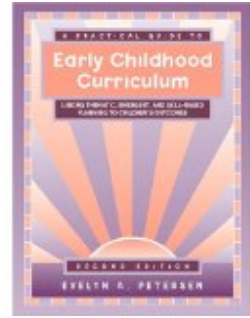# Early Childhood Curriculum I
Course Syllabus

Course Information
A. Number: ECED 112
B. Credits: 3
C. Prerequisite: ECED 130
D. Corequisite: none
E. Time/Location: Mon. and Wed. 10:00 – 11:20   Education Building 113
F. Availability: This class is offered Fall Quarter

Personal Information
A. Instructor: Linda Bone
B. Office: Education Building Room 125
C. Office Hours: Tues. 8:00-10:00, Wed. 8:00-10:00, and Thurs. 8:00-10:00
D. Telephone: Office: (406) 275-4770; Home: (406) 883-0123
E. Email: linda_bone@skc.edu

Required Materials
A. Peterson, Evelyn (2002). *A Practical Guide to Early Childhood Curriculum: Linking Thematic, Emergent, and Skill-Based Planning*. Upper Saddle River, New Jersey: Pearson
B. *Montana's Early Learning Guidelines* (Infants/Toddlers and Children 3-5) provided
C. 1 1/2 inch binder with dividers to be used for ECED 112
D. Resource materials in the SKC library on reserve
E. Handouts from the instructor

Description
Early Childhood Curriculum I introduces lesson-planning skills including goal setting, selection of appropriate materials, and assessment. Students will gain experience in planning for individual, small group and whole class activities.

Course Objectives
Upon completion of this course
Students will:
A. Plan and implement developmentally appropriate lesson plans for children from birth to age 8 based on assessment and child/family interests.
B. Assess children based on observations: including anecdotal records, running records, and checklists
C. Plan lessons for literacy and math curriculum areas using developmentally appropriate skill based activities
D. Evaluate and select appropriate learning materials.

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

Student will:
A. Apply information from this course in their work with individuals from similar and diverse cultures in order to enhance communication, relationship building, and teaching strategies.
B. Research appropriate activities that will develop skills through the use of various cultural themes.

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 this class 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 be exposed to the importance of community involvement by choosing a site to volunteer time as a reader to young children.
Student will:
A. Plan and share appropriate stories in a community setting. Through these gatherings, families will learn the importance of reading to their children and gain an interest for participating in weekly literacy programs.
B. Gain understanding of cultural norms allowing them to plan authentic curriculum

Communication
Communication skills will be addressed in course discussions, reflections, and research on relevant topics presented in both written and presentation formats.
Student will:
A. Research and present various topic assignments dealing with curriculum planning for young children.
B. Enhance their ability to share literature with young children by participating in community "Story Time".

Course Requirements
A. Participation in class activities and discussions
B. Reflect on outside reading assignments
C. Complete two Topic Assignments following rubric
D. Complete three observations of young children and early childhood centers
E. **Plan and present four activity lesson plans
G. Organize your class binder according to provided handout

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

Class Participation: 10 pts/class for 10 classes	= 100 pts
Reflective writing: on reading and discussions 10pts x 6 classes	= 60 pts
Topic Assignments: 2 x 50 points each	= 100 pts
3 Observations of a child: 3 x 20 points each	= 60 pts
**4 Activity Lesson Plans: 4 x 50 points	= 200 pts
Presentation of lesson plans: 4 x 15 points	= 60 pts
Organized binder: mid-term10 pts and final 10 pts	= 20 pts
Total points:	**=500 pts**

500-450 = A
449-400 = B   ** Assignment will be included in your Professional Portfolio
399-350 = C   with completed rubric.
349-300 = D
Below 300 = F

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 100 points/quarter. An opportunity for make-up work is provided on an individual basis for emergency situations. Students missing more than 6 hours of class without make-up work will be asked to drop the 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.

Anyone missing a class should notify the instructor by email or phone before the class takes place. It is the student's responsibility to collect the agenda and handouts for the missing class. If possible, submit homework before missing class.

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

Incompletes
Incompletes will not be given except in the case of emergencies. In the even of an incomplete, students will sign a contract specifying tasks to be completed with realistic and fair time deadlines.

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, Stan Fleming

(stanley_fleming@skc.edu), 406.275.4968 or consult the SKC web page for Students with Disabilities for more information.

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

COURSE OUTLINE
This outline is subject to change according to class needs

Week 1   Introduce: Syllabus, text and routines
Discuss Excellence in All Areas of Practice (handout)
Four Domains of Development and Learning
Assignment: Read Chapter 1 and complete Reading Response*
Prepare class binder: Include cover page and labeled dividers*

Week 2   Discuss: Chapter 1, *What Is Curriculum?*
Principles of Child Development (handout)
Best Practices in Early Childhood Education (handout)
Assignment: Read Chapter 2 and complete Reading Response*
Identify a book that you will use to develop a lesson plan. Bring it to class.

Week 3   Discuss: Chapter 2, *Curriculum and Child Development*
Introduce lesson plan including format, objectives, and standards
Teaching Strategies Appropriate for Early Childhood (handout)
Assignment: Read Chapter 3 and complete Reading Response*
Complete lesson plan for your chosen book; will peer edit in class

Week 4   Discuss Chapter 3, *The Setting: Where Curriculum Happens*
Basic Learning Centers in the Setting (handout)
Oral Language (handout)
Assignments: Read Chapter 4 and complete Reading Response*
**Final print of Lesson Plan #1 for book
Share story in class with peers*

Week 5   Discuss: Chapter 4, *The Schedule: When Curriculum Happens*
Language and Literacy (handout)
Mid-term check for organized notebook (15 points)
Construct Hickety Tickety Bumblebee
Assignment: Read Chapter 5, and complete Reading Response*
Topic Assignment #1, What To Consider When Developing Curriculum*
Share story with a small group of young children and complete reflection*

Week 6   Discuss: Chapter 5, *Lesson Plans: How Curriculum Happens*
Language and Literacy from Montana's Early Learning Guidelines
Types of Books for Use with Children (handout)
Assignment: Read Chapter 6, and complete Reading Response*
**Final print of Lesson Plan #2 based on assessment of child or family interests
and needs

Week 7   Discuss: Chapter 6, Individualizing: *The Why of Curriculum*
Steps for Conducting an Observation (handout)
Numeracy Activities (handout)
Numeracy Activities from Montana Early Learning Guidelines
Steps for Conducting an Observation (handout)
Assignment: Read Chapter 7, and complete Reading Response*
**Final print of Lesson Plan #3, Numeracy Activity
*If working with young children, bring assessment tools that you are using
Complete a Running Record observation-using format*

Week 8   Discuss: Chapter 7, *Interest-Based Curriculum: Horizontal Planning*
Mathematics and Numeracy from Montana's Early Leaning Guidelines
Classification and Comparison Activities
 Pattern Recognition and Reproduction Activities
Browse various tool used for observation
Assignment: Read Chapter 8, and complete Reading Response*
**Final print of Lesson Plan #4, Pattern Recognition and Reproduction
Complete an Anecdotal Record and Checklist observation using class format*

Week 9   Discuss: Chapter 8, *Skill-Based Curriculum: Vertical Planning*
Overview of Patterns in Children's Development (handout)
Construct milk carton dice
Assignments: Final draft of Topic Assignment #2, Mathematics and Numeracy*
Organized notebook final grading*

Week 10   Present 1 Activity Lesson with peer participation (bring all materials)*
Explain remaining 3 Activity Lessons; answer questions*
Complete Activity Lesson presentations
Celebration of learning