



**Course Title: ECED 2130: Curriculum Development and Implementation:
(Age 3 through 3rd Grade)**

Pre-requisite: ECED 2120/2121

Co-requisite: ECED 2131

Credit Hours: 3 credit hrs.

Semester:

Cap:

Faculty: Mrs. Kelly Dineyazhe-Hunter, Ed.S

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Office: Mod-5

Office Phone:

Office Hours:

Preferred Communication (email and/or text; will respond within 24 hours)

Class Location: Mod 5

Class Meeting Times:

Required Materials:

Textbook: Eliason, C., & Jenkins, L. (2016). *A Practical Guide to Early Childhood Curriculum* (10th Ed.). Pearson

Tools:

Lab Fee (if applicable):

University Mission Statement

Navajo Technical University's mission is to provide University readiness programs, certificates, associate, baccalaureate, and graduate degrees. Students, faculty, and staff will provide value to the Diné community through research, community engagement, service learning, and activities designed to foster cultural and environmental preservation and sustainable economic development. The University is committed to a high quality, student-oriented, hands-on learning environment based on the Diné cultural principles: *Nitsáhákees, Nahat'á, Iiná, Sii Hasin.*

Course Description

The curriculum course focuses on developmentally appropriate curriculum content in early childhood programs, age 3 through third grade. Development and implementation of curriculum in all content areas, including literacy, numeracy, the arts, health and emotional wellness, science, motor and social skills, is emphasized. Information on adapting content areas to meet the needs of children with special needs and the development of IEP's is included.

Course Outcomes

This course is part of the New Mexico Early Childhood Education and Development Articulation Catalog of Courses and Programs. The following objectives are taken from the New Mexico Public Education Department's Common Core Competencies for early childhood professionals (see Common Core Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

Use appropriate guidance to support the development of self-regulatory capacities in young children. A.11

Demonstrate the integration of knowledge of how young children develop and learn with knowledge of the concepts, inquiry tools, and structure of content areas appropriate for different developmental levels. D.2

Demonstrate knowledge of what is important in each content area, why it is of value, and how it links with early and later understandings within and across areas. D.3

Demonstrate knowledge of the language, reading and writing components of emergent literacy at each developmental level. D.4

Adapt content to meet the needs of each child, including the development of individualized family service plans (IFSP) or individualized education plans (IEP) for children with diverse abilities through the team process with families and other team members. D.6

Demonstrate knowledge of varying program models and learning environments that meet the individual needs of all young children, including those with diverse abilities. E.1

Create environments that encourage active involvement, initiative, responsibility, and a growing sense of autonomy through the selection and use of materials and equipment that are suitable to individual learning, developmental levels, diverse abilities, and the language and cultures in New Mexico. E.2

Create and manage inclusive learning environments that provide individual and cooperative opportunities for children to construct their own knowledge through various strategies that include decision-making, problem solving, and inquiry experiences. E.4

Demonstrate understanding that each child's creative expression is unique and can be encouraged through diverse ways, including creative play. E.5

Plan blocks of uninterrupted time for children to persist at self-chosen activities, both indoors and outdoors. E.6

Demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children's development and learning. E.7

Demonstrate knowledge of developmentally appropriate uses of technology, including assistive technology. E.12

Demonstrate knowledge of assessment techniques, interpretation of assessment information in the application of this data to curriculum development of intervention planning. F.9

Student Learning Outcomes:

1. Explain how young children develop and learn with knowledge of the concepts, inquiry tools, and structure of content areas appropriate for different developmental levels.
2. Use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions.
3. Students will demonstrate knowledge of varying program models and learning environments that meet the individual needs of all young children, including those with diverse abilities.
4. Design curricula and learning environments based on developmental observational assessment, children's interests and relevant content topics.

Course Assignments

Enhancing Learning Rationale (Appendix I) – 100 points

Integrate Science in Curriculum Rationale (Appendix II) – 100 points

Course Assessments

Weekly (K-3rd Grade) Lesson Plans (20 points each)

