C&I 318A: Early Childhood Curriculum

Fall 2014
Wednesdays 8:30 am to 10:50 am
Wham 206

Course Instructor
Shannon Green, MsEd in ECE
Office: Wham 327T
Office Phone: 453-4222
email: ShannonSGreen@siu.edu

Office Hours:
Tuesday 10:30-12:30
Thursday 10:30-12:30

Please note: If you need to meet with me on a specific day or at a specific time, please make a formal appointment, even if it is during my regular office hours. However, you are welcome and encouraged to stop by at any time. I encourage you to meet with me for any reason.

Email is the best way to reach me.
You can leave phone messages at C&I Reception Desk: (618) 536-2441
However, I cannot guarantee phone messages will reach me in a timely manner.

COURSE DESCRIPTION:
The purpose of this class is to assist students in planning and providing the optimum learning environment for the preschool child. Emphasis will be placed on integrated learning and appropriate instructional methods in the content areas of language/literacy, math, science, and social studies. Additional practicum (CI 318B) in the Child Development Laboratories is to be taken by all students in the course. CI 318B has its own syllabus, course requirements, and expectations of behavior. Questions/concerns about CI 318B should be directed to the specified instructor for that course.

TOTAL CREDIT HOURS: 3 Credits (plus an additional 1 credit for 318B)

PREREQUISITES: C or Better in EDUC 314, C&I 237, and C&I 317

COURSE GOALS, OBJECTIVES, AND CONTENT:
The goal of C&I 318 is to introduce students to early childhood curriculum and its various components and to help students develop practical applications for this knowledge. The course is a study of curricula planning and implementation in the early childhood years including kindergarten.

During and upon completion of the course students will:
1. demonstrate understanding of the educational implications of preschool/kindergarten children's levels of physical, cognitive, emotional, and social development.
2. demonstrate understanding of the educational implications of individual differences in children, including differences in learning styles.
3. demonstrate comprehension of the role of theory, concepts, skills, resources, materials, and assessment in teaching the content areas of science, language/literacy, math, and social studies in the preschool and kindergarten classrooms.
4. demonstrate the ability to use appropriate methods of evaluating children's knowledge and skills in the areas of science, language/literacy, math, and social studies.
5. identify professional organizations, standards, and government documents that guide instruction in Early Childhood Education settings.
6. use information from informal evaluations to plan appropriate curriculum activities in the areas of science, language/literacy, math, and social studies.
7. plan, implement, and evaluate developmentally appropriate integrated activities for practicum experiences at the Child Development Laboratories.
8. participate effectively as an assistant teacher in the Child Development Laboratories, cooperating with supervising teachers.
REQUIRED TEXT(S):
(From C&I 317, You don't need to purchase.)

*SUPPLEMENTAL READINGS WILL BE ASSIGNED WEEKLY IN CLASS. These readings will be made available through email, on livetext, or by hard copies distributed in class. Students are required to PRINT, READ, HIGHLIGHT SALIENT PASSAGES, and TAKE NOTES on each assigned article before class time. Readings should be kept in a class notebook and brought to class each week. Please plan ahead for printing (costs and printing locations). If you prefer to use an electronic method for these purposes, please arrange to speak with me early in the semester. These processes are necessary for assuring quality discussions about weekly topics. Taking this time will benefit you and your peers, make class time more interesting and meaningful, ensure success on written, essay style exams, and inform your participation grade. The course instructor will periodically check your notebooks during class hours.

LIVETEXT: Each student is required to purchase LiveText, if not purchased previously. Assignments will be posted on LiveText and will be submitted by the student on LiveText, unless otherwise indicated. Technical assistance with LiveText is available through the Livetext hotline: 1-866-LiveText (1-866-548-3839), e-mail: edu-solutions@livetext.com
Technical Support Hours: Mon-Thur 7am to 9pm (CT), Fri 7am to 6pm (CT), Sun 12pm to 9pm (CT)

OPTIONAL NAEYC MEMBERSHIP: Students will be required to utilize the NAEYC practitioner journal Young Children to provide research rationales for lesson plans. Young Children is available at the library, though students may find becoming a member of NAEYC useful. Some Young Children articles are available on NAEYC’s website without a membership. More information can be found at: https://www.naeyc.org/membership/benefits

ADDITIONAL SOFTWARE AND SUPPLIES, etc.: Microsoft Word, Power Point, video recorder (e.g., webcam or video recording device), access to Internet, YouTube account, binder/organizing system, writing paper, and occasional use of basic art supplies are helpful but not required.

