

CASPER COLLEGE

EDEC 1300-N1: CURRICULUM PLANNING AND DEVELOPMENT FOR YOUNG CHILDREN

FALL 2015

LECTURE HOURS: 2

LAB HOURS: 0

CREDIT HOURS: 2

Instructor: Kerri Mahlum, Ed. D.

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Office Hours:

Monday 2:00-3:00
Tuesday 11:00-12:00
Wednesday 3:30-4:30
Thursday 11:00-12:00
Friday 10:00-12:00

COURSE DESCRIPTION AND GENERAL OBJECTIVE:

Students will develop skills in planning, implementing, and evaluating developmentally appropriate experiences to encourage intellectual, physical, social, emotional and creative growth in young children with the focus on the whole child.

PREREQUISITES:

Introduction to Early Childhood Education (EDEC 1020) **and** Developmental Psychology, (PSYC 2300), or permission of instructor.

General Education Outcomes

1. Demonstrate effective oral and written communication
3. Solve problems using critical thinking and creativity
4. Demonstrate knowledge of diverse cultures and historical perspectives
5. Appreciate aesthetic and creative activities
6. Use appropriate technology and information to conduct research

GOALS:

Upon completion of this course the student should:

- Be able to make informed decisions about the most appropriate teaching methods and materials,

- Know key strategies for curriculum development and implementation,
- Understand the role of play in the learning process,
- Demonstrate skills in planning, implementing, and evaluating developmentally appropriate experiences,
- Understand the "whole child" approach to learning.

OUTCOMES:

EDEC 1300 may partially meet the following Professional Teaching Standards Board Early Childhood Certification Standards:

Outcome 1. The student shall demonstrate knowledge of physical maturation, cognitive and language, and social/emotional development from pre-birth to approximately 8 years of age, including individual differences and the impact of early experience. (Standards I, II, III, VII)
Documentation: Curriculum Web, Resource Unit

Outcome 2. The student shall demonstrate knowledge relating to diverse perspectives of the family, parent/child/community/school/system and various approaches to parent involvement. (Standards VIII, X)
Documentation: Bio-Board, Curriculum Web, Resource Unit

Outcome 3. The student shall demonstrate competence in articulating rationale for and implementation of developmentally appropriate practice in the education of all children, including techniques of informal and formal assessment and the process for evaluating early childhood programs. (Standards V, VI, IX, XXII)
Documentation: Curriculum Web, Resource Unit

Outcome 4. The student shall demonstrate competence in planning and implementing developmentally appropriate curriculum through the facilitation of play and the design of appropriate learning environments to meet the needs of all young children. (Standards XIII, XIV, XV, XVI, XVII, XVIII, XXI)
Documentation: Curriculum Web, Resource Unit

COURSE REQUIREMENTS:

Students will be expected to:

1. Read assigned material weekly from text and online content
2. Complete weekly seminar assignments
3. Discuss concepts weekly with classmates via Discussion forum
4. Prepare a curriculum web.
5. Prepare a major curriculum project around a self-selected curriculum theme.

Major Assignments:

1. Weekly online assignments (approx 5 @ 15-20 points each)
 - Read weekly content and respond through given assignments

2. Curriculum Web (75 points)
 - Students will prepare a curriculum/thematic web (flow chart on the topic of their resource unit capable of being used by both children and parents. Further guidelines provided online)
 - Due date posted in Tentative Calendar/Course Outline.
3. Major Project - Resource Unit (200 points)
 - Prepare a resource unit around a theme.
 - Further guidelines provided online.
 - Due date posted in Tentative Calendar/Course Outline.

Extra Credit: A MAXIMUM OF 25 POINTS MAY BE RECEIVED THROUGH ADDITIONAL CREDIT WORK and the instructor MUST APPROVE all projects. **All extra credit must be submitted no later than Week 15 of the course.**

Choose from the following options:

1. Professional Conferences or Lectures - Attendance and Report (25 points maximum)
Receive approval before attending.
2. Read book, *Reading Magic* by Mem Fox and write a report summarizing the content and a reflection paper on literacy in the early childhood classroom. (25 points maximum)
3. Plan and prepare a project designed to inform parents about some aspect of the curriculum or child development --documentation board, bulletin boards, display in a downtown window, newspaper article for release to the local newspaper, radio spot of 5 minutes, etc. (25 points maximum)
4. Projects for yourself; i.e., learning games, organized finger play or activity files, bulletin boards, etc. (25 points maximum)
5. Suggest another project and obtain approval from the instructor.

ALL PAPERS MUST BE TYPED AND SCHOLARLY

METHODOLOGY:

This course will include reading, discussion, and experiential learning.

