RHODE ISLAND COLLEGE

FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

ECED 502-01 CURRICULUM, DEVELOPMENTAL PLAY, AND PROGRAMS

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Course Information *Catalog 2009-2011:*

The development and content of curriculum and trends in research for early care and education through the primary grades are examined. (Formerly Elementary Education 502: Curriculum and Methods in Early Childhood Education.)

Extended-Relationship to Professional Program:

This is one of the core courses for the M.Ed. in Elementary Education with a concentration in Early Childhood and is usually the first course taken. It is designed to help graduate students expand and strengthen their abilities to observe, plan, understand, teach, guide, assess, and evaluate children's early learning experiences. Students explore specific curriculum materials, activities, and relevant research to create positive learning environments and educational opportunities for all young children. Enhancing learning through developmentally and culturally supported curriculum and assessment is stressed. The crucial role of effective advocacy for young children and early childhood education is also emphasized.

1. COURSE INFORMATION

Learning Objective	Standards	How is it assessed?
Compare different theories of learning and child development, contributions of leading educators and researchers in the field, and significant changes in early childhood education throughout the years, and contemporary program models.	Reflective Practice, Knowledge, Domain-Specific Knowledge, Pedagogy, Professional Identity Development Diversity of Practice, NAEYC Standards 1, 2, 4, 5; NAEYC Tools 1, 4	Philosophy of Early Childhood Curriculum
Analyze and critique central areas in the field of early childhood from various perspectives including social, physical, and cognitive child development; play; technology;	Reflective Practice, Knowledge, Information Literacy, Domain Specific Knowledge, Reflective Practice, Pedagogy, Technology Use, Professional Identity Development, Evidence-Based Decision Making, Diversity of	Journal Article Critiques

grouping alternatives; inclusion; curriculum content; multicultural components; antibias education; teaching skills; technology; program models; and various content standards.	Practice, Professionalism, Assessment; NAEYC Standards 1, 2, 3, 4, 5; NAEYC Tools 1, 2, 3, 4, 5, 6	
Evaluate children's learning programs, early childhood environments, schools and educational research results.	Reflective Practice, Knowledge, Information Literacy, Domain Specific Knowledge, Pedagogy, Diversity of Practice, Professional Identity Development, Technology Use, Assessment; NAEYC Standards 1, 3, 4, 5; NAEYC Tools 1, 2, 3, 4, 5,6	Web Site Reviews
Develop a creative curriculum. Discuss your perspectives on creative environments and develop a rationale for the creative curriculum. Consider all areas of creativity and the needs of all children in setting up a creative curriculum. Give special consideration to the issues of cultural differences and inclusive practices. Address developmentally appropriate practices in the classroom for a selected age group. Discuss and define the importance of having a combined theoretical and practical model to guide classroom practice and the pros and cons of following exactly and/or modifying models and its relationship to developmentally appropriate practices, meaningful curriculum that promotes and supports child development and learning, building family and community relationships, fostering teaching and learning and responding to diversity of culture, language, and ethnicity, standards, and accreditation.	Reflective Practice, Knowledge, Domain -Specific, Information Literacy, Pedagogy, Diversity of Practice, Professional Identity Development, Technology Use, Assessment Diversity; NAEYC Standards 1, 4; NAEYC Tools 1, 3, 4, 5, 7	Creative Curriculum with Learning Centers

Use a variety of appropriate assessment strategies to evaluate children's learning by selecting two activities to be completed with young children, their families, or care givers based on the readings and research findings regarding different areas of the early childhood curriculum and program models. Describe play and program model in the description. Evaluate the activities and their impact on the child or children's learning based upon your observations and assessment.	Reflective Practice, Knowledge, Domain-Specific Knowledge, Contextual Perspective, Pedagogy, Evidence Based Decision Making, Diversity of Practice, Technology Use, NAEYC Standards 3b & 3c, 4b, 4c, 4d, &5b	Curriculum Based Activities

2. COURSE TEXTS AND MATERIALS

Bodrova, E. & Leong, D.J. (2007) *Tools of the mind: The Vygotskian approach to early childhood education* (2nd Ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Driscoll, A. & Nagel, N.G. (2008). *Early childhood education: Birth – 8: The world of children, families, and educators*. (4th Ed.) Boston: Allyn & Bacon.

