

**AUGUSTA STATE UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF TEACHER EDUCATION**

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Office Hours:

Monday: 2:30-5:00 pm
Wednesday: 9:00-12:00 am
3:00-5:00pm

COURSE TITLE: ECED 3151: Early Childhood Curriculum

COURSE PREFIX AND NUMBER: ECED 3151

COURSE HOURS: 3 semester hours

COURSE INFORMATION: Monday /Wednesday 1:00 – 2:15pm (1/6/2010 - 4/ 28/2010)

LOCATION: University Hall 353

Texts: None

*Live Text Membership (Live Text is required course material that will be used in every education class. This is a one time purchase and can be bought in the bookstore.)

Course Description: Early childhood education is a diverse field encompassing a broad age-range of the lifespan, birth through age eight including children with special developmental and learning needs. Early childhood education occurs in diverse settings including public and private schools, centers, and home-based programs, and encompasses many roles in addition to the traditional role of "teacher." Students will be expected to demonstrate knowledge of theory and practices necessary to plan and implement curriculum for individual children and groups; to systematically develop and conduct assessments of individual children; and to engage in reflection about their practices that result in improved programming for children and also contributes to continuing professional development.

Georgia Technology Standards for Educators adopted from ISTE NETS Standards

- I. Technology Operations and Concepts (*ISL*)
- II. Planning and Designing Learning Environments and Experiences (*ISL*)
- III. Teaching, Learning, and The Curriculum (*ISL*)
- IV. Assessment and Evaluation (*ISL*)
- V. Productivity and Professional Practice (*ISL, Research-Teaching Strategies*)
- VI. Social, Ethical, Legal, and Human Issues (*Lesson Plans-Use of technology to differentiate instruction; Discussion Boards in Livetext.*)

PAR

Element: Prepared

Dispositions: To think critically about the process of teaching, learning, and assessment.

Element: Able

Dispositions: To be creative, challenging, and flexible in teaching/professional practices.

Element: Responsive

Dispositions: To act in a manner that is empathetic, responsive, enthusiastic, inclusive, and reflective in relations with students, parents, peers, and others.

COURSE OBJECTIVES:

The following objectives are based upon the Guidelines for Preparation of Early Childhood Professionals developed by the National Association for the Education of Young Children.

Upon successful completion of this course students will be able to:

1. Use knowledge of how children develop and learn to provide opportunities that support the physical, social, emotional, language, cognitive, and aesthetic development of all young children (PSC 1, 2,13; ACEI 3,4, 5.1, 6.1, 9.3; NAEYC 1.2, 1.3, 4.1).
2. Create and modify environments and experiences to meet the individual needs of all children including children with disabilities, developmental delays, and special abilities (PSC 1,2,3,13,14,15; ACEI 1,2.1, 4, 5.4, 6.4, 9.3; NAEYC 1.2, 2.1, 2.4, 4.1, 5.1).
3. Demonstrate current knowledge of and ability to develop and implement meaningful, integrated daily learning experiences, using the central concepts, best practices, and tools of inquiry in curriculum content areas (PSC 1,2,10,11,13,17; ACEI 3,4, 5, 5.1, 5.4, 5.5, 6.4, 7.1;NAEYC 1.2,2.1,2.3,4.1,5.1).
4. Use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussions, problem solving, cooperative learning, and inquiry experiences to help young children develop intellectual curiosity, solve problems, make decisions, and become critical and creative thinkers (PSC 1,10, 11,12, 13; ACEI 4, 5, 5.4, 6.1, 9.4; NAEYC 1.2, 2.1, 2.4).

**Students with disabilities need to contact ASU's Office of Disability Services at 706-737-1469 to discuss appropriate accommodations.*

COURSE POLICIES:

1. Attendance and punctuality are required except in extreme emergencies. The maximum number of absences for this class is two. You may be withdrawn from the class on the third absence. Each tardy will count as one-third of an absence. If you are absent twice, you will be required to do a one page reflective paper citing two articles about a critical issue in teacher education. **Be on time for class!** If you are tardy more than one time, the same assignment applies and is due the following day after the absence or tardy. Designate another student to pick up any missed handouts!
2. **All assignments are due as you enter class in either hard copy form or on Live Text on the day due by 11:00pm. Reminder: Relevant assignments from this course should be posted to Live Text.** Please type all assignments professionally (correct spelling, grammar, punctuation, etc.). **Points will be deducted for spelling and grammatical errors.** Use APA style for references as needed.
3. Late assignments will be penalized 10 points per day. They will be penalized 5 points if they are turned in on the day they are due but after class begins. If an assignment is late, write "late" at the top, along with the date and time the assignment was turned in. Assignments will not be accepted at all three or more days beyond the due date.
4. Student's project assignment grade will be penalized if they do not fully participate in group presentation from the beginning until the final presentation in class.
5. Although you may find ideas for some of your assignments in commercial books, teachers' editions, or on the web, the completed project should be an original creation or a modification of these ideas citing sources used. Do not simply copy units or lessons from these or other sources, or from students that have recently taken this class (see academic honesty statement outlined in the ASU catalog).
6. The academic honesty policy outlined in the ASU Catalog applies in this class.
7. Keep your cell phones turned off or on **silent**.

