

**EDUC 136 Curriculum Planning in Early Childhood Education
Spring 2015**

Montgomery College, Takoma Park Campus

Instructor: Anita Weisburger

Classroom: SN100 Class Schedule: Monday, Wednesday 9:30 – 10:45 a.m. CRN 31207

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**COURSE DESCRIPTION**

Welcome to EDUC 136! This course provides you with principles of developmentally appropriate curriculum planning for programs serving children from infancy through age eight. It emphasizes activity planning, teaching methods, materials selection, and classroom management appropriate to the areas of curriculum in an early childhood program. Attention is given to staff and parent communication and community resources. Students who pass the course will receive 45 of the 90 classroom hours needed to become senior staff in programs licensed by the Maryland State Office of Child Care Licensing and Regulations. Fifteen hours of documented field experience is required. **PREREQUISITE:** *EDUC 135 or consent of department.* *Assessment levels: ENGL 101/101A, READ 120. 2.5 hours lecture and discussion each week.*

\*Students enrolled in different ECE programs are required to conduct field observations in different settings with different age groups. The requirements for field experience are introduced on page 8.

**COURSE OUTCOMES**

The students will:

1. Compare and contrast a variety of programs in early childhood education.
2. Identify the roles and responsibilities of teachers of young children and the essentials of successful teaching in early childhood settings.
3. Explain the ideals and principles of the NAEYC Code of Ethical Conduct.
4. Discuss appropriate and best practices for establishing positive relationships with families and communities.
5. Use a checklist to assess how developmentally appropriate an early childhood setting is in terms of its attention to the safety, health, and multicultural backgrounds of its children.
6. Identify aspects of room arrangement, transitions management, and teacher-child as well as child-child interactions that promote positive and encouraging early childhood environments.
7. Identify and describe research-based methods for guiding young children's behaviors in early childhood settings.
8. Describe the value of play and the teachers' role in children's play.
9. Create lesson or activity plans that are designed to promote physical/motor, social, emotional, and cognitive development in young children.
10. Plan and implement one circle time for children in an early learning center.
11. Use NAEYC standards to evaluate the teaching practices, curriculum, and professional values observed in an authentic early childhood setting.
12. Use Standard English in all written and oral work; correctly use APA citation style as needed.

## RESOURCES

1. The **textbook** for this course is:

Gordon, A.M. & Browne, K.W. (2014). *Beginnings and Beyond: Foundations in Early Childhood Education* (9<sup>th</sup> Ed.). U.S.: Cengage Learning. ISBN#9781133936961

Please bring your textbook, this course syllabus, and all handouts to each class session. Course handouts will be distributed during class and/or electronically; be sure to keep a binder for all your class notes and handouts.

2. The **library** is one of the richest resources for you. Some leading journals of early childhood education are available in the library. You will want to familiarize yourself with the MC library and make use of it as you will rely on professional journals to support your learning.

3. There are a variety of **websites** that will be helpful to you as you progress through this course. Some of those websites are as follows:

[www.naeyc.org](http://www.naeyc.org)

[www.earlychildhood.com](http://www.earlychildhood.com)

[www.zerotothree.org](http://www.zerotothree.org)

<http://www.pbs.org/teachers/earlychildhood/>

<http://nieer.org>

[www.marylandfamilynetwork.org](http://www.marylandfamilynetwork.org)

These sites offer great resources for leading articles of new developments in early childhood, arts and crafts ideas, activity plans, classroom management, technology in the classroom, and related links to other useful websites.

4. Also important are the **people** who you will be meeting and working with. Your fellow classmates and your professor are your colleagues in early childhood education. Their working experiences with young children will enrich your understanding of children's development and learning.

5. **Learning centers** are available on campus to provide extra support for your success here at Montgomery College. The tutoring programs include such areas as reading, writing, mathematics, and science. There is no charge for the services. Please check each center's hours online at [www.montgomerycollege.edu](http://www.montgomerycollege.edu) (click on Student Services).

