

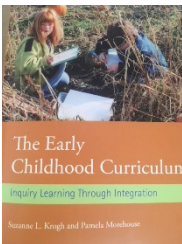


Early Childhood Education 460-71B
Early Childhood Curriculum
Fall 2019
TAMU-Commerce-Navarro Partnership

Instructor: Michele R. Anderson
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Phone Number: 469.431.0881
Office Hours: Mondays 4:00-5:00 p.m. or by appointment

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:



Textbook(s) Required: Krogh, S.L and Morehouse, P. (2014). The Early Childhood Curriculum-Inquiry Learning Through Integration (2nd ed.). New York, NY: Routledge.

Supplementary Material Required: Texas Essential Knowledge and Skills (TEKS)grades K-4

Optional Materials:

Course Description:

This course is a comprehensive study of the early childhood pedagogy, research and curriculum, including the area of instruction, experience, and list of materials. A special emphasis will be given to planning curriculum that will help make learning meaningful for young children. The focus will be on integrated curriculum, child-centered philosophy, the role of play, and attention to the individual child's needs and interest. Reflecting and supporting diversity in addition to utilizing assessment tools and processes will also be emphasized.

Student Learning Outcomes:

1. To investigate theories and practices associated with the ECE curriculum.
2. To examine techniques used in the authentic assessment and evaluation of young children.
3. To create instructional materials, activities, and experiences used to teach the curriculum in all areas.
4. To plan activities for an active hands-on approach to the curriculum where children can learn specific skills and concepts.
5. To demonstrate methodology for teaching an integrated curriculum to young children.
6. To develop curriculum sensitive to cultural pluralism and children with special needs.

TEA Standards I-IV. Domains I-IV. Competencies:

Standard I. Domain I. Competencies 001-004 Domain III. Competencies 007-010

The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

- 1.7k the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS);

- 1.9k the significance of the vertical alignment of content, including prerequisite knowledge and skills;
- 1.12k the importance of developing instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate;
- 1.13k the importance of developing instructional goals and objectives that can be assessed;
- 1.14k the importance of developing instructional goals and objectives that are suitable for students with varied learning needs; and
- 1.16k the use of appropriate materials and resources for preparing instruction, presenting lessons, and assessing learning;
- 1.17k the importance of knowing when to integrate technology into instruction and assessment; and
- 1.19k the importance of designing instruction that reflects the TEKS;
- 1.20k features of instruction that maximize students' thinking skills;
- 1.21k the importance of planning lessons and structuring units so that activities progress in a logical sequence;
- 1.22k how materials, technology, and other resources may be used to support instructional goals and objectives and engage students in meaningful learning;
- 1.23k the benefits of designing instruction that integrates content across disciplines; and
- 1.24k the importance of engaging in continuous monitoring and self-assessment of instructional effectiveness.
- 1.25k the role of assessment in guiding instructional planning;
- 1.26k the importance of creating assessments that are congruent with instructional goals and objectives;
- 1.27k the characteristics, uses, advantages, and limitations of various assessment methods and strategies;
- 1.28k the role of technology in assessing student learning;
- 1.29k the benefits of and strategies for promoting student self-assessment;
- 1.30k the connection between the Texas statewide assessment program, the TEKS, and instruction; and

Standard I. Domain I. Competencies 001-004 Domain III. Competencies 007-010

The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

- 1.1s plan lessons that reflect an understanding of students' developmental characteristics and needs;
- 1.2s adapt lessons to address students' varied backgrounds, skills, interests, and learning needs, including the needs of English language learners;
- 1.3s use effective approaches to address varied student learning needs and preferences
- 1.4s plan instruction that motivates students to want to learn and achieve; and
- 1.5s acknowledge and respect cultural and socioeconomic differences among students when planning instruction.
- 1.6s use the Texas Essential Knowledge and Skills (TEKS) to plan instruction;
- 1.12s develop instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate;
- 1.13s develop instructional goals and objectives that are able to be assessed;
- 1.14s develop instructional goals and objectives that reflect students' age, developmental level, prior skills and knowledge, background, and interests; and
- 1.15s develop instructional goals and objectives that reflect different types of student learning and skills.
- 1.16s use various types of materials and other resources to aid in preparing and implementing instruction;
- 1.17s use technological tools to promote learning and expand instructional options; and
- 1.18s use resources available outside the school (e.g., museums, businesses, community members) to enhance students' learning opportunities

- 1.19s plan instructional activities that progress sequentially, and support stated instructional goals based on the TEKS;
- 1.20s select instructional resources that support instructional goals, enhance student achievement, and engage students in learning;
- 1.21s use varied activities and instructional groupings to engage students in instructional content and meet instructional goals and objectives;
- 1.22s allocate time appropriately within lessons and units, including providing adequate opportunities for students to engage in reflection and closure; and
- 1.23s provide students with opportunities to explore content from many perspectives.

