



FAYETTEVILLE STATE UNIVERSITY

School of Education  
 Department of Elementary Education

**I.LOCATOR INFORMATION**

Instructor:	Dr. Beverly Cain BU 347 910-672-1537
Course Number and Name:	Educ 306 Birth-Kindergarten Curriculum Development (Non-Teaching Majors)
Semester:	Spring 2012
Credit Hours:	3

Time and Location M,W, F(Friday in Field), 4-4:50pm, BU 359

**II.FSU Policy on Electronic Mail:** Fayetteville State University provides to each student, free of charge, an electronic mail account ([username@uncfsu.edu](mailto:username@uncfsu.edu)) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

**III.COURSE DESCRIPTION**

This course is geared for non-teaching Birth-Kindergarten students. The course covers child development for children aged birth-kindergarten and developmentally appropriate curriculum development for these ages. Other concepts introduced are the physical environment, teaching typical and atypical children, developing lesson plans, teacher parent relationships, Students will develop lesson plans, create an integrated approach to curriculum development.

#### **IV.Disabled Student Services:**

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1<sup>st</sup> Floor); 910 672 – 1203.

#### **V.TEXTBOOK**

Hilda Jackman, *Early Education Curriculum: A Child's Connection to the World*, (4<sup>th</sup> edition). 2009, Delmar, Cengage Learning.

#### **VI.SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK**

The conceptual framework of the School of Education is reflected in this course and establishes a shared vision of its efforts in preparing educators to work effectively in P-12 schools. It defines the educator as a *Facilitator of Learning*, one who seeks to make the learning process accessible and one who enables learning to take place successfully. This presupposes that the educator is reflective and serves as a catalyst, stimulator, and motivator of the teaching for learning process. The conceptual framework defines the unit's vision, which underscores the school's purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological, and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the Birth-Kindergarten program. The themes of our conceptual framework are: (1) caring dispositions and ethical responsibility; (2) communication; (3) knowledgeable and reflective educators; (4) research and leadership; (5) respect for diversity and individual worth; (6) technological competence and educational applications; and (7) working with families and communities.

#### **VII. STUDENT OUTCOMES**

At the end of this course, School of Education student outcome goals include #1, 2,3,4,6 and 7.Facilitators of learning as aligned with the all seven aspects of the Conceptual Frame, will be able to: BK teacher candidates provide an integrated curriculum derived from Infant-Toddler Guidelines, Foundations for Early Learning, and the North Carolina Standard Course of Study (Kindergarten and Primary Grades Standard Course of Study) which includes the following areas:

**BK standards Standard 1: BK teacher candidates have a comprehensive knowledge of typical as well as atypical patterns of child development.**

**Standard 2: BK teacher candidates foster relationships with families that support children's development and learning,**

**Standard 5: B-K teacher candidates create and adapt environments and intentionally plan and implement an integrated curriculum that facilitates every child's construction of knowledge and provides a strong foundation for lifelong learning.**

**Emotional/Social Development: To support the emotional/social growth and development of children, BK teacher candidates**

- promote children's awareness of personal uniqueness, including cultural and racial

- identity.
- provide opportunities for the development of self-confidence and social skills, and promote positive interpersonal interaction between children and adults as well as among children.
  - foster children's increasing competence in regulating, recognizing, and expressing emotions, verbally and non-verbally.
  - support children's ability to form and maintain relationships.

**Physical Development, Health, Nutrition and Safety: BK teacher candidates embed opportunities for large and small motor development and promote health, nutrition, and safety within daily outdoor and indoor activities. They**

- teach and model hygienic practices
- encourage development and opportunities to practice personal care and self-help skills
- have knowledge of creating a safe environment that supports self care and hygiene
- develop classroom safety rules and model safe practices
- create an environment and schedule that provides materials and daily opportunities for a variety of gross and fine motor activities
- model and discuss healthy eating habits and frequent exercise

**Cognitive Development (including Emergent Language and Literacy, Mathematics, Science, Social Studies, and the Arts)**

**Emergent Language and Literacy: BK teacher candidates understand the developmental sequence and use a wide range of learning experiences to facilitate children's**

- development of receptive and expressive oral language
- literacy acquisition including print concepts, alphabetic principles, and phonemic awareness
- emergent written expression

**Emergent Mathematics: BK teacher candidates understand the developmental sequence and use a wide range of learning experiences to facilitate children's construction of**

