



ECED 4133 - Early Childhood Curriculum

Midwestern State University

Gordon T. & Ellen West College of Education

Summer II 2022 Non Certification Majors

Professor Information

Kelly Medellin, PhD

Office is located in BH 216 Office Hours

Office Telephone: 397- 6265 E-mail: kelly.medellin@msutexas.edu

Cell Number 940-867-2594

Instructor Response Policy

Please feel free to contact me via cell phone BUT you need to leave a voice or text message so that I can get back to you. I will respond within 24 hours M-F

Required Reading

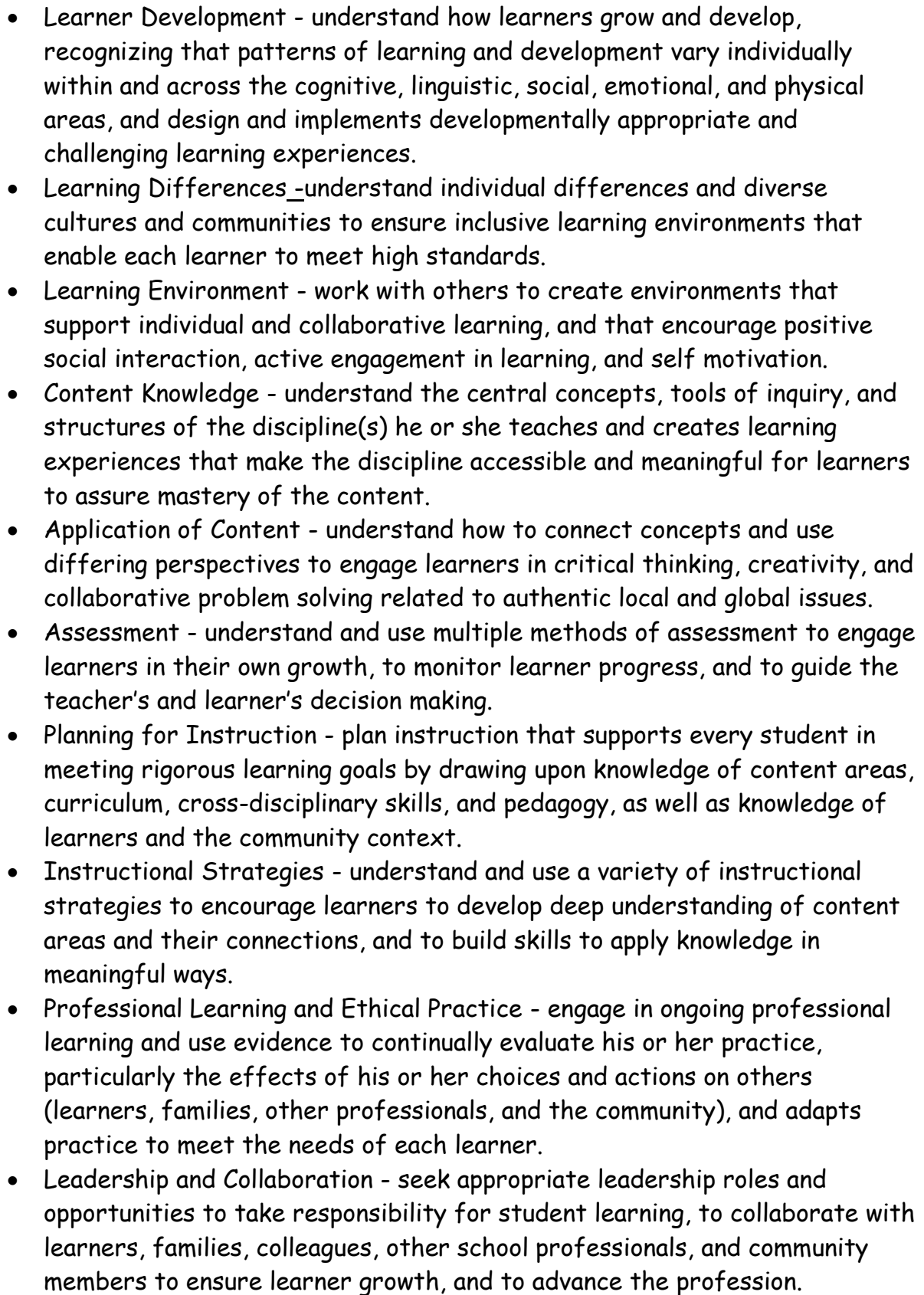
Jackman, H. L. (2018). Early education curriculum: a child's connection to the world, 7th edition. New York: Wadsworth.

