Midland College

EDEC 3309 Early Childhood Curriculum (2-2)
First Semester

Instructor Information

Instructor:	
Email:	
Office Voice Mail Line:	
Campus office hours:	
Virtual Office Hours:	

Course Description

This course emphasizes an integrated approach to early childhood curriculum development for young children relating to early childhood development, pedagogy, research, and content area knowledge to thematic and inquiry curriculum design.

Student Learning Outcomes

Upon successful completion of this course the student will:

1. Be able to plan appropriate learning activities and facilitate experiences for young children in all content areas.
2. Be able to identify a variety of teaching strategies that are used to help young children acquire an understanding of skills and concepts in PKCG and TEKS.
3. Examine techniques used in the assessment of young children.

4. Demonstrate how to utilize cooperative learning experiences in which pairs of students at different ability levels or different ELL proficiencies will work together in a structured fashion on academic tasks.
5. Collaborate with other students to create a comprehensive integrated unit of study and execute the unit in an early childhood classroom.

Pedagogy and Professional Responsibilities (PPR):

Knowledge	Skills	EC-3	TEKS	PKG
Standard 1: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22,	**Standard 1**: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10,1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21,	1.1, 1.2, 1.3	TEKS are applied in projects/ lesson plans based on grade level	PKG are applied in projects/ lesson plans based on content area

1.23, 1.24, 1.25, 1.26, 1.27	1.22, 1.23, 1.24, 1.25, 1.26, 1.27, 1.28, 1.29		and content area chosen for assignments	chosen for assignments
Standard 2: 2.1, 2.6, 2.7	**Standard 2**: 2.4, 2.5			
Standard 3: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11	**Standard 3**: 3.1, 3.2, 3.3, 3.18, 3.19, 3.20			
Standard 4: 4.1				

Textbook

Kostenik, M. J., Soderman, A. K., Whiren, A. P., and Rupiper, M. L. (2019). *Developmentally Appropriate Curriculum: Best Practices in Early Childhood Education*. Pearson. ISBN: 13: 978-0-13-474767-5

Epstein, A.S. (2014). *The Intentional Teacher: Choosing the Best Strategies for Young Children's Learning*. NAEYC. ISBN: 978-1-938113-06-2

Course Evaluation

Course evaluation is determined by the following ratings:

Letter Grades & Percentages	Points
A = 100% - 90%	400-360
B = 89% - 80%	359-320
C = 79% - 70%	319-280
D = 69% - 60%	279-240
F = 59% and below	239-0

Assignments and Possible Points

Google Classroom – 100 points
Lesson Plans –50 each (200 total)
Field Experiences Reflection – 100 pts
TOTAL – 400 points

Unless students are informed otherwise, assignments will be graded within 7 days of due date.

Professional Dispositions for Educators

Over the course of their preparation program, students are evaluated to ensure they are upholding the standards spelled out in the Professional Dispositions for Educators. This is a course where dispositions are evaluated formally. This policy will apply to those students pursuing the Bachelor of Applied Science (BAS) in Early Childhood Education (ECE).

The Midland College (MC) Education Division focuses on preparing educators who respect differences, celebrate diversity, and demonstrate the requisite skills, knowledge, and dispositions expected of a professional in fostering student-centered learning environments. Dispositions are a vital component of teacher preparation and are defined as the "professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities." (InTASC Model Core Teaching Standards and Learning Progressions for Teachers (2013), p.6). Prospective educators are expected to develop and practice these attitudes, values, and beliefs throughout their preparation.

Please refer to the Midland College Professional Dispositions for Educators for additional information.

Ethics

The MC BAS in ECE expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (19 TAC Chapter 247) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES).

Resources

- TExES Preparation Manuals: Certification Preparation Materials
- 161 Pedagogy and Professional Responsibilities EC-12
- Science of Teaching Reading
- EC-3 Content
- State Board of Educator Certification
- APA format for written work: APA format
- TEKS: Texas Essential Knowledge and Skills
- PKG: Texas Prekindergarten Guidelines

Course Technology

Courses are web-enhanced. Consistent with the State of Texas Standards for Texas Teachers and International Society for Technology in Education (ISTE), this course will emphasize "Technology Applications Standards I-IV. See Educator Standards for Technology Applications. Students should be able to

- Use Canvas Management System
- Create Word and PowerPoint files using Microsoft Office Software
- Use email with attachments

- Use of appropriate antivirus utilities
- Have access to a media player

All interactions with other students and the instructor should be professional and courteous. See Core Rules of Netiquette.

