



## **Early Childhood Curriculum**

College of Education  
ECED 4133  
Spring 2022

### Contact Information

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### Course Description

4133- Early Childhood Curriculum-Planning the learning environment, developing learning activities, organizing the school day, and interpreting children's growth to parents. Emphasis on developmentally appropriate practice.

### Textbook & Instructional Materials

Beaver, N., Wyatt, S., & Jackman, H. L. (2018). Early Education Curriculum: a Child's Connection to the World (7<sup>th</sup> ed). New York: Wadsworth.

### Course Objectives

During the scope of this course, students will have the opportunity to

- Identify and create a developmentally appropriate learning environment that meets the needs of all young children.
- Identify and develop a curriculum for the total growth and development of young children, including: language arts, creative art, music and movement, science and technology, mathematics, social studies, anti-bias curriculum and field trips, nutrition and health.
- Plan and set up learning centers for young children.
- Develop guidance principles for children and teachers to act and interact in positive, productive, and acceptable ways.
- Identify the value and benefits of play for young children.
- Identify and create experiences for promoting young children's positive self-concept and social relationships, multicultural experiences, etc.

### Focus of the Course

- Good Environments for Young Children, Teachers, and Families
- Guidance Techniques and School/Home Interaction
- The Value of Play
- Curriculum Development
- Language Arts
- Creative, Artistic, and Sensory Expression
- Music and Movement Education
- Science and Technology
- Mathematics
- Social Studies, Anti-Bias Curriculum, and Field Trip 11.
- Nutrition and Health
- Transition Activities

### State Standards

#### **National Association for the Education of Young Children (NAEYC) Standards:**

Standard 1 - Promoting Child Development and Learning: Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children. As a result, candidates will:

- compare and contrast theories and philosophies of early childhood development and learning
- explain and identify developmentally appropriate practices, including child development and learning, individual strengths, interests, and needs
- explain the process of planning and implementing a developmentally appropriate environment for young children

Standard 1 will be met through class activities, chapter assignments, and exams.

Standard 2 - Building Family and Community Relationships: Candidates know about, understand, and value the important and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning. As a result, candidates will:

- describe/develop teaching strategies and involve families in the education process
- define/develop examples of developmentally appropriate ways to support emergent literacy at home

- communicate awareness to the family members of the importance of a child's language and literacy development

Standard 2 will be met through class activities and exams.

Standard 3 - Observing, Documenting, and Assessing to Support Young Children and Families: Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning. As a result, candidates will:

- observe and document children's unique qualities, strengths, and needs in Head Start and early childhood (public school) classrooms
- plan effective instruction that meets the needs of all students, including those at different developmental stages and those from different cultural backgrounds
- describe effective assessment tools to support children's development and literacy learning

Standard 3 will be met through field experience, reflection journal, chapter assignments, lesson presentation, exams, and class activities.

Standard 4 - Teaching and Learning: Candidates integrate their understanding of and relationship with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all young children. As a result, candidates will:

- plan content/subject area activities for a thematic unit using a wide variety of instructional strategies, approaches, and methods for learners at different stages of development and from differing cultural backgrounds
- explain/demonstrate major components of developmentally appropriate practices relating to all subjects and content areas appropriate for early childhood classrooms
- describe/plan instructional strategies as appropriate for accomplishing the given purposes

Standard 4 will be met through class activities, chapter assignments, lesson presentation, and exams.

### **Pedagogy and Professional Responsibilities**

The following objectives will be met through class activities, chapter assignments, exams, and lesson presentations.

