EDEE 613 Curriculum and Development in Early Childhood Education

Three (3) credits

Class Time: Tuesdays, 4:00-6:45PM
Instructor: Dr. Candace Jaruszewicz
Location: ECTR 215
Office: ECDC, 91 Wentworth St.
Office Hours: M-F 9:30AM-3:00PM
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Course Description:

The focus of the course is analysis of early childhood curricular theory, instructional programs, related research, and societal needs. Particular emphasis is given to the physical, social, emotional, and cognitive characteristics of children at different developmental levels, and techniques and materials suitable for teaching at this level. The course includes the study of innovative and experimental programs. (3) Three credits. Note: Required for South Carolina Early Childhood Teacher Certification.

Course Outcomes:

The early childhood standards for our program align with and support those of the School of Education, Health, and Human Performance (SOEHHHP). The SOEHHHP standards are organized around three key principles grounded in our conceptual framework, the Elements of Teacher Competency. These elements are:

1. Understanding and valuing the learner
2. Knowing what and how to teach and assess
3. Understanding ourselves as professionals.

The following table indicates how the course outcomes are reflected in the NAEYC standards for teacher education.

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<th>Course Outcome</th>
<th>Corresponding NAEYC Standard(s)</th>
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<td>Demonstrate reflection upon the nature of the teaching role, and the values, characteristics and skills which the individual brings to that role</td>
<td>STD 5: Identifying and involving oneself with the early childhood field; Knowing about and upholding ethical standards and other professional guidelines</td>
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<td>Identify personal, social, home, cultural and community characteristics that influence current</td>
<td>STD 1: Knowing and understanding the multiple influences on learning</td>
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| Thought and practice about the education of young children | STD 2: Knowing about and understanding family and community characteristics  
STD 1: Knowing and understanding the multiple influences on learning |
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<td>Develop skills necessary to affirm and maximize the potential of every child across the physical, social, cultural, racial, sexual and religious spectrum</td>
<td>STD 2: Knowing about and understanding family and community characteristics; Supporting and empowering families and communities through respectful, reciprocal relationships; Involving families and communities in their children’s development and learning</td>
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<td>Observe, analyze, and evaluate contemporary early childhood teaching models</td>
<td>STD 1: Knowing &amp; understanding children’s characteristics and needs; Knowing and understanding the multiple influences on learning</td>
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| Develop appropriate assessment instruments, planning environments, adaptations for individual differences, and include tools children can use for self-assessment (e.g., interest, health inventories) | STD 3: Understanding the goals, benefits, and use of assessment; Knowing about and using observation, documentation, and other appropriate assessment tools and approaches; Understanding and practicing responsible assessment;  
STD 1: Knowing and understanding children’s characteristics and needs; Knowing and understanding the multiple influences on learning |
| Demonstrate knowledge of the early childhood curriculum and how it can and should foster emotional, social, physical, aesthetic, and cognitive growth. Be familiar with state and federal mandates that affect curricular decisions (e.g., IDEA, S.C. Comprehensive Health Education Act and P.L. 94-142.) | STD 4: Knowing, understanding, and using positive relationships and supportive interactions; Building meaningful curriculum  
STD 1: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments;  
STD 4c: Understanding content knowledge in early education |
| Generate a framework for an integrated curriculum that includes the major early childhood content areas (language and the language arts, math, science, social studies, the arts and physical education/health) | STD 4: Knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines; Using own knowledge and other resources to design, implement, and evaluate meaningful and challenging curriculum to promote positive outcomes; building meaningful curriculum |
| Generate a framework from which to organize and administer a developmentally appropriate early childhood program | STD 1: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments;  
STD 4: Knowing, understanding, and using effective approaches, strategies, and tools for early education |
STD 4b. Using developmentally effective approaches

Texts (2 required):


Bredekamp, S & Copple, C. (Eds). (2009, 3rd Ed.). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8*. Washington, DC: National Association for the Education of Young Children. **You may have already read this as it is required for most of our ECE courses. If you have already read, please review. If not, read before Week #4, as it provides theoretical foundation for the part of the course that focuses on child development.** If not available in the CofC bookstore, you can purchase directly from NAEYC as a book, [http://www.naeyc.org/store/node/162](http://www.naeyc.org/store/node/162)


**Readings and working documents:** (All documents or links to needed websites are posted on class WIKI site)


**South Carolina Department of Education Early Learning Standards**

**South Carolina Department of Education Academic Standards**: includes links to Common Core standards and other related resources

I don’t have this course uploaded onto OAKS, I have been using a free online wiki from PBWorks. I’ll send each of you an email invitation to join prior to first day of class. Once you have responded, you will access the welcome page here: [EDEE 613 Curriculum & Development ECE](http://www.eoe.sc.edu/earlyeduc/curriculum/) It will be important for you to know how to log on to this space as copies of all schedules, content, presentations, activities, resources, etc. will be stored here for your reference.

**Additional helpful resources:**
Course Requirements and Assignments:

The enrollment in this course often reflects a wide range of developmental knowledge and professional expertise and experience. There are MAT students seeking initial certification and often, recent graduates and veteran teachers seeking add-on early childhood certification as either M.Ed. or non-degree seeking students. Therefore, in an effort to model developmentally appropriate practices and meet the individual needs of students in this course, the instructor will co-construct a learning plan with each student.