Course/Catalog Description

ECED 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.

WCoE Conceptual Framework

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

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- Learner Development - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences.
 - Learning Differences - understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
 - Learning Environment - work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
 - Content Knowledge - understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
 - Application of Content - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
 - Assessment - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
 - Planning for Instruction - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
 - Instructional Strategies - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
 - Professional Learning and Ethical Practice - engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
 - Leadership and Collaboration - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.



Objectives

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

1. identify and create a developmentally appropriate learning environment that meets the needs of all young children.
2. 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.
3. plan and set up learning centers for young children.
4. develop guidance principles for children and teachers to act and interact in positive, productive, and acceptable ways.
5. identify the value and benefits of play for young children.
6. identify and create experiences for promoting young children's positive self-concept and social relationships, multicultural experiences, etc.

Focus of the Course

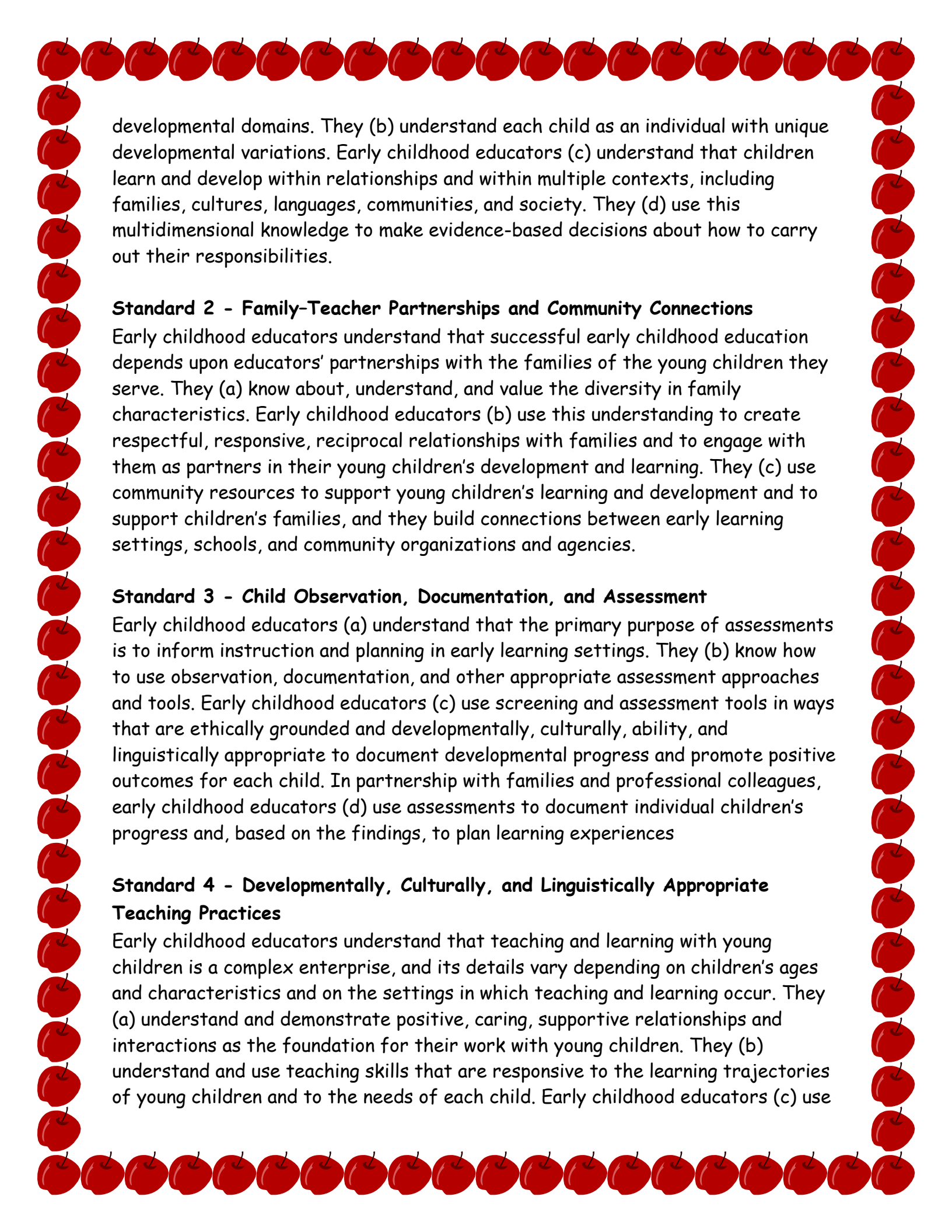
- Good Environments for Young Children, Teachers, and Families
- Guidance Techniques and School/Home Interaction
- The Value of Play
- Curriculum Development
- Language Arts
- Creative, Artistic, and Sensory Expression
- Music and Movement Education
- Science and Technology
- Mathematics
- Social Studies,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