Domain 1 – Designing Instruction and Assessment to Promote Student Learning  
Competency 001: The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessments that motivate students and is responsive to their developmental characteristics and needs. The beginning teacher:

- recognizes the wide range of individual developmental differences that characterizes students and the implications of this developmental variation for instructional planning.
- recognizes factors affecting the physical growth and health of students and knows that students' physical growth and health impact their development in other domains.
- recognizes factors affecting the social and emotional development of students and knows that students' social and emotional development impacts their development in other domains.
- knows the stages of play development and the important role of play in young children's learning and development
- recognizes the importance of helping students apply decision-making, organization, and goal-setting skills.
- Uses knowledge of the developmental characteristics and needs of students to plan meaningful, integrated, and active learning and play experiences that promote the development of the whole child.
- Understands how development in any one domain (cognitive, social, physical, emotional) impacts development in other domains.

Competency 002: The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning. The beginning teacher:

- demonstrates knowledge of students with diverse personal and social characteristics and the significance of student diversity for teaching, learning, and assessment.
- accepts and respects students with diverse backgrounds and needs.
- knows how to use diversity in the classroom to enrich all students' learning experiences.
- knows how to plan and adapt lessons to address students' varied backgrounds, skills, interests, and learning needs, including the needs of English language learners and students with disabilities.

Competency 003: The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

The beginning teacher:

- understands the significance of the Texas Essential Knowledge and Skills (TEKS) in determining instructional goals and objectives.

- demonstrates knowledge of various types of materials and resources that may be used to enhance student learning and engagement, and evaluates the appropriateness of specific materials and resources for use in particular situations, to address specific purposes, and to meet varied student needs.
- plans lessons and structures units so that activities progress in a logical sequence and support stated instructional goals.
- plans learning experiences that provide students with opportunities to explore content from integrated and varied perspectives.

Competency 004: The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments. The beginning teacher:

- understands the role of learning theory in the instructional process and uses instructional strategies to facilitate student learning
- understands that young children think concretely and rely primarily on motor and sensory input and direct experience for development of skills and knowledge, and uses this understanding to plan effective, developmentally appropriate learning experiences and assessments.
- recognizes how various characteristics of students (attention span, need for physical activity, movement) impact teaching and learning.
- stimulates reflection, critical thinking, and inquiry among students by providing opportunities to manipulate materials, provides repetition for increased conceptual understanding, and supports the concept of play as a valid vehicle for learning.
- analyzes ways in which teacher behaviors impact student learning, and plans instruction and assessment that minimize the effects of negative factors and enhance all students' learning.
- understands the importance of self-directed learning and plans instruction and assessment that promote students' motivation and their sense of ownership of and responsibility for their own learning.
- incorporates students' different approaches to learning (auditory, visual, tactile, kinesthetic) into instructional practices.

Domain II – Creating a Positive, Productive Classroom Environment

Competency 005: The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive. The beginning teacher:

- uses knowledge of the unique characteristics and needs of students to establish a positive, productive classroom environment by encouraging cooperation and sharing, teaching children to use language to express their feelings.
- establishes a classroom climate that emphasizes collaboration and supportive interactions, respect for diversity and individual differences and active engagement in learning by all students.

- presents instruction in ways that communicate the teacher's enthusiasm for learning
- uses a variety of means to convey high expectations for all students
- knows characteristics of physical spaces that are safe and productive for learning, recognizes the benefits and limitations of various arrangements of furniture in the classroom, and applies strategies for organizing the physical environment to ensure physical accessibility and facilitate learning in various instructional contexts.
- creates a safe, nurturing, and inclusive classroom environment that addresses students' emotional needs and respects students' rights and dignity.

Competency 006: The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior. The beginning teacher:

- knows how to establish and implement routines and procedures to promote an organized and productive learning environment.
- demonstrates an understanding of how young children function in groups and designs group activities that reflect a realistic understanding of the extent of young children's ability to collaborate with others.
- recognizes the importance of creating a schedule for young children that balances restful and active movement activities and that provides large blocks of time for play, projects, and learning centers.
- schedules activities and manages time in ways that maximize student learning, including using effective procedures to manage transitions and to manage materials and supplies.

Domain III – Implementing Effective, Responsive Instruction and Assessment

Competency 007: The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts. The beginning teacher:

- uses language that is appropriate to students' ages, interests, and backgrounds.
- communicates directions, explanations, and procedures effectively and uses strategies for adjusting communication to enhance student understanding.

