Elementary Education Department
ECED 5315 Curriculum in Early Childhood
Fall 2021

Instructor: Tracey Covington Hasbun, Ph.D.
Course Time & Location: Online

Office: ECRC 209G
*Office Hours: M-10:00-11:00

Elementary Education Office Phone: (936) 468-2904
T-10:00-1:00

Other Contact Information: None
W-10:00-11:00

Email: Always email in D2L
Credits: 3

Alternate email: tlcovington@sfasu.edu

*Office hours are virtual

Prerequisites: Admission into the graduate school

I. Course Description:
In-depth study of basic principles underlying curriculum construction and innovative instructional practices for children birth to eight with an emphasis on state and national standards. An examination of program models is included.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

Vision, Mission, and Values of the College of Education

The College of Education at Stephen F. Austin State University (SFA) will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels.

Mission Statement

The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.

Values

In the College of Education at SFA, we value and are committed to

Service that enriches the community,

Openness to new ideas, to culturally diverse people, and to innovation and change;
Collaboration and shared decision-making,

Integrity, responsibility, diligence, and ethical behavior

Academic excellence through critical, reflective, and creative thinking; and

Life-long learning.

Please follow this link to visit the SFASU College of Education Conceptual Framework: [http://coe.sfasu.edu/](http://coe.sfasu.edu/)

Additionally, the James I. Perkins College of Education Diversity Statement can be found at the following link: [http://coe.sfasu.edu/about-us/](http://coe.sfasu.edu/about-us/)

ECED 5315 supports the Perkins College of Education’s Vision, Mission, Goals, and Core Values in that it addresses four of the five core values: academic excellence (through learning content and critical, reflective, and creative thinking), life-long learning (through discussions and application), collaboration (through discussions, emails, and some assignments), openness (to new ideas, theories, and philosophies), and integrity (through demonstration of ethical and professional dispositions). Though this course does not address service, there are courses in the program that do.

This course strives to achieve professional excellence by meeting the National Association for the Education of Young Children (NAEYC) standards. Content is designed to prepare competent, successful, caring, and enthusiastic professionals who are dedicated to continued professional and intellectual development.

**PROGRAM LEARNING OUTCOMES (PLOS) and STUDENT LEARNING OUTCOMES**

**PLO 1**
Candidates grounded in child development use their knowledge of child development and learning to create healthy, respectful, supportive, and challenging environments and investigate the historical context of early childhood and disseminate best practices and relevant issues in early childhood education.

- Assessment Curriculum engagement quiz

SLO 1.2 Candidates examine issues related to early childhood education - Assessment Sensory Toy Discussion
SLO 1.6 Candidates identify the functions and stages of children’s play. . - Assessment Support a child's play
SLO 1.7 Candidates will be able to make practical application of learning theories - Assessment DAP Discussions
SLO 1.8 Candidates examine the basic concepts and characteristics of primary and secondary oral language development - Assessment - Language for New Students
SLO 1.9 Candidates examine the connections between language development and emerging literacy. - Assessment - Promoting Literacy

**PLO 3**
Candidates know assessment is central to the practice of early childhood professionals; design and select assessments to systematically observe, document, and assess young children; and work in partnership with families and other professionals to positively influence development.

- Assessment - Planning, Implementing and Assessing quiz

SLO 3.14 Candidates create, evaluate and/or select developmentally appropriate materials, equipment, and environments to support the attainment of math and science concepts - Assessment - Math approaches and Recycle Now
SLO 3.15 Candidates evaluate social studies curriculum based on DAP and state and national standards - Assessment - Social Studies activities

**PLO 4**
Candidates realize teaching and learning with young children varies depending on children’s ages, characteristics, and settings where teaching and learning occur; they know the aspects of child development and use their understanding to create developmentally appropriate environments and implement best practices to connect with children and families to positively impact children.

- Assessment - Planning and integrating curriculum quiz

SLO 4.1 Candidates understand how the classroom and home environments impact a child’s learning and development - Assessment - Interview an elder

**PLO 5**
Candidates use content knowledge and past and present theories related to early childhood education to design, implement, and evaluate meaningful and challenging curriculum and experiences that promotes comprehensive developmental and learning outcomes for diverse learners. - Assessment - Unit Theme construction - Final exam

SLO 5.1 Candidates construct unit curriculum for a specified age group to include cognitive, language, physical, and social emotional development. - Assessment - Head Start - Body Start - Insect Literature

SLO 5.2 Candidates evaluate curriculum based on developmentally appropriate practices and state and national standards. - Assessment - Fine Motor PowerPoint DAP YouTube Two musical instruments

SLO 5.3 Candidates evaluate program models including Head Start, Montessori, and Reggio Emilia. - Assessment - Special Needs

SLO 5.4 Candidates investigate visual and performing arts curriculum for young children. - Assessment - Art collection PowerPoint - Creative movement song

PLO 6
Candidates are collaborative early childhood partners who conduct themselves as professionals and use ethical guidelines and professional standards, make informed decisions, and are informed advocates for sound educational practices and policies who recognize valid and credible research, evaluate, and synthesize it to inform practice

SLO 6.1 Candidates demonstrate professional demeanor and behaviors.

SLO 6.2 Candidates demonstrate professional reflection of own work and work of others.

SLO 6.3 Candidates actively participate in class discussions, contributing to the greater knowledge and understanding of course content.

SLO 6.5 Candidates examine standards that drive early childhood curriculum and accreditation - Assessment - DAP quizzes and discussion boards

III. DIVERSITY STATEMENT
The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

IV. Course Assignments, Activities, Instructional Strategies, use of Technology: Please realize that each assignment, discussion, or quizzes should take you 2 to 4 hours for which to prepare. Assignments are not meant to be completed in a short period of time. There is an expectation for quality graduate work. Assistance is available from the Academic Assistance Resource Center (AARC) online for writing assignments. There is about a 48 hour turn around on assignments sent to the AARC so you must work ahead. Dropbox assignments and Discussion Boards are an application of the readings. Quizzes are simply recall of information and are not awarded as many points.

DROPBOX ASSIGNMENTS
DAP YouTube – 25 points
Support a child at play- 25 points
Special needs curriculum – 25 points
Fine motor PowerPoint – 25 points
Language for new students – 25 points
Insect literature assignment – 25 points
Art collection PowerPoint – 25 points
Math approaches – 25 points
Social studies activities – 25 points
Final Unit Development – 100 points –

DISCUSSION BOARD ASSIGNMENTS
DAP Discussion – 25 points
Interview an Elder – 25 points
Head Start Body Start – 25 points
Sensory Toys – 25 points
Promoting Literacy – 25 points
Two Musical Instruments – 25 points
Creative Movement Song – 25 points
Recycle Now – 25 points

QUIZZES
DAP Infant and toddler year – 10 points
The preschool years – 10 points
The kindergarten year – 10 points
The primary years – 10 points
Curriculum that engages – 10 points
Planning and implementing – 10 points
Planning integrated curriculum – 10 points
Large Motor – 10 points
Fine motor- 10 points
Sensory development – 10 points
Language – 10 points
Literacy – 15 points
Literature – 15 points
Visual – 10 points
Music – 10 points
Creative movement – 10 points
Math – 10 points
Science – 10 points
Social Studies – 10 points

IV. Evaluation and Assessments (Grading):
Assignments in Dropbox – 325
Assignments in Discussion Board - 200
Quizzes 200
Total