks:

Van Hoorn, J., Nourot, P. M., Scales, B. & Alward, K. R. (2014). *Play at the center of the Curriculum*. (5th ed.). Upper Saddle River, NJ: Pearson Education Inc. ISBN- 10: 0137060718 or ISBN -13

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

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 planning, 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 the various early childhood settings;
6. Analyze state standards for early childhood education and care;
7. Apply national and state standards in planning curriculum and assessing learning of young children;
8. Plan and develop a curriculum portfolio to be used in early childhood education and care settings.



A matrix that aligns course objectives, activities, assessments, and standards can be viewed at this [link](#).

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:

Attendance:

Attendance: Students accumulating absences totaling 15% of instructional hours before the 60% point of the class are subject to being dropped from the course. In this distance learning course, your attendance will be tracked by participation in the discussion forum, completion of e-mail assignments, and other activities as assigned.

State and Accrediting regulations require Community Colleges to track attendance. Attendance in this Internet-driven course is based on the timely submission of weekly assignments. Students will receive credit for 'attending' the class each time a weekly assignment is submitted. Some weekly lessons require the submission of one assignment, some require two. Each lesson will indicate when it is complete.

The student is responsible for pressing the 'submit' button each time he or she has completed an assignment. If the page indicating that the assignment has been submitted does not appear, then the assignment has not been submitted.

You are required to log on weekly and review the week's course material. Individual Assignments or Internet Assignments are due each week. Attendance will be taken based on your submitting assignments weekly. If you fail to submit an assignment when due, you will be marked absent for that week.

Late Assignment Policy:

Assignments are expected to be turned in on the listed due date. Due dates will vary based on class consensus. Late assignments will result in point deductions. All written work is expected to be neat, professional, and typed. All grading criteria will be given when the assignment is introduced.

Time Requirement: Be prepared to spend 4-6 hours per week on this course.

This course is a required course for an EC-6 education major. As such, coverage will be made of an extensive amount of material during the semester. Keeping up with the current readings and assignments will help in class discussions, ticket-ins, the final exam, and the construction of the projects.

Professionalism Policy:

Students are expected to assist in maintaining a classroom environment which is conducive to learning and respectful for all participants. Professionalism also includes the following dimensions from *Learning and Leading with Habits of Mind*, The Habits of Mind Chapter 2, page 2, by Costa and Kallick, (2008).

Value: Choosing to employ a pattern of intellectual behaviors rather than other, less productive patterns.

Inclination: Feeling the tendency to employ a pattern of intellectual behaviors.

Sensitivity: Perceiving opportunities for, and appropriateness of, employing the pattern of behaviors.

Capability: Possessing the basic skills and capacities to carry through with the behaviors.

Commitment: Constantly striving to reflect on and improve performance of the pattern of intellectual behaviors.

Policy: Making it a policy to promote and incorporate the patterns of intellectual behaviors into actions, decisions, and resolutions of problematic situations.

Unless otherwise approved, students are prohibited from the following: using cellular phones, making offensive remarks, reading newspapers, sleeping, engaging in any form of distraction, and inappropriate bodily gestures. Inappropriate behavior shall result, minimally, in a request to leave class. Cell phones, iPods, or other electrical devices that distract from learning will be confiscated.

Academic Dishonesty Policy: **Cheating and plagiarism will not be tolerated.** Academic dishonesty is any attempt to deceive involving academic work or records. Forms of deceit include cheating, plagiarism, unauthorized assistance, multiple use, falsification or fabrication, complicity, and abuse of academic materials. This includes electronic cheating (For example, if you are referencing material from a book or a website you need to paraphrase the material and reference the source. Cutting and pasting is NOT acceptable!) All work must be original with proper documentation of sources, and credit must be given for the source(s) even if it is from another student. The second offense will result in an “F” for the entire course.

Webster's New Collegiate Dictionary 9th ed, (1981) defines **plagiarize** \ˈplɑ-jē-,rɪz also j - -\ **vb - rized; -riz-ing vt** [*plagiary*] : to steal and pass off (the ideas or words of another) as one's own : use (a created production) without crediting the source **vi:** to commit literary theft: present as new and original an idea or product derived from an existing source - **pla-gia-riz-er n** (p. 870) *Merriam-Webster's collegiate dictionary* (9th ed.). (1993). Springfield, MA: Merriam-Webster.

Course Outline

Assignments

Quizzes (160 points): Quizzes are online. Each quiz will consist of 10 questions related to the assigned reading. You will have 20 minutes to complete each quiz – 2 minutes for each question.

