



Turtle Mountain Community College  
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[www.tm.edu](http://www.tm.edu)

ECE 329 H Early Childhood Curriculum Planning, Developmental Play and Evaluation  
Instructor: Kathy Jo Henry  
Email: [khenry@tm.edu](mailto:khenry@tm.edu)  
Course Credit: 3 hours  
Class Hours: 1:00 – 2:50  
Office Hours: Posted on office door 110 I  
Phone: 278-0748

**Text:** Bodrova, E., & Leong, D.J., (2007) *Tools of the Mind: The Vygotskian Approach to Early Childhood Education*, 2<sup>nd</sup> Edition, Pearson Merrill Prentice Hall, Upper Saddle River, New Jersey. Sawyer & Rogers, *Helping Young Children Develop Through Play*, (1998), NAEYC, Washington, D.C.

**Supplemental Readings:** Bredekamp, S. & Copple, C. (1997) *Developmentally Appropriate Practice in Early Childhood Programs*. NAEYC, Washington, D.C. *A Guide for Developing Interdisciplinary Thematic Units*. (2nd edition). Roberts & Kellough. Merrill/Prentice Hall. 2000

**Course Description/Rational:** This course is designed to address the systems and collaborative approaches used in developing appropriate early childhood curricula. Emphasis is on curriculum content and sources; instructional based strategies; connections with community resources; national and state standards, lesson and unit planning, and curriculum and technology integration that encourages and supports children's initiatives and active learning experiences. Field Experience is required.

**Course Objectives:**

1. Students will define curriculum for children and identify factors that influence curriculum development.
2. Demonstrate a philosophy of developmentally appropriate practice and how beliefs are implemented in practice.
3. Identify curriculum models and their components.
4. Demonstrate knowledge of developmental ages and stages, and how to support children's growth in social, emotional, physical, cognitive, and creative domains.
5. Demonstrate knowledge of and ability to implement meaningful, integrated learning experiences for young children in content areas of language and literacy, mathematical thinking, nature of science, and artistic expression for early childhood.
6. Demonstrate the knowledge of the importance of play in the curriculum and the development of the whole child and summarize theories of play.
7. Plan play environments that promote active play.
8. Describe the development of play skills and stages of play development.
9. Demonstrating understanding of the role of the teacher in different learning environments.

10. Understand the importance of providing appropriate and supportive learning environments.

11. Develop skills in writing daily lesson plans, webbing, planning units and projects that fit individual, sm. group and large group needs.

**Methods of Instruction:** includes direct instruction (lecture and discussion), small group activities, web based activities, workshops (when available), student presentations, guest speakers, videos, observations & field trips , hands-on demonstrations and field-based applications with young children.

**Cultural Content:** The culture of the Turtle Mountain Band of Chippewa will be integrated throughout this course to enhance the awareness of the cultural and social heritage of the Anishinabe people.

**Your Rights and Responsibilities/ Disability / Access Statement:** If you have special learning or physical disabilities (formally diagnosed), you have legal rights to course modifications. Please identify yourself to the professor so that he/she may assist you with your course progress.

**Attendance, Class Participation:** Active participation of all activities, observations instruction of young children is required; therefore, attendance is very important and will count toward final course grades. **Unexcused absences** will be subject to a loss of (10) grade points for each unexcused absence. If you are ill or have a family emergency, please notify me by email.

**Performance Assessments:** Students are expected to complete all class readings prior to each class session so as to engage in active dialogue, sharing of ideas and reflection to engage in productive learning. Students are expected to integrate course readings and class information into their written assignments to demonstrate knowledge of content matter. An evaluation of your papers, assignments, projects, in-class discussions, small and large group presentations, and participation will determine whether or not you've met the instructional objectives for the course. Scholarship, initiative, cooperation, attitude and improvement will also be taken into consideration.

**Statement of Academic Honesty:** Scholastic honest is expected. Dishonesty includes cheating, plagiarism, and collusion. Student is expected to do individual work unless directed by a project and or permission is given. If dishonesty is found, the student will be reported to the Academic Dean.

**Service Learning:** Our mission is to promote reciprocal connections among students, faculty, and community members through integrated academic coursework and service in the community, and to encourage the development of socially and environmentally responsible citizens.