- basic concepts of number and operations.
- spatial sense and understanding of measurement and geometry.
- understanding of patterns, relationships, and functions.
- basic principles of data analysis, including probability, experimentation and observation to make predictions.
- multiple strategies of mathematical processing
- representation of mathematical concepts

**Emergent Science: BK teacher candidates understand the developmental sequence and use a wide range of child directed exploration and experimentation to facilitate development of**

- perceptual functioning and motor skills in order to maintain safety during learning, play, and daily routines, including appropriate use of equipment and tools
- thinking skills relevant to observing, describing, questioning, sequencing, predicting, comparing, and contrasting
- understanding of the nature of science, the process of scientific inquiry, and the relationship between science and daily life.

- fundamental understanding of the physical world, of living organisms, and of the immediately perceptible earth environment

**Emergent Social Studies: BK teacher candidates understand the developmental sequence and use a wide range of learning experiences to facilitate children’s understanding of**

- culture and cultural diversity
- time, continuity, and change (e.g., sequence of daily events, changes in body and environment)
- technology and economic development (e.g., wants and needs)
- individuals, groups and institutions—their development and identities (e.g., awareness and appreciation of similarities and differences among individuals, families, etc.)
- civic ideals and practices—power, authority and governance (e.g., fairness and social justice)

**Emergent Creative Arts: BK teacher candidates understand the developmental sequence and use a wide range of learning experiences to facilitate children’s**

- creative expression through the visual arts, dance and creative movement, music, and drama
- representation of ideas
- familiarity with and appreciation of a variety of art forms and artists
- integration of arts to support learning in all content areas (including cultural diversity)
- apply creativity to problem solving, risk-taking, and critical thinking

## **VIII Class Attendance**

Students are expected to attend all class meetings, laboratories, and other instructional sessions for all courses in which they are enrolled. Students are also expected to arrive to class on time and remain in class for the entire scheduled period. When students must miss class (es) for unavoidable reasons, i.e., illness, family emergencies, or participation in official university sponsored activities – they are responsible for informing faculty of the reasons for the absences, in advance if possible, and completing all missed assignments. Faculty members will indicate in their syllabi the conditions for making up missed assignments. I-2 excused absences. **More than two excused absences warrants final grade lowered by one grade**

During the first half of the semester/term, faculty will assign an interim grade of “EA,” Excessive Absences, for students whose **class absences exceed 10% of the total contact hours** for the class. Students who receive EA interim grades must either withdraw from the class or resume attendance. The EA is not a final grade, so students who are assigned an interim grade of EA, but do not withdraw from the class, will receive a final grade based on the evaluation criteria for the class.

**Please note that the WN grade is no longer in effect. Students must not expect faculty to withdraw them from classes.**

Student Behavior Expectations

The instructor will respect all students and will make every effort to maintain a classroom climate that promotes learning for all students. Students must accept their responsibility for maintaining a positive classroom environment by abiding by the following rules:

1. Students are expected to arrive to class on time, remain in class until dismissed by the instructor, and refrain from preparing to leave class until it is dismissed.
2. Student/teacher relationships, as well as relationships among peers, must be respectful at all times.
3. Students are not permitted to wear headphones or other paraphernalia that may be distracting to the classroom environment.
4. Students must refrain from any activity that will disrupt the class; this includes turning off cell phones and pagers.
5. Students are not permitted to use profanity in the classroom.
6. Students will not pass notes or carry on private conversations while class is being conducted.

**Consequences for Failing to Meet Behavioral Expectations:** The first time a student violates one of these rules, the instructor will warn him or her privately, either after class or before the next class. (Faculty members reserve the right to warn students publicly if needed.) The second time a student violates the guidelines; the instructor may deduct as many as twenty points from the student's next exam grade. If a student violates the guidelines three times, the instructor will report the student to the Dean of Students for disciplinary action according to the FSU Code of Student Conduct

## **IX. Course Requirements and Evaluation Criteria**

### **1. Article Assignment (2-3 pages)(25 points)**

Go to the reference list at the end of any chapter. Find an article to read. Discuss your understanding and the article relationship to chapter content. submit into gradebook.

