

2004-2005
Revised 2012-2013

I. EDUC 332: EARLY CHILDHOOD CURRICULUM AND METHODOLOGY

II. 3 Semester Hours (Undergraduate)

III. COURSE DESCRIPTION

Students will learn developmentally appropriate content and various methods for guiding the growth of children in Christian environments that meet the unique needs of children from age three through five. Field experiences are required.

IV. PLACE IN THE CURRICULUM

This course is a Senior-level course in the Early Childhood program. It is required for the endorsement in Early Childhood Education.

V. COURSE GOALS AND OBJECTIVES

A. Goals – This course provides pre-service teachers, seeking the endorsement in early childhood education, with the knowledge, resources, and skills they will need to provide leadership in programs for pre-primary age children. It is designed to assist them in selecting appropriate content and methods and in planning developmentally appropriate learning environments and experiences to use when teaching young children. Participants are also introduced to resources that will help them continue to learn after they begin their professional career.

B. Objectives: The pre-service teacher who successfully completes this course will:

1. Exhibit an understanding of a variety of curriculum models. (LD3)
2. Set goals that will facilitate young children's physical growth and development and skills in communication (language), inquiry (cognitive), interpersonal relations (social), creative expression (aesthetic), self-concept (emotional), and the life of faith (spiritual). (T5,T6)
3. Select and evaluate content that is developmentally appropriate to provide integrated learning experiences for preprimary children in all areas of growth. (T5,T6,T9,)
4. Select, create, and evaluate curriculum materials, media, and school resources that are developmentally appropriate for young children, especially those of preprimary age. (T5,T6,T9)
5. Select and evaluate methods and content that are appropriate for the developmental level of preprimary age children that will integrate curriculum areas such as language, mathematics, science, social studies, health, safety, nutrition, art, music, drama, and movement. (T2,T5,T6,T9,LR7)
6. Plan, lead, and evaluate activities for young children in one or more classrooms of preprimary children.(T1,T2,T3,T4,T5,T6,T9,LD1, LD3,LR2)

2004-2005

Revised 2012-2013

7. Create a learning climate that recognizes each child as a complex, unique, and worthwhile individual who was created by an Almighty God who continues to love that child as he/she is. (T6,T7,LD2,LR4)
8. Create environments that recognize the unique rights of young children, and that do not discriminate on the basis of disabilities, special abilities, sex, or differing ethnic, or religious backgrounds. (LD4,LR8)
9. Create environments that use concrete manipulative materials and play as instruments for enhancing development and learning. (T2,T5,T8,T9,LD3,)
10. Create environments in which children learn to love learning. (T1,T5,T6,T8,T9,LD1,LD3)
11. Create environments in which children can become self-directed as appropriate, and can gain competence and self-confidence. (T1,T4,T5,T6,LR7)
12. Evaluate a number of professional publications that can provide assistance and resources for professional preprimary teachers. (T5, LR5)

VI. CONTENT AND METHODOLOGY

Content

1. Foundations of Early Childhood Education (LD3, LR7)
 - What is Developmentally Appropriate Practice?
 - Principles of Child Development and Learning
2. Setting the Stage for Learning (T1,T2,T5,T9)
 - Small Group Learning Activities
 - Effective Whole Group Activities
 - Organizing Space, Materials, Time, and Children's Groups
 - Promoting Self-Discipline in Children
 - Family Involvement in Developmentally Appropriate Programs
3. The Curriculum (LD3)
 - The Aesthetic Domain
 - The Affective Domain
 - The Cognitive Domain
 - The Language Domain
 - The Physical Domain
 - The Social Domain
4. Integrating the Curriculum (LD3, LD8)
 - Play
 - Theme Teaching
 - Authentic Assessment (T1, T2, T5, T9)
 - Documentation