Standards/Objectives

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

Standard 1 - Child Development and Learning in Context

Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across



developmental domains. They (b) understand each child as an individual with unique developmental variations. Early childhood educators (c) understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society. They (d) use this multidimensional knowledge to make evidence-based decisions about how to carry out their responsibilities.

Standard 2 - Family-Teacher Partnerships and Community Connections


Early childhood educators understand that successful early childhood education depends upon educators' partnerships with the families of the young children they serve. They (a) know about, understand, and value the diversity in family characteristics. Early childhood educators (b) use this understanding to create respectful, responsive, reciprocal relationships with families and to engage with them as partners in their young children's development and learning. They (c) use community resources to support young children's learning and development and to support children's families, and they build connections between early learning settings, schools, and community organizations and agencies.

Standard 3 - Child Observation, Documentation, and Assessment

Early childhood educators (a) understand that the primary purpose of assessments is to inform instruction and planning in early learning settings. They (b) know how to use observation, documentation, and other appropriate assessment approaches and tools. Early childhood educators (c) use screening and assessment tools in ways that are ethically grounded and developmentally, culturally, ability, and linguistically appropriate to document developmental progress and promote positive outcomes for each child. In partnership with families and professional colleagues, early childhood educators (d) use assessments to document individual children's progress and, based on the findings, to plan learning experiences

Standard 4 - Developmentally, Culturally, and Linguistically Appropriate Teaching Practices

Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages and characteristics and on the settings in which teaching and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use



a broad repertoire of developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning.

Standard 5 - Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum

Early childhood educators have knowledge of the content of the academic disciplines (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education) and of the pedagogical methods for teaching each discipline. They (a) understand the central concepts, the methods and tools of inquiry, and the structures in each academic discipline. Educators (b) understand pedagogy, including how young children learn and process information in each discipline, the learning trajectories for each discipline, and how teachers use this knowledge to inform their practice. They (c) apply this knowledge using early learning standards and other resources to make decisions about spontaneous and planned learning experiences and about curriculum development, implementation, and evaluation to ensure that learning will be stimulating, challenging, and meaningful to each child.


Standard 6 - Professionalism as an Early Childhood Educator

Early childhood educators (a) identify and participate as members of the early childhood profession. They serve as informed advocates for young children, for the families of the children in their care, and for the early childhood profession. They (b) know and use ethical guidelines and other early childhood professional guidelines. They (c) have professional communication skills that effectively support their relationships and work with young children, families, and colleagues. Early childhood educators (d) are continuous, collaborative learners who (e) develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.