### **2. Chapter Activities (40 points/module=160 points)**

### **3. Participation Points 10 points/ class= 130 points**

### **4 Integrated Unit of Study (200 points)—the final project will be an integrated curriculum unit of study. Each unit must include**

1. One lesson plan for each age level (Infant, Toddler, Preschool, Kindergarten, and Primary Use lesson plan sheets for lesson frame.
- 2-.Each lesson adapted for differentiated instruction
3. Each lesson foster culturally responsive frame
4. Guidance plan for each lesson
5. Appropriate for age
6. Kindergarten and Primary lessons align with NCSCS (six-point plan)
7. Infant, Toddler and Preschool BK standards
8. Theory Frame and Curriculum Web
9. Child Interactive Bulletin Board
10. Parent Activity based on Unit Plan Theme

### **5 Online Field Book(50 points)--Ten Observation Hours in Birth-Primary School environments. (2 hours in each) Use activity sheets to guide observations. Include one anecdotal observation. Compile into online field book. Include reflections of observations. Use log sheets. Include teacher signature for each observation visit. Include log sheets in online field book.**

### **6 Four Tests—(25 points each)**

Grade Scale: **Total Points=665**

650=A

550=B

450=C

350=D

Below 250=F

## X. Academic Support Resources

<http://library@uncfsu.edu>

<http://writing@uncfsu.edu>

<http://naeyc.org>

BK website

## XI. Course Outline and Assignment Schedule—Subject to Change

<p style="text-align: center;"><b>MODULE 1</b> <b>Chapter1 Starting the Process</b></p> <p>1.Pg 31, #2 Developmentally Appropriate practice Activity</p> <p>2. Choose a theorist described in chapter. Create an activity that is reflective of the theorist’s concept. For example, Piaget believes that children develop cognitively through their senses including Birth-2 years. What type of activity would fit? Why?</p> <p>3. Article Activity Choose an article to read found on the reference list at the end of the chapter. Write a 1-2 page paper summarizing the article and relating the article to the chapter 1 content.</p> <p>4. Create a game using the key terms in chapter 1 to present during class time.</p> <p><b>In Class—Present Game January 18</b> Due January 17</p>
<p style="text-align: center;"><b>Chapter 2 Creating Curriculum</b></p> <p>1. Pg 74, #3. Multicultural/Antibiased Journal</p> <p>2. #4 Generate a list of guidance techniques</p> <p><b>In-Class—Developmentally Appropriate Practices---</b> <b>The Car Project----Project Approach DVD</b></p> <p style="text-align: center;">Due January 24</p>
<p style="text-align: center;">Chapter 3 Language and Literacy</p> <p>Pg. 107 2.Select and plan language activities for preschool and kindergarten</p> <p>3.Visit an early childhood classroom where children speak more than one language</p> <p>4. Partner with classmate to develop one activity that allows child to learn new words</p> <p style="text-align: center;">Module Due February 7</p> <p><b>In-Class-----Present Language and Literacy Lesson Plan for Infants February 8</b></p>

**Test- chapters 1-3 February 9**

**MODULE 2**

Chapter 4 Literature

Pg 145 2. Select a book listed in chapter. Create a flannel board story and try with preschool children

3. Create a book for infants Complete Activity Sheet. Try out with an infant.

Due February 14

**In Class-, Bring a children's book that represents one of the genres found in the chapter. February 15**

Chapter 5 Math

Pg 171 2 Interview two teachers who teach kindergarten and primary grade children. Have them Explain their math program and important math concepts for the ages.

3. Select and plan a math activity for toddlers

Due February 21

**In class—Present a math activity for kindergarten children February 22**

Chapter 6 Science

1. Develop a developmentally appropriate AND Multicultural/Anti-Bias science activity. Choose an age group. What is the significance of your activity?

2. pg. 197, 5. Based on content in chapter, write a letter to parents

3. Create a technology based science lesson for primary grades. ( Incorporate global awareness)

Module Due February 28

**In Class- Nature Video**

**Test 2 (chapters 4,5,6)- February 29**

**MODULE 3**

Chapter 7 Social Studies

1. Choose a book from the Books for Story Mapping List. Create a story map.

2. Develop a Family Story with a family who lives a different lifestyle than you (gay family, single parent, other culture, adopted, extended, incarcerated family, Create a comparison chart based on your lifestyle and the family's lifestyle. Are there similarities, differences? What did you learn?

3. pg 219, 1. Using information in chapter, survey resources in your community and plan on paper an appropriate field trip for a group of preschoolers.