IMPORTANT!!!

Late assignments will not be accepted without PRIOR arrangements between the student and instructor.

If arrangements have been made for the acceptance of late work, the submitted assignments will be reduced in credit by half.

EVALUATION:

Since a broad objective of this course is to stimulate creativity, not cause students to become fearful about evaluation and thus stifle creativity, there will be no major exams. To judge whether you as a student have achieved the objectives of the course students will:

- Demonstrate knowledge gained through weekly readings via weekly online assignments.
- Demonstrate knowledge gained through class discussion and participation including possible pop quizzes on reading assignments.

- Demonstrate a generalization of knowledge learned through development and implementation of resource unit including curriculum web.

Successful performance will be judged on a point system as follows:

Weekly online assignments	5 @ 15-20 points each
Curriculum Web	75 points
Resource Unit	200 points
Others Possible: (TBA)	1-25 points each
-Quizzes	
-Supplementary activities	

***All points are approximate**

GRADING:

Grades will be assigned based on the following percentages:

93 and above	A
85 to 92	B
77 to 84	C
69 to 76	D
68 and below	F

TEXTS:

Jackman, H.L. (2011). *Early education curriculum: A child's connection to the world (5th ed.)*. Albany, NY: Delmar.

ELECTRONIC PORTFOLIO REQUIREMENT FOR EDUCATION MAJORS:

All education students at CC are required to show evidence of program outcomes (artifacts) through the completion an electronic portfolio. These outcomes will include appropriate pedagogical practices, as well as knowledge and skills of content area as outcomes for the CC education program.

These artifacts are also utilized to demonstrate CAEP (National Council for Accreditation of Teacher Education) and INTASC (Interstate New Teacher Assessment and Support Consortium) proficiencies and documented within the electronic portfolio - eFolios – provided via Minnesota State Colleges and Universities.

Early Childhood Education majors will also be required to document proficiencies for NAEYC (National Association for the Education of Young Children) through the use of eFolio.

eFolio accounts are initially paid for by Casper College (based upon continued funding). Beyond this course, continuation and maintenance of eFolio may be conducted solely between the student and eFolioWorld. Students will adhere to the user policy or will forfeit their eFolio account.

CHAIN OF COMMAND:

If you have problems with this class you should first contact the instructor in order to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take your problem through the appropriate chain of command starting with the Dean of the School of Social and Behavioral Sciences (Dr. Brandon Kosine), followed by the Vice President for Academic Affairs, (Dr. Shawn Powell).

ACADEMIC DISHONESTY:

Cheating and Plagiarism: Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offence was committed or expulsion from school. See the Casper College Student Code of Conduct.

Official Means of Communication: Casper College faculty and staff will employ the student's assigned Casper College email account as a primary method of communication. Students are responsible to check their account regularly.

ADA Accommodations Policy: If you need academic accommodations because of a disability, please inform me as soon as possible. See me privately after class, or during my office hours. To request academic accommodations, students must first consult with the college's Disability Services Counselor located in the Gateway Building, Room 344, (307) 268-2557, bheuer@caspercollege.edu. The Disability Services Counselor is responsible for reviewing documentation provided by students requesting accommodations, determining eligibility for accommodations, and helping students request and use appropriate accommodations.

LAST DATE TO CHANGE TO AUDIT STATUS: November 12, 2015

LAST DATE TO WITHDRAW WITH A W GRADE: November 12, 2015

STUDENTS RIGHTS AND RESPONSIBILITIES:

Please refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and responsibilities as a Casper College student.

NOTICE OF BACKGROUND CHECK:

All education students are subject to background checks and finger printing for selected educational coursework involving student contact and future employment as professionals in education and related fields.

**CDA Documentation
Hours in Content Areas
EDEC 1300 - FALL 2015**

CDA (Child Development Associate) candidates must document a total of 120 hours covering the following 8 content areas, with no fewer than 10 hours in each area. This may be received at Casper College through EDEC 1020 -Introduction to Early Childhood Education, EDEC 1100 - Observation and Guidance of Young Children, and EDEC 1300 - Curriculum Planning and Development for Young Children.