Standard II. Domain II. Competencies 005-006

The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

- 2.6s establish classroom rules and procedures to promote an organized and productive learning environment;
- 2.14s communicate high and realistic expectations for students' behavior and ensure that students understand behavior expectations and consequences for misbehavior.
- 2.17s use effective methods and procedures for monitoring and responding to positive and negative student behaviors.

Standard III. Domain III. Competency 007-010

The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

- 3.4k skills and strategies for engaging in skilled questioning and leading effective student discussions
- 3.5k criteria for selecting appropriate instructional activities and assignments for students with varied characteristics and needs;
- 3.6k how to present content to students in relevant and meaningful ways
- 3.6s apply skills for leading discussions that engage all students in exploring important questions and that extend students' knowledge.
- 3.7s create lessons with a clearly defined structure around which activities are organized;
- 3.8s create activities and assignments that are appropriate for students and that actively engage them in the learning process
- 3.9s select and use instructional materials, resources, and technologies that are suitable for instructional goals and that engage students cognitively;
- 3.10s represent content effectively and in ways that link with student's prior knowledge and experience;
- 3.11s use flexible grouping to promote productive student interactions and enhance learning;
- 3.13s engage students intellectually by teaching meaningful content in ways that promote all students' active and invested participation in the learning process; and
- 3.14s encourage students' self-motivation and active engagement in learning.
- 4.1k the importance of families' involvement in their children's education

COURSE REQUIREMENTS

Course Requirements:

Professionalism and class work: 50 points

Student Learning Outcomes: 1,2,4,5 and 6

PPRStandards/Competencies:1.7k-1.30k, 1.1s-1.23s, 3.4s-3.14s

Assessment Method: The professionalism grade will be based on the student's preparedness and participation in all discussions (class and online) through readings. This grade will also be determined by the student's attendance, group work in class and in-class quizzes and activities that cover the weekly readings

Include your name, CWID, date, and assignment title on all assignments.

ELL Reading and Thinking Experience Gallery Walk 50 points **Due Oct 15, 2019**

Learning Outcomes: 3

PPR Standards/Competencies: 1.22k, 1.3s, 1.16s, 1.20s, 3.5k

Assessment Method: Cultural Relevance Rubric

1. Each student will identify one multicultural book (a culturally relevant book that you believe matches this child's culture) and read the book to one ELL child who is between the ages of 4-9. You are responsible for finding the child. The book should be engaging and have rich content. Books should be recognized for quality (Caldecott winners, Coretta Scott King Awards, Newberry Award, Belpre Medal or other American Library Association awards).
2. After the read- aloud, you will ask questions to the child using the Cultural Relevance Rubric and mark their responses.
3. You will then develop a question/activity for the book (using Bloom's Taxonomy on page 96 and 97) and create a poster sharing your planned activities.
4. Prepare a summary of the experience (about the child and the relevance to the story-using the rubric) and what you learned by doing this experience.
5. List 3-4 additional books that you have read (annotated bibliography) related to the book, that would be relevant based on the child's developmental level and interest.
6. Bring poster and summary to class on October 8, 2019

Peer Teach Assignment: 70 points-

Groups will teach one content area chapter. You will engage peers in an interactive presentation covering information on your subject area based on the textbook and other resources. Engaging and interactive presentations may include videos, pictures, games, discussions, activities, assessment/polls or projects. Provides peers with a thorough understanding of content covered in your subject area chapter and demonstrate one instructional activity for grades K-1 and grades 2-3.

1. History, theory, and research
past and current influences that make the field of early childhood education what it is now
2. Child development
Child development stages and milestones relating to the content area and how this knowledge is utilized
3. Evidence based teaching strategies that can be differentiated to meet student needs
4. Assessment- ways to assess student understanding and learning before, during, and after learning segment
5. Technology -How technology can be integrated to support learning in this content area
6. Diversity- Inclusion of diverse perspectives and models to honor the diversity of all students.
7. Children's books- 5 fiction and 5 quality informational texts relating to subject area that can be shared with children

All group members should participate in all areas of this activity, including the presentation. A rubric will be provided for this activity.

Integrated Unit of Study: 60 points- **Due Dec. 10, 2019**

Learning Outcomes: 1-6

PPR Standards/Competencies:1.7k,1.9k,1.12k-1.29k,3.4k-3.6k, 3.6s-3.11s, 3.13s, 3.14s

Assessment Method: Rubric Provided (D2L)

Develop and present an integrated unit of study appropriate for the grade level you are most interested in teaching-Grade K-2 (based on the TEKS for that subject/grade level). It should include inquiry-based activities. You will present this to a group of colleagues in the class. You will need to give a printed copy in an organized folder to the professor. If you would like the unit returned, include a self-addressed and stamped appropriately sized envelope.