**Due March 13 (No class Monday or Wednesday of this week)**

**In class- Present story maps on march 19**

Chapter 8 Art

Pg 246, 2 Plan an art activity for toddlers

4. Collect five samples of children's artwork, different ages. Determine developmental stage

<p><b>In class- Working with clay</b>  <b>Reggio Emilio video “The Portrait of a Lion”</b></p> <p><b>Present Toddler Activity in Wed class March 21</b>  Due March 20</p>
<p>Chapter 9 Sensory Centers  Pg 278, 4. Incorporating woodworking into your curriculum</p> <p><b>In class- Present an activity for a Sensory Center for Infants March 28</b>  <b>Module Due March 27</b></p> <p>Test 3- Chapters 7,8,9 March 29</p>
<p><b>MODULE 4</b>  Chapter 10 Music and Movement</p> <p>Pg 303, Create two examples of music and movement activities or experiences that will promote multicultural awareness in preschool children</p> <p><b>In Class-Exploring musical instruments April 2 and 4</b>  Due April 3</p>
<p>Chapter 11 Puppets</p> <p>1.Partner activity for pg 327, 3 (Create puppets to represent the characters in a children’s story)  2. On Blackboard, Assignments link, view the Sultan’s Elephant (See link for). Respond to the questions and submit into gradebook.</p> <p><b>In class: Present story with puppets April 11</b>  Due April 10</p>
<p>Chapter 12 Dramatic Play and Creative Dramatics</p> <p>1.Pg 346, (Observe for an hour in an early learning setting, describe dramatic play activities that children are involved in. etc)  2. pg 346 4. Select and plan a dramatic play or a short creative activity for primary age children</p> <p><b>In class: Demonstrate creative activity or play on April 18</b></p> <p>Test 4: chapters 10, 11, 12, April 23</p> <p><b>Module Due April 16</b></p>

**Final Project**

Working in a group of five, develop an integrated unit of study. Your unit should include all areas of early learning. Include guidance practices for your unit, theory base, curriculum web, and a lesson plan from each area. Choose appropriate state standard strands for each lesson. Your unit should include a lesson plan for infant, toddler, preschool, kindergarten and primary ages.

Your Lesson plans should align with the “topic”. Adapt lessons; include a child interactive bulletin board, a parent handbook of activities reflected from your topic of study. Kindergarten and Primary grade lessons must be in six-point format. Birth-Preschool must have goals and objectives based on North Carolina standards for infants through kindergarten age children.

Submit in powerpoint format.

Due April 29  
Class Presentation of Integrated Unit April 30 and May 2

**Online Field book Due April 25**

XI. References

Ada, F., (2003). *A magical encounter: Latino children's literature in the classroom*. Boston, MA:

Allyn & Bacon.

Allen, K. E., & Marotz, L. R. (2003). *Developmental Profiles: Pre-birth through twelve* (4<sup>th</sup> ed.). Clifton Park, NY: Thomson Delmar Learning.

Allen, M., (2007). Look, think, discover, Adding the wonder of science to the early childhood classroom. On-line at: <http://www.earlychildhoodnews.com>

Charlesworth, R. (2008). *Understanding Child Development* (7<sup>th</sup> ed.) Clifton Park, NY: Thomson Delmar Learning

Charlesworth, R., & Lind, K. K. (2007). *Math and Science for young children* (5<sup>th</sup> ed.). Clifton Park, NY: Thomson Delmar Learning

Clements, D. H. (2001). Mathematics in the preschool. *Teaching Children Mathematics*. 7, 270-275.

Glazer, J. I. (2000). *Literature for young children* (4<sup>th</sup> ed.). Upper Saddle River, NJ: Merrill.

Houle, A., & Krogness, A. (2001 September). The wonder of word walls. *Young Children*, 56(5). 92-93.

Isbell, R. T., & Raines, S.C. (2007). *Creativity and the arts with young children*. (2<sup>nd</sup> ed.). Clifton Park: Thomson Delmar Learning.

Jalongo, M.R. (2004). *Young children and picture books*. (2<sup>nd</sup> ed.). Washington DC: NAEYC.

Machado, J.M. (2007). *Early childhood experiences in language arts*. (8<sup>th</sup> ed.). Clifton Park: Thomson Delmar Learning.

Miller, D.F (2007). *Positive Child Guidance* Clifton Park, NY: Thomson Delmar Learning

Santos, R. M. (2004 January). Ensuring culturally and linguistically appropriate assessment of young children. *Young Children*, 59(1), 48-50.

Seefeldt, C. (2001). *Social studies for the preschool-primary child* (6<sup>th</sup> ed.). Upper Saddle River NJ: Merrill.