2004-2005
Revised 2012-2013

Methods

Large and small group discussions (LD2,LD5,LD8)
Cooperative planning (LD2,LD5,LD8)
Videos, filmstrips, slides, audiotapes, records (LD3,LR7)
Activity centers (T1,T2,T5,LD3)
Construction of learning aids (T1,T2,LD3)
Classroom visits (T6,T9,LD3)
Presentations by classroom teachers in their settings (T6,T7,LD3, LR7)
Demonstrations (T5,LR7)
Lecture (T5)
Chapter quizzes; final exam (LR7)
Reviews of periodicals (T5,T9)
Field experiences in teaching roles (T1,T2,T3,T4,T5,T6, T8,T9,LD1,LD2,LD3,LR2,LR7)
Food experiences (T2,LD3,LR4)
Student-led activities in class (T1,T2,LD1,LD2,LD8)
Documentation (T1,T2,LD3)

REQUIRED TEXTS

Kostelnik, M., Soderman, A. & Whiren, A.(2010). Developmentally Appropriate Curriculum: Best Practices in Early Childhood Education, Fifth Edition., (Rev. Ed).Columbus, OH: Merrill Publishing Company.

Copple, Carol & Bredekamp, Sue, eds. (2009). Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8, 3rd Ed. Washington, DC: NAEYC

Helm, J. H. & Katz, L. (2011). Young Investigators, Second Edition. New York: Teachers College Press.

Dimensions & The National Arbor Day Foundation (2007). Learning With Nature Idea Book. Lincoln, NE: The National Arbor Day Foundation.

OTHER RESOURCES

Videotapes:

"Anti-Bias Curriculum" (Pacific Oaks College)

"Children at the Center: Reflective Teachers at Work"

"Child's Play

"Curriculum for Preschool and Kindergarten: A Discussion with Lillian Katz" (NAEYC)

2004-2005

Revised 2012-2013

"Learning Environment for Threes and Fours." (SECA)

"Play"

"Room Arrangement as a Teaching Strategy", by Diane Trister Dodge

"Setting Sail: An Emergent Curriculum Project"

"Thinking Big: Extending Emergent Curriculum Projects"

"Today's Steps, Tomorrow's Path" The Preschooler 3 to 5 years (Aid Association for Lutherans Parenting Today Series)

"Windows on Learning: An Introduction to Documentation Children's Work"

Tapes and CD's:

The following musicians who do effective works for young children will be introduced to the class: Ella Jenkins, Hap Palmer, Raffi, "Miss Jackie Weissman", Greg and Steve, Bev Bos. Others who become prominent and are recognized by early childhood professional organizations as excellent will be included as appropriate.

Curriculum Kits/Packages:

Pre-kindergarten Curriculum (Developmental Learning Materials)

Kindergarten Curriculum (Developmental Learning Materials)

Peabody Language Development Kits (American Guidance Services)

Peabody Early Experiences Kit (American Guidance Services)

My Friends and Me (American Guidance Services)

Developing Understanding of Self and Others (American Guidance Services)

Faith Alive and Voyages Religion Curriculum for Pre-kindergarten and Kindergarten (CPH)

Alphatime

Periodicals:

The Mailbox: Preschool Edition (Education Center)

The Mailbox: Kindergarten Edition (Education Center)

Dimensions (Southern Early Childhood Association)

Young Children (National Association for the Education of Young Children)

Early Childhood News

Early Childhood Today (Scholastic)

Texas Child Care (Texas Department of Human Services)

VII. STUDENT ROLES

1. Study the textbooks according to the schedule of assigned topics. (T5)
2. Take quizzes, as determined by the instructor, on selected textbook chapters. (T6, LR7)
3. Participate in any class visits to observe particular curriculum models or exemplary techniques in use by preprimary teachers.
4. Write reaction to special presentations and class activities. (LD2)

