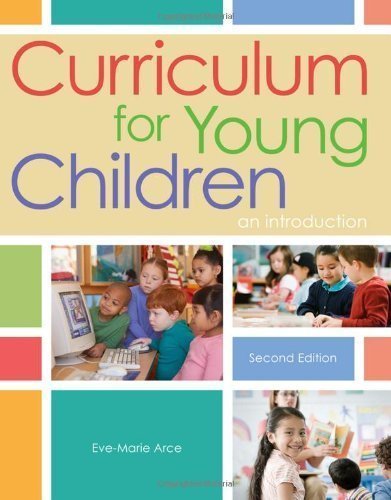
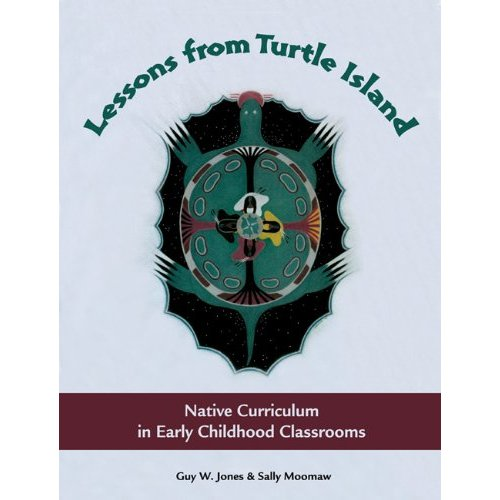
**Early Childhood, P-3 Curriculum 2**

**Course Syllabus**

**Course Information**

A. Number: ECED 113

B. Credits: 3

C. Prereq: ECED 112

Coreq: ECED 106

D. This class is offered Winter Quarter 2016-17

**Personal Information**

A. Instructor: Linda Bone

B. Office: Education Bldg, Room 125

C. Office Hours: Tues. and Thurs. and Fri. 1-3

D. Telephone: Office: (406) 275-4770; Home: (406) 883-0123

E. Email: linda\_bone@skc.edu

**Required Materials**

A. *Curriculum for Young Children, 2nd Edition* by Eve-Marie Arce

B*. Lessons From Turtle Island: Native Curriculum in Early Childhood Classrooms* by Guy W.

Jones and Sally Moomaw

C. 1 1/2 inch binder with labeled dividers

D. Resource materials in the SKC library on reserve

E. Handouts from instructor

**Description**

Early Childhood Curriculum 2 facilitates the development and implementation of an individualized, culturally relevant curriculum designed for the whole child in the areas of physical, cognitive, creative, social, emotional, and language development. This hands-on course will provide students with the opportunity to evaluate and demonstrate materials and activities, and develop an integrated learning curriculum unit that includes language and literacy, mathematics, science, health, safety, nutrition, social studies, the arts, drama, music and movement experiences for children indoors and outdoors.

**Course Objectives**

Students will:

1. Plan and implement developmentally appropriate curriculum and instructional strategies

based on knowledge of individual children, the community, and integrated curriculum goals

and content.

1. Apply cultural and linguistic knowledge to create environments, experiences, and family

relationships that affirm and respect diversity.

1. Plan specific activities utilizing a project approach and incorporate them into various areas

of the classroom including: art, music, dramatic play, large and small motor skills, literacy, cooking, science and math.

D Apply knowledge of how children develop and learn in order to support and promote the

holistic development of children from birth to age 8.

Cultural Relevancy

Cultural relevancy will be addressed in this course through the teaching methods and strategies modeled and utilized by the instructor.

Students will:

1. Participate in discussions, activities and reflective writings about cultural relevancy in course topics including teaching Native American children and teaching about Native American cultures.
2. Apply information from the course in their work with individuals from similar and diverse cultures in order to enhance communication, relationship building, and teaching strategies.
3. Talk with local Tribal Elders about curriculum choices for young Native American children.

Critical Thinking

This course will encourage critical thinking skills by having students apply and critique information.

Student will:

A. Evaluate curriculum choices for early childhood settings.

B. Apply information from the course to improve their lesson planning.

C. Problem solve various factors pertaining to the application of class materials, handouts, and

discussions in their early childhood settings.

Citizenship

Students will use areas of interest in their communities to develop a culturally relevant unit of instruction enabling children to better understand their heritage and local environments.

Student will:

1. Students will incorporate guest speakers and fieldtrips from their communities in their unit

of instruction to build relationships and relevant learning experiences.

1. Students will involve local celebrations and traditions in their thematic unit to help

children understand the cultural diversity of their community.

Communication

This course will encourage development of communication skills through discussions, reflections, and writing assignments.

Student will:

1. Improve their professional vocabulary and strategies through their discussions and reading.
2. Introduce culturally relevant vocabulary to improve awareness the Native American community.