## CLASS POLICIES

In order to create and maintain a good learning environment and to assist you in demonstrating your professionalism and commitment to the learning process, certain policies will be enforced. These include the following:

### **Attendance**

Class participation is essential to the learning experience; therefore, class attendance is expected for all class meetings. Absences from class will negatively impact your grade in this course. (Please see "**Class Attendance and Participation**" in the "Grading" section for further information.) In the event of a foreseen absence, it is your responsibility to call or email me prior to your absence. When you are

absent, you are responsible for making up any work that is missed; this includes making arrangements to get the assignments and any handouts from classmates.

### **Withdrawal from Class**

To withdraw from this course or make any change in your schedule, you must file a Change of Schedule Form, signed by your instructor, with the Admissions Office. If you stop attending classes without filing the form, you will be assigned an “F” in this course. **Please check your MyMC for the specific deadline to “Drop with W(ithdrawal)” for this semester.**

### **Academic Honesty**

Each student is expected to present her/his own work. The following dishonesty is not permitted in class:

- Copying the work of another student or permitting another student to copy one’s work during the quizzes or exams.
- Falsifying exam results after they have been evaluated and returned to the student by the instructor.
- Presenting the work of another as your own in assignments. Plagiarism is representing the work of someone else as your own and submitting it to fulfill academic requirements.

Other forms of academic dishonesty as well as consequences are listed in the Student Handbook:

<http://cms.montgomerycollege.edu/EDU/Department.aspx?id=35493>. *Note: please review the on-line section of the library’s website that discusses **plagiarism**. You are expected to understand what plagiarism is and what the consequences are for acts of plagiarism. The web address is:* [www.montgomerycollege.edu/library/plagiarisminfo.htm](http://www.montgomerycollege.edu/library/plagiarisminfo.htm).

### **Classroom Conduct**

Every student is expected to show respect toward the instructor and the other students and to be responsible for promoting teaching and learning in class. Disruptive behaviors, such as coming in late, packing up early, noise making, sleeping, and private conversations during lectures or discussion, will not be permitted. No food is allowed in the classroom. However, soft drinks and coffee are allowed. Cell phones and all other electronic devices must be turned off for the duration of the class (unless prearranged in an emergency). If you use a laptop to take notes during class, feel free to do so, but please note it is inappropriate and unprofessional to use class time to check emails, socialize, etc.

### **Disability Support**

Students who may need special accommodations due to a learning difference are advised to make an appointment to see me during my office hours. A letter from Disability Support Services authorizing your accommodations will be needed. Any student who may need assistance in the event of an emergency evacuation must identify himself/herself to the Disability Support Services Office; guidelines for emergency evacuations for individuals with disabilities are found at:

<http://www.montgomerycollege.edu/dss/evacprocedures.htm>

The Disability Support Services Office is located in ST 133, and a DSS counselor can be reached at **(240) 567-1480**.

### **Cancellation of Classes**

On occasion, Montgomery College will announce a late opening or early closing of a specific campus or the entire College because of weather conditions or other emergencies. Since classes begin at the various times throughout the day, a late opening or early closing may occur during a scheduled class period. MC policy on late opening/early closing is as follows:

- If the College opens or closes at a time when more than 50% of a class period will be missed, that class will be cancelled for the day. For example, if the College is closing at 5:00 p.m., a class that begins at 4:45 p.m. would not meet.
- If less than 50% of a class will be missed, that class will meet for the remaining portion of its regularly scheduled time. For example, if the College opens at 11:00 a.m., a class that begins at 10:55 a.m. will meet, starting at 11:00 a.m.
- For the most up-to-date information regarding College openings, closings, or emergencies, all students, faculty, and staff are encouraged to sign up for email and text alerts via the Montgomery College MC ALERT at <https://alert.montgomerycountymd.gov/index.php?CCheck=1>.

In addition, you may call the College Response Center at (240) 567-5000 for information about closing or delayed openings because of inclement weather. You can also receive inclement weather information via local radio or television stations or by subscribing to [www.schoolsout.com](http://www.schoolsout.com).

### **Use of Student E-mail**

Student e-mail (MyMCUser id@montgomerycollege.edu) is the official means of communication for the College. **It is expected that you check your student e-mail regularly and frequently**, as you are responsible for information and announcements that will be sent to you from the College. For this class, student e-mail will be used in situations in which timing is essential. **All assignments must be turned in as hard copy during regular class times (unless otherwise prearranged). If you contact me through e-mail, you must use your student e-mail account** (rather than an email account such as yahoo, hotmail, gmail, etc.) so that I can recognize you as a student. Finally, please be advised that for security reasons MC discourages professors from sharing or discussing grades with students online.