Reggio Children and Harvard College (2001). *Making learning visible: Children as individual and group learners.* Reggio Emilia, Italy: Reggio Children

Scheinfeld, D.R., Haigh, K.M., & Scheinfeld, S.J.P. (2008). *We are all explorers: Leaning and teaching with Reggio principles in urban settings*. New York: Teachers College Press.

Handouts, research articles, and other readings as required.

Recommended Readings:

Copple, C. & Bredekamp, S. (Eds.) (2009). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8.* Washington, DC: National Association for the Education of Young Children.

Goffin, S. & Wilson, C.S. (2001). *Curriculum models and early childhood education: Appraising the relationship*. (2nd ed.). Upper Saddle River, NJ: Merrill Prentice.

Roopnarine, J. (2009). *Approaches to early childhood education*. (5th ed.) Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

3. COURSE CALENDAR

Day/week	*Class topic*	*Readings*	*Assignments*
Week1	*Introduction, Orientation, Syllabus*	*Ch. 1&13 D&N* *Chs. 1 (S,H,&S)*	*Readings*
Week 2	*Early Childhood Education/ Changing World of ECE*	*Ch. 2&3 D&N* *Chs. 1 &2 (B & L)*	*Readings/Discussion Board*
Week 3	*Child Development & Dispositions/Theories of*	*Chs. 2& 3 (D&N)* *Chs. 1 -3 (B & L)*	*Research Theories of Development/Discussion Board*

	Development/ Vygotskian Framework	*Chs. 2-3 (S,H,&S)*	
Week 4	*Critique Theories of Development Children's Play*	*Chs. 3 & 4 (B & L)* *Ch. 4 (S) (D&N)*	*Present Theories/Discussion Board*
Week 5	*Early Childhood Curriculum Program Models*	*Ch. 5 (D&N)* *Ch. 5 (B&L) (S)* *Introductions (RC 1-34)*	*Discussion Board*
Week 6	*Preschool Curriculum & Programs Development & Learning/Organization & Daily Life / Early Childhood Curriculum & Models*	*RC 34-77* *Ch. 6,7& 8 (D&N)* *Chs.6-9 (B&L) (S)*	*Discussion Board*
Week 7	*Infant & Toddler Curriculum Development & Learning*	*RC 34-77* *Ch. 9 (D&N)* *Chs. 10 & 11 (B&L) (S)*	*Journal Articles and Web Reviews*
Week 8	*Kindergarten Curriculum Development & Learning Documentation & Assessment*	*Ch. 10 (D&N)* *Ch.10 & 11 (B&L)* *RC 78-115,228-244*	
Week 9	*Primary Grades Curriculum Development & Learning Assessment*	*Ch. 11 (D&N)* *Ch.12-14 (B&L)* *RC 158-227*	*Universal Design for Learning Module*
Week 10	*Inclusion/Special Needs Families & Communities* *ECE Philosophy & Curriculum Activities*	*Ch. 12 (D&N) (S)* *RC 116-151*	*Discussion Board*
Week 11	*Creative Project Work Groups Web Research* *Creativity & Play*	*Handouts and Web Links*	*Research Class* *ECE Philosophy*
Week 12	*Understanding in Learning Groups Global Perspectives Curriculum Based Activities ECE Philosophy*	*RC 246-277* *RC 278-321*	*Curriculum Based Activities Due* *ECE Philosophy*
Week 13	*Creative Curriculum Project Work Groups*	*Review readings*	*Online Blog &Chat*
Week 14	*Creative Curriculum Model Projects*		*Presentations*

4. REQUIREMENTS

Class preparation, participation, attendance, and professionalism

Prepare for class discussions by reflecting on the readings, completing the weekly assignments and locating requested additional materials. These will be shared on the designated dates and will be part of your participation grade. Active, informed, prepared, and focused class involvement is essential. You will be expected to participate consistently, knowledgeably, and reflectively in class discussions and activities, raise

critical questions, pose and solve problems, and articulate your advocacy beliefs and actions based on the research shared, readings, and assignments. You will be role-playing and working in groups. It is imperative that you use class time well by focusing on the given task and relating in a professional manner to your classmates. Online participation is required on Blackboard and Skype.