Course Schedule

Wk	Date	Reading/Topic	Assignments	Assessments
1	1/18-1/20	Syllabus Review Introduction 1/21-Last Day to Add/Drop w/o “W” 1/17-Martin Luther King’s Day Chapter 1: Introduction to Early Childhood Education		
2	1/25-1/27	Chapter 2: Family, School, and Community Partnerships		
3	1/31-2/03	Chapter 3: Assessments		
4	2/08-2/10	Chapter 4: Planning the Curriculum		
5	2/15-2/17	Chapter 5: Appreciating Differences	<i>Enhance Learning Rationale Due</i>	
6	2/22-2/24	Chapter 6: Myself and Others <i>2/21 President’s Day</i>		
7	3/01-3/03		<i>Lesson Plan #1 Due</i>	
8	3/08-3/10	Chapter 7: Language Development Chapter 8: Literacy Development		MID TERMS
9	3/15-3/17	<i>Spring Break (14-18)</i> Chapter 9: Science and Math Chapter 13: Mathematics		
10	3/22-3/24	Chapter 10: Physical Science	<i>Lesson Plan #2 Due</i>	
11	3/29-3/31	Chapter 11: Earth and Space Science Experiences <i>3/31-Last Day to Withdraw with a W</i>		
12	4/05-4/07	Chapter 12: Life Science		
13	4/12-4/14	Chapter 14: Music & Movement	<i>Integrating Science Rationale Due</i>	
14	4/19-4/21	Chapter 15: Creativity, Art, & Dramatic Activitites		
15	4/26-4/28		<i>Lesson Plan #3 Due</i>	
16	5/03-5/05			
17	5/10-5/12			FINALS

Grading Plan

Homework	%	A = 100-90%
Quizzes	%	B = 89-80%
Project(s)	%	C = 79-70%
Mid-term exam	%	D = 69-60%
Final exam	%	F = < 60%
Class participation	3%	

Grading Policy

Each student must do his or her own homework and case studies. Discussion among students on homework and cases is encouraged for clarification of assignments, technical details of using software, and structuring major steps of solutions - especially on the course's Web site. Students must do their own work on the homework and exam. Cheating and plagiarism are strictly forbidden. Cheating includes but is not limited to: plagiarism, submission of work that is not the student's own, submission or use of falsified data, unauthorized access to exam or assignment, use of unauthorized material during an exam, supplying or communicating unauthorized information for an assignment or exam.

Participation

Students are expected to attend and participate in all class activities as listed above, as it **is 3% of the grade**. Points will be given to students who actively participate in class activities including field trips, laboratories, and ask questions of guest speakers and other presenters.

Cell Phone and Head Phone Use

Please turn cell phones off or place them on silence or vibrate mode **before** coming to class. Also, answer cell phones **outside of class** (not in the classroom). Exercising cell phone courtesy is appreciated by both the instructor and classmates. Headphones are to be removed before coming to class.

Attendance Policy

Students are expected to regularly attend all classes for which they are registered. A percentage of the student's grade will be based on class attendance and participation. Absence from class, regardless of the reason, does not relieve the student of his/her responsibility to complete all course work by the required deadlines. Furthermore, it is the student's responsibility to obtain notes, handouts, and any other information covered when absent from class and to arrange to make up any in-class assignments or tests if permitted by the instructor. Incomplete or missing assignments will necessarily affect the student's grades. Instructors will report excessive and/or unexplained absences to the Counseling Department for investigation and potential intervention. **Instructors may drop students from the class after three absences unless prior arrangements are made with the instructor to make up work and the instructor deems any excuse acceptable.**

Study Time for Hybrid or Blended Courses

For a hybrid or blended course of one credit hour, a student is expected to spend three hours per week studying the course materials.

Study Time for Online Courses

For an online course of one credit hour, a student is expected to spend four hours per week studying the course materials.

Academic Integrity

Integrity (honesty) is expected of every student in all academic work. The guiding principle of academic integrity is that a student's submitted work must be the student's own. Students who engage in academic dishonesty diminish their education and bring discredit to the University community. Avoid situations likely to compromise academic integrity such as: cheating, facilitating academic dishonesty, and plagiarism; modifying academic work to obtain additional credit in the same class unless approved in advance by the instructor, failure to observe rules of academic integrity established by the instructor. **The use of another person's ideas or work claimed as your own without acknowledging the original source is known as plagiarism and is prohibited.**

Diné Philosophy of Education

The Diné Philosophy of Education is incorporated into every class for students to become aware of and to understand the significance of the four Diné philosophical elements, including its affiliation with the four directions, four sacred mountains, the four set of thought processes and so forth: Nitsáhákees, Nahat'á, Iná and Sih Hasin which are essential and relevant to self-identity, respect and wisdom to achieve career goals successfully.

Students with Disabilities

The Navajo Technical University and the Early Childhood and Multicultural Education Program, are committed to serving all enrolled students in a non-discriminatory and accommodating manner. Any student who feels he/she may need an accommodation based on the impact of disability or needs special accommodations should inform NTU in accordance with the procedures of the subsection entitled "Students with Disabilities" under Section 7: Student Support Programs, NTU Student Handbook.