Length: 10 questions

Due: check the schedule of assignments

Evaluation: 1 point for each correct answer

Thematic Learning-Center Project (100 points): Learning centers can provide opportunities for integrated curriculum/content area learning. Select early childhood grade level (prekindergarten, kindergarten, 1st grade, 2nd grade, or 3rd grade) Select an overarching theme such as – water, insects/bugs, trees, vegetables. You may select one of the aforementioned themes or use another theme. The theme needs to connect to students real world experiences. Your unit will include three (3) thematic learning centers that support the overarching theme. For example using the overarching theme Water could have the following thematic centers: Weather thematic center; Recycling/Clean Water thematic center; Healthy Body thematic center; and, Electricity thematic center.

- Use the Thematic Learning Center graphic organizer and web of integrated learning to construct each thematic learning center posted on Blackboard. An example of a partially completed web is posted on Blackboard. Specific information for the web based on information identified in each chapter in *Play at the center of the Curriculum*.
- Describe five (5) behavior management strategies to use during thematic learning centers. How will each behavior management strategy support children's five developmental domains?
- Develop a *Letter to Parents* that will introduce and discuss your play-based thematic learning-centered unit of study.

Length: Varies

Due: check the schedule of assignments

Evaluation: Rubric posted on Blackboard

Applying Your Knowledge – Discussion Board (70 points): Discussion board statements or questions are posted throughout the semester based on selected topics. You are required to select and respond to the posted statement or question with a thoughtful, well-developed response. You are required to ask two substantive and thoughtful questions for at least two (2) of your classmates to answer based on your initial posting. Finally, you are required to respond to at least two (2) of your classmates' postings and questions within their postings. Selected topics are as follows:

- Playful State of Mind – Why is placing play at the center of early childhood curriculum relevant for children's development and learning? **OR** How is the relationship between children's play, autonomy and the expectations of society's education structure relevant for children's development and learning?
- The Role of Play –Why is the teacher's role critical to the quality of a play-centered curriculum? **OR** Describe six or more ways that early childhood teachers can advocate for child-directed play and give an example of a useful resources for each form of child-directed play.

- Chapter 1 – Discuss challenges and opportunities related to the development and implementation of NAEYC standards for young children’s learning and development with Texas standards. **OR** Compare the NAEYC’s position on developmentally appropriate practice with Texas standards for young children’s development and learning.
- Chapter 2 – Why is play a constructivist approach to children’s development and learning (include Piaget theory)? **OR** How are social experiences and play central to children’s development and learning based on Vygotsky’s theory of development?
- Chapter 14 – What is the relationship between constructivism, social-cultural theories, children’s autonomy and the expectations of society? **OR** How does heteronomy and autonomy relate to the work of society, the work of childhood and children’s autonomy, critical for children’s development and learning?
- Chapter 11 – Compare the differences between children’s early socialization and the use of social studies Texas standards that is developmentally appropriate for preschool, kindergarten, or primary-grade children. **OR** Why should teachers adapt to classroom diversity in age, gender, inclusion, and culture.(consider Piagetian point of view and sociocultural traditions of Vygotsky)?
- Chapter 12 - Contrast two different teaching styles that support outdoor play and compare child-initiated and teacher-planned outdoor activities within the two styles. **OR** How does physically active outdoor play and child-initiated outdoor play contribute to children’s development and learning?
- Chapter 13 - Discuss how to apply the principles for considering toys and media technology as tools for play. **OR** How can play in early childhood programs address the standards for technology and still promote children’s development and learning?

Length: Varies

Due: check the schedule of assignments

Evaluation: Rubric posted on Blackboard

Final Exam (70 points):

The final exam will consist of 140 multiple-choice questions - .5 points each. The final is untimed. However, once you have logged-on to take the exam you cannot log-off. Please make sure you are on a secure internet site that will not kick you off while taking the exam.

Grades

Quizzes	160 points
Thematic Learning Center Project	100 points
Discussion Board	70 points
Final Exam	70 points

Evaluation/ Grading:

There will be a possible total of 400 points accumulated in the completion of this course.

