I. Course Description

An intensive study of the principles of curriculum, which includes philosophy, organization, recognition of diversity, selection and evaluation of curriculum materials, and development of an early childhood education program. This course will specifically focus on mathematics, science, and social studies curricula for young children.

II. Rationale

Developmentally Appropriate Curriculum is based on more than 75 years of research on child development and early learning. Developmentally appropriate practice provides educators with information from which to make decisions based on knowledge of child development and best practices for the learning of young children. Developmentally appropriate curriculum takes into consideration: age appropriateness or what is most appropriate curriculum for most children of a particular age; individual appropriateness or what is best for a specific child’s development; and cultural appropriateness or what is most relevant to and respectful of the child and the child’s family, neighborhood, and community.

III. National Association for the Education of Young Children (NAEYC) Standards for Graduate Level Professional Development Covered in ECED 5334

A. Standard 1. Promoting Child Development and Learning
   1c. Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children.

B. Standard 2: Building Family and Community Relationships
   2c: Demonstrating cultural competence and effective collaboration to involve families and communities in young children’s development and learning.

D. Standard 4. Using Developmentally Effective Approaches to Connect With Children and Families
   4a. Understanding positive relationships and supportive interactions as the foundation of their work with young children.
   4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches with a high level of cultural competence, understanding & responding to diversity in culture, language & ethnicity.
4d: Reflecting on own practice to promote positive outcomes for each child.

E. Standard 5: Using Content Knowledge to Build Meaningful Curriculum
   5a. Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
   5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
   5c. Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

F. Standard 6: Becoming a Professional
   6a. Demonstrating professional identification with and leadership skills in the early childhood field to think strategically, build consensus, create change, effectively collaborate with and mentor others, and have a positive influence on outcomes for children, families and the profession
   6b: In-depth understanding & thoughtful application of NAEYC Code of Ethical Conduct & other professional guidelines relevant to their professional role.
   6c: Using professional resources, inquiry skills & research methods to engage in continuous, collaborative learning & investigation relevant to practice & professional role.
   6d: Integrating knowledgeable, reflective, & critical perspectives on early education based upon mastery of relevant theory & research
   6e: Engaging in informed advocacy for children & the profession, skillfully articulating & advocating for sound professional practices & public policies.

G. Standard 7: Early Childhood Field Experience
   7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth- age 3, 3-5, 5-8)
   7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

IV. Course Objectives/Learning Outcomes

By the end of the semester, students will have the knowledge and understanding of the following:

Course Objectives:

A. Developmentally Appropriate Practices as defined by the National Association for the Education of Young Children;
B. Curriculum theories that are appropriate for children ages birth through 8 years;
C. Integrated curriculum developed through intentional instruction;
D. Appropriate and meaningful curriculum that focuses on science, mathematics and social studies;
E. Research-based and current curriculum methods and strategies for young children in the
areas of science, mathematics and social studies.

Student Learning Outcomes:

A. Graduate students will assume professional leadership roles in Early Childhood Education.

V. Course Topics

The following topics will be covered in this course:

A. Developmentally appropriate practice for young children;
B. Characteristics of young children;
C. Importance of family involvement in the curriculum of young children;
D. Reflecting on professional development and the relationship to appropriate curriculum for young children;
E. Importance of content knowledge of mathematics, science and social studies to construct meaningful curriculum;
F. Importance of intentional teaching; and
G. Field experiences in diverse settings.

VI. Instructional Methods and Activities

Methods and activities for instruction include:

A. Traditional Experiences (lecture/discussion; demonstration; guest speaker; on-line deliveries; video, etc)
B. Clinical Experiences (simulations; cooperative groups; student demonstrations or presentations; value clarifications)
C. Field Experiences

VII. Evaluation and Grade Assignment

The methods of evaluation and the criteria for grade assignment are:

A. Philosophy of Developmentally Appropriate Practice = 50 points
B. Developmentally Appropriate Practice Lesson Plans = 100 points
C. Curriculum Review = 100 points
D. Book Presentation = 50 points
E. Field Base Journal = 200 points
F. On all assignments, points will be deducted for misspelled words, grammatical errors, errors in mechanics, sentence fragments, and un-typed assignments.
G. Grading Scale
500-460 points (100%-92%) = A  
459-410 points (91%-82%) = B  
409-360 points (81%-72%) = C  
359-310 points (71%-62%) = D  
309-0 points (615-0%) = F

H. Late assignments will be accepted for one half credit unless the professor has deemed the situation to be beyond the student’s control.

VIII. Course Schedule and Policies

See attached course schedule. Dates may be changed at the discretion of the professor. (This will be attached and updated each semester)

B. Class Policies

Academic Integrity/Plagiarism

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failure. See website http://judicialaffairs.tamucc.edu/.

Dropping a Class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Check the university academic calendar website for dates related to dropping a class with an automatic grade of "W" this term. See website http://www.tamucc.edu/academics/academic_cal.html.

Preferred methods of scholarly citations

Publication Manual of the American Psychological Association, Sixth Edition is the preferred method for citations within papers.

Classroom/professional behavior
All students are expected to act in a responsible manner with consideration of fellow students and toward TAMU-CC faculty and staff members. Specific rules and information is available in the TAMU-CC Student Handbook and available through the website http://judicialaffairs.tamucc.edu/studentcofc.html.

Statement of Academic Continuity

In the event of an unforeseen adverse event, and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

Grade Appeals*

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Disabilities Accommodations*

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in CCH 116. See website http://disabilityservices.tamucc.edu/.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

*Required by SACS
IX. Textbook

The textbooks adopted for this course are:


X. Bibliography

The knowledge bases that support course content and procedures include:

Bodrova, E., & D. Leong. 2012. Observing play: What we see when we look at it through “Vygotsky’s eyes”? *Play, Policy and Practice Connections* 8 (1–2).


