

EDEC 334
ECE Curriculum: Kindergarten - Primary
Spring, 2006/ Day

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EDEC 334 Curriculum: Curriculum Kindergarten-Primary

Historical influences and knowledge of child development / psychological theories / contemporary models as a basis for curriculum development and implementation in kindergarten through primary settings.

Course Rationale: The major thrust of the teacher education program of Central Washington University is to prepare committed individuals as facilitators of learning for a diverse world. This course employs a constructivist model in which the learners, in interactions with their physical and social environments, create knowledge. The course is consistent with the following institutional missions and themes:

- Central Washington University's mission, "Docendo Discimus" (by teaching we learn).
- College of Education & Professional Studies mission, "to prepare enlightened leaders."
- Department of Teacher Education Programs' mission, "ensuring...outstanding educational leaders and facilitators of learning...within a diverse school population.
- National Association for the Education of Young Children's mission, "leading and consolidation efforts...to achieve healthy development and constructive education for all young children...assuring...high quality childhood education programs.

Learner Outcomes:

- *Construct and describe an integrated topic unit study with a thematic base and with attention to developmental appropriateness.*
- *facilitate lessons and activities within the context of an in-depth topic study.*
- *elaborate professional guidelines for developmentally appropriate practice.*
- *demonstrate "current knowledge of... meaningful learning experiences...in curriculum content areas." (NAEYC Guidelines) Include alignment with Washington State Essential Learnings and goals, and district benchmarks.*
- *review commercially produced curriculum material for effectiveness.*
- *review daily schedules in light of learner and developmental outcomes.*
- *consider literacy, math, science and the arts education in an ECE context.*
- *elaborate personal classroom management philosophy in relation to specific models.*

Requirements

Come to class and be an active participant

Read assigned chapters of the text:

- **Bickert, T.S., Jablon, J.R., & Dodge, D.T. (1999).** *Building the Primary Classroom.* Washington, D.C: Teaching Strategies Inc.

Read and reflect on other articles, handouts, readings as they are assigned:

- **Elizabeth P Quintero.** (2005). Multicultural Literature: A Source of Meaningful Content for Kindergartners. *YC Young Children.* Washington: Nov. Vol. 60, Iss. 6; p. 28.
- Louise Derman-Sparks. (1999). Markers of Multicultural/Antibias Education. *YC Young Children.* Washington: Sept. 1999. (hand out).
- [Developmentally Appropriate Practice in Early Childhood Programs, Revised Edition.](http://www.naeyc.org/about/positions/pdf/PSDAP98.PDF)
Online: www.naeyc.org/about/positions/pdf/PSDAP98.PDF

Complete homework and in-class tasks.

Complete all quizzes

Observe in a primary classroom setting.

Participate in a Centers activity.

Research, collect quality children's books.

Join and participate in a **curriculum topic study** group. Contribute to all parts of the group's presentation.

Short Answer Quizzes

Open textbook, open notes informational quizzes will be given three times during the quarter. Questions may include short answer, multiple choice, and True/False. Source material will be textbook, class discussion, additional handouts. These tests will be designed to last forty minutes and are time regulated due to open resource system. Text and class discussion sections will be designated. Items will include material and readings during the particular segment of the course.

Centers Extravaganza

The fifth class meeting will provide an opportunity to explore and discuss the use of learning centers as a component of the ECE K-primary classroom. Each Curriculum Topic Study Group will be responsible for the set up of two centers (these are different from and unrelated to centers planned for the topic study presentation). Three curriculum areas (Math, Literacy, Exploration) and two formats (open and direct) will be emphasized. Approximately 12 centers will be experienced. A sign-up will be circulated at the second class meeting for center responsibility. This assignment will consist of gathering materials, setting up materials, creating a short task or instruction card, and responding to a short reflection evaluation form.

Children's Books Table

The Centers Extravaganza will include a display table of quality picture books. Each group will provide 10 library books (story, ABC, non-fiction) to add to the table. Reading level should be K and 1st grade appropriate. Post-It note labels will be used to identify ownership. An annotated bibliography is due at the same time that will list ten books in total (for each group). The bibliography will list title, author, illustrator, publisher, and three or four sentences of annotated comments (provide a hard copy and electronic attachment version).

*Primary Classroom Observation (*e-portfolio submission option*)

This course includes one classroom observation in a K-2 classroom to be reported in a two page typed, double spaced observation write up. The observation report will describe the classroom environment, the observed curriculum, and utilization of developmentally appropriate practices. The following are guideline reference questions that may be helpful:

- 1) What are developmentally appropriate practices that are evident during your visit, especially with regard to curriculum.
- 2) What is the tone of the classroom with regard to environment, management, and student-teacher interaction?
- 3) What can you ascertain with regard to curriculum and approaches being used?
- 4) Is there anything you question with regard to developmentally appropriate practice?