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

Schedule

Week of	Assignments	Friday Final Postings	Quizzes	Applying Knowledge – Discussion Board	Three Thematic Learning Centers
8/23	Playful State	8/25	Playful		

	of Mind – handout		State of Mind		
8/28	The Role of Play	9/1	The Role of Play	<u>Playful State of Mind –</u> Why is placing play at the center of early childhood curriculum relevant for children’s development and learning? OR How is the relationship between children’s play, autonomy and the expectations of society’s education structure relevant for children’s development and learning? <u>The Role of Play –</u> Why is the teacher’s role critical to the quality of a play-centered curriculum? OR Describe six or more ways that early childhood teachers can advocate for child-directed play and give an example of useful resources for each child-directed play	
9/3	Chapter 1 – Looking at Play Through Teachers’ Eyes	9/8	Chapter 1	Chapter 1 Discuss challenges and opportunities related to the development and implementation of NAEYC standards for young children’s learning and development with Texas standards. OR Compare the NAEYC’s position on developmentally appropriate practice with Texas standards for young children’s development and learning.	
9/10	Chapter 2 – Play and Development Theory Chapter 14 – Integrating Play, Development and Learning	9/15	Chapter 2 Chapter 14	Chapter 2 Why is play a constructivist approach to children’s development and learning (include Piaget theory)? OR How are social experiences and play central to children’s development and learning based on Vygotsky’s theory of development?	
9/17	Chapter 3 – Play as the Cornerstone of Development: The Literature	9/22	Chapter 3	Chapter 14 What is the relationship between constructivism, social-cultural theories, children’s autonomy and the expectations of society? OR How does heteronomy and autonomy relate to the work of society, the work of childhood and children’s autonomy,	Post specific concepts that apply to general topics for each thematic learning-

				critical for children's development and learning?	center web.
9/24	Chapter 4 – Orchestrating Children's Play: Setting the Stage	9/29	Chapter 4		Post progress on the TLC for feedback
10/1	Chapter 5 – Orchestrating Play: Interactions with Children	10/6	Chapter 5		Post progress on the TLC for feedback
10/8	Chapter 6 – Play as a Tool for Assessment	10/13	Chapter 6		Post progress on the TLC for feedback
10/15	Chapter 7 – Mathematics in the Play-Centered Curriculum	10/20	Chapter 7		Post progress on the TLC for feedback
10/22	Chapter 8 – Language, Literacy and Play	10/27	Chapter 8		Post progress on the TLC for feedback
10/29	Chapter 9 – Science in the Play-Centered Curriculum	11/3	Chapter 9		Post progress on the TLC for feedback
11/5	Chapter 10 – The Arts in the Play-Centered Curriculum	11/10	Chapter 10		Post progress on the TLC for feedback
11/12	Chapter 11 – Play and Socialization	11/17	Chapter 11	Chapter 11 Compare the differences between children's early socialization and the use of social studies Texas standards that is developmentally appropriate for preschool, kindergarten, or primary-grade children. OR Why should teachers adapt to classroom diversity in age, gender, inclusion, and culture (consider Piagetian point of view and sociocultural traditions of Vygotsky)?	Post progress on the TLC for feedback

11/19	Chapter 12 – Outdoor play	11/26	Chapter 12	Chapter 12 Contrast two different teaching styles that support outdoor play and compare child-initiated and teacher-planned outdoor activities within the two styles. OR How does physically active outdoor play and child-initiated outdoor play contribute to children’s development and learning?	
11/26	Chapter 13 – Toys and Technology Assignment: complete the	12/1	Chapter 13	Chapter 13 Discuss how to apply the principles for considering toys and media technology as tools for play. OR How can play in early childhood programs address the standards for technology and still promote children’s development and learning?	Post the final Thematic Learning-Center Project
12/4	Final Exam				

Student Guidelines

NCATE Accreditation

The Sam Houston State University, College of Education has the distinction of NCATE accreditation since 1954. As an NCATE accredited program, the College of Education ensures that the best-prepared teachers will be in classrooms teaching the next generation of leaders how to solve problems, communicate effectively, and work collaboratively.

In November 2010, NCATE merged with the Teacher Education Accreditation Council (TEAC) to become the Council for the Accreditation of Educator Preparation (CAEP), combining the two premiere accrediting organizations as a single accrediting agency for reform, innovation, and research in educator preparation. SHSU will continue to be NCATE accredited through its next review scheduled for November 2015.