8. Student grievances should follow the policy as outlined in the ASU catalog. This means grievances must first be brought to the attention of the instructor.
9. You are expected to check your ASU Campus **Pipeline** Email Account **on a daily basis!**
10. Children should not be brought to class.
11. All papers/projects are to be picked up no later than 2 weeks after the final class. They will be discarded after that time.
12. Relevant assignments must be posted to your **electronic portfolio** by the end of this semester. It is **your** responsibility to keep up with your electronic portfolio.

COURSE OUTLINE AND WEEKLY SCHEDULE:

The course outline is designed to provide topics essential for students to attain the intended course outcomes and objectives.

January 6: Teaching Strategies-Fieldtrip to UH 223, Research Strategies, assign groups, Discuss TE website

January 11: **TE Checklist DUE**, ISL Jigsaw, Discuss & assign Group Math ISL, assign GPS homework

Jan. 13: Centers-lab requirements, surveys, interviews, examples, letters, diagnostic tests (15 min) **Teaching Strategy Presentations DUE-(4)**

Jan. 18: Holiday

Jan. 20: Centers (15 min) **Teaching Strategies Presentations DUE-(4)**, **GPS DUE**-HW-Create survey and interview (?s)

Jan. 25: **How to write a lesson plan, groups meet-** HW-Create group survey and interview (?s)

Jan. 27: **Due survey & (?s)**-Give scenario profile, How to write a lesson plan, Teach Section 1, HW-Section One

Feb. 1: **Due Section One**, How to write a lesson plan, Teach Section Two, HW-Section Two

Feb. 3: **Due Section Two**, Teach Section Three, Diagnostic Tests, HW-Section Three

Feb. 8: **Due Section Three**, Learning Styles & Modalities

Feb. 10: **Group Simulation ISL Unit 1-3 Due**, Differentiation, Lab requirements

Feb. 15-19 LAB WEEK (Implement Major Math ISL Sections 1, 2 & 3)

Feb. 22: Discuss lab and Major Math ISL sections 1, 2 & 3 requirements, *Return graded Group ISL 1-3*

Feb. 24: Create E-Portfolio- Fieldtrip to UH 223,

March 1: **(Major Math ISL Sections 1, 2&3 DUE in LiveText)** Teach section 4, Work on rough draft of Major Math ISL Sections 4, 5, Assessments- Formative vs. Summative

March 3: **Section 4 group simulation ISL DUE**, Teach section 5

March 8: **Section 5 group simulation ISL DUE**, Teach section 6, Standardized Tests

March 10: **(Sect. 4&5 group simulation ISL DUE)** Professionalism, Handbook-constructive criticism

March 15-April 16: 4 WEEK LAB Tutor/Implement Major Math ISL (Spring break 4/5-4/9)

April 19: Mini-Fieldtrip - UH 162 w/Gray for attendance, ISL Q & A, *(Return graded Group ISL)*

April 21: PAR- Run off GA Ethics Information

April 26: Discuss GA Ethics info, PAR, **Major Math ISL DUE Sections 1-6 in Livetext**

April 28: **GA Ethics Quiz**

Smart board with Jennifer from ETC (Fort Discovery)

OVERVIEW OF COURSE ASSIGNMENTS:

Points will be deducted from final grade for failure to use Standard English in written or oral form. All assignments are subject to change.

1. **Major Math ISL: (Impacting Student Learning) (200 points)**

*MAJOR ASSIGNMENT (PAR: P-1, 3, 4, 5 & A-1, 3, 4 & R-1, 2, 3, 4)

Develop an integrated curriculum design/unit for use with students in the classroom. The focus will be on embedding standards, instructional models and application of real world connections. You will do

an ISL with eight lesson plans. **Submit via Live Text.**

Objective of an ISL: To document and report the success (growth) of your work with one or more students. Use the ISL template provided in Live Text under the course assignments. Relevant documents should be attached. Proofread your report before submitting it.

Unit Plan Overview: In your ISL unit, you will be creating a unit plan in mathematics based on the Georgia Performance Standards for an elementary student that you will tutor. Your unit should include all six sections on the ISL template. Section four of the ISL deals with lesson planning. You are required to write 8 detailed lesson plans using the lesson plan template provided in Livetext.