For additional information regarding course technology and resources, please go to your Candidate Toolkit.

Course Communications

MC provides each student with an email account to be used in communication with College personnel. This is the default e-mail used in Canvas unless changed by the student. Students are responsible for checking their e-mail, Canvas messaging, and announcements.

The instructor will provide feedback on assignment submissions. Students are responsible for reviewing instructor feedback.

Student Responsibilities and Class Policies:

Attendance

Attendance is expected. Excused absences and make-up work require instructor approval. Excessive absences, even if excused, may result in course failure.

Assignment Submissions

Assignments must be submitted in Canvas. Students are responsible for ensuring that assignments can be read in Canvas.

Late Work

Late work will not be accepted without instructor approval. The instructor may deduct points from late work.

Scholastic Dishonesty

Students are expected to maintain high academic standards, including being responsible for submitting original work. Information on scholastic dishonesty and the discipline process is in the MC *Catalog and Student Handbook*, Scholastic Dishonesty section.

The instructor may use a tool called Turnitin to compare a student's work with multiple sources. The tool itself does not determine whether or not a paper has been plagiarized, that judgment will be made by the instructor.

Field Experiences

State law requires a background check for all individuals who work, volunteer, or have contact with children in a public school. The link is provided in the Canvas course. Students will not be able to schedule their field experiences until the background check is completed and approved.

After approval, students are responsible for scheduling appointments for field experiences. Students may schedule experiences only where assigned. During field experiences, students must wear an MC ID and follow all site rules and guidelines.

For additional information regarding Field Experiences, please refer to the Field Experiences and Student Teaching Manual.

Title IX: Non-Discrimination Statement

MC does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. The following individual has been designated to handle inquiries regarding non-discrimination policies:

> Tana Baker, Title IX Coordinator/Compliance Officer, 3600 N. Garfield, SSC 131, Midland, Texas 79705, (432) 685-4781, tbaker@midland.edu

For further information on notice of non-discrimination, visit the ED.gov Office of Civil Rights website, or call 1 (800) 421-3481.

Americans with Disabilities Act (ADA) Statement

MC provides services for students with disabilities through Student Services. In order to receive accommodations, students must visit www.midland.edu/accommodation and complete the Application for Accommodation Services located under the Apply for Accommodations tab. Services or accommodations are not automatic, each student must apply and be approved to receive them. All documentation submitted will be reviewed and a "Notice of Accommodations" letter will be sent to instructors outlining any reasonable accommodations.

Support Our Students

The Support Our Students (SOS) program helps MC students enrolled in credit courses stay in school by assisting them with emergency non-academic needs. For more information on SOS services see the web site: https://www.midland.edu/services-resources/student-services/sos.php

Cell Phone Rules

All cell phones must be silent during class. Students may not text during class. Instructor permission is required for audio or video recording of classes.

Grade Appeal

Procedures for grade appeal can be found in the MC *Catalog & Student Handbook*, Grievances and Complaints section.

Course Schedule

This course is offered over 16 weeks. This is an estimate and is subject to the instructor's discretion and may be changed.

Week/ Student Learning Outcome(s) (SLO)	Readings and Preparation for this week's class:	In Class Activities:	Assignments (Points)	Due Date
1 SLOs 2	• Introduction • **Ch. 1**: Developmentally Appropriate Practice (pp. 18-39)	• Syllabus • Course Expectations • Ethics and Dispositions • Field Experience Assignments • Program Brochures and DAP (1.1) • Create an Action Guide (1.2) • Preschool and Elementary DAP (1.3) • DAP Poster (1.4)	• **Introduction** • Google Classroom	Monday by midnight
2 SLOs 2, 3	• **Ch. 2:** Teaching and Learning in Developmentally Appropriate Programs (pp. 40-76)	• Orienting New Staff Member (2.1) • Stimulating Learning Activity (2.3) • What are my Learning Strengths? (Handout 2.1)		
3 SLOs 1, 2, 3, 4, 5	• **Ch. 3:** Planning and Implementing Effective Small-Group Activities (pp. 78-108) • Google Classroom for Lesson Plan	• Guiding children through a scientific problem-solving activity (3.5). Handout (3.1) • Writing Activity Plan – Practice Exam Activity Plan (Ch. 3) – modeling and guiding student for	• **Lesson Plan** – Small Group (50 pts)	Monday by midnight

