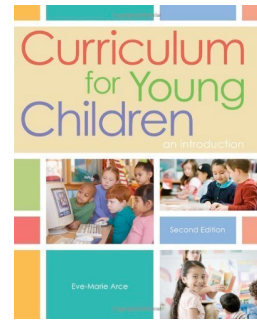


Early Childhood Curriculum I Course Syllabus



Course Information

- A. Number: ECED 112
- B. Credits: 3
- C. Prerequisite: ECED 130
- D. Corequisite: none
- E. Time/Location: Mon. and Wed. 8:00 – 9:20 Education Building 114
- F. Availability: This class is offered Fall Quarter 2014

Personal Information

- A. Instructor: Linda Bone
- B. Office: Education Building Room 125
- C. Office Hours: Tues. 8:00-11:00, and Thurs. 8:00-11:00
- D. Telephone: Office: (406) 275-4770; Home: (406) 883-0123
- E. Email: linda_bone@skc.edu

Required Materials

- A. Arce, Eve-Marie (2013). *Curriculum for Young Children, An Introduction, 2nd Edition*. Belmont, California: Cengage Learning
- B. *Montana's Early Learning Standards* (2014) 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 introduce 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. Use assessments to set goals using the Montana Early Learning Standards when planning learning activities.
- D. Plan lessons for literacy and math curriculum areas using developmentally appropriate skill based activities
- E. 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. Read, reflect and discuss thoughts on assignments taken from required textbook.
- 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 three observations of young children in early childhood centers
- D. **Plan and present four activity lesson plans including one with background knowledge and one with assessment of child's needs or family interests and needs.
- E. Organize your class binder according to list on final page of this syllabus

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
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-term 10 pts and final 10 pts	= 20 pts

Total points: =500 pts

500-450 = A

449-400 = B

399-350 = C

349-300 = D

Below 300 = F

** Assignment will be included in your Professional Portfolio with completed rubric.

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 have 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 event of an incomplete, student will sign a contract specifying tasks to be completed with realistic and fair deadlines.

Reasonable Accommodations

Reasonable accommodations are provided for eligible students with identified disabilities.

The College complies 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, routines and text
Discuss Excellence in All Areas of Practice (handout)
Four Domains of Development and Learning
Assignments: Read Chapter 1, *Curriculum for Young Children: As Valuable and As Much Fun As You Make It* and complete Reading Response*
Prepare class binder: Include cover page and 5 labeled dividers*
- Week 2** Discuss: Chapter 1, *Curriculum for Young Children*
Principles of Child Development (handout)
Best Practices in Early Childhood Education (handout)
Assignments: Read Chapter 2, *Understanding and Facilitating the Development of Young Children* 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, *Understanding and Facilitating the Development of YC*
Introduce lesson planning including format, objectives, and standards
Teaching Strategies Appropriate for Early Childhood (handout)
Assignment: Read Chapter 3, *Linking Curriculum to Child Development and Observation* and complete Reading Response*
Complete lesson plan for your chosen book, share story in class and peer edit.
Share story with a small group of young children and complete reflection*
**Final print of Lesson Plan #1 for book with reflection completed
Complete a Running Record observation-using format provided*
- Week 4** Discuss: Chapter 3, *Linking Curriculum to Child Development and Observation*
Basic Learning Centers in the Setting (handout)
Oral Language (handout)
Construction of classroom literacy materials
Assignments: Read Chapter 4, *Creating Meaningful Places in Your Program to Support Children and Families* and complete Reading Response.*
Complete an Anecdotal Record assessment sheet
- Week 5** Discuss: Chapter 4, *Creating Meaningful Places in Your Program*
Language and Literacy (handout)
Mid-term check for organized notebook (10 points)
Complete construction of classroom literacy materials
Assignment: Read Chapter 5, *Managing Ideas with Intention, Purposeful Goals, Standards, and Fundamental Principles* and complete Reading Response*
Review Language and Literacy from Montana's Early Learning Standards

Develop a Checklist Observation form to assess literacy skills of students*
Assess two children using your Checklist to determine their developmental level.

- Week 6** Discuss: Chapter 5, *Managing Ideas with Intention, Purposeful Goals, Standards, and Fundamental Principles* and complete a Reading Response.*
Types of Books for Use with Children (handout)
Visit library to research ideas for developing literacy skills for children and families.
Assignment: Read Chapter 6, *Designing Developmental Curriculum for Play, Discovery, and Learning*; complete Reading Response*
Complete Lesson Plan for a Literacy Skill you determined DAP through your checklist.
Complete Lesson Plan #2, Phonological Awareness with Background Research
Present Lesson #2 during class and complete reflection
- Week 7** Discuss: Chapter 6, *Designing Developmental Curriculum for Play, Discovery and Learning*
Review Steps for Conducting an Observation (handout)
Numeracy Activities (handout)
Numeracy Activities from Montana Early Learning Standards
Assignment: *Books as Natural Support for Young Children's Literacy Learning* by Gaffney, Ostrosky and Hemmeter from Young Children, July 2008 and complete Reading Reflection*
**Final print of Lesson Plan #2, Phonological Awareness with Background Research
Use assessment tool to determine DAP skill for numeracy activity (include)
Complete Lesson Plan #3, Numeracy Activity using Unifix Cubes
Present Lesson #3 during class and complete reflection
- Week 8** Discuss: Handout, *Books as Natural Support for Young Children's Learning*; complete reflection*
Mathematics and Numeracy from Montana's Early Learning Standards
Classification and Comparison Activities
Pattern Recognition and Reproduction Activities
Assignment: *More, All Gone, Empty, Full* by Jan Greenberg, from *Spotlight on Young Children: Exploring Math* and complete Reading Response*
**Final print of Lesson Plan #3, Numeracy Activity
Complete one page of background research for activities using classification/ comparison or pattern recognition/reproduction.
Complete Lesson Plan #4, Numeracy Activity using background research
Present Lesson #4 during class and complete reflection
- Week 9** Discuss: Handout, *More, All Gone, Empty, Full* with reflection
Overview of Patterns in Children's Development (handout)
Construct milk carton dice
**Final print of Lesson Plan #4, Pattern Recognition and Reproduction
- Week 10** Celebration of Learning

Video with reflective notes
How to use dice??
Organized notebook final grading*

Organization of ECED 112 Binder

1. Class Information to include:
Syllabus
Weekly agendas followed by handouts for the week
2. Reflections on outside reading
3. Songs/finger plays
4. Observations
5. Final copies of 4 lesson plans