SOEHHP Course Policies: Students should all be familiar with EHHP policies and procedures regarding grades, attendance, behavior, honor code, etc. That document can be found here http://ehhp.cofc.edu/student-resources/PP042911.pdf

Required Activities: **no credit/grade will be granted for these activities, but credit may be deducted by up to one half letter grade at the end of the semester for lack of participation in each of these activities.

1. Text Material/Discussion: Come to class with one or two discussion questions each week based on your thinking about the material in the assigned chapter and/or readings. We will organize them as they relate to the chapter objectives (noted on the opening page of each chapter). We will devote about a third of each class to small group discussion of these questions and then whole group debriefing and discussion.

2. “Knowledge checks” Complete the pre/post-test questions for each chapter of the text (posted on the wiki). Keep track of your “scores” for use with mid/end semester reflections on tally sheet provided by instructor and turn in by mid-term (3/10) & final (5/2)

3. Mid-term & final reflection: Using template distributed by instructor, submit written reflection on your progress through the course and feedback about the text (Due dates 3/10 & 5/2)

Required Assignment:

Visual Documentation Project: Prepare a tri-fold or poster-size panel (or choose another format after consulting with me) that includes images, text, and scanned or actual artifacts that documents an activity, project, or unit of study from an early childhood classroom (your field classroom or where you presently work as teacher or GA)

Optional Assignments: To individualize learning and address the wide variety of needs among the students who typically take this course, each student will choose from among a menu of possible assignments. You will submit a learning plan on a form provided by instructor no later than the third week of class that describes how each choice will serve to provide an opportunity for you to achieve the course outcomes. Total weight (W) of assignments must be at least “5.” The possible assignments include:
Cumulative Writing Assignment (W=2): An ongoing semester-long reflective writing assignment (aka “journal”). You will write and turn in weekly. The goal of the assignment is to identify initial assumptions about curriculum and teaching and discuss changes to your ideas over time. You may choose format you are most comfortable with (e.g., paper, email journal, blog, etc.).

**Paper: Teaching from a developmental perspective (W=2).** A 5-7 page paper describing your understanding of how the developmental characteristics of children (in a particular age range that you choose) does or will influence your curriculum decision-making. At least three references should be consulted and cited (may be those used in class). A DRAFT of your tentative ideas about this paper should be submitted at midterm and I will respond with feedback, questions, and suggestions for revisions and further development to be incorporated into the final paper due at the end of the semester. You will also be asked to include a short reflection about the growth of your ideas relative to this assignment over time.

Curriculum Research Project: (W=1) Choose a particular model, approach, or program to research. Read and research print/online information about it with an eye towards answering the five organizer questions introduced as a matrix in Chapter Two of the text from the perspective of the one you chose. Prepare a poster or series of powerpoint slides (and then mount on posterboard) that uses images and text to explain your understanding of how those questions would be answered from the perspective of the one you chose.

Personal Model/Approach: (W=1) Develop your vision of a curricular approach that is most consistent with your personal views and emerging teaching philosophy. Prepare as a power point or prezi presentation (Dr. J has many examples of previous projects for students to review). Organize using the five questions introduced as a matrix in Chapter Two of the text. Identify (code) ideas that have come from what you have learned about a particular model, approach, or program.

Field trips & reports: (W=2) Schedule (3) three field trips to a school, program, or classroom that will provide insight into how a particular approach or approaches to curriculum work(s) in real life. (e.g., Montessori, Creative Curriculum, Project Approach, K-3 literacy, etc.). This can be three visits to a single classroom or individual visits to three different classrooms. Write a one page report on each visit to share what you observed relative to the curriculum analysis matrix we are going to be using in class.

Book/article or electronic resource review: (W=1 article/website; W=2 book) A report on a curriculum resource that reflects a philosophical, theoretical, or cultural perspective previously unfamiliar to you, but relevant to children you [will] teach. Write report in two (2) sections, a summary of the content and response/reflection describing how it can contribute to development of your understanding of previously unfamiliar cultural knowledge and/or perspectives. (e.g., Teaching Tolerance curriculum materials and video; books such as Educating Esme, Teaching other people’s children, 100 Languages of Children, etc.) You may use a book or articles you are reading for another course for this assignment, but NOT a book/article you have read previously.

Action Research project: (W=1-5) proposed & submitted for approval by Week 3 of class. Proposals may be submitted either by individuals or groups (no more than 3 in a group). Each proposal shall include:
• **Research question** for the project with a focus on integration of developmental knowledge and early childhood curriculum.
• Explanation of how project aligns with course outcomes.
• Description of intended product and how it will be shared with rest of class.
• Rubric for assessment/evaluation of product (with Dr. J).
• Identification of resources/assistance needed from Dr. J.
• Timeline/work plan (including specific responsibilities for each group member if a group project).

**Other:** (W=?) Propose an idea for an assignment & meet with me to discuss/negotiate terms and weighting value.

**Assessments/Grading:**

Detailed instructions for each assignment and an assessment *rubric* with observable criteria will be distributed the first night of class. Each rubric is based on a 4-point scale, corresponding to the Graduate School grading system letter grades of A (4.0), B+ (3.5), B (3.0), C+ (2.5), C (2.0), and F (0). You will have the opportunity to determine for yourself how/where you want to devote your efforts.

**Final Grade:**

The final grade average of your assignments may be affected either positively or negatively by class requirements (attendance, participation, professional dispositions, etc.)