COURSE	N.D. Standards	INTASC	ARTIFACTS	OJECTIVES	NAEYC
ECE 329 Early Childhood Curriculum Planning and Evaluation	<p><b>50037.1</b> Study of typical and atypical child development</p> <p><b>50015.2.2a</b> Central concepts, tools of inquiry, and structures of content</p> <p><b>500015.4</b> Assessment</p> <p>The program requires the study of assessment for instruction.</p>	<p><b>#1</b> Content Pedagogy</p> <p><b>#2</b> Student Development</p> <p><b>#4</b> Multiple Instructional Strategies</p> <p><b>#7</b> Planning</p> <p><b>#8</b> Assessment</p>	<p>Written philosophy of developmental appropriate practice</p> <p>Written research paper the importance of play for young children.</p> <p>Analyze and critique central areas in the field of early childhood</p> <p>Field Site Observation Ten (10) Clock Hours</p> <p>Teaching Project (Lesson Plans, Teaching, Group and Individual Reflections)</p> <p>Web Site Reviews and Article Critiques</p>	<p>Demonstrate knowledge of how children develop and learn by providing opportunities that support the physical, social, emotional, language, cognitive, and aesthetic development of young children.</p> <p>Demonstrate knowledge of an ability to implement meaningful, integrated learning experiences for young children.</p> <p>Identify child outcomes in content areas of language and literacy as well as in mathematical thinking,</p> <p>Identify methods that are most effective in guiding behavior in the early childhood setting.</p> <p>Demonstrate knowledge of child observation and documentation techniques by successfully performing each.</p> <p>Describe some of the theories of learning and development (as named in your text) and explain the influence of these beliefs on early childhood programs today.</p> <p>Describe some of the early childhood programs that apply some of these theories to practice</p>	<p><b>#1</b> Promoting Child Development and Learning</p> <p><b>#3</b> Observing, Documenting, and Assessing to Support Young Children and Families</p> <p><b>#4</b> Using Developmentally Effective Approaches to connect with children and Families</p> <p><b>#5</b> Using Content Knowledge to Build meaningful Curriculum</p>

				(such as the Montessori Method, High/Scope, and Reggio Emilia).  Explain developmentally appropriate practices.	
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**Course Activities (Activities/Projects/Tasks):**

**1. Philosophy of Developmental Appropriate Practice:**

Students will develop a written philosophy concerning developmentally appropriate practice. The following questions will be expounded on:

Children learn best by.....

Curriculum and classroom planning are important because.....

Active participation of parents in early childhood programs is .....

The most important quality a teacher can have is.....

Play is important for young children because.....

**2. Research Paper:** Research the importance of play for young children. The importance of the teacher's role in children's play and the appropriate teaching methods and strategies that promote development through active play. Research resources that are available to assess play environments.

**3. Field Site Observation Ten (10) Clock Hours**

Students will secure a classroom where they can do observation and be able to present two lessons. The observation and lesson presentation will be clocked at 10 hours minimum within a one week time frame.

**4. Content Area Activities This activity ties into your chapter readings (7,9,10)**

Students will research possible strategies for teaching skills related to the following content areas: (a) language and literacy, (b) mathematics and; (c) science; Each student will identify two strategies or activities for teaching content or skills for preschool children related to each content area. Students will develop a description of each strategy/activity that includes the following to share with the class and the instructor in an oral presentation:

(1) Content area (language/literacy, math, &science)

(2) Specific skill taught and the related standard addressed

(3) Materials needed

(4) Teacher roles or responsibilities

(5) Other implementation/procedural information

(6) Process for assessing student learning

**Teaching Project (Lesson Plans, Teaching, Group and Individual Reflections)**

Students will be placed in groups of 2 in order to develop and implement a small concept-based unit that includes activities for addressing specific skills in language and literacy, mathematics, science, social studies, health, physical education, music and art. Students will implement the lessons developed to their co-workers. Each group and individual student will reflect on the unit/lessons prepared and implemented, as well as the group's ability to work as a team.

**5a. Lesson Plans :** Student(s) will choose a concept for which to develop a mini unit.

- 1) Groups will write a statement describing how they chose the unit topic.
- 2) Once the concept is chosen for the unit, groups will discuss learning that could occur related to the concept and content areas of language and literacy, mathematics, science, and social studies.
- 3) The group will develop/choose specific activities for teaching the concept and skills within each content area.
- 4) A web or other organizers should depict how specific activities chosen address the content area and specific components of the concept will be developed.
- 5) Finally, each group will prepare 8 lesson plans, 2 lessons per content area (i.e., language and literacy, mathematics, science, and social studies).
- 6) Lesson plans should follow the format that the school or program utilize. If the school or program doesn't use a specific format the group will use the components provided in the Appendix of the TMCC Student Handbook.

**5b. Teaching Project Reflections (Team & Individual)**

Each team and individual team member will evaluate the content of their lessons, their ability to develop and implement the lessons, and the children's responses/achievement of objectives.

