Sam Houston
STATE UNIVERSITY

ECHE 3243: Curriculum for Early Childhood
Spring 2018

*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: Linda Bone
                     936-662-4189 cell
                     hec_lsb@shsu.edu

Office hours: 8:00 – 9:00 Mondays
                     1:00 – 3:00 Wednesdays, email
                     Other times, online and by appointment

Class Format: Lecture with Field Experience
    Class day and time: Wednesday, 5:30 – 7:20
    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. 10 hours of field experiences in public schools at appropriate levels included in this course. **Prerequisite:** 60 hours, CIEE 3374, ECHE 3313, 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 *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, 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	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, 2.3, 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;	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, 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 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, 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, 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 DD9 10 *4.c, 4.d, 5.a, 5.b, 5.c*	CF 4, 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*
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, 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*
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, 2.3, 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 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, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1*
plan and implement lessons that address the specific needs of an increasingly diverse early childhood classroom, including the English Language Learners	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, 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*

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
 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.

> **Assignments and grading:** Work can be submitted electronically in Top Hat 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 and Top Hat. 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

BONE   Assignment Schedule   ECHE 3243   Spring 2018

Date	Topic	Text Reading	Assignments Due	New Assignment and Field Experience information
Wednesday, January 17	First Day of Class			Posting of syllabus and assignment schedule
				Field Experience and Reflection information
				Discussion #1
Wednesday, January 24	Early Childhood Programs	Chapter 1	Field experience forms	
Wednesday, January 31	Developmentally Appropriate Programs	Chapter 2 Text Learning Cycle	Discussion #1 10 points	
Wednesday, February 7	Developmentally Appropriate Programs Developmentally Appropriate Practice Standards Pre-K Curriculum	Chapter 2 Text Learning Cycle Introduction of Pre-K Guidelines		Quiz #1 - text chapters 1-2 Top Hat
Wednesday, February 14	Lesson Planning	Chapter 5 Text	Quiz #1 20 points	
				Discussion #2
Wednesday, February 21	Small Group learning, Student initiated learning and Centers	Chapter 6 & 7 Text Small group and Learning Centers Indoors and Outdoors	Discussion #2 10 points	Center Lesson Plan Information goes up
				Quiz #2 - Pre-K guidelines Top Hat
Wednesday, February 28	Small Group		Quiz #2 20 points	Discussion #3 goes up

Wednesday, March 7	Observing and Documenting Children's Learning	Chapter 4		
Wednesday March 14	Spring Break No class			
Wednesday March 21	Large group	Chapter 8 Large Group Learning and Assessment	Discussion # 3 10 points	Quiz #3 - large group, small group, assessment(chapters 4, 5, 6, 7, 8,)
Wednesday, March 28	Guidance	Chapter 3 Guidance	Quiz # 3 20 points	**Field Experience Week 1**
Wednesday, April 4	Aesthetic Development	Chapter 9 & 10 Aesthetic & Affective Domains	Center Lesson Plan drafts 10 points –	**Field Experience Week 2**
Wednesday April 11	Cognitive Development	Chapter 11 & 12 Cognitive Development - Math and Science	Learning Center Material 40 points / Field Experience Reflection #1 20 points.	Discussion # 4
			Guidance Lesson Plan draft 10 points –	**Field Experience Week 3**
Wednesday, April 18		Chapter 13 Language Development	Center Lesson Plans - final 30 Points	Dispositions paper goes up
			Field Experience reflection # 2 20 points	**Field Experience Week 4**
			Discussion # 4 10 points	Quiz # 4 - Chapters 9, 10, 11, 12, 13, 14,
Wednesday, April 25	Physical and Social Development	Chapter 14 & 15	Field Experience reflection # 3	

			Physical Development Social Development	20 points	
			Reflection of Center Lessons and Reflection on Materials 10 points	**Most districts "have no classes" Field Experience Week 5**
Wednesday, May 2	Tying it all Together	Chapter 16	Disposition paper 10 points	Quiz #4
			Quiz #4 20 points	**Field Experience Week 6 with prior approval.**
			Reflection on taught lesson - 10 points	
			Guidance Lesson plan final 20 points	
Wednesday, May 9	**Field Experience Log submission – 15 points** **Field Experience Teacher Feedback – 15 points** **ALL Work to be graded must be submitted <u>prior</u> to taking the Exam.** Final Exam 50 points			

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.

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 Messages 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 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 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.

COMMON STUDENT QUESTIONS ABOUT TOP HAT:

1. **How do I create an account?**

A: Go to app.tophat.com/register/student/298229   For more info contact:
support@tophat.com or 1-888-663-5491

2. **Top Hat says, "My email is in use."**

A: Go to app.tophat.com, select your school and try logging in with that email. If you can't lo gin in, click **"Reset Password"** For more info contact support@tophat.com, or 1-888-663 5491.

3. **How do I find the course?**

A: Your professor will provide you with the unique 6 digit join code for your course. Click "Add a Course" button after logging in to Top Hat using either Google Chrome or Firefox, and enter this join code. For more info, Contact support@tophat.com, 1-898-663-5491.

4. **My subscription expired/I'm getting reminders to renew my account.**

A: Log out of Top Hat on all devices. Using Chrome or Firefox, log into Top Hat at app.tophat.com with the email address that you used when paying for Top Hat.
Make sure you are logging into all your Top Hat on all of your devices with the same email.
For more info, contact support@tophat.com, 1-888-663-5491

5. **The code I bought from the bookstore does not work.**

A: Does your code start with u and consist of 14 letters (e.g. uabcdefghijklm)? If not please follow the instructions on your receipt or other documentation provided by the bookstore in order to obtain your Top Hat subscription code.
For more info, contact support@tophat.com, 1-888-663-5491.

GENERAL RECOMMENDATIONS:

- **Web: Access Top Hat on an updated version of Google Chrome or Firefox**
- **Mobile: Make sure you have the latest version of the Top Hat iOS or Android app downloaded on your mobile device**

- **Always contact support@tophat.com, or 1-888-663-5491 with any questions.**