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Instructor:	Janelle Wiedrich
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Course:	ECE 412 Kindergarten Methods and Materials
Credit:	3 semester hour
Class Hours:	Independent Study
Office Hours:	Adjunct
Phone:	218-843-1071

Text: Flora, Sherrill B., 2005. Early Learning Thematic Lesson Plans, Grades PK - 1: 32 Thematic Lesson Plans for A Developmentally Appropriate Curriculum. Greensboro, ND; Key Education

Supplemental Reading: Phipps, Pat & Schiller, Pam (2002). The Complete Daily Curriculum for Early Childhood. Beltsville, MD; Gryphon House.

Course Description:

This course is designed to examine developmentally appropriate kindergarten curricula, current issues, and practices. The aim is to acquaint the student with principles that underlie curricula activities, management and routines of a kindergarten classroom. The course explores the connections between children's development and designing an appropriate and integrated kindergarten program.

Rational: This is an advanced, professional class that partially fulfills the requirements for the Kindergarten Endorsement.

Course Goals:

1. Student will understand how to create a developmentally appropriate kindergarten setting.
2. To develop an understanding of how to create the best learning environment for the Kindergarten child (physical, emotional, and cognitive).
3. To identify the characteristics of an optimum learning kindergarten environment.
4. To articulate the foundations of methods and material choices in the kindergarten setting.
5. To understand the importance of meeting the unique learning needs of all students through classroom setup, teaching methods and classroom materials.
6. To develop skills in ongoing classroom assessment in order to ensure continuous overall development of all childhood.

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

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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.

Course Criteria

1. Daily schedule/transition

The student will create a classroom schedule that meets the required times of each curriculum/concept area that is taught in kindergarten. The schedule will follow an all day classroom 8:00 a.m. until 4:00. The student will plan for a paraprofessional and rotating parent volunteers through the school year. Techniques for transitional changes between actives will need to be written within the schedule with the procedure, routine, and amount of guided practice time attached.

2. Web site/software/App critiques

Throughout the semester kindergarten web sites, lessons and software will be screened for developmentally appropriate teaching practices. Students will critique such sites, lessons and software. Students will make recommendations from their critiques.

3. Observation/paper

The student will be asked to observe for 10 hours in a kindergarten classroom. It is the students' responsibility to arrange a time to observe. Students will be given activity task sheets for recording particular areas of interest that will be used for their paper to compare and contrast what they observed and what is Developmentally Appropriate Practices that the student has researched using NAEYC position papers & statements.

Classroom Design

The student will be assigned a "blue print" kindergarten classroom to design and arrange as if it is theirs. Classroom furniture needs to be arranged. The space allocated will house 20 students. The student will be expected to list and discuss materials that are developmentally appropriate for kindergarten. The materials for kindergarten will need to be researched and connected to "best practice" criteria. This information needs to be researched and documented and is included in the 15 minute maximum project presentation.

4. Thematic Unit/Presentation

The student will create:

- a. WEEK long unit that covers all content areas along with local and state standards. Each lesson within your unit must have an assessment piece. The student will sign up for a theme.
- b. Learning centers must be incorporated in to your theme. The learning center must have a written description along with samples of tasks and evaluation criteria.
- c. The student will teach from one of the unit lessons within the content areas. This lesson will introduce their theme in a creative way. Participation in this lesson should be 10 to 20 minutes in length.

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d. The student will each choose a book from their literacy area that compliments the theme of their project and share it with their classmates.

Course	ND Standards	Objectives	Artifacts	INTASC	NAEYC
ECE 412 Kindergarten Methods and Materials	50037.1 Study of typical and atypical child development 50037.6 Study of formal and informal assessment, use of assessment information on planning and individualizing curriculum and teaching practices 50037.9 The program requires three supervised field experience	* Observe and record characteristics of children's environments and describe effects on behaviors and development *Observe, record, and assess young children's development and learning using a variety of approaches * Collect and synthesize relative assessment information that informs practice. * Describe how assessment results are used to write, implement and evaluate Individualized Family Service Plans and Individual Education Plans. *Will articulate the importance of collaboration with families and other professionals	*Classroom Design Project along with 15 minute presentation *NAEYC Paper on DAP coinciding with Kindergarten observation for pertinent areas of interest *Schedule/Transitions Research and Presentation *"Week " Unit/Learning Center Theme/Lesson & Literacy (book) Presentation *Kindergarten Website, Lessons, Software review Midterm Exam Final Exam	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 develop and can provide learning opportunities that support their intellectual, social and emotional development. #3 The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners #4 The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills. #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 #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. #7 The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals. 8# The teacher understands and uses formal and informal assessment strategies to	#1 Promoting Child Development and Understanding #2 Building Family and Community Relationships #3 Observing, Documenting, and Assessing to Support Young Children and Families #4 Using Developmentally Effective approaches to connect with children and Families #5 Using content Knowledge to Build Meaningful Curriculum #6 Becoming a Professional

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evaluate and the continuous intellectual, social, and physical development of the learner.

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