

I. Educ 583 Primary Education: Development, Methods, Curriculum & Assessment (Ages six through eight)

II. Academic Credit: 3 graduate credit hours

III. Course Description:

Emphasis on linguistic, physical, social, cognitive, moral, emotional, aesthetic development of children ages six through eight; developmentally appropriate methodology, curriculum, and assessment; family partnerships; advocacy; professionalism; resources for families of children from age six to eight.

REQUIRED TEXTS:

Copple, C and Bredekamp, S, editors. Developmentally Appropriate Practice in Early Childhood Programs. Third Edition. NAEYC (2009)

Seefeldt, Carol, editor. The Early Childhood Curriculum: Current Findings in Theory and Practice. Third edition. Teachers College Press

Miller, Debbie. Teaching with Intention: Defining Beliefs, Aligning Practice, Taking Action. Stenhouse Publishers

IV. Place of Course in the Curriculum

Educ 583 is a required course for both the Early Childhood Education Endorsement and the Master's in Education, Early Childhood Education.

V. Goals and Objectives

Goal:

To provide educators with the knowledge, skills, and dispositions (essential professional tools) needed to create and sustain a developmentally appropriate primary (ages six through eight) early childhood education program.

Objectives:

1. Identify and promote the patterns of normal linguistic, physical, social, cognitive, moral, emotional, and aesthetic development that are observed between ages six and eight.
2. Identify how qualities in parent/caregiver/teacher relationships affect the child's brain development, current and future behavior.
3. Design, implement, and evaluate experiences that promote positive development and learning for all children (including a broad range of abilities and cultural backgrounds), based on an understanding of developmentally effective approaches to teaching and learning.
4. Know the essential concepts, inquiry tools, and structure of content areas and identify resources to deepen understanding.
5. Use systematic, on-going observation, documentation, and other assessment strategies, in partnership with families and other professionals, to positively influence children's development and learning.

6. Recognize the necessary components of developmentally appropriate indoor and outdoor environments for children ages six through eight.
7. Develop appropriate curriculum, plans, routines, and schedules for a primary program.
8. Articulate the major components of a developmentally appropriate curriculum for children between the ages of six and eight.
9. Observe, analyze, and critique a primary early childhood setting, proposing appropriate modifications based on current research and theory.
10. Demonstrate knowledge and dispositions in creating respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.
11. Grow as a professional, utilizing professional standards and ethical guidelines.
12. Advocate for sound educational practices and policies.

VI. Content

- A. Historical influences relating to the care, teaching, and assessment of primary children
- B. Understanding and applying current theory in the care and teaching of primary children
- C. Language and literacy development
- D. Physical and motor development
- E. Social development
- F. Cognitive development
- G. Moral development
- H. Emotional development
- I. Aesthetic development
- J. Relationship-based community of learners; creating a caring community of learners
- K. Developmentally appropriate teaching methodology, include project learning (Reggio Emilia influenced), literacy work stations, the importance of play, shared reading, and guided reading
- L. Developmentally appropriate curriculum (goals, standards, coherence, integration, implementation within the aesthetic, affective, cognitive, language, physical, and social domains)
 1. Physical development
 2. Language and literacy (including the language arts, motivation, phonemic awareness, phonics, writing, word and print knowledge, and comprehension)
 3. Mathematics
 4. Science
 5. Technology
 6. Social competence; social studies
 7. Creative arts (creative/aesthetic development, visual arts, music and movement, etc.)
- M. Learning environments (play, interaction, student self-direction, centers, space, materials/storage)

- N. Guidance in fostering self-discipline, initiative, cooperation, problem-solving, and other prosocial behaviors
- O. Structure for the classroom (physical environment, schedule, routines, behavioral expectations)
- P. Health, safety
- Q. Supportive relationships and communication with families of children ages six through eight
- R. Inclusion of children ages six through eight with disabilities in quality programs, including modifications in the indoor and outdoor learning environments
- S. Strategic, systematic, and purposeful assessment of primary development/ learning and suggested appropriate modifications based on assessment data
- T. Evaluating quality in primary programs and suggested appropriate modifications
- U. Resources for teachers and parents, including special services

VII. Methodology

1. Online discussion (small and large group)
2. Professional observation during classroom visits
3. Technology (PowerPoint, webcam, Blackboard)
4. Videos and DVDs
5. Learning modules
6. Case studies
7. Field-based experience

VIII. Evaluation

Evaluation will be based upon the successful completion of student roles as determined by the instructor.

IX. Student Roles

1. Complete assigned readings.
2. Participate in small and large group discussions.
3. Observe and evaluate a primary program (ages six through eight); compose a critical analysis of the site and program in light of current theory and research and propose modifications.
4. Articulate the essential components of an exemplary primary program.
5. Complete other assignments (such as a project) made by the instructor.

X. Representative Bibliography

Avery, C. (1993). *And with a Light Touch: Learning about Reading, Writing, and Teaching with First Graders*. Portsmouth, NH: Heinemann.

Calkins, L., Hartman, A., & White, Z. (2005). *One to One: The Art of Conferring with Young Writers*. Portsmouth, NH: Heinemann.

- Chard, S. (1994, 1998). *The Project Approach: Making Curriculum Come Alive*. (Book one). New York: Scholastic Inc.
- Chard, S. (1994, 1998). *The Project Approach: Managing Successful Projects*. (Book two). New York: Scholastic Inc.
- Diller, D. (2003). *Literacy Work Stations: Making Centers Work*. Portland, Maine: Stenhouse Publishers.
- Ellery, V. (2005). *Creating Strategic Readers: Techniques for Developing Competency in Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension*. Newark, DE: International Reading Association.
- Fountas, I., & Pinnell, G. (1996). *Guided Reading: Good First Teaching for All Children*. Portsmouth, NH: Heinemann.
- McCarrier, A., Pinnell, G., & Fountas, I. (2000). *Interactive Writing: How Language & Literacy Come Together, K-2*. Portsmouth, NH: Heinemann.
- Mere, C. (2005). *More than Guided Reading*. Portland, Maine: Stenhouse Publishers.
- Miller, D. (2002). *Reading with Meaning: Teaching Comprehension in the Primary Grades*. Portland, Maine: Stenhouse Publishers.
- Owocki, G. (2003). *Comprehension: Strategic Instruction for K-3 Students*. Portsmouth, NH: Heinemann.
- Owocki, G. (2005). *Time for Literacy Centers: How to Organize and Differentiate Instruction*. Portsmouth, NH: Heinemann.
- Robb, L. (2003). *Literacy Links: Practical Strategies to Develop the Emergent Literacy At-Risk Children Need*. Portsmouth, NH: Heinemann.
- Schulman, M., & Payne C. (2000). *Guided Reading: Making It Work*. New York: Scholastic Inc.
- Spandel, V. (2008). *Creative Young Writers: Using the Six Traits to Enrich Writing Process in Primary Classrooms*. (2nd ed.). Boston, MA: Pearson Education, Inc.
- Taberski, S. (2000). *On Solid Ground: Strategies for Teaching Reading K-3*. Portsmouth, NH: Heinemann.
- Wien, C. (2008). *Emergent Curriculum in the Primary Classroom: Interpreting the Reggio Emilia Approach in Schools*. Washington, DC: Teachers College Press.

Reviewed: August 2012