## **GRADING**

Your grades for this course will be based on the following areas:

### **Assignments**

- Follow instructions given for the assignments. Any assignment that fails to follow the distributed instructions will result in a lower grade.
- Hand in assignments on time. Since all due dates are provided on the first day of class, **no late assignments will be accepted.** Assignments may only be submitted through email if class is missed due to illness or other emergency.
- Display integrity. Cheating on assignments and exams will result in an “F”.

## **Class Attendance and Participation**

- In accordance with MC policy, students are expected to attend all class sessions. Please arrive on time and stay for the duration of each class session. Arriving late or leaving early disrupts the learning process for you, your classmates, and the instructor. Consequently, arriving late to and/or leaving early from class will negatively impact your grade.

***You will be counted an unexcused absence for arriving 15 minutes late or leaving 15 minutes early, unless you have the instructor's permission.***

- Be prepared for class. Read all required reading(s) in advance of each class session. Being prepared permits you to contribute meaningfully to class discussions and is important to your understanding of course content: it is also counted toward your final grade. Your thoughtful participation will help you internalize the information you are learning as well as help others in the class learn it, too.
- Be advised that absence from class is not advisable as it prohibits the opportunity to engage in meaningful class discussion, be exposed to new materials that may not be included in the textbook, and raise and respond to questions and comments made during class sessions. And again, MC policy states that students are expected to attend all class sessions.

Excessive absences will impact your final grade. "Excessive absences" is defined by Montgomery College as "one more absence than the number of classes per week during the fall or spring semester (with the number of absences to be prorated for accelerated sessions)." Students with excessive absences do not tend to learn the course content sufficiently to master it, which then impacts the student's final grade. Additionally, be advised that MC policy states that the instructor may drop the student with excessive absences from the class roster. **The following is how your grade will be impacted:**

**Two unexcused absences** will result in the lowering of your final grade by one letter. Three unexcused absences may result in an "F" in this course. The student will not receive the penalty if s/he can provide official documentation for the absence. However, the student's learning and grade will be affected by all absences as follows:

First, the absences might prevent you from learning the course content that is not covered by the textbook; this then impacts your test scores. Second, more than one absence will cause you to lose 3 points in Class Attendance. Third, absences prevent you from earning in-class-activity credits.

- It is the responsibility of the student to officially withdraw from a class or classes: failure to do so in combination with failure to attend classes can result in the grade of "F" at the end of the semester.

For additional information regarding Montgomery College policies, please see the "Academic Regulations" document on the MC website.

**Grading\* Letter grades (out of 320):**

A = 315 - 350 (excellent)  
B = 280 – 314 (good)  
C = 245 – 279 (average)  
D = 210 – 244 (just passing)  
F = 209 and below (unacceptable for course credit)

**\* Note:** Please note that for security reasons, no grades will be provided to the student via email.

**Grading in Each Assignment:**

|                                            |           |
|--------------------------------------------|-----------|
| Chapter review/Test Prep (one per chapter) | 30        |
| Professional Philosophy Statement          | 13        |
| Three Activity Plans:                      |           |
| Physical/Motor Activity**                  | 5         |
| Language/Cognitive Activity**              | 5         |
| Social/Emotional Activity**                | 5         |
| Circle Time Activity**                     | 30        |
| Quizzes (10 points each)                   | 30        |
| Midterm Exam                               | 45        |
| Final Exam                                 | 40        |
| Observation Report Notes                   | 15        |
| Observation Checkpoints (5 points each)    | 15        |
| Classroom Observation Report               | 67        |
| Oral Presentation                          | 20        |
| Class Participation                        | <u>30</u> |
| Total = 350                                |           |

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**\*\*Note:** EDUC 136 students pursuing the Child Development Associate (“CDA”) credential are advised that the three Activity Plans (Physical/Motor, Cognitive and/or Language, and Social and/or Emotional) and the Circle Time Activity can be used to develop some of the nine learning experiences that are required for the Resource Collection section of the CDA application. The nine required experiences for the CDA are as follows: Science/Sensory, Language and Literacy, Creativity, Fine motor (please choose an indoor activity); Gross motor (please choose an outdoor activity); Self Concept; Emotional Skills/ Regulation; Social Skills; and Math.