The Integrated Unit of Study Guidelines:

Overview- Provide an overview of your thematic unit of study, grade level, overall objectives, academic vocabulary and relevance to children and to learning standards. Include:

1. Table of Contents
2. Bibliography
3. Content in each area listed below
4. Lesson plan format for this course
5. Assembled in a ½ or ¾ inch binder

Literature Content

Annotated Bibliography -5 pts. Choose (8-10) books that support your integrated unit. The books should be recognized for quality (Caldecott winners, Coretta Scott King Awards, Newberry Award, Belpre Medal or other American Library Association awards and support diversity and inclusion. The books content books should represent accurate information and quality images suitable for age and grade of your unit. Create an annotated bibliography includes: (author, date of publication, title, city and state of publisher, and publishing company. Include a brief synopsis of each book.)

Language Arts Lesson= 10 pts.

Choose a book that will be used in language arts. Design a lesson focusing on a writing or reading TEKS, then write and extension for practicing a language TEKS [grammar, types of language, rhyming, phonics].

Math Content Lesson= 10 pts.

Create a math lesson for whole group that is based on the literature (list the book(s) you are using). Be sure that you include directions for creating manipulatives or list any materials (items that connect students to the story) that would be needed. Create an extension that is appropriate for a small group of children.

Expressive Art Content activity=10 pts

Create an art activity that is based on the literature (list the book you are using). This should be an extension activity from the science, or math lesson. List the materials needed and give specific directions on how to lead the activity. *The student product cannot be a craft, worksheet, or cut-and-paste.* The product must allow self-expression, investigation or inquiry. Present an example of the finished product with your presentation. (YOU must do this project yourself to see how it works- no cut and paste photos from internet.) It may be a center activity.

Science Content Lesson= 8 pts.

Create an inquiry-based science lesson that supports your theme. The lesson must be inquiry based. The lesson may be completed over several days. It may be a center activity.

Social Studies Content Lesson 6 pts

Create a social studies lesson that connects directly to your theme (geography, time/history, social studies skills, or science, technology and society). Create an extension that includes a developmentally appropriate hands-on activity for inclusiveness and diversity in your classroom based on the theme and stemming from the literature (use the TEKS for cultural or social skills at your grade level. This can be a poem, song, game, or activity, etc., that supports multiculturalism, inclusion of disabled, or community and still connects to the literature. Be sure to describe in your lesson how this activity encourages inclusion of all cultures and/or builds community in your classroom.

Technology Integration 5 pts.

Describe how technology will be used as a part of this unit. You may select online resources, such as a game, or have learners prepare a technology-based assignment. The materials should be previewed by you for instructional and developmental appropriateness. The game or activity will be presented and demonstrated as a part of the final presentation with your personal technology device.

Presentation and organization 6 pts.

All lesson plans and activities are in order with tabs in a folder or thin binder for easy access. Presentation clearly relates main activity in each lesson to the TEKS being covered.

Midterm and Final: 60 points each total 120 points

An online midterm and final will be given provided (D2L). The midterm and final may include selected response items, true/false and a brief constructed response. The midterm and final will cover class discussions (including videos), textbook and other assigned readings.

Learning Outcomes:1,5

Assessment Method: Formal assessment

Extra Credit: Validated attendance at the Bill Martin Symposium will count as 40 points of extra credit. It will be added to the overall points at the end of the course.

Grading:

A=	350-315	points (90-100%)
B=	316-280	points (80-89%)
C=	280-245	points (70-79%)
D=	244- 210	points (60-69%)
F=	209	below points (below 60%)

TECHNOLOGY REQUIREMENTS

The following technology is required to be successful in this course:

- High speed internet connection (Not dial-up)
- Microsoft Office Word 2003, 2007, or 2010
- Access to myeducationlab.com
- Access to D2L
- Access to the university library site (online)
- Access to university email

A computer lab is in the Bain Center and is available to students Monday-Friday between the hours of 8 am and 5 pm. The lab provides computers, internet access, and printers for student use.

ACCESS AND NAVIGATION

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamu-commerce.edu/login.aspx>. You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamu-commerce.edu.

Texas A&M University Commerce offers an online library. To access available materials and databases, go to <http://web.tamu-commerce.edu> and click on "Current Students" at the top of the page. Then, click on the "Library" in the middle of the page.

Texas A&M University also offers an online Writing Center that may be beneficial to you when completing writing assignments. The web address is <http://web.tamu-commerce.edu/academics/colleges/artsSciences/departments/literatureLanguages/writingCenter/default.aspx>.