Web Site Reviews and Article Critiques

The web site reviews and critiques of journal articles on early childhood curriculum, play, and program models provide an opportunity to reflect in a succinct way on how and/or why or why not you would use this information in the position you now have or will have in early childhood education and additional roles you might someday assume. Your short narratives should support your personal convictions.

Curriculum Based Activities

Each student will select two activities to be completed with young children, their families, teachers, or care givers that he/she has not done before. The curriculum based activities should be based on the readings and research findings regarding different areas of the early childhood curriculum and program models. The activities should be developed with a curriculum model as a guide. Using your philosophy of Early Childhood as a model and rationale for the Curriculum Based Activities, you have an opportunity to experiment and grow in different ways. *You can of course suggest develop a modification of an activity to fit your special needs.* In your carefully written four page narrative, you need information concerning your reason for selecting this experience, planning, implementation, critique of outcomes, suggestions for future activities of this type and samples of children's work and/or parental/staff comments. Each experience will also be shared orally in an organized but informal manner with the entire class. Describe play and program model in the description.

Philosophy of ECE Curriculum

Your philosophy of early childhood curriculum related to your current position or one you hope to hold someday, should reflect your understanding of what a philosophy of early childhood curriculum is and include personal insights/beliefs/ and advocacy issues gained during this class. Research and documentation are necessary to help support your views and beliefs in this three to five page paper. Define the program model that you believe best fits your philosophy.

Final Project, Creative Curriculum with Learning Centers:

In this final project, you will develop a creative curriculum, for a specific age group, incorporating each learning center in a classroom based upon a curriculum model. Examples of curriculum models include Reggio Emilia, Constructivist (Piaget), High Scope, Waldorf, Creative Curriculum, Developmental-Interactionist (Bank St. Model), Multiple Intelligences (Gardner), and, Sociocultural (Vygotsky). Plan a creative activity for each learning center. Examine and explicate the academic focus of each area including the creative socio-dramatic play center, art area, manipulative, music, math/science, blocks, and language arts learning centers. Plan, implement, and reflect on creativity, play and inquiry within each learning center utilizing the PAR model. Design the learning centers and provide the layout of the classroom. Be specific about the learning materials, equipment, and supplies in each learning center. Provide a rationale for the curriculum and each learning center. Be prepared to present your creative curriculum using a multiple intelligence approach. Present at least one creative activity at the final meeting.

Include an academically focused educational game that is appropriate for young children. Provide at least two pictures that illustrate adults' roles in children's play. These can be from a variety of different commercial sources such as advertisements, newspaper articles, the media, etc. Be prepared to discuss how these pictures can serve as role models. This can be a collaborative project with 2 class members.

Blackboard:

Use available web tools and resources including Blackboard resources (e-mail, presentations, discussion, blogs, and chat), Skype, PodCast, SeedWiki and other available resources to complete work and communicate with classmates and instructor. Weekly communication and participation on Blackboard is required. All assignments must be posted on Blackboard by the date due.

Course Grading Scale

Assignment	Percentage
Class Preparation, Participation, Attendance, And Professionalism	10
Web Site Reviews Journal Article Critiques	30
Philosophy Of ECE Curriculum Curriculum Based Activities	30
Creative Curriculum Model	30

Grading Scale:
A = 95 and above; A- = 90-94
B+ = 86-89; B = 83-85; B- = 80-82
C+ = 76-79; C = 73-75; C- = 70-72
D+ = 66-69; D = 63-65; D- = 60-62
F = less than 60

Your grade for this class is a combination of class participation, quality of work, and professionalism. All assignments must be word processed. Turning in materials after the due dates will result in credit loss. Ensure that your written and oral work is of the high level required of an educator.

5. RIC POLICIES

- Academic Dishonesty Policy (*Rhode Island College Handbook of Policies, Practices, and Regulations* (Spring 2010), Chapter 3: Academic policies and procedures. Pp. 32-34, section 3.9.1.): http://www.ric.edu/administration/pdf/College_handbook_Chapter_3.pdf#28
- Request for Reasonable Accommodations for Students with Disabilities: http://www.ric.edu/disabilityservices/faq.php
- The instructor reserves the right to change the syllabus at any point in the semester to accommodate learners' needs and pace of progress. Students will be notified in class of any changes.
- Students' assignments may be duplicated and utilized anonymously for the Department's program folios, for purposes of accreditation. All information that identifies a document as belonging to a particular student will be removed before it is used.