Competency 008: The teacher provides instruction that actively engages students in the learning process. The beginning teacher:

- applies various strategies to promote student engagement and learning
- presents content to students in ways that are relevant and meaningful and that link with students' prior knowledge and experience.
- engages in continuous monitoring of instructional effectiveness

#### Domain IV – Fulfilling Professional Roles and Responsibilities

Competence 011: The teacher understands the importance of family involvement in children’s education and knows how to interact and communicate effectively with families. The beginning teacher:

- engages families, parents, guardians, and other legal caregivers in various aspects of the educational program.
- interacts appropriately with all families, including those that have diverse characteristics, backgrounds, and needs.
- communicates effectively with families on a regular basis and responds to their concerns.

### **EC-6 Core Subjects**

The following objectives will be met through class activities, chapter assignments, exams, and lesson presentations.

#### Domain I – English Language Arts and Reading

Competency 001 (Oral Language): The teacher understands the importance of oral language, knows the developmental processes of oral language, and provides children with varied opportunities to develop listening and speaking skills. The beginning teacher:

- designs a variety of one-on-one and group activities like dramatic play, language play, stories, songs and rhymes to build on children’s current oral language skills.
- selects and uses instructional materials and strategies that promote children’s oral language development, reflect cultural diversity; and respond to the strengths, needs, and interests of individual children, including English Language Learners.
- provides instruction and opportunities for children to develop skills for adapting spoken language for various audiences, purposes, and occasions.

Competency 004 (Literacy Development): The teacher understands that literacy develops over time, progressing from emergent to proficient stages, and uses a variety of approaches to support the development of children’s literacy. The beginning teacher:

- selects and uses instructional strategies, materials, and activities to assist young children in distinguishing letter forms from number forms and text from pictures.
- understands that literacy development occurs in multiple contexts through reading, writing, and the use of oral language.
- demonstrates familiarity with children’s literature and provides multiple opportunities for children to listen and respond to a wide variety of children’s literature.

## Domain II – Mathematics

Competency 012 (Mathematics Instruction): The teacher understands how children learn mathematical skills and uses this knowledge to plan, organize, and implement instruction and assess learning. The beginning teacher:

- plans appropriate activities for all children based on research and principles of learning mathematics.
- provides developmentally appropriate instruction along a continuum from concrete to abstract and plans instruction that builds on strengths and addresses needs.
- knows how mathematical learning may be assisted through the appropriate use of manipulatives.
- motivates children and actively engages them in the learning process by using a variety of interesting, challenging, and worthwhile mathematical tasks and by providing instruction in individual, small-group, and large-group settings.
- helps children make connections between mathematics, the real world, and other disciplines.

## Domain III – Social Studies

Competency 016 (Social Science Instruction): The teacher uses social science knowledge and skills to plan, organize, and implement instruction and assess learning. The beginning teacher:

- understands the implications of stages of child growth and development for designing and implementing effective learning experiences in the social sciences.
- selects effective, developmentally appropriate instructional practices, activities, and materials to promote children's knowledge and skills in the social sciences.
- provides instruction that relates skills, concepts, and ideas in different social science disciplines.
- helps children make connections between knowledge and methods in the social sciences and in other content areas.

## Domain IV – Science

Competency 020 (Science Instruction): The teacher uses knowledge of science content and methods to plan effective, engaging, and safe instruction and to assess learning. The beginning teacher:

- designs and adapts curricula and selects science content to address the interests, knowledge, abilities, experiences, and needs of all children.
- plans and implements instruction that prompts all children's engagement in processes of scientific inquiry.
- creates, implements, and enforces rules and safety procedures to promote and maintain a safe learning environment during laboratory and field activities.
- understands the implications of stages of child growth and development for designing and implementing effective learning experiences in science and selects effective, developmentally appropriate instructional practices,



activities, and materials to promote children's scientific knowledge and skills.