COMMUNICATION AND SUPPORT

Good communication is vital in this course. Students may contact me by phone, email, or in person. I will make every effort to check and respond to emails during the week. Weekend contacts may not be returned until the following Monday. Please note that you **MUST** use your university issued email account when contacting me for any issue related to this class. If you must text me, please say ECE460 and your name.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Attendance: Students are required to attend all face to face and online classes. Arrive on time and remain until the class is dismissed. Absences will affect your professionalism points for this class. Please notify me if you anticipate an absence. Participants are expected to be on time and to actively engage in discussions. In the event of an emergency and a missed class, you are responsible for obtaining class materials /assignments/notes from one of your peers. See Texas A&M University Commerce handbook for university policy concerning attendance and excused absences.

Cell Phones: Please respect the instructor and your peers by turning off your cell phones upon entering our classroom, unless you have notified me at the beginning of class that you have a critical family situation about which you must be notified. This should constitute only emergencies.

Assignment Due Dates: All assignments or presentations are due on the date specified. Late assignments will not be accepted without my prior approval or a documented (medical/school related) excuse. *Approved late assignments may be subject to a 10-point grade deduction and must be turned in the next class session.* **If you are absent you cannot make up the group/class work for credit.**

Written Assignments: All written assignments are to be typed double-spaced in a Times New Roman 12 pt. font with 1" margins and are expected to exhibit professional quality. You should demonstrate mastery of organizing, structuring, and editing (for all aspects of mechanics) in your writing. Excessive grammar, spelling, and vocabulary errors will result in a reduction of your score at the instructor's discretion.

University Specific Procedures:

Academic Honesty Policy

Texas A&M University-Commerce does not tolerate **plagiarism** and other forms of academic **dishonesty**. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. More information about plagiarism may be found on the following sites:

<http://www.plagiarism.org>

<http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Geer Library 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamu-commerce.edu

[Student Disability Resources & Services](#)

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to

(<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open

carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Student Conduct

You are always expected to demonstrate a professional attitude. An educator demonstrates his/her professionalism in ways such as being on time, attending all classes, participating in and contributing to class activities, accepting responsibility, completing assignments on time and in a quality fashion, and being on your consistent demonstration of professionalism during class and on your assignments, etc. **The Professional Behavioral Standards Evaluation Form (points deducted from final grade)** will be utilized at such time as it is warranted due to non-compliance with these expectations). **"All students**

enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student's Guide Handbook, Policies and Procedures, Conduct)

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

TEXAS A&M UNIVERSITY-COMMERCE/NAVARRO PARTNERSHIP-

EFFECTIVE AUGUST 1, 2017 Please be aware of the new campus carry policy issued by Navarro College effective August 1, 2017. You are responsible for reading and knowing this information. Please see link below: <http://navarrocollege.edu/boardpolicies/section-gj-1/>

COURSE OUTLINE / CALENDAR 460.71b Fall 2019

Date	Topic	Readings and Assignments
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Week 1 Aug.27	Introduction to Integration and Inquiry Learning	Read and discuss chapter 1 Bring a copy of the syllabus to first class
Week 2 Sept.3	The Child Centered Environment	Read and discuss chapter 2
Week 3 Sept.10	Assessment, Standards and Developmentally Appropriate Practice	Read chapter 3
Week 4 *** Saturday September 14, 2019	Bill Martin Symposium Saturday, September 14, 2019 9 am -1 pm Texas A & M University-Commerce Mesquite Metroplex Center 2600 Motley Drive Mesquite, TX 75150	Attend Symposium. Bring verification of attendance to September 24 th class. Share information learned in class.
Week 5 Sept.24	<i>Thinking and Inquiry Based Learning</i>	Additional readings
Week 6 Oct. 1	Inquiry Based Learning and Lesson Planning	Read chapter 4
Week 7 Oct. 8	Midterm Oct 9 Language and ELLS	
Week 8 Oct 15	Language and Literacy	Read chapter 6 Presentation
Week 9 Oct 22	Mathematics	ELL Language and Thinking Activity due Oct. 15 Read chapter 7 Presentation
Week 10 *** Oct.29 Online Activity	<i>STEM- Integration</i>	Additional readings
Week 11 Nov. 5	Science	Read chapter 8 Presentation
Week 12 Nov. 12	Social Studies	Read chapter 9 Presentation
Week13 *** Nov. 26 Online Thanksgiving Week	<i>Movement and Physical Education</i>	Read chapter 12
Week 15 Dec. 5	Arts and Creative Expression	Read chapters 10 and 11 Presentation
Dec 10	Final Exam Dec 11	Unit project Presentations and Self Reflection

Additional Assignments may be given throughout the semester, especially during class.

Disclaimer:

The instructor reserves the right to make changes to the schedule of the class. Any alterations will be announced in class or via email by the instructor. Students who do not attend class or check their email assume responsibility for missing alterations to the course.