Classroom Management Plan

Student Rationale

Directions: Students will develop a classroom management plan with the intent to design developmentally appropriate learning environments that enhance children's construction of their own knowledge.

The purpose of this assignment is for students to begin the process of developing a management style that works for you. This plan will enable you to better understand how you will teach and increase your confidence in your approach to classroom management. It is proactive rather than reactive to student demands.

Students' classroom management plan should include the following (you should give a rationale for your choices):

1. A philosophical statement on your beliefs about classroom management. This should include a description of what you believe to be your teaching style.
2. Room arrangement map, or maps for different types of activities that are developmentally appropriate to the age/grade of children you plan on working with (i.e., centers, student seating arrangement, teacher desk, resources, displays, etc...). Students should include a written explanation of your choice of arrangement(s).
3. Classroom Rules: How are they arrived at? What might they include? How are they communicated to students, parents, administrators etc...?
4. Classroom Procedures: How are the lessons structured? How do they start and finish? This should also include some of the principles of your assessment and grading plans.
5. A description of how you intend to encourage and respond to positive students and how you will manage students that are behaving negatively in your class. What techniques are you going to use to maximize the effectiveness of your classroom management? You should refer to specific techniques discussed in the Guiding Young Children course.

Students will write a draft of the feature (in Microsoft Word or Google Docs). The paper should be 3-4 pages in length, typed, double-spaced and in a 12-point Times New Roman (TNR) font with one-inch margins.

Appendix II

Integrating Science into Curriculum

Rationale

Directions: Students will write a 1-2 page rationale including at least three of your own examples of integrating science into other learning areas of the curriculum.

Questions to Answer:

1. What role does science offer to the other learning areas?
2. Explain why you chose the your 3 examples?
3. How would you incorporate lessons that teach young children of the traditional practices of science, such as; environmental science (i.e., the balance of taking only what is needed, having reverence for natural resources)

Requirements:

- A cover page with a title
- The paper should be 5-7 pages in length, typed, double-spaced and in a 12-point Times New Roman (TNR) font with one-inch margins. Grammar and spelling will be evaluated.
- Turn paper in on the due date

Rubric

Objectives	Exceeds Standards 9-10 points	Meets Standards	Unsatisfactory	Score & Specific Comments
Format	Paper is neatly typed, double-spaced, 12-point TNR font, one-inch margins, and 3 pages in length.	Paper is neatly typed, double-spaced, 12- TNR font, one-inch margins and 2.5 pages in length.	Formatting rules ignored, shorter than 2.5 pages in length	
Grammar & Spelling	No errors.	1-2 errors.	Lacks basic proofreading or contains major errors.	
Organization	Well-organized, well written, easy to read and understand.	Well-organized but “flow” could be improved.	Organization lacking and difficult or impossible to follow.	
Reflection	Shows strong evidence of reasoned reflection and depth.	Shows evidence of reasoned reflection.	Lacks reflection and depth.	
Completeness	Addresses all elements contained within two of the stated objectives of assignment and extends beyond.	Addresses all elements contained within two of the stated objectives of assignment.	Fails to address all the elements contained within two of the stated objectives of assignment.	
Overall comments				

Appendix III

K-3rd Grade Lesson Plans

Lesson Plans

Directions: Students will develop 3 integrated Weekly lesson plans throughout the semester, using the Common Core Standards (NM), Arizona’s Academic Standards. Lesson plans will need to be prepared developmentally appropriate for children from Age 3 to 3rd grade.

3 Integrated Weekly Lesson Plans:

1. Math & Science
2. Social Studies & Science
3. Reading/Writing & Science

Subject	
Integrated Subject	
Grade Level	
Length of Unit	
Research Sources	
Unity Summary	
Key Vocabulary	
NC Essential Standards for Science	
CCSS/AZ Standards for Math	
Essential Questions	Essential questions should be 3-5 learning inquiry: What is it that you want your students to know by the end of the lesson? What are you going to assess?
Materials & Resources	Materials/resources you will need to effectively teach your lesson.
Safety Requirements	
Activities/Procedures <ul style="list-style-type: none"> • Essential Question • Explore/Engage • Explain • Elaborate (Inquiry) • Evaluate 	Day One: Day Two: Day Three: Day Four: Day Five:
Accommodations for Differentiated Instruction	What accommodations will be need for students with developmental disabilities/delays.
Assessment for Student Learning Outcomes	How do you plan to assess student learning? What forms of assessment will you use?