Content Areas

1. Planning a safe, healthy learning environment (7 hours, 3.5 sessions*)

- e.g. safety, first aid, health, nutrition, space planning, materials and equipment, play
2. Steps to advance children's physical and intellectual development (14 hours - 7 sessions)
e.g. large and small muscles, language, discovery, art, music
 3. Positive ways to support children's social and emotional development (2 hour - 1 session)
e.g. self-esteem, independence, self-control, socialization
 4. Strategies to establish productive relationships with families (3 hours - 1.5 sessions)
e.g. parent involvement, home visits, conferences, referrals
 5. Strategies to manage an effective program operation (5 hours - 2.5 sessions)
e.g. planning, record keeping, reporting
 6. Maintaining a commitment to professionalism (0 hours - 0 sessions)
e.g. advocacy, ethical practices, workforce issues, professional associations
 7. Observing and recording children's behavior (0 hours - 0 sessions)
e.g. tools and strategies for objective information collection
 8. Principles of child growth and development (1 hour - .5 sessions)
e.g. developmental milestones from birth through age 5, cultural influences

*Each session equals 2 hours of training.

EDEC 1300 Curriculum Planning and Development for Young Children Total (32 CDA hours)

Instructor: _____ **Kerri Mahlum**

**EDEC 1300 and EDEC 1305
DUE DATES
Fall 2015
(Seminar Assignments listed in BLACK)
(Lab Assignments listed in *RED italics*)**

Week	Topic	Assignment	Due Date
Week 1 8/24-8/31	Getting to Know Each Other	1. Introduction 2. Discussion Posting 3. <i>Lab Information</i>	8/31
Week 2 8/31-9/8	Orientation/Overview of Course	1. Course Quiz 2. Discussion Posting 1. <i>Lab Information</i>	9/8 (Tuesday due date- Labor Day)
Week 3 9/8-9/14	Starting the Process	1. Chapter 1 2. Developmentally Appropriate Alternatives 3. Discussion Posting 4. <i>First Week of Lab!</i> 1. <i>Group Time/Review Analysis</i>	9/14
Week 4 9/14-9/21	Creating Curriculum	1. Chapter 2 2. Behavioral and Learning Objectives 3. Discussion Posting 4. <i>Review activity lesson plan due</i>	9/21
Week 5 9/21-9/28	Language and Literacy	1. Chapter 3 2. 10 open ended questions 1. Theme choice video 3. Discussion Posting	9/28
Week 6 9/28-10/5	Literature	1. Chapter 4 2. Discussion Posting 3. <i>Read Aloud lesson plan due</i> 1. <i>Teach, record and upload video of Review activity at lab site</i> 4. <i>Self-Evaluation of Review lesson</i>	10/5
Week 7 10/5-10/12	Art	1. Curriculum Web Due!!! 2. Chapter 8 1. Discussion Posting	10/12

		3. <i>Center #1 lesson plan due (Literacy focus)</i>	
Week 8 10/12-10/21	Music and Movement	1. Chapter 10 2. Discussion Posting 1. <i>Teach ,record, and upload video of Read Aloud at lab site</i> 3. <i>Self-Evaluation of Read Aloud lesson</i>	10/21 (Later due date due to Fall Break)
Week 9 10/21-10/26	Sensory Centers	1. Chapter 9 2. Discussion Posting 3. <i>Center #2 lesson plan due (Sensory focus)</i> 4. <i>Teach and submit photographs of Center #1 at lab site (include yourself, students, and materials in photos)</i> 5. <i>Center #1 Self-Evaluation</i>	10/26
Week 10 10/26-11/2	Dramatic Play	1. Chapter 12 1. Discussion Posting 2. <i>Music and Movement lesson plan due</i>	11/2
Week 11 11/2-11/9	Science	1. Chapter 6 2. Discussion Posting 3. <i>Center #3 lesson plan due (Inquiry focus)</i> 4. <i>Teach and submit photographs of Center #2 at lab site (include yourself, students, and materials in photos)</i> 5. <i>Center #2 Self -Evaluation</i>	11/9
Week 12 11/9-11/16	Math	1. Chapter 5 2. Discussion Posting 3. <i>Teach, record, and upload video of Music and Movement lesson at lab site</i> 4. <i>Music and Movement Self-Evaluation</i>	11/16
Week 13 11/16-11/23	Social Studies Due	1. Chapter 7 2. Discussion Posting 1. <i>Teach and submit photographs of Center #3 (include yourself, students, and materials in your photos)</i> 3. <i>Center #3 Self-Evaluation (last week of lab)</i>	11/23
Week 14	No Assignments	THANKSGIVING BREAK	

11/23-11/30			
Week 15 11/30-12/7		<ol style="list-style-type: none"> 1. Resource Unit Due!!! 1. Discussion Posting 2. <i>Last week at lab</i> 3. <i>Signed lab hours due!</i> 4. <i>Final Mentor Evaluation due!</i> 	12/7
Week 16 12/7-12/14	Wrapping Up FINALS WEEK	<ol style="list-style-type: none"> 1. <i>Lab Make-up week (contact instructor if make-up is necessary)</i> 	