#### Domain V – Fine Arts, Health, and Physical Education

Competency 024 (Visual Arts): The teacher understands concepts, processes, and skills involved in the creation, appreciation, and evaluation of art and uses this knowledge to plan and implement effective art instruction. The beginning teacher:

- knows and understands how perception is developed through observation, prior knowledge, imaginative and cognitive processes, and multisensory experiences.
- selects appropriate techniques used to create art in various media, including drawing, painting, and construction, and promotes children's ability to use those techniques to create original artworks.
- understands how children develop cognitively and artistically and knows how to implement effective art instruction and assessment that is individually, culturally, and age appropriate.

Competency 025 (Music): The teacher understands concepts, processes, and skills involved in the creation, appreciation, and evaluation of music and uses this knowledge to plan and implement effective learning experiences in music.

The beginning teacher:

- knows how to involve children in activities that promote lifelong enjoyment of music and provides children with a wide range of opportunities to make and respond to music.
- integrates instruction in music with instruction in other subject areas.

Competency 027 (Physical Education): The teacher uses knowledge of the concepts, principles, skills, and practices of physical education to plan and implement effective and engaging physical education activities for young children. The beginning teacher:

- applies knowledge of movement principles and concepts to develop children's motor skills.
- selects and uses developmentally appropriate learning experiences that enhance children's locomotor, nonlocomotor, body-control, manipulative, and rhythmic skills.
- modifies instruction based on individual differences in growth and development.
- selects and uses instructional strategies to promote children's knowledge and application of rules, procedures, etiquette, and fair play in developmentally appropriate games and activities.
- designs, manages, and adapts physical education activities to promote positive interactions and active engagement by all children.

## **Dispositions**

The early childhood faculty expects students to demonstrate the performances essential for meeting the early childhood instructional needs of all students.

Early childhood education professionals are committed to using research-based instruction.

Early childhood education professionals assess learner needs to plan appropriate instruction.

Early childhood education professionals are aware that best assessments are conducted over time and compare the child's past and present abilities.

Early childhood education professionals display positive dispositions related to early childhood.

Early childhood education professionals value students' interests, reading abilities, and backgrounds as foundations for the early childhood program.

Early childhood education professionals model related early childhood experiences enthusiastically as valued lifelong activities.

Early childhood education professionals help families find enjoyable ways to support learning begun at school.

### **Key Assessments**

Thematic Unit; Exams

### **Academic Honesty**

Honesty is a fundamental precept in all academic activities, and those privileged to be members of a university community have a special obligation to observe the highest standards of honesty and a right to expect the same standards of all others. Academic misconduct in any form is inimical to the purposes and functions of the university and therefore is unacceptable and rigorously proscribed. Academic dishonesty may result in a failing grade for the semester and will be reported to the appropriate authorities within the College. This policy applies to the issue of plagiarism, in particular. It is critical that you cite your sources and give people the credit they deserve

### **Plagiarism Statement**

Plagiarism is academic dishonesty. Plagiarism will be considered grounds for failing this course. You are required to use the APA citation and you are not allowed to directly quote the textbook or any other books without proper citation.

Note: By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity and for educational purposes. (Student Handbook)

Disability Access: In accordance with the law, MSU provides academic accommodations for students with documented disabilities. Students with

documented disabilities who believe they may need accommodation in this class are encouraged to notify the instructor and to contact the MSU Disability Support Services, Clark Student Center, Room 168, phone: 940 – 397 – 4140.