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 assessment that motivate



students and are 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

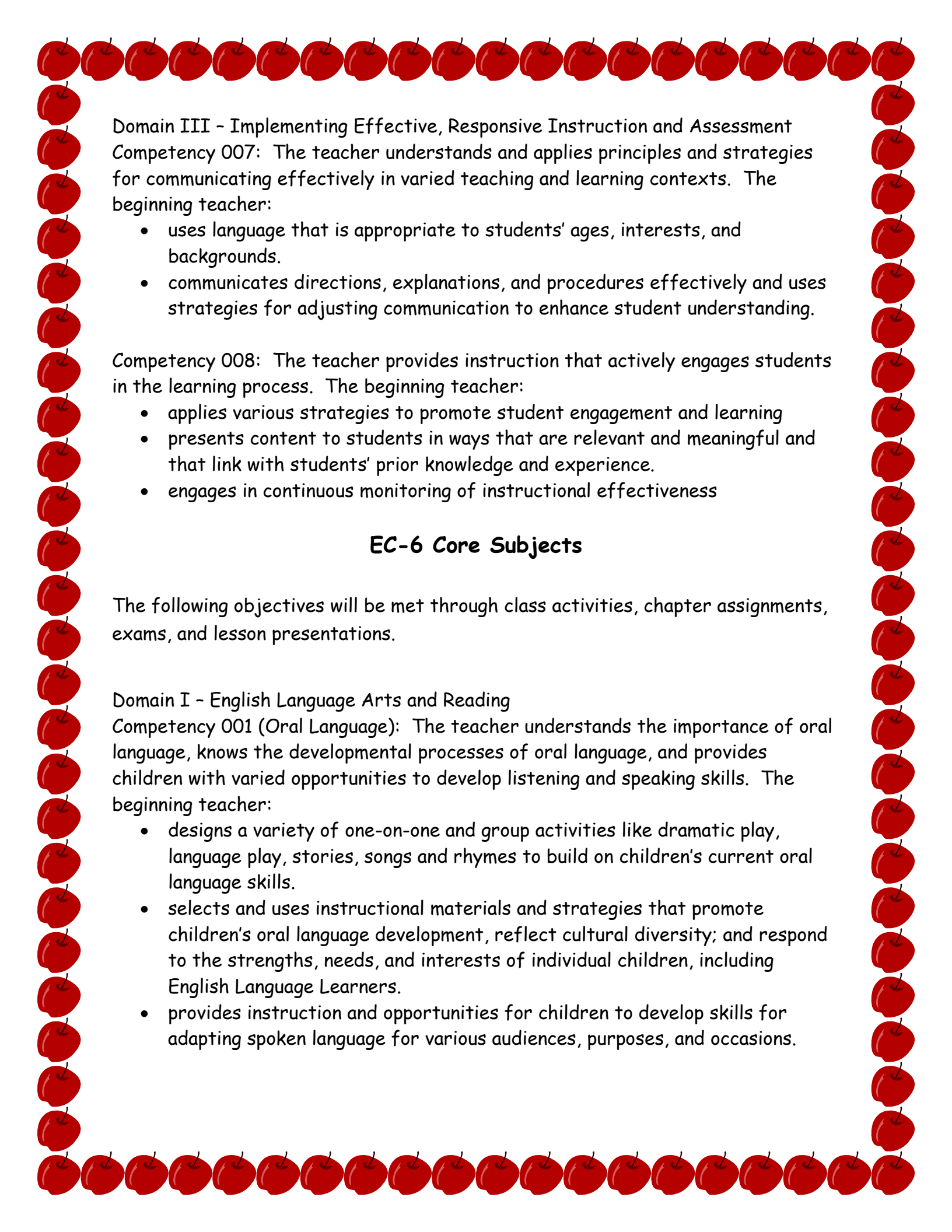


Competency 005: The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive. The beginning teacher:

- 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


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.

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- 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 O20 (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 O24 (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.

Assessments

Students will demonstrate mastery of these standards by their participation in class, a book talk, a prop box presentation, a thematic unit and presentation, and course exams.

Grading Procedures

A	90 - 100%	Work is outstanding and exemplary
B	80 - 89%	Work that is above the minimum requirements
C	70 - 79%	Work that meets expected level of performance for most students
D	60 - 69%	Work that falls short of minimum criteria
F	59% or below	Work that falls well below the expected level of performance for most students

Assignments

1. Course Activities 5%

Complete all course activities related to class and chapters.