2004-2005
Revised 2012-2013

5. Write reviews of two designated periodicals and two designated websites useful to teachers of preprimary children. (T5)
6. With a partner, create a documentation poster of a project with students. (T1, LD5)
7. Do a minimum of 30 hours of field experience in an organized pre-kindergarten and/or a kindergarten program, planning and documenting a project with a small group of students. (LR4, T1, T5, T6)
8. Develop a theme/project that is appropriate for use in a preprimary classroom (use it with children in a preprimary setting) and present it to the class. The theme should incorporate all areas of the curriculum, including a literature list, making a class book, and class activities. Do this in groups. (T1,T2, T4, T5, LD8, LR4)
9. Plan, do (sometimes), and turn in a lesson plan for each area of the curriculum in class. (T1, T2, LD3, LD8)
10. Begin an early childhood education resource file or notebook. You will receive many handouts and suggested reference in this class. Organize them in a way that you will be able to walk into the classroom and use them from day one. (T5,LD3, LR5)

VIII. EVALUATION

Evaluation of quality, thoroughness, and organization of their work is continuous as teacher-learners perform the student roles, submit written work, and present activities and projects. Chapter quizzes (LR7) and final (T1,T2,T3, T4,T5,T6,T7,LD1,LD2,LD3,LR7) examination will further evaluate knowledge and its application.

Grading Scale:

A	94-100	B+	88-90	C+	78-80	D+	67-69
A-	91-93	B	84-87	C	73-77	D	63-66
		B-	81-83	C-	70-72	D-	60-62

Attendance Policy: Students should be in class every day. Three unexcused absences will result in lowering of your grade by one letter. Three tardies will count as one absence.

IX. BIBLIOGRAPHY

Copley, Juanita (2000). The Young Child and Mathematics. Washington, D.C.: NAEYC.

Curtis, Deb & Carter, Margie (2000). The Art of Awareness. Beltsville, MD: Gryphon House.

Edwards,C., Forman, G., & Gandini, L. (1998) (Re.). One Hundred Languages of Children. New York: Teacher's College Press.

Feldman, Jean.(1995). Transition Time. Beltsville, MD: Gryphon House.

2004-2005
Revised 2012-2013

Helm, Judy Harris, Beneke, Sallee, & Steinheimer, Kathy (1998). Windows on Learning: Documenting Children's Work. New York: Teacher's College Press.

Isbell, Rebecca.(1995). The Complete Learning Center Book. Beltsville, MD: Gryphon House, Inc.

Kohl, MaryAnn & Solga, Kim (1996). Discovering Great Artists. Bellingham, WA: Bright Ring Publishing, Inc.

Kostelnik, Howe, Payne, Rohde, Spalding, Stein, Whitbeck.(1991). Teaching Young Children Using Themes. Glenview, IL: Good Year Books.

Little Ones Sing Praise: Christian Songs for Young Children. (1989). St. Louis: Concordia Publishing House.

Lorton, Mary Baratta.(1972). Workjobs. Menlo Park, CA: Addison Wesley.

Pelo, Ann & Davidson, Fran (2000). That's Not Fair. Beltsville, MD: Gryphon House.

Raines, Shirley and Canady, Robert.(1989). Story Stretchers. Mt. Rainer, MD: Gryphon House, Inc.

Schultz, Janice E. Early Childhood Materials and Equipment.(1991). Wichita, KS: S.E.E.D. Publications.

Serck, Leah M. (1983). Growing Up in the Church Family. River Forest, IL: Lutheran Education Association/Department of Early Childhood Education.

Simon, Mary Manz.(1987). Little Visits with Jesus: Devotions for Families with Young Children. St. Louis: Concordia Publishing House.

Simon, Mary Manz.(1988). More Little Visits with Jesus: Devotions for Families with Young Children. St. Louis: Concordia Publishing House.

Unit Boxes for Little Kids.(1984). Carthage, IL: Good Apple, Inc.

Students also have access to all of the print resources (more than 500 titles) in the Early Childhood Methods Classroom.