**Course Requirements**

A. Participation in class activities and discussions

B. Reflect on outside reading assignments

C. \*\*Complete a Four Week Thematic Unit Outline with one week’s plans fully developed

D. Complete 3 chapter presentations.

E. Plan and present two lessons from their thematic unit

F. Organize your class binder

**Credit Hours**

Following the SKC Credit Hour policy, to meet the identified objectives of this 3-credit course, delivered over a 10-week term, students should expect the following time commitment of time:

3 hours /week classroom or direct faculty instruction and group activities

6 hours or more of out-of-class time, including homework, each week.

**Grading System**

1. An incomplete grade (“I”) is NOT an option with the exemption of an extreme

emergency or the death of a family member. In either case, the instructor must be notified within 48 hours.

2. The following is a breakdown of how grades are earned

Grading will be based on the percentage of total points earned for course assignments. All assignments will be turned in at the beginning of class on **Mondays** according to the weekly assignment sheet. Please communicate with me if you are having difficulties with your class assignment so I can work with you.

Class attendance: 10 pts/class for 10 classes = 100 pts 500-450 = A

Chapter reflections on assigned reading: 10 pts x 10 chapters = 100 pts 449-400 = B

Thematic Unit Assignments: 200 points = 200 pts 399-350 = C

Plan presentation on assigned reading 3 x 15 points = 45 pts 349-300 = D

Present Unit Lesson: 2 x 15 points = 30 pts Below 300 = F

Organized and complete Curriculum notebook = 25 pts

**Total points: = 500 pts**

\* Tutors are available for students! Please contact the instructor if you have any questions or a need for a tutor.

**Other Course Information**

Attendance

This class is highly interactive and learning occurs through participation in class discussions and activities that are impossible to be duplicated outside of class. Therefore, it is required that students participate in all class sessions. Participation is graded at 10 points/class. An opportunity for make-up work is provided on an individual basis for ***emergency situations***. Communication with the instructor is very important in this class.

Students are expected to be on time for class and to stay until the designated time set for dismissal. If a student must leave early he/she must inform the instructor at the beginning of class.

Students **must** keep cell phones in the off position during class. If students must leave a phone on in case of emergency situations, they must notify the instructor and take the call outside of the classroom.

\*As stated in the Student Handbook, page 33, Section VII – Good Thing to Know, Item 5, “Child must be supervised at all times when on campus. **Children are not allowed in classrooms while class is in session.** Please do note leave them unattended in the lounge or hallways.”

Late Assignments

The issue of late assignments is an on-going problem for the student and the instructor.  An important aspect of being a teacher is to be professional.  One of the many responsibilities of a professional is to meet deadlines.  Think of your assignment due dates as deadlines.

Late assignments will not receive full credit; 3% per day will be deducted on all late assignments.  There are two deadlines this quarter where late assignments may not be turned in after the due dates.  **Week 6** is considered **Mid-Quarter Deadline**.  Any late assignments assigned and due up to **Week 6** must be turned in by this date.  No credit if they are not.  **Week 10** at the beginning of class is the **Final Deadline** for the second set of late assignments unless otherwise arranged on an individual basis with the instructor.

Failure to come to class to participate and present assignments on their due date will be considered late assignments.

Please communicate with me if you are having difficulties with your class assignments so I can work with you.

Reasonable Accommodations

Reasonable accommodations are provided for eligible students with identified disabilities.

The College compiles with the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Students may contact the College’s Disability Officer, **Linda Pete @406.275.4968** or consult the SKC web page for Students with Disabilities for more information.

Student Support

The SKC Retention Team consists of SKC staff and faculty who provide student-centered support services on a daily basis. The SKC Retention Team is here to help you be successful in reaching your educational goals. You can contact the SKC Retention Team yourself, or your instructor may refer you (for example, if you “disappear” from class or they are concerned about your attendance and performance). **James Steele, SKC Retention Coordinator at 275-4928**, Email: [retention@skc.edu](mailto:retention@skc.edu)

Tutors are available for students! Please contact the instructor if you have any questions or need for a tutor.

Syllabus Statement  
  
Title IX: The U.S. Department of Education’s Office for Civil Rights (OCR), enforces Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. Title IX states that:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

All employees at SKC are considered **“Responsible Employees”** which requires them to report incidents of gender-based discrimination (sexual violence, sexual harassment, rape, sexual assault, domestic violence, and/or stalking). In accordance with Title IX laws, students must be made aware of the following: If any employee of SKC, including instructors, learns of any potential gender-based discrimination, they are required to notify the Title IX Coordinator, **Rachel Andrews-Gould** (275-4985, located in BigKnife Building), immediately. Once an incident is reported to Title IX, the student will be contacted by the Title IX Coordinator for follow up. Students can also report directly to the Title IX coordinator in regards to any gender-based discrimination.