Week/ Student Learning Outcome(s) (SLO)	Readings and Preparation for this week's class:	In Class Activities:	Assignments (Points)	Due Date
		their field experience.		
4 SLOs 1, 2, 3, 4, 5	• **Ch. 4:** Planning and Implementing Effective Group-Time Activities (pp. 110-135) • Google Classroom for Lesson Plan	• Create a group-time agenda using simple materials (4.4) • Effective Group-Time: Three Scenarios (4.5)	• **Lesson Plan** – Large Group (50 pts.)	Monday by midnight
5 SLOs 1	• **Ch. 5**: Organizing Space and Materials (pp. 137-173) • **Ch. 6:** Child Guidance in Early Childhood Classroom (pp. 175-206)	• Identify practical problems and to generate reasoned alternatives (5.2) • Practice giving positive directions to children (6.1) • Identify the reasons for classroom rules (6.2)		
6 SLOs 2, 3	• **Ch. 9**: The Curriculum: Aesthetic Domain (pp. 280-312)	• Materials used in three-dimensional art constructions (9.5) • Compare and contrast teacher-directed projects and open-ended projects (9.7)		
7 SLOs 2, 3	• **Ch. 10**: The Curriculum: Affective Domain (pp. 313-339)	• "Emotional intelligence" or intrapersonal intelligence (10.3) • Find evidence of events that would heighten stress in a young child's life or events that would heighten family stress (10.4)		

Week/ Student Learning Outcome(s) (SLO)	Readings and Preparation for this week's class:	In Class Activities:	Assignments (Points)	Due Date
8 SLOs 1, 2, 3, 4, 5	• **Ch. 11:** The Curriculum: Cognitive Domain (pp. 341-377) • Google Classroom for Lesson Plan	• Howard Gardner's multiple intelligences (11.1) • Elements of the logical-mathematical data bank (11.2)	• **Lesson Plan** – Aesthetic, Affective and Cognitive Domains (50 pts.)	Monday by midnight
9 SLOs 2, 3	• **Ch. 12:** The Curriculum: Language Domain (pp. 378-411)	• Sequence in which emerging writing skills occur (12.1) • The concept of environmental print (12.3; 12.3)		
10 SLOs 2, 3	• **Ch. 13:** The Curriculum: Physical Domain (pp. 412-448)	• Task analysis as a strategy for giving precise directions to another in a motor task (13.5) • Make judgments related to developmental appropriateness of activities (13.2) – Handout 13.3	• **Lesson Plan** – Language, Physical, Social Domains (50 pts.)	Monday by midnight
11 SLOs 1, 2, 3, 4, 5	• **Ch. 14:** The Curriculum: Social Domain (pp. 450-487)	• Practice planning activities using social studies content (14.1)		
12 SLOs 1, 2, 3	• **Ch. 9-14:** Review (pp. 280-477)	• In small groups, plan a lesson that includes all domains from Chapters 9-14.		
13 SLOs 1, 2, 3	• **Ch. 15:** Integrating Curriculum Through Pretend and Construction Play (pp. 489-523)	• Characteristics of play (15.1) • How the goals of the curriculum can be implemented during pretend play and construction (15.3)		
14 SLOs 1, 2, 3, 4, 5	• **Ch. 16:** Organizing Children's Learning	• Practice developing activities to support		Monday by midnight

Week/ Student Learning Outcome(s) (SLO)	Readings and Preparation for this week's class:	In Class Activities:	Assignments (Points)	Due Date
	Over Time (pp. 524-560)	thematic content (16.4)		
15 SLOs 1, 2, 3, 4, 5				
16	• **e-Portfolio**		**Field Experiences Reflection** Journal (100 pts.)	Monday by midnight

Please note that the instructor reserves the right to change the syllabus.