

Revised 1/6/2014



Turtle Mountain Community College
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ECE411Pre-Kindergarten Methods & Materials
(2 credits)
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Office Hours: Adjunct

Text:

Kostelnik, Marjorie J, Soderman, Anne K., Whiren, Alice P., (2007). Developmentally Appropriate Curriculum: Best Practices in Early Childhood Education. 4th edition. Prentice-Hall, Inc.

Supplemental Reading and Reference Materials: North Dakota Early Learning Standards

Course Description/Rational:

This course is designed to examine developmentally appropriate curriculum, methods, and materials in infant/toddler and preschool settings. Students will observe diverse programs, learn to develop curriculum, plan integrated instruction, set up positive learning environments, and create experiences for meaningful learning. Emphasis will be upon developing classrooms that motivate children through active learning, inquiry, and supportive interaction. This class requires substantial work and sustained reading, writing, participation and fieldwork completed in ECE Practicum II.

Course Goals:

1. Student will research, evaluate (comparing and contrasting), and present various types of prekindergarten programs, center-based childcare, preschool, preschool needs, Head Start and other tribal agencies/grants for children birth to kindergarten.
2. Student will demonstrate an understanding of terminology, professional groups, prekindergarten programs, issues and trends.
3. Students will plan and implement developmentally appropriate curriculum, environments, list materials, design schedules, create lesson plans and choose and interpret authentic assessments, informal and formal evaluation instruments to be used with infants, toddlers and preschoolers in literacy, mathematics, science, social studies, arts, and music.
4. Students will create developmentally appropriate indoor and outdoor environments for infants, toddlers and preschoolers.
5. Students will explain the value of play-based curriculum, which is developmentally appropriate for infants, toddlers, and preschoolers and apply this knowledge to selecting appropriate curriculum, environments and lesson plans.
6. Students will use assessment techniques to evaluate early childhood programs and curriculums.

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7. Students will explain the essential roles parent play in Pre-K settings.

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: 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 and 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 ND Standards INTASC Artifacts Objectives NAEYC

Course	ND Standards	INTASC	Artifacts	Objectives	NAEYC
ECE 411 Prekindergarten Methods and Materials	50015.2 Curriculum Program requires the study of central concepts, tools of inquiry, and structures of content 50015.3 Instruction The program requires the study of integrating and	1#: The teacher understands the central concepts, tools of inquiry, and structure of the discipline they teach and can create learning experiences that make these aspects of subject matter meaningful to students #2: The teacher understands how children learn and	Program observation assignment Thematic Unit curriculum Project Chapter QUIZZES	Research, evaluate (comparing and contrasting), and present various types of prekindergarten programs, center- based childcare, preschool, preschool needs, Head Start and other tribal	#1 Promoting Child Development and Understanding #2 Building Family and Community Relationships #3 Observing, Documenting, and Assessing to Support Young Children and

	<p>applying knowledge for instruction</p> <p>50037.10 Instruction Study of basic principles of administration, organization, leadership & operations of programs</p> <p>50015.4 Assessment Program requires the study of integrating and applying knowledge for instruction</p>	<p>develop and can provide learning opportunities that support their intellectual, social and emotional development.</p> <p>#3 The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners</p> <p>#4 The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills.</p> <p>#5 The teacher uses and understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-expression</p> <p>#6 The teacher uses knowledge of effective verbal and nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p> <p>#7 The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p> <p>#8 The teacher understands and uses formal and informal assessment strategies to evaluate and the continuous intellectual, social, and physical development of the learner.</p>	<p>Midterm Exam</p> <p>Final Exam</p>	<p>agencies/grants for children birth to kindergarten.</p> <p>Demonstrate an understanding of terminology, professional groups, prekindergarten programs, issues and trends.</p> <p>Plan and implement developmentally appropriate curriculum, environments</p> <p>Create developmentally appropriate indoor and outdoor environments for infants, toddlers and preschoolers.</p> <p>Explain the value of play-based curriculum, and apply this knowledge to selecting appropriate curriculum, environments and lesson plans.</p>	<p>Families</p> <p>#4 Using Developmentally Effective approaches to connect with children and Families</p> <p>#5 Using content Knowledge to Build Meaningful Curriculum</p> <p>#6 Becoming a Professional</p>
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1. Program Observation Assignment (20 points)

The student will observe for a minimum of two and a half hours in a preschool program of their choice that serves children who are three, four or five years of age. The student will review and understand the philosophy of the program observing. The written report of this observation is a 6 page minimum and a classroom diagram. The required information is listed below and is to be included in your observation paper.