2. Thematic Unit Lesson Presentation 25%

You will be required to prepare a thematic unit appropriate for an early childhood classroom:

You will be required to:

- select a theme
- create unit goals
- create a curriculum planning web
- reviews the components of a quality preschool program



3. Thematic Unit Prop Box Lesson Plan and Presentation 20%

You will be required to prepare one virtual prop box including materials related to your thematic unit. You will be required to create an activity plan explaining how you will use the prop box in a lesson/activity. Remember that the purpose of a prop box is to encourage dramatic/imaginative play. Please keep this in mind when preparing the virtual prop box and activity plan.

4. Thematic Unit Book Talk Presentation 20%

Each student will be required to give a book talk on a book related to your thematic unit using Flipgrid. 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.

5. Exams 30%

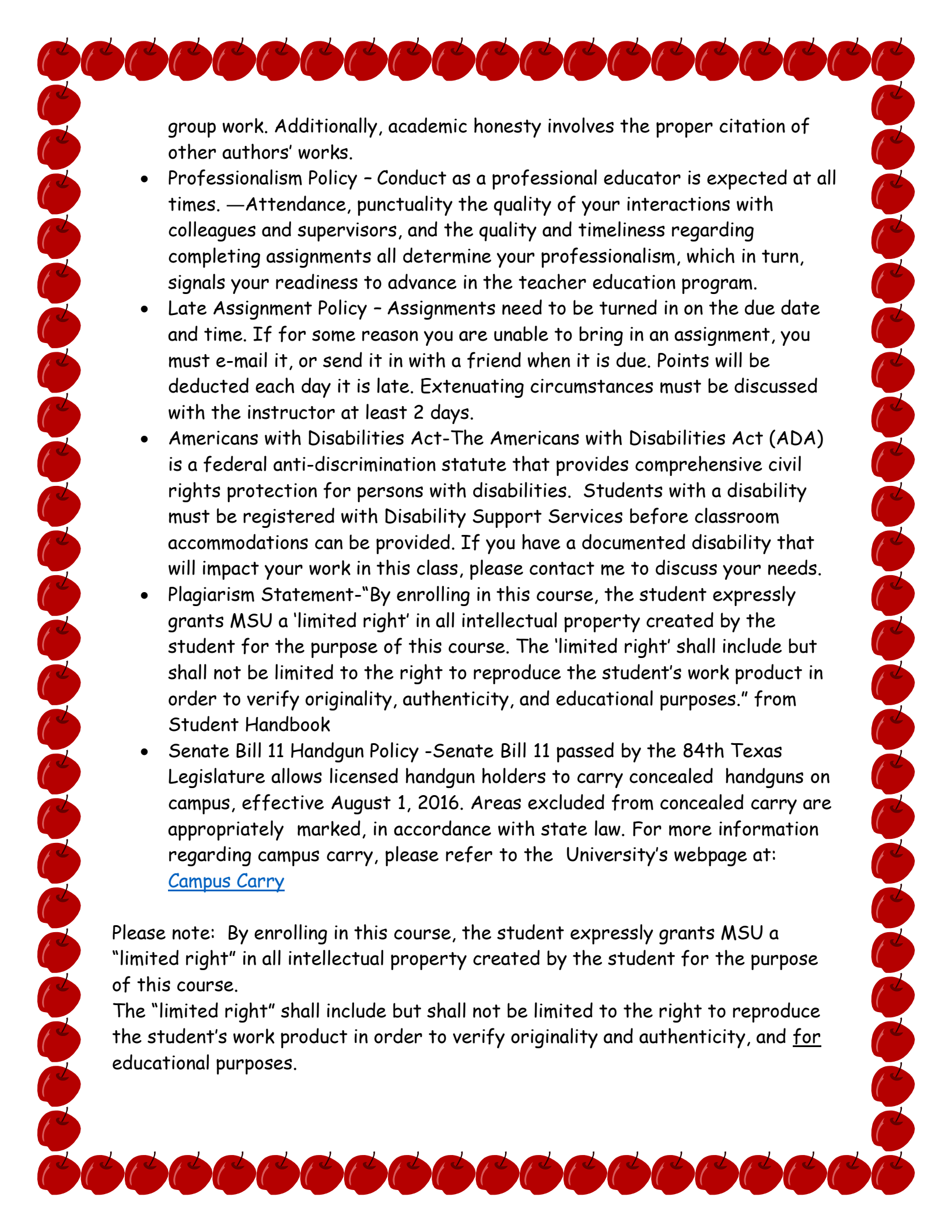
There will be three scheduled exams for this course. The format for the exam will be multiple-choice and short answer.