### Campus Carry Policy

Senate Bill 11 passed by the 84<sup>th</sup> Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at: [Campus Carry Rules and Policies](#)

### Attendance Policy

1. This course has a strict attendance policy. Professional teachers are dependable, reliable, and responsible. Therefore, you are expected to be on time and in attendance at every class. Tardiness, leaving early, and absences are considered evidence of lack of dependability and are taken seriously.
2. If you are absent, your grade will be reduced.
  - 1<sup>st</sup> Absence – No penalty. (Please use the first absence wisely such as family events, conferences, and social activities, etc.).
  - 2<sup>nd</sup> Absence – 50 points deducted from your final grade average
  - 3<sup>rd</sup> Absence – 100 points deducted from your final grade averageMore than 3 absences – additional 100 points deducted from your final grade average for each absence beyond the first 3.  
If you have an unexpected medical treatment, you must turn in a doctor's note at the time you return to class. It is your responsibility to provide the written documentation to the instructor to avoid the loss of points
3. Punctuality is also expected for all classes. Arriving 10 minutes late for the class is considered a tardy. Three tardies will result in a loss of 50 points from your final point total. Five tardies will lose 100 points in your final point total. When you arrive 20 minutes after class has started or leave before it ends you will be counted absent for that class period.
4. Do not use your laptop to do any assignments in the class. You are supposed to do your assignments after the class.
5. Make your cell phone vibrate during class time. No texting is allowed. Texting is very distracting in the class. Do not do it!!

## Late Assignment Policy

No late work is acceptable. 50 points per day will be deducted for late assignments. Arrangements for exceptional cases must be made AT LEAST two days prior to the due date, but only one time per semester. Turn in your assignments with a hard copy on the due day which is listed on the course calendar.

## Inclement Weather Policy

In case of inclement weather, the instructor will post an announcement regarding the status of the class through email. Students are also encouraged to call the department if they have no immediate access to the Internet.

## Assignments

### 1. Thematic Unit Lesson Presentation: 250 points

**Each group** will be required to prepare a thematic unit appropriate for an early childhood classroom:

**Each small group** will be required to:

- select a theme, create unit goals/objectives
- create a curriculum planning web
- present lesson plan and accompanying learning center from the curriculum planning web to the class (one per group member)
- prepare **one** portfolio that contains the unit goals, curriculum planning web, lesson plans (one per group member), and learning centers (one per group member); portfolios should contain a table of contents and tab dividers for each section

**Each group member** will be required to:

- individually create **one** lesson plan and learning center from the curriculum planning web
- equally contribute to the preparation of **one** lesson and accompanying learning center from the curriculum planning web with their group members for the presentation
- prepare a one-page reflection on how they contributed to the thematic unit
- equally contribute during the lesson presentation

### 2. Thematic Unit Prop Box Presentation: 250 points

**Each group** will be required to prepare **one** prop box including materials related to your thematic unit. **Each group member** will be required to create an activity plan explaining how you will use the prop box in a lesson/activity. **Each group member** will share their prop box activity plan during the thematic unit presentations. Remember that the purpose of a prop

box is to encourage **dramatic/imaginative** play. Please keep this in mind when preparing the prop box and activity plan.

3. Thematic Unit Book Talk Presentation: 200 points

**Each student** will be required to give a 5 minute book talk on a book related to your thematic unit. The book talk will include a brief summary of the book along with a detailed explanation of how you would use the book in your classroom. This will be an oral presentation; however, a written one-page paper will accompany your presentation. A form of technology must be included.

4. Exams: 300 points

There will be three scheduled exams for this course. The format for the exam will be multiple-choice and short answer.

Course Grade - Final grade will be determined by the number of points earned through completion of the following assignments and your attendance. You are required to finish all of the assignments in order to receive a complete final grade. If you have any unfinished assignment, you will receive "incomplete" on your final grades till you completely finish all course required assignments. Meanwhile, you will lose 100 points on your final grade.

**Grading Scale:**

A= 1000- 900 Work that is outstanding and exemplary.

B= 899-800 Work that is above the minimum requirements.

C= 799-700 Work that meets expected level of performance for most students.

D= 699-600 Work that falls short of minimum criteria.

F= 599 below Work that falls well below the expected level of performance for most students.