4	3	2	1
Observation write up has a unique and critically thoughtful quality to it. All of level 3 qualities are present. Several DAP elements are addressed and observational points are supported by cogent examples. In addition, there is evidence of reflection and strong attention to 6 trait writing.	The observation is written up clearly and with sufficient detail. Lesson or activity is described with attention to content and teacher-student interactions. DAP discussions is linked to specific elements.	The write up is overly general. Discussion of DAP is discussed but without reference to distinct components. Lesson observed is vague or unclear. Writing is low to average according to 6 traits	There is little evidence a full and meaningful observation was conducted. Write up does not describe the lesson, curriculum, or DAP.

Attendance

Every effort should be made to attend class. If you must miss a class, please notify the instructor in a timely manner. There will be in-class activities which are an important part of the course. Attendance for peer curriculum group presentations is an aspect of professionalism.

points and grading

group work:	Individual work:
Centers Extravaganza / Children's Books contribution and bibliography 10	Classroom Observation 20
	Quiz 1: 20
Topic Study development: Binder 40	Quiz 2 20
oral presentation 20	Quiz 3 20
centers set up 30	Attendance/Professionalism 20

Grading

grading: 190-200: A; 184-189: A-; 176-183: B+; 168-175: B; 160-167: B-; 156-159: C+; 150-155: C; 144-149: C-; 138-143: D; <138:F.

Curriculum Study Groups

The Curriculum Study groups are an important component of the EDEC 334 experience and are meant to provide both hands on and conceptual opportunities for reflection and discussion. Each group will choose or utilize a previously chosen "topic" which might be developed as a curriculum study with a kindergarten or primary (K – 2) class. The range of topics is, of course endless, but should be content-based and should be chosen according to carefully considered criteria. Examples of topics might be *Bridges*, or *Food*, or *The Olympic Games*. The exact grade level or grade level span should be decided on by the group ranging from K – 2nd grade.

Each group's curriculum study will be articulated in 3 ways. As a group:

1. Prepare a centers display of learning experiences which will be set up on the day of your group's presentation. Plan for a range of 4-5 centers. Centers should be interactive with materials available for class members to manipulate and/or complete tasks. A copy of the lesson plan associated with each center should be on display in each center's area. Provide sufficient materials so that all people not in your group may participate. Centers may be presented as rotations, as choices, by assignment, or according to any other structure your group decides.
2. Submit a curriculum binder in which you include:
 - An introduction to the study. Questions to be addressed should include:
 - why the topic was chosen;
 - how essential learning goals are met;
 - topic selection criteria most easily met and criteria which present a challenge;
 - A knowledge base glossary containing key concepts and info which may become germane to the study.
 - a simulated 3-4 week frame from your planning book related to the topic study you are implementing.

- A set of lesson plans (4-5) corresponding to the learning centers that will be presented.
 - A project approach narrative that explains the sequential story of this long term study. This narrative will be organized into 5 different sections:
 - A) An account of the study as if it had actually been taught in a primary class. This is an imaginative and fictitious curriculum story that describes how the project might unfold over the course of 3 or 4 weeks. This section should include an articulation of
 - How the study is Introduced
 - How the study is Concluded.
 - How the Construction of Knowledge is applied according to the framework of:
 - Active Investigations
 - Representing Ideas
 - Reflecting on Learning
 - B) A discussion of how multiple intelligences (7?, 8?, 9) are engaged.
 - C) Demonstration of an integrated **and cohesive** approach using several but not necessarily all curriculum areas: math, language arts, visual and performing arts, science, social studies, music.
 - D) A reflection that addresses multicultural and anti-bias dimensions (with particular attention to “quality markers” [Derman Sparks, 1999] of diversity).
 - E) A technology section that details how technology was incorporated and provides a technology inventory of resources about the topic.
 - prototypes (if appropriate) of any material, worksheets, games, etc. which you have created.
 - adaptations for a special needs student as described in a case study profile.
3. Prepare a group presentation, based on your binder, which describes the study and considers each of the above points. The presentation will contain 3 parts:
- A) An Introduction and explanation of the study. Available centers will be introduced and explained.
 - B) Time allotted for participation in the centers.
 - C) Reflection, discussion, and feedback

Each group may count on 35 - 45 minutes for their presentation and centers.

Curriculum group presentations will include peer assessment, self-assessment and instructor assessment.

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Chapts.

3/28	Learner Characteristics / DAP Course overview & requirements What Makes a Good Topic?	
4/4	Integrated Curriculum /Topic Study Units Project Approach Essential Learnings / GLEs	Introduction 1 4
4/11	Field Trip to Parkside Elementary Planning through the year District Guidelines Long term and short term planning Daily Schedules	3 (p. 96–138) 9
4/18	<i>Quiz #1</i> Math & Numeracy Box It & Bag It Math / Calendar	8
4/25	Learning Centers	10
5/2	Multicultural Perspectives/ Inclusion (<i>classroom observation accepted</i>)	Derman-Sparks, Quintero articles
5/9	<i>Quiz # 2</i> Approaches to Classroom Management Classroom Meetings	2 3 (p.139-147)
5/16	Language & Literacy Writer's Workshop (<i>classroom observation due</i>)	7
5/23	Group Presentations 1&II Including the Arts	12
5/30	Group Presentations III& IV Using Technology	11
6/6	Group Presentations V&VI <i>Quiz #3</i>	