If any student wants to speak with someone confidentially, the following resources are available:

|  |  |
| --- | --- |
| Center for Prevention and Wellness  Agnes Kenmille Building  Building #51 406.275.4913 or 406.275.4744 | SAFE Harbor  Advocacy Services  24-Hour Advocacy   406.676.0800 |

Speaking with a confidential resource does not preclude students from making a formal report to the Title IX Coordinator if and when they are ready. In the confidential setting, students will be made aware of available resources and reporting options. An advocate is available for all students upon request through the Center for Prevention and Wellness.

EARLY CHILDHOOD CURRICULUM

COURSE OUTLINE

Week 1: Introduction to class routines and the importance of Unit Plans

Develop Idea Organizer for unit

Week 2: Chapter 9, Cognitive Development: Communication and Literacy, Mathematics, and Science

Activities in *Curriculum for Young Children*

Review Literacy from MELS

Goals, Concepts and Skills for Unit

Week 3: Chapter 7, Activities for Physical Development: Health, Safety, and Nutrition, Movement,

Music and Rhythm in *Curriculum for Young Children* text

Review Math from MELS

Booklist for Unit

Week 4: Chapter 8, Affective (Social-Emotional Understanding) and Aesthetic Development: Art,

Creative Dramatics, and Social Understanding Activities in *Curriculum for Young Children*

text

Discuss Science from MELS

Vocabulary list with definitions for Unit

Songs and Finger plays with words for Unit

Week 5: Chapter 10 Professional Growth: Success with Curriculum Management in *Curriculum for*

*Young Children* text

Science Activities

Resource list for Unit

Complete Unit Outline and submit final print

Week 6: Turtle Island Chapters 1 and 2

Discuss the Arts from MELS

Lesson plan for Literacy

Lesson Plan for Cooking

Week 7: Turtle Island Chapter 3 and 4

Art Activities

Lesson Plan for Math/Science

Week 8: Turtle Island Chapter 5 and 6

Discuss Physical Development from MELS

Lesson Plan for Creativity

Lesson Plan for Motor Development

Week 9: Field Trip to Missoula

Final print of Unit Plan with 5 lesson plans complete

Week 10: Turtle Island Chapter 7 and 8

Present your reflection on two lessons that you have taught

Celebrate your learning and development

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Quarter \_\_\_\_\_\_\_\_\_\_\_\_

Final Thematic Unit

ECED 113 Curriculum 2

1. Parent Letter of Introduction points \_\_\_\_/10

2. Goal points \_\_\_\_/5

3. Key Concepts points \_\_\_\_/5

4. DAP Skills points \_\_\_\_/5

5. List of 10 Books (title, author and short review) points \_\_\_\_/20

6. List of 10 Vocabulary words with definitions points \_\_\_\_/10

7. List of songs and finger plays (one of each/week) points \_\_\_\_/20

4 songs and 4 finger plays

8. List of 10 Resources (speakers, places, and materials) points \_\_\_\_/5

9. HOOK, KWL chart and CELEBRATE LEARNING points \_\_\_\_/10

activity

10. Four week outline points \_\_\_\_/10

11. One week of complete lesson plans including: points \_\_\_\_/100

1. Literature activity \_\_\_\_/20

2. Creative Arts \_\_\_\_/20

3. Math and Science \_\_\_\_/20

4. Motor Skills \_\_\_\_/20

5. Cooking Activity \_\_\_\_/20

Planning web as a reminder Total = \_\_\_\_\_/200

Comments:

ECED 113

Early Childhood Curriculum II

Four week thematic unit outline, with one week’s plans fully developed

TEP 1, Standard 5

Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_ Instructor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Level of Performance** | **Unacceptable**  **(0)** | **Developing**  **(1)** | **Proficient**  **(2)** | **Exemplary**  **(3)** |
| **Four-week thematic unit outline with one week’s plans fully developed and tied to Early Learning Standards.** | Candidate provides little or no evidence of understanding content knowledge and resources available on chosen topic. 5a  Candidate shows little or no evidence of using central concepts, inquiry tools, and structures of content areas and academic disciplines.  5b.  Candidate shows little or no knowledge of using their own knowledge, early learning standards and other resources to design, implement, and evaluate meaningful and challenging curricula.  5c | Candidate provides evidence of understanding content knowledge and resources available on chosen topic. 5a  Candidate shows evidence of using central concepts, inquiry tools, and structures of content areas and academic disciplines. 5b.  Candidate shows knowledge of using their own knowledge, early learning standards and other resources to design, implement, and evaluate meaningful and challenging curricula.  5c | Candidate provides rich evidence of understanding content knowledge and resources available on chosen topic. 5a  Candidate shows rich evidence of using central concepts, inquiry tools, and structures of content areas and academic disciplines. 5b  Candidate shows rich knowledge of using their own knowledge, early learning standards and other resources to design, implement, and evaluate meaningful and challenging curricula.  5c | Candidate demonstrates proficient skills at an advanced degree or at a master teaching level. This score is reserved for those who demonstrate skills of an experienced teacher who is able to mentor others. |

Score: \_\_\_\_\_\_\_\_\_\_\_