ATTENDANCE: Attendance at all class sessions and full participation in class activities are required. Students are responsible for completing all required readings before each class and for coming to class prepared for discussions and activities. If you must be absent for a class session please email a message to the instructor prior to class start time. Poor attendance (more than two absences) will result in a lowering of the grade earned by one or more letter grades. (3 absences=one letter grade reduction, 4 absences=2 letter grades, 5+ absences=automatic failure).

LATE ARRIVALS/TARDINESS: Class begins promptly at start time. Students are expected to sign in before this time and be ready to begin class. Excessive Tardiness (More than two times) will impact your participation and professionalism grade.
COURSE REQUIREMENTS: Each student in the course must complete the following assignments. All assignments will be available in LiveText and should be turned into LiveText unless otherwise stated in class. Additional details for each assignment will be given in class and/or on LiveText. If you have any questions about these assignments, direct your questions as soon as possible to the course instructor. SEE COURSE SCHEDULE FOR DUE DATES.

1. **CDL Initial Observation**: Using the questions provided in class, you will observe the children during your first scheduled lab time. Each question should be answered thoroughly with specific details and clear examples. The information gathered should be completed in a Microsoft Word document and turned into LIVETEXT by the assigned due date. **25 points.**

2. **Professional Organization and Standards Presentation**: Students will be randomly assigned to work in pairs to develop a presentation about one professional organization that supports Early Childhood Education (ECE) in the United States. Pairs will be expected to research this organization and prepare a power point presentation to deliver to your peers during class. The presentation will introduce and describe the organization and emphasize the relevant set of standards, goals, or themes that guide the ECE professional in their work. Each presentation will consist of approximately 4-6 slides. Presentations will be evaluated on the thoroughness of research, content of slides, delivery of the presentation, and personal reflection regarding the relevance and usefulness of this information to your own professional development and that of your peers. **25 points.**

3. **Fingerplay/Action Poem Presentation & Handout**: Students will select/be assigned one class period in which they will teach their peers a Fingerplay/Action poem that could be taught to children in the ECE classroom. Students will create a one-page (8x10) handout for each of their peers that consists of the words/lyrics to the Fingerplay/Action Poem and its corresponding actions. Additionally, students will include a brief description of when/how this particular Fingerplay/Action Poem will be beneficial for young children’s development and how it supports one or more of the targeted content areas covered in class (Science, Social Studies, Math, Language Arts). Handouts should be professionally prepared, attractive, and easy to read. **10 points.**

4. **Video Book Review**: Students will create a 3-5 minute video book review that will be uploaded to YouTube to share electronically with your instructor, peers, and others if desired. The video book review will be shown in class to your peers and instructor. This video book review will include an introduction to the selected book and author, a visual sampling of the book cover and selected pages, a brief review of the book, a description of the cultural relevance and appropriateness of the book, and examples of how this particular book could be used to support the preschool child’s development in Two or more of the targeted content areas covered in class (Science, Social Studies, Math, Language Arts). **15 points.**
5. **Lesson Plans (2):** You will be planning, gaining approval for, implementing, and evaluating two integrated lessons for the Laboratories setting. Each lesson plan will target two of the four content areas covered in class such that **all four content areas will have been targeted** with two lessons. Lesson plans will enhance current CDL projects, be based on informal assessments of children in the classroom, and be supported by current research from the journal *Young Children*. **Lesson plans will be drafted, revised, and approved for implementation** in the 318A portion of this class and **then implemented under supervision at CDL for CI318B**. Prior to approval, students should expect to be asked to complete up to three revisions of their lesson plans. **If revisions are requested, students should complete those revisions within 48 hours of the request.** After the lesson plans have been approved and implemented at CDL, students will complete a final draft of their lesson plan that includes a self-evaluation of learning. Your final lesson plan grade will be based upon the associated LiveText rubric and assigned when the final version has been turned in. Lesson Plans will be part of your TEP Plan Book and/or Child and Family Services Gateway Portfolio. **50 points each. (x2)**

6. **Content Area Exams** You will demonstrate comprehension of the role of theory, concepts, skills, resources, materials, and assessment in teaching the content areas of science, language arts, math, and social studies in the preschool classroom through comprehensive written examinations. Content area exams are take-home exams and are due in LiveText at the time specified in the associated LiveText assignment. Exams will be made available to students at least one week before the scheduled due date. **Students are expected to work on these exams over the course of the week.** Questions about the exam should be addressed during class periods. **150 points (50 points each).**

7. **Final Project/Unit Plan:** Students will work in groups of 3 or 4 to develop a unit plan appropriate for use in a preschool classroom. Instructor will randomly assign groups. Students will give demonstrations of selected activities from the plan, share books and other materials, and prepare a presentation of the unit to the class. Additional details about the unit plan assignment will be provided in class. **50 points.**