[NCATE Standards](#)

[CAEP Standards](#)

The Conceptual Framework and Model

[The COE Conceptual Framework](#) establishes the shared vision of the college in preparing educators to work with P-12 students through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University’s Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of



diverse learners. The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are: Knowledge Base (CF1), Technological Learning Environment (CF2), Communication (CF3), Assessment (CF4), and Effective Field Experience with Diverse Learners (CF5)

Standards Matrix:

Objectives/Learning Outcomes The student will:	Activities * Indicates field based activity	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;	Discussion Board Quizzes Final exam Curriculum plans – Thematic Learning Centers Project	Blackboard discussions Quizzes Final exam Curriculum plans – Thematic Learning Centers Project	1.1s; 1.3s; 1.4s; 1.6s; 1.10s; 1.16s; 1.20s. 1.23s DDP 1, 8 <i>1 4b; 4c; 4d, 5 a, 5.b, 5.c</i>	CF 1, CF 4, CF 5 1a 1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1
develop specialized skills and knowledge regarding appropriate strategies for teaching and assessing young children	Discussion Board	Blackboard Discussions Discussion Board	1.1s; 1.3s; 1.4s; 1.6s; 1.10s; 1.16s; 1.20s. 1.23s DDP 3, 9 <i>1, 3.b, 4 b, 4.c, 5.a, 5.b, 5.c</i>	CF 3, CF 5 1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1
design instructional experiences that are developmentally appropriate for young children and that improve teaching and learning;	Discussion Board Curriculum plans – Thematic Learning Centers Project	Curriculum plans – Thematic Learning Centers Project Discussion Board	1.1s; 1.3s; 1.4s; 1.6s; 1.10s; 1.16s; 1.20s. 1.23s DDP 1, 9, 10 <i>1, 4b; 4c; 4d, 5.a, 5.b, 5.c</i>	CF 1, CF4, CF 5 1a 1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1
plan learning experiences consistent with brain research and learning styles;	textbook readings Discussion Board Curriculum plans – Thematic Learning Centers Project	Curriculum plans – Thematic Learning Centers Project Discussion Board	1.1s; 1.3s; 1.4s; 1.6s; 1.10s DDP 1, 9 <i>1, 4b; 4c; 4d, 5.b</i>	CF 1, CF 4, CF 5 1a 1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1
analyze effective school curriculum and organization for early childhood education;	Review of state guidelines and standards Discussion Board	Class discussion Quizzes Final exam	1.1s; 1.3s; 1.4s; 1.6s; 1.10s; 1.16s; 1.20s. 1.23s DDP 1 <i>3b, 3c, 4.c, 5.a, 5.c</i>	CF 1 1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1
apply national and state standards in planning curriculum and assessing student learning;	Review of state guidelines and standards Discussion Board	Curriculum plans – Thematic Learning Centers Project Discussion Board	1.1s; 1.3s; 1.4s; 1.6s; 1.10s; 1.16s; 1.20s. 1.23s DDP 7 <i>3, 4b; 4c; 4d, 5.c,</i>	CF 4, 1a 1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1
plan and curricular lessons that address the specific needs of an increasingly diverse early childhood classroom,	Discussion Board	Curriculum plans – Thematic Learning Centers Project Discussion Board	1.1s; 1.3s; 1.4s; 1.6s; 1.10s; 1.16s; 1.20s; 1.23s DDP 1, 5, 6, 10 <i>4b; 4c; 4d, 5.a, 5.b, 5.c</i>	CF 1, CF3, CF 5 1a 1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1

College of Education Information:

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

- 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: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING INSTRUCTION
 - Technology during exams: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING EXAMS
 - Technology in emergencies: INSTRUCTOR'S POLICY ON TECHNOLOGY USE IN EMERGENCIES
- 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.
- 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.

Attendance Expectations:

THE Success in this course is dependent on your active participation and engagement throughout the course. As such, students are required to complete all assignments by the due date, and to actively participate in class discussions.

Additionally, students are expected to:

- Log on at least three times a week – on different days in order to completely weekly assignments, assessments, discussions and/or other weekly deliverables as directed by the instructor and outlined in the syllabus;
- Participate in the weekly threaded discussions, this means that, in addition to posting a response to the thread topic presented, students are expected to respond to each other and comment and questions from the instructor and/or other students;
- If you find that you cannot meet the class' minimum discussion requirements due to such a circumstance, please contact your instructor as soon as possible.
- Students will not be marked present for the course in a particular week if they have not posted on the discussion forum and/or submit assignment/essay or complete assessment if administered in that week.

The Core Rules of Netiquette are excerpted from the book *Netiquette* by Virginia Shea.

- Rule 1: Remember the Human element of everyone
- Rule 2: Adhere to the same standards of behavior online that you follow in real life
- Rule 3: Know where you are in cyberspace

- Rule 4: Respect other people's time and bandwidth
- Rule 5: Make yourself look good online
- Rule 6: Share expert knowledge
- Rule 7: Help keep flame wars under control
- Rule 8: Respect other people's privacy
- Rule 9: Don't abuse your power
- Rule 10: Be forgiving of other people's mistakes

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.