1. **Section 1 – Overview of unit** (Put in a one paragraph introduction to the ISL paper here as well as in section 4.) Demographic information covering the five contexts and detailed biographical information gathered through surveys and interviews will be posted in this section.
2. **Section 2 – Management Plan and Communication Tool** (Parent Letter/Newsletter/Class Policy/Introductory Letter)
3. **Section 3 - Pre-assessment data** on the student, insert pre-test (diagnostic test) and a graph or table displaying information gathered from pre-test (diagnostic test), and a list of learning objectives.
4. **Section 4 – Instructional Unit** (lesson plans, differentiated instruction, use of technology, resources) consisting of 8 age-appropriate detailed engaging lessons on the unit content. Include any modifications made to meet the diverse needs of the student. (Follow directions to insert and use lesson plan template available in Livetext.)
5. **Section 5 - , Post-Assessment data** on the student, insert post-test and a graph or table displaying information gathered from post-test and compare to pretest results, analyze assessment data in detail to see if learning objectives were met.
6. **Section 6 - Summary/Conclusion & Reflections/Self-Assessments** of your teaching strengths and weaknesses covering sections 1-4 of your ISL.

Tips:

- See ISL template for detailed instructions as the above is just a brief overview.
- You do not give the Pre-Test on the first day of the lesson plan unit. It is given before the unit of study to help you plan and design the lessons.
- You must include student friendly definitions with your New Vocabulary.
- Credits/References must show whether you created or modified the lesson plans with a list of the resources used, for example Created by _____ or Modified lesson using _____.
- Keep a reflection/diary each day during lab school. Attach reflection day one with lesson plan day one in template, etc.
- Type in all information in LiveText ISL template. You can insert and/or attach needed documents and tables from Excel or Microsoft Word as needed but the majority of the document should be typed in LiveText on the template.

LAB EXPERIENCE & THE ISL:

****Attendance/ Participation during lab are mandatory. Failure to meet this requirement could mean a failing grade. Failure to pass the lab portion of course will result in a failing grade for the entire course**

DURING WEEK ONE OF LAB: Impacting Student Learning (ISL Sections 1, 2, & 3):

A major part of this class will be tutoring sessions in the area of mathematics during lab time. This is the Impacting Student Learning (ISL) assignment for Block 1. The first step in the ISL is the development of a learner profile for each of the students that you tutor. You will tutor 1 student that is identified by the teacher as having a need for help in mathematics (not students identified as special education students). You will spend approximately 20-30 minutes tutoring the student twice a week for a total of 8 tutoring sessions. You will be conducting diagnostic assessments on mathematic concepts appropriate for the grade and gathering other biographical data about the student. You will use this data to create a learner profile of the elementary student describing the strengths, weaknesses, learning styles, etc. and the implications these have for teaching. (See Section One of the ISL template for detailed instructions.) The data will be gathered during the first week of lab and completed prior to beginning tutoring sessions. You will need to create and implement an interest survey, a parent letter, and conduct an interview with the student and teacher. You will write up a detailed profile of the student to insert in section 1 of the ISL. You will collect

demographic data for section 1 of the ISL including but not limited to how they care for ESOL students. You will also gather detailed information through discussion and observation about the classroom management plan for section 2. (See **Section Two of the ISL template for detailed instructions.**) **You will also develop and administer a diagnostic test to the identified student to determine areas of weakness and to help you plan your lessons.** (See **Section Three of the ISL template for detailed instructions.**)

AFTER WEEK ONE OF LAB: Impacting Student Learning (ISL Section 4)

*After the first lab week is complete, you will develop a rough draft for section 4 of the ISL. You will develop a rough draft of ideas, activities, and teaching strategies for section 4 of the ISL that you will teach to your designated student during the 4 Week Lab. (Unfortunately, there is a chance that you could be assigned a new student when you return for the 4 Week Lab due to circumstances beyond anyone's control. If you are assigned a new student then please inform me ASAP so I can discuss what you need to do.)

DURING 4 WEEK LAB: Impacting Student Learning (ISL Sections 4, 5 & 6):

You will plan two or more tutoring sessions a week in which you will work one on one with the student. Using concrete materials, you will address areas of weakness specific to each student. Each time that you meet with the student that you tutor, you will need a lesson plan, detailed records/reflections of what occurred in the lesson, what the student learned, what worked well, and the implications for your next tutoring session. You will need a minimum of eight detailed lessons and reflections. You will also administer the post-test and note your impact on the student's learning. This part of the ISL is to be completed during the four week lab. Use the ISL rubric and the ISL checklist as a guide for how you will be graded.