8. **Readings Discussion, Participation, and Professionalism.** You will arrive to each class period having read and engaged with each of the assigned readings, participated full in discussion of these readings, additional topics of discussion, and activities. Additionally, you will have engaged with your peers, instructor, and CDL staff with a high level of professionalism demanded by the ECE profession. **25 points.**

9. **Holiday Discussion Board Meeting.** *There will be no class meeting on Wednesday, October 22.* Instead, students will participate in an online discussion about the role of Holidays in the Early Childhood Education Curriculum. Students will be assigned three supplemental readings and will post their reflections (**Minimum of 400 words**) about these readings in a LiveText Discussion Forum. Posts must show (1) **clear evidence of having engaged intellectually with all three of the readings,** (2) personal reflection about how the readings have informed your own practices. Additionally, students will (3) **respond to at least one other student's post (minimum 200 words)** in a way that shows thoughtfulness about and respect of other's perspectives. **15 points.**
ADDITIONAL COURSE GUIDELINES:

1. **No assignments will be accepted after the due date without the prior consent** of the instructor and then only in cases of legitimate problems. Legitimacy must be granted PRIOR to time due and will be determined by course instructor. **No assignments will be accepted more than one week past the due date.** All formal assignments are to be turned into LiveText by the specified date and time due. **If late assignments are accepted, the assignment will receive a 10% grade reduction.**

2. **Grammar and spelling must be correct in all assignments;** if errors prevent the instructor from reading for content, the assignment will be returned for revision and the student can expect that points will be deducted.

3. Every effort will be made to return work in as timely a manner as possible. However, work not ready to be returned at the end of the semester will be kept in the instructor’s office and may be picked up the following semester.

4. **Professional behavior is expected at all times,** in all practicum settings, class activities, lecture sessions, email correspondence, and all interactions with instructor and other faculty. Keep in mind that you represent the University and the Early Childhood Department. Professionalism should be displayed in your attire, attitude, and behavior. This includes the use of cell phones and laptops in the classroom. Cell phones are for emergencies only-do not send text messages during class. If you must use the phone, please leave the class to do so. Laptops are for note-taking and must have instructor approval to use in class. A full outline of professional expectations will be provided.

*Please note: The Student Conduct Code for the University stipulates the importance of academic honesty. Violations of this code include:*

1. Plagiarism, representing the work of another as one's own work;
2. Preparing work for another that is to be used as that person's own work;
3. Cheating by any method or means;
4. Knowingly furnishing false information to a university official relative to academic matters;
5. Soliciting, aiding, abetting, concealing, or attempting conduct in violation of this code.

A Department Code of Ethics will be given in class and students will be required to sign it indicating that they have read it and will abide by its contents.
### Tentative Course Calendar

This schedule may change at the instructor’s discretion. Changes may be made in writing or verbally in class. It is the student’s responsibility to note these changes. Students are expected to arrive to class prepared to discuss the assigned readings. Failure to be prepared will result in the reduction of participation and professionalism points.

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<thead>
<tr>
<th>Week</th>
<th>Topics &amp; Readings</th>
<th>Notes</th>
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| 1 8/20 | **TOPICS & ACTIVITIES**  
- Introduction to 318: Syllabus & Expectations  
- Who are we? Introductions to Ourselves and Our Families  
- What do we mean by Teaching and Learning? Who teaches? Who learns?  
**READINGS FOR DISCUSSION:**  
- Syllabus  
| 2 8/27 | **TOPICS & ACTIVITIES**  
- The Intentional Teacher (Epstein, 2006)  
- Guidelines for Teaching Young Children  
- What do Children Need to Learn?  
- Introduction to Informal Pre-assessments & Documentation (Helm, 1998)  
**READINGS FOR DISCUSSION:**  
*Assign Professional Organizations & Standards Presentations* |
| 3 9/3 | **TOPICS AND ACTIVITIES**  
- Curriculum & Lesson Planning  
- Looking Ahead: The Content Areas  
- The Lesson Plan Format  
- Planning, Reflection, Projects, and Problems  
- Universal Design for Learning  
- Designing Classroom Spaces: Make Space for PLAY  
**READINGS FOR DISCUSSION:**  
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<th>Notes</th>
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| 4 9/10 | • Professional Organizations & Standards  
        • Planning with Standards in Mind  
*Lesson Plan One Discussion (Due next Class!)* |
| 5 9/17 | • Introduction to Social Studies  
        • The Family  
        • Coping with Traumatic Events/Tender Topics  
        • Appreciating Differences, Appreciating Diversity  
        • Colorblindness  
| 6 9/24 | • Culturally Responsive Education  
        • Anti Bias Education (Derman-Spars & Edwards, 2010)  
        • Equity Pedagogy & Critical Pedagogy  
        • Social Justice Education/Service Projects  
        • Identity Development  
| 7 10/1 | • Lesson Plan Revisions | | |
readings for discussion
• None