**Team Reflection--** Each group will develop a reflection that discusses the following:

(a) Overall perceptions of how effective the lessons were at teaching the targeted skills and content, (b) The children's overall reaction to the lessons/activities, (c) The children's success at achieving the desired outcomes, (d) Possible strategies for addressing the needs of children, who did not achieve the desired outcomes, (e) Possible follow-up activities that could be provided to reinforce or extend learning related to each targeted content area and concept, (f) The team's ability to work as a group to develop and implement the lessons. The group may share the above information in a variety of formats, such as narrative discussion, pictures, work samples, or other visual means.

**Individual Reflection---** Each individual team member must reflect on their own performance while leading the activities with which he/she was responsible. Each student should discuss his/her ability to effectively complete all components of leading including: (a) setting up the activity, (b) providing instruction or necessary assistance for children to participate and engage during the activity, (c) providing feedback to the children, and (d) documenting children's responses/achievement of objectives. Possible areas for improvement in each area should be discussed when appropriate. In addition, a statement regarding the individual's perceptions regarding their ability to work with their team and whether the work of the team was divided and completed equitably.

**5. Web Site Reviews and Article Critiques**

Analyze and critique central areas in the field of early childhood from various perspectives including social, physical, and cognitive child development; play; technology; grouping alternatives; inclusion; curriculum content; multicultural components; anti-bias education; teaching skills; technology; program models; and various content standards. The student will review web sites and journal articles on early childhood curriculum, play, and program models. The review of this subject matter is to have the student critically think about how or why or why not the information that is being read is pertinent information. The student will write short critiques explaining one's own beliefs as related to in the articles.

**COURSE REQUIREMENTS:**

<b>Philosophy of Developmental Appropriate Practice:</b>	20 pts
<b>Research Paper</b>	20 pts
<b>Field Site Observation Ten (10) Clock Hours</b>	10 pts
<b>Content Area Activities</b>	20 pts
<b>Teaching Project</b> Lesson Plans (20 pts)	Total 50 pts
<b>Teaching Project Reflections</b> Team Response (15 pts) Individual Response (15 pts)	
<b>Web Site Reviews and Article Critiques</b>	10 pts
<b>Midterm Exam</b>	30 pts
<b>Final Exam</b>	40 pts
	Total: 200pts

Evaluation/Grading	
Points	Grade
180 - 200	A
165 - 179	B
150 - 164	C
135 - 149	D

## WEEKLY COURSE UNITS

### Week One

Syllabus, Introductions, class activity Book Charting Chapter 1 Building Tree Houses For Learning.  
Next week read chapter 1 "Creating Environments For Learning"

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### Week Two

Discussion Chapter 1, & “Early Childhood Guidelines” handout)

**Discussion DAP Chapter 1 &2**

Next week read chapter 3 & 4 Creating Environments For Learning

Discussion Chapter 2. Book Charting Chapter Developmentally Appropriate Curriculum

Read Chapter 2 Developmentally Appropriate Curriculum-Teaching titled” Learning in Developmentally Appropriate Programs”

Week Three

Discussion& activities Chapter 3&4 from Creating Environments for Learning

Next week read chapter 5, 6 & 8 from Creating Environments for Learning

Week Four

MIDTERM

**Test Thursday**

**Philosophy of Developmental Appropriate Practice due**

Week Five

Discussion & activities from chapters 5,6 &8

Next week read chapters 7, 9, 10, 12,13,& 14 from Creating Environments for Learning- Due is Teaching Project and Content Area activity.

Week Six

PROJECT PRESENTATIONS

PROJECT PRESENTATIONS

Week 7

November 26-30

Research paper on “Importance of Play” shared with class and handed in to instructor.

**FINAL**

**Wednesday July 23, 2015**

**Research paper due**

<p>Week Ten</p> <p>October 22-26</p>
<p>Week Eleven</p> <p>October 29-November 2</p>
<p>Week Twelve</p> <p>November 5-9</p>
<p>Week Thirteen</p> <p>Native American Education Time Line</p> <p>November 14, 2012 -----3:00 p.m.</p> <p>November 12-16</p>
<p>Week Fourteen</p> <p>November 19-23</p>
<p>Week Fifteen</p> <p>Turtle Mountain Educational System Past to Present Research Paper</p> <p>November 27,2012 -----3:00 p.m.</p> <p>November 26-30</p>
<p><b><u>FINAL</u></b></p>



**Tuesday , December 4@ 3:00 – 4:20 p.m.**

Week of December 3-7

**Have a great Christmas Break and see you next semester!**

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