Attendance Policy

You are expected to complete all coursework and fully participate in the course.

Other Class Policies

- Disability Support - As the faculty of the West College of Education, we are dedicated to helping meet the needs of our students with disabilities and are eager to provide the accommodations to which such students are entitled. If you have a documented disability but are not registered with the Office of Disability, please contact that office immediately to register.
- Academic Honesty Policy - Honesty is a fundamental assumption in all academic activities. Students who belong to a university community have the obligation to observe the highest standards of honesty and to expect the same standards of others. —Academic honesty involves the submission of work that is wholly the student's own work, except in the case of assigned



group work. Additionally, academic honesty involves the proper citation of other authors' works.

- Professionalism Policy - Conduct as a professional educator is expected at all times. —Attendance, punctuality the quality of your interactions with colleagues and supervisors, and the quality and timeliness regarding completing assignments all determine your professionalism, which in turn, signals your readiness to advance in the teacher education program.
- Late Assignment Policy - Assignments need to be turned in on the due date and time. If for some reason you are unable to bring in an assignment, you must e-mail it, or send it in with a friend when it is due. Points will be deducted each day it is late. Extenuating circumstances must be discussed with the instructor at least 2 days.
- Americans with Disabilities Act-The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Students with a disability must be registered with Disability Support Services before classroom accommodations can be provided. If you have a documented disability that will impact your work in this class, please contact me to discuss your needs.
- Plagiarism Statement-"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, authenticity, and educational purposes." from Student Handbook
- Senate Bill 11 Handgun Policy -Senate Bill 11 passed by the 84th 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](#)

Please 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.

In accordance with the law, MSU provides students with documented disabilities academic accommodations. If you are a student with a disability, please contact your instructor as well as Disability Support Services, Clark Student Center, Room 168, Phone: 397-4140.

References

Midwestern State University. *Midwestern State University Undergraduate Catalog*, [MSU Catalog](#)

Midwestern State University. *Mustangs Midwestern State University Student Handbook*. [Student Handbook](#)

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[NAEYC Developmentally Appropriate Practice](#)

Big Ideas, Little Learners: Early Childhood Trends Report 2019 (January 2019). Redwood City, CA: Omidyar Network.

P. Gail Williams, Marc Alan Lerner. School Readiness. *Pediatrics* (July 2019). From the American Academy of Pediatrics Technical Report.

McClure, E. R., Guernsey, L., Clements, D. H., Bales, S. N., Nichols, J., Kendall-Taylor, N., & Levine, M. H. (2017). *STEM starts early: Grounding science, technology, engineering, and math education in early childhood*. New York: The Joan Ganz Cooney Center at Sesame Workshop.

Appendix A: Standards/Competencies

Assignment/Module/ Course Activities	Course Objectives or Student Learning Outcomes	Standard or Competency
Course Activities	1,3,4,5,6	NAEYC 1,2,3,4,5,6 PPR Competency 1 EC6 Competency 24

Assignment/Module/ Course Activities	Course Objectives or Student Learning Outcomes	Standard or Competency
Thematic Unit Lesson Presentation	1,2,3,4,5,6	NAEYC 1,2,3,4,5,6 PPR Competency 1-8
Thematic Unit Prop Box Lesson Plan and Presentation	1,3,5	Competency PPR Competency 1-4 EC6 Competency 1,4,12,16,20,24,25,27
Thematic Unit Book Talk Presentation	2	PPR Competency 1, 2 EC6 Competency 4
Exams	1,2,3,4,5,6	NAEYC 1,2,3,4,5,6 EC6 Competency 1,4,12,16,20,24,25,27