1. The name of the program/school, number of children and teachers, date, time of your arrival and departure, and the specific ages of children served in the program.
2. A description of the learning opportunities that are available for the children in the classroom you observed. What learning opportunities were there for the children and what activities were they engaged in?
3. A description of the role the adults played in these learning opportunities
4. Observe the classroom environment. Draw a diagram of the classroom. Label various areas in the room. Cite examples of how the environment either facilitated or hindered learning and developed opportunities for children.
5. What role does diversity awareness play in the classroom? Be sure to describe any materials, activities, interactions and staffing that exemplifies diversity.
6. Cite examples of positive classroom management techniques that teachers used.
7. Describe the strengths of the classroom
8. Recommend modifications that might improve children's opportunities for learning and development in this classroom.

2. Weekly Material Production (10 points each)

Each week (10 weeks) you will have to design and create materials that could be used in a Pre K classroom/infant toddler program. You will need to create materials for the age level that you are assigned. The materials can be developed for your thematic unit.

3. Thematic Unit Curriculum Project (100 points) (Final)

This unit will be developmentally appropriate for the children at prekindergarten.

The name of your unit, ratio of Adults: Children and age level of children.

Provide a one page paper that answers the following questions about your unit choice:

1. What do you want children to learn?
2. Why do you want them to learn this?
3. What will you do to help children meet this goal?
4. How will you know that they have met the goal?

The unit will include a minimum of six (6) lesson plans. You will be given a lesson plan format to use.

Lesson plans are to include:

1. Early learning targets and objectives
2. Lesson plan introduction (prior knowledge children should have), materials, procedures, and assessments.
3. Transition between activities/lesson.

There will be a lesson plan for each of the following areas: Language arts, math, social studies, science, art, music, health (movement and exercise are to be incorporated when appropriate)

The unit will incorporate a range of instructional activities. Most of these activities could be included in the above lesson plans or could be separate from them: a) Whole and small group activities b) Field trips c) Construction activities d) Games e) Learning centers.

The unit should include a list of six (6) children's books related to the theme of your unit. Five a small paragraph description of each book and full bibliographic information about the book: title, author, illustrator, publisher, date and city of publication.

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The unit should reflect the different developmental levels, strengths, interests, cultures, and needs of the children.

The unit will include some indication of cultural awareness or attention to diversity such as differing abilities, race, genders, ages, sexual orientations (these are to be incorporated into the lesson or lessons).

The unit will also include a family component. How will you connect with families during this unit and get them actively involved into the classroom? This component also needs a letter home to the parents/guardians.

This unit will need a minimum of one (1) page summary. Each lesson is to be included in the summary with one or two sentences about the lesson. Any materials or articles read to help you with the lesson should be included in the summary; items such as teacher resource books, software, manipulative, charts, children's books, and any commercial or homemade activities, games and so forth.

The day that you present your unit, you will hand in all written work, you will give an introduction to the class about your unit and will describe three of your lessons. The presentation should take no longer than 10-15 minutes

Weekly Material Production	20 points
Program Observation Assignment	20 points
Curriculum (Thematic Unit Project Final)	100 points
Chapter Quizzes	50 points
Midterm Exam	50 points

Grading Scale:

100% - 93% = A

86% - 92% = B

78% - 85% = C

77% - 60% = D

59% and ↓ = F

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Course Schedule and Assignments

Date	Chapter	Activity/Assignment	Possible Points
1/15	Introductions & Overview	Review syllabus, discuss course expectations Choose a Partner and Discuss Possible Theme's	10
1/22	Chapter 1	Developmentally Appropriate Practice	10
1/27	Chapter 2	Teaching & Learning in Developmentally Appropriate Programs	10 10 10
2/5	Chapter 3	Planning & Implementing Effective Small Group Activities	10
2/12	Chapter 4	Planning I Implementing Effective Group Activities	10
2/19	Chapter 5	Organizing Space	10
2/26	Chapter 6	Child Guidance in Early Childhood Classrooms	10
3/5 Midterms	Chapter 7	Authentic Assessment	10
3/1	Chapter 8	DAP Programs/Family Engagement	10
3/19	Chapter 9	Aesthetic Domain	10
3/26	Chapter 10	Affective Domain	10
4/2	No Class		
4/9	Chapters 11 & 12	Cognitive & Language Domain	10
4/16	Part 3 Chapters 13-14	Physical & Social Domain	10
4/23	Part 4 Curriculum Chapter 15	Curriculum Through Pretend and Construction Play	1
4/30	Part 4 Chapters 16	Curriculum Through Thematic Planning and Projects	10
5/7	Final Presentation		1

Syllabus Prepared: January 6, 2014