❧ ❧ TENTATIVE CLASS SCHEDULE ❧ ❧

| DATE             | TOPIC                                                   | READING DUE      | ASSIGNMENT DUE                                                           |
|------------------|---------------------------------------------------------|------------------|--------------------------------------------------------------------------|
| 1/26-<br>1/28    | Welcome, Syllabus<br>Review<br>Types of ECE Programs    | Chapter 2        | Notary for Criminal History<br>Disclosure Form                           |
|                  |                                                         |                  | Hand in Criminal History<br>Disclosure Form<br>Chapter 2 Review Activity |
| 2/2-<br>2/4      | Teacher's Roles in ECE<br>and Curriculum<br>Development | Chapter 5        | Find an observation location<br>Chapter 5 Review Activity                |
|                  |                                                         |                  | Quiz 1                                                                   |
| 2/9-<br>2/11     | Designing Environments                                  | Chapter 9        | Chapter 9 Review Activity                                                |
|                  |                                                         |                  | Autobiography Due                                                        |
| 2/16-<br>2/18    | Curriculum Planning                                     | Chapter 10       | Chapter 10 Review Activity                                               |
|                  |                                                         |                  | Checkpoint 1                                                             |
| 2/23-<br>2/25    | Parents, Families and<br>Teachers                       | Chapter 8        | Chapter 8 Review Activity                                                |
|                  |                                                         |                  | Quiz 2                                                                   |
| 3/2              | Panel Presentations on<br>Parent/Family<br>engagement   |                  | <b>Small Group Panel<br/>Presentations</b>                               |
| 3/4-<br>3/9      | Physical/Motor Curricula                                | Chapter 11       | Chapter 11 Review Activity                                               |
|                  |                                                         |                  | Physical Activity Plan Due                                               |
| 3/11             | Midterm Exam                                            |                  | Midterm Exam                                                             |
| <b>3/16-3/20</b> | <b>S P R I N G</b>                                      | <b>B R E A K</b> |                                                                          |
| 3/23-<br>3/25    | Cognitive Curricula                                     | Chapter 12       | Chapter 12 Review Activity                                               |
|                  |                                                         |                  | Cognitive Activity Plan Due                                              |

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|           |                                                                                       |            |                                                                                                                             |
|-----------|---------------------------------------------------------------------------------------|------------|-----------------------------------------------------------------------------------------------------------------------------|
| 3/30      | Circle Time and Transitions                                                           | Handout    |                                                                                                                             |
|           |                                                                                       |            | Checkpoint 2 Due                                                                                                            |
| 4/1-4/6   | Language Development Curricula                                                        | Chapter 13 | Chapter 13 Review Activity                                                                                                  |
|           |                                                                                       |            | Quiz 3                                                                                                                      |
| 4/8       | <b>Circle Time Presentations</b>                                                      |            | <b>Circle Time Presentations</b>                                                                                            |
| 4/13-4/15 | Emotional and Social Curricula                                                        | Chapter 14 | Chapter 14 Review Activity                                                                                                  |
|           |                                                                                       |            | Soc/Emo Activity Plan Due                                                                                                   |
| 4/20      | Creative Growth                                                                       | Chapter 14 |                                                                                                                             |
| 4/22      | Guiding Children's Behavior                                                           | Chapter 7  | Checkpoint 3 Due                                                                                                            |
| 4/27-4/29 | Group Presentation and Observation Report Work Time                                   |            |                                                                                                                             |
| 5/4-5/6   | <b>Classroom Observation Report Presentations</b><br><br><b>Review for final exam</b> |            | <b>Classroom Observation Report Due:</b><br>Report to include Time Sheet, Self-graded Rubric, all checkpoints, and articles |
| 5/13      | <b>Final Exam Wednesday, 8-10 a.m.</b>                                                |            | <b>Final Exam</b>                                                                                                           |