### Course Schedule:

| Week                          | Activities  | Due Date   |
|-------------------------------|---|--|
| Week 1<br>Jan.13              | Course Overview   | NA   |
| Week 2<br>Jan.20              | Chapter 1: Starting the Process<br>Chapter 2: Observation and Assessment<br>Assign Groups   | NA   |
| Week 3<br>Jan.27              | Chapter 3: Creating Curriculum<br>Chapter 4: The Learning Environment   | NA   |
| Week 4<br>Feb.3               | Chapter 5 Language and Literacy   | NA   |
| Week 5<br>Feb.10              | Exam 1 Chapters 1-4   | Exam 1   |
| Week 6<br>Feb.17              | Chapter 7: The Child's World: Social Studies<br>and Dramatic Play   | NA   |
| Week 7<br>Feb.24              | Chapter 6: Creativity: Arts and Music<br>Chapter 8: Sensory Play  | NA   |
| Week 8<br>Mar.3               | Exam 2: Chapter 5-8   | Exam 2   |
| Week 9<br>Mar.10              | Chapter 9: Science  | NA   |
| Week 10<br>Mar.17             | Spring Break  | No Class   |
| Week 11<br>Mar.24             | Chapter 10: Math  | NA   |
| Week 12<br>Mar.31             | Chapter11: Fine Motor and Manipulative<br>Studies<br>Chapter 12: Large Motor and Outdoor Play<br>Chapter 13: Construction: Blocks and Wood<br>working | NA   |
| Week 13<br>Apr.7              | Thematic Unit Presentation (Group 1)  | Thematic Unit  |
| Week 14<br>Apr.14             | Easter Holiday  | No Class   |
| Week 15<br>Apr.21             | The instructor will attend the American<br>Education Research Association (AERA)<br>conference in San Diego.  | No Class<br>Prepare the Final Exam<br>or Thematic Unit |
| Week 16<br>Apr. 28            | Thematic Unit Presentation (Group 2)  | Thematic Unit  |
| Week 17<br>May 3<br>(Tuesday) | Exam 3: Chapters 9-13 (5:45pm to 7:45PM)  | Exam 3 (Online)  |

## Appendix A: Standards/Competencies

Required alignment to all applicable state/national standards (including INTASC/TEXES test framework competencies for certification courses-grad and undergrad.

| Course Objectives or Student Learning Outcomes   | Standard or Competency                                   |
|--|--|
| Identify and create a developmentally appropriate learning environment that meets the needs of all young children.   | NAEYC Standard 1; PPR Competency 005 & 006               |
| Identify and develop a curriculum for the total growth and development of young children, including: language arts, creative art, music and movement, science and technology, mathematics, social studies, anti-bias curriculum and field trips, nutrition and health. | NAEYC Standard 3; PPR Competency 001; EC-6 Core Subjects |
| Plan and set up learning centers for young children.   | PPR Competency 002 & 003                                 |
| Develop guidance principles for children and teachers to act and interact in positive, productive, and acceptable ways.  | NAEYC Standard 3; Competency 002, 007, 008               |
| Identify the value and benefits of play for young children.  | NAEYC Standard 3; PPR Competency 006                     |
| Identify and create experiences for promoting young children's positive self-concept and social relationships, multicultural experiences, etc.   | NAEYC Standard 2; PPR Competency 007                     |

Appendix B:  
Required assignment/standard alignment matrix

| Assignment/Module/<br>Course Activities  | Standard or Competency  |
|--|---|
| Class activities<br>(case study<br>analysis, group<br>activities for early<br>childhood<br>curriculum and<br>activities etc.<br>emphasis on<br>developmentally<br>appropriate<br>practice. | NAEYC Standards, PPR Standards, and EC-6 Core Subject Standards |
| Exams (Three<br>exams)   | NAEYC Standards, PPR Standards, and EC-6 Core Subject Standards |
| Thematic<br>Unit/Curriculum<br>Design and<br>presentation  | NAEYC Standards, PPR Standards, and EC-6 Core Subject Standards |