AFTER 4 WEEK LAB: Impacting Student Learning thru Reflection and Refinement (ISL Sec. 6):

Reflect upon your teaching and the impact it had on student achievement. Think about the things that went well, things that did not go as you planned, and what changes you would implement next time. This part of the ISL is to be completed after your last tutoring session. **HINT: I would make myself notes, along the way, about each tutoring session. This will make writing your Reflection and Refinement much easier. I expect a lot of personal, meaningful thought to be evident in this portion of the ISL.** Compile all information in the appropriate sections of the ISL. Proofread carefully as points are deducted off the final score per number of errors. Hint: Find a buddy to proofread your ISL prior to submission. Submit completed ISL through LiveText.

LAB INVOLVEMENT:

Students will participate fully in their lab class. Students should use initiative and become involved in the workings of the class. The students should teach as much as possible within the lab class curriculum. Most teaching should be to individual students or small groups.

The following are suggestions for students:

Reading to the class, teaching small group lessons, leading class through transitions, staying with class during art, music, PE, media center, computer lab, special education classes, etc., working one-on-one tutoring students, preparing materials for instruction, reviewing textbooks, curriculum guides, and other teaching materials, etc.

2. Presenting a Teaching Strategy (60 points)

***MAJOR ASSIGNMENT (PAR: P-5 & A-2, 3, 5)**

You will **sign up to present a teaching strategy** (40 points) to the class. You will work in small groups of 3 to 4 students to research, plan, and design your presentation. You will research (at least 4 sources) the topic and teach a lesson explaining the strategy and demonstrate how you can use the strategy in the classroom. Your group will explain and demonstrate how to use this strategy in the classroom and in the main content areas of language arts, math, social studies, and science. Remember that your audience is made up of Early Childhood students. Ideas to use in your lesson demonstration are role playing, photographs, illustrations, technology, mnemonic devices, videotape, songs, PowerPoint etc... Make the presentation interactive, creative and not more than 15 minutes. You will also create an Informational Souvenir for the entire class that includes the pertinent information on the teaching strategy. The **Informational Souvenir** (20 points) will provide a summary of your teaching strategy and include a step by step process on how to use the strategy in the classroom. Make sure you cite at least 4 sources. One of

your sources must be a video demonstrating the teaching strategy and one must be a research article about your strategy (Turn in one copy of the article to your instructor.). Include a references/credit list on your handout so you can avoid plagiarism. Refer to the Assessment Checklist handed out in class for further details on presentation and informational souvenir. Be prepared to reflect on your teaching experience after the lesson.

Hint: Wikipedia and YouTube are **not** acceptable resources. Teacher Tube is acceptable.

3. **Group Simulation ISL: (100 points)**

***MAJOR ASSIGNMENT**

The student will work cooperatively in a group to complete an ISL for a fictitious elementary student in the content area of math. The unit should focus on a mathematics concept covered in the Georgia Performance Standards for a specified grade level in your field of study. The unit should contain a list of objective(s) to be covered in the unit, a pre and post-test, **3** days of detailed lesson plans, etc. The student will complete sections 1-5 of an ISL using the template available in LiveText. The students will each research and complete sections 1-5 and then assemble as a group to compile the information that will be placed in the appropriate sections on the ISL template. The group members will take turns revising/editing the information and sharing it with the group. The group will use the ISL checklist to check for completion of all required information. The group will turn in the ISL sections 1-5 in one hard copy form for a group grade. Any student who does not fully give 100% effort to the assignment will have their grade individually penalized and therefore could have a different grade than that of their group members. The instructor will determine each member's full participation in the group assignment. See weekly schedule for due dates.

4. **Daily Class/Homework Assignment (25 points)**

- Teacher Education Website Checklist (25 pts)

Follow all directions on the handout.

5. **Quiz: (50 points)**

- Georgia Code of Ethics Quiz- (50 points)

6. **Attendance & Participation (15 pts)**

Participation will be determined based on participation in every aspect of the class including active participation in discussion, assignments, and attention during all aspects of class including use of the Discussion Board on Livetext for questions or concerns about lesson plans and the ISL.

*Carefully examine course policies on attendance and late work under course policies.

***Discussion Board**

***GPS** -Copy all the Georgia Performance Standards for Early Childhood Education -Math - K- 5th grades. Bring a hard copy to class.

Summary:

ISL = 200 points

Teaching Strategy/Informational Souvenir = 60 points

Group ISL = 100 points

Daily class/homework assignments = 25 points

Georgia Code of Ethics Quiz = 50 points

Attendance/Participation = 15 points

Grading Scale:

405 – 450 points = A

360 – 404 points = B

315 – 359 points = C

270 – 314 points = D

< 225 points = F