week 8
10/8

topics and activities
• Intro to Language and Literacy
• Language Acquisition Theory
• Whole language
• Language, Home, and Socioeconomic Status
• Vocabulary
• English Language Learners
• Language, Dialogue, and Conversations

readings for discussion

exam #1 due

*lesson plan # 2 due

*implementation period for lesson 1 begins
(Schedule implementation with Lori, must be implemented under CDL Supervision)

week 9
10/15

topics and activities
• Literacy Instruction
• Emergent Literacy
• Environmental Reading, Multiliteracies
• Decoding, Overgeneralizing
• Dialogic/Shared Reading
• Strategies for Reading & Writing
• Stages of Writing

readings for discussion
• Tunks, K.W., Giles, R. (2009). Strategies for supporting young authors. Young Children, January, 22-25
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<tr>
<th>WEEK 10</th>
<th>TOPICS AND ACTIVITIES</th>
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<tr>
<td>10/22</td>
<td>• The Holiday Curriculum</td>
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**READINGS FOR ONLINE LIVETEXT DISCUSSION**

*NO IN-CLASS MEETING*
*Discussion board meeting*
*Implementation Period for lesson 2 begins (Schedule with Lori, must be implemented under CDL Supervision)*

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<tr>
<th>Week 11</th>
<th>TOPICS AND ACTIVITIES</th>
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<tr>
<td>10/29</td>
<td>• Intro to STEM in ECE</td>
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**READINGS FOR DISCUSSION**
- None

*Language and Literacy Exam #2 Due*

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<thead>
<tr>
<th>Week 12</th>
<th>TOPICS AND ACTIVITIES</th>
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<tr>
<td>11/5</td>
<td>• The Science Disciplines</td>
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<td>• A Sense of Wonder</td>
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<td>• Color, Fire, Weights &amp; Balances, Sinks &amp; Floats</td>
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<td></td>
<td>• Building Structures with Young Children (Chalufour &amp; Worth, 2004)</td>
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<td>• Environmental Concepts, Elements, Energy</td>
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<td>• Nature literacy</td>
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<td>• Problem Solving in Science: Real life &amp; Experiments</td>
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**READINGS FOR DISCUSSION**

*“Teacher as Researcher” documentary discussion*

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<th>Week 13</th>
<th>TOPICS AND ACTIVITIES</th>
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<tr>
<td>11/12</td>
<td>• Life Sciences</td>
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<td>• Sensory Related Concepts</td>
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<td>• Maria Montessori’s Ten Senses</td>
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<td>• Plant &amp; Animal Life</td>
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<td>• Introduction to Math Vocabulary</td>
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**READINGS FOR DISCUSSION**

*Bring to class: Estimation Jar*
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<th>Week 14</th>
<th>TOPICS AND ACTIVITIES</th>
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| 11/19   | • Problem Solving and Mathematics  
|         | • Equity, Math, Economics, and the Integrated Curriculum  
|         | • Math Assessment through Experience  
|         | • Algebra for the Preschool Child  
|         | • Measurement, Geometry, Time, Money, Data Analysis & Probability  
|         | • Reading in the Math Class  
|         | READINGS FOR DISCUSSION  
|         | • Butera, G., Friesen, A., Palmer, S., Lieber, J. Horn, E., Hanson, M., Czaja, C. (2014). Integrating mathematics problem solving and critical thinking into the curriculum. *Young Children, March, 70-77*  

*Activity: How many feet?*

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<th>Week 15</th>
<th>TOPICS AND ACTIVITIES</th>
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| 11/26   | • THANKSGIVING NO CLASS  

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<tr>
<th>Week 17</th>
<th>TOPICS AND ACTIVITIES</th>
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| 12/3    | • Math Party!  
|         | • Math & Food, Math & Music, Math & Movement  
|         | • Unit Plan Presentations  
|         | READINGS FOR DISCUSSION  

*Unit Plan Presentations*  
*Bring “Math Food” to share that supports your unit plan topic (must be nutritious)*

| FINAL S  | Final Exam: Turn in on Livetext On Wednesday, December 10, 2014 |
| WEEK    |                                                                 |

*Science and Math Exam #3 due*

Additional References/Resources for CI 318

*These books are excellent resources for teaching, planning units, lessons, curriculum, and/or simply expanding your understanding of early childhood educational experiences.*