## COURSE REQUIREMENTS

### Fifteen Hours of Field Experience/Observation

**Fifteen hours of field experience/observation are required for this course:** your total hours must equal fifteen. You cannot pass this course without the completion of these fifteen hours. Typically, students attend their field placements once each week for 10 weeks. However, you may go twice a week for your observations if that works into your schedule. Each observation should last 90 minutes; you will need to make 10 visits in order to complete the required 15 hours. **The attached Time Sheet must be signed by the classroom teacher after each visit.**

You may choose a field site on your own. However, if you are not in the A.A.T. degree program and have taken or will take EDUC 153, you are required to observe one of two age groups: 3-5, or 5-8. If you are not in the A.A.T. degree program and have taken or will take EDUC 154, you are required to observe one of these two age groups: birth-age 3, or 3-5. If you are in the A.A.T. degree program, you are required to observe the age group of 3-5. **The site must have a clearly articulated curriculum for each subject area** that is in print and that you can review. (NOTE: Please read the letter you will give the teacher carefully. You will be held responsible for making a copy of and reviewing each of these **two** documents: **one of the teacher's lesson plans** and **one of his/her weekly schedules** of planned activities. Therefore, before beginning your 15-hour placement, be certain that the teacher has and will share a copy of both the weekly schedule and one lesson plan.) Ideally, the site is NAEYC- or MSDE-accredited or licensed, but that is not necessary so long as the teachers use a curriculum that is printed as well as his/her own Weekly Schedule and lesson plans for specific activities that you can review. The field site must be chosen from **one** of the following programs: infant/toddler, preschool (e.g., Montessori, Head Start, the Judy Center, etc.), or child care setting. Again, please do **not** choose a kindergarten class in the public school setting or an after-school program for your observations: you will not meet course requirements should you do so and you will therefore earn the final grade of "F" for this course. You should contact the school with the contact letter your professor provides. During the observations, you must follow the guidelines. (See next page.)

Remember, you must find a site that has a curriculum **in print**. Below is a list of some of the curricula that early childhood programs use (with the publisher of those curricula in parenthesis), but please note this list is not exhaustive:

- The OUNCE Scale (Pearson)
- The Creative Curriculum for Infants, Toddlers, and Twos (Teaching Strategies, Inc.)
- CORE Knowledge (Core Knowledge Foundation)
- Little Treasures (McMillan/McGraw Hill)
- Opening the World of Learning (Pearson)
- Houghton-Mifflin PreK (age 4) (Houghton Mifflin Harcourt)
- The Creative Curriculum for Preschool (ages 3, 4) (Teaching Strategies, Inc.)

### **Guidelines for the Field Experience and Observations:**

**You (students) are required to complete a Criminal History Disclosure Statement Form, have it notarized, and submitted to me before contacting the center or school. Notaries are available at many locations in Montgomery County including UPS stores and banks for a nominal fee from \$2 to \$3. You should reach out to the school with the contact letter from your instructor. During observations, you must follow the Observation Guidelines distributed in class. Bring the hard copy of Observation Guidelines with you when you contact the center/school. Share it with the administrator upon request.**

1. Read through the letter that you will give to the Director and the Classroom Teacher: know what you asking of the classroom teacher. Obtain a copy of one of the teacher's Weekly Schedules and one of his/her lesson plans as soon as possible and retain them for future use in this course.
2. Do not participate in any classroom or school related duties while observing. Even if you and/or the classroom teacher would like you to participate in the classroom or school-level activities, you may not—for several reasons. First, you are in the classroom to observe and learn as a student, not to work and teach. We want you to gain as much knowledge and skill as possible via your observations. Second, there are strict rules about who is responsible for children in schools and child care centers and you are not covered by any license or permission, should anything happen to a child while you are in the classroom or school. Even if the teacher you are observing needs you to watch his or her class for just a few minutes, you cannot say yes. You must remain firm on these grounds in order to protect yourself and the children. You are NOT a substitute teacher or a student teacher/intern...yet!
3. Prepare for your observations. Realize that these 15 hours are intended to help you gather the information you will need to complete the Classroom Observation Report. Therefore, read through the requirements for the Classroom Observation Report carefully before you go for your visit. That way you will know what to look for when you are observing. Take good notes and type them up immediately after your visit, putting them into a format that you can use to create your Classroom Observation Report. You can add to your notes with each visit and then edit them to better respond to the requirements of the Classroom Observation Report prior to turning it in.
4. When you are conducting your 15 hours of observation be as unobtrusive as possible. You should find a quiet spot that doesn't intrude on the children's space. Use simple words or gestures to respond to the children as necessary, but do not initiate conversations with them or play with them. Do your best not to disrupt the teaching/learning process. Save your question(s) and either ask your question(s) as you check out in the front office or leave a note in the teacher's mailbox requesting a time to meet. (NOTE: If you leave the teacher a note, please be sure to include your name, identify yourself as a Montgomery College student, your contact information, a brief statement regarding why you'd like the teacher to contact you [e.g., you have a question about something you observed in the room that day. Remember that teachers are very busy and your chances of hearing from him/her will increase if you leave a brief note with that information.]

### Classroom Observation Report (67 pts.)

As noted above, all students are required to complete an extensive field experience. The fifteen hours of observation should be used to collect all necessary data to complete this assignment. Please note that EDUC 136 students are expected to locate an acceptable site and receive permission to complete the 15 hours from the Director or Principal of the facility. EDUC 136 students are advised to read through the attached Contact Letter and provide a copy to *both* the Director (or Principal) and the classroom teacher so that everyone is aware of the Classroom Observation assignment expectations. Also, EDUC 136 students are advised to read through the directions for the Classroom Observation Report and its rubric carefully PRIOR TO EACH VISIT. You will gather the data you need to complete the Classroom Observation Report with each visit you make to the classroom.

Be advised that you must also obtain the classroom teacher's signature at the conclusion of each time you visit: the completed Time Sheet reflecting your documented 15 hours of observation must be signed and turned in with the Classroom Observation Report at the end of the semester.

The class observation report includes the written report (67 pts.) and oral presentation (20 pts.). The specific directions and scoring rubrics will be provided in class.

### Quiz and Exams

This course includes chapter review quizzes, a midterm exam, and final exam. See your Tentative Class Schedule for the exact dates. The exams will include the content identified on the Tentative Class Schedule. The instructor reserves the right to amend the content of the exam after announcing such changes in advance with the class. There will also be chapter review activities given for each chapter.

### Professional Philosophy Statement (13 points)

The Professional Philosophy Statement should be a well-constructed narrative that briefly and professionally addresses your personal values and beliefs around teaching and learning:

- How do you believe young children learn?
- Based on this, explain what you believe your role is as their teacher/caregiver.
- Beyond teaching and learning, reflect and write about what you believe are the other important aspects of your role in the lives of children and families.

Please remember that this is a professional statement and the readers of it are your instructor and perhaps a potential employer. It may serve as the first introduction an employer has to you, so write it honestly but carefully. It should be word-processed, double-spaced, and no more than 1-2 pages.

### Three Activity Plans\* (5 points each)

The three Activity Plans are designed to help students apply the content knowledge gained from this course. One Activity Plan will be created for each of the following:

- a. Physical and/or Motor Development
- b. Cognitive and/or Language Development
- c. Social and/or Emotional Development

These three Activity Plans will be created in small groups during class time and finalized by each student outside of class. The plans should be typed with correct grammar and spelling. Specific instructions and Grading Rubric will be provided in class.

#### Circle Time or Small Group Activity (30 points)

Each individual student will create one Circle Time or Small Group Activity and implement it to a small group of children at the Early Learning Center on campus. Specific instructions and a scoring rubric are attached in the syllabus.

Oral Presentation (20 points) You will work in pairs to develop a verbal and visual representation of your observation report. Please see direction sheet and rubric for more information.

In Class Group Project (tentative) There may be one group-based project done in class. Each group will be given a topic, start the preparation during class, and get it finalized outside of class. Specific instructions will be provided in class. This is tentative and dependent on the schedule as it plays out over the semester.

#### Classroom Participation (30 points)

EDUC 136 students are expected to prepare well for each class session and to arrive on-time, bringing their textbook and all materials needed for each class session. During class, students are expected to contribute meaningfully to class discussions. Students' final grades will be impacted by their ability to participate meaningfully, attend regularly, and adhere to **Classroom Conduct** expectations (See **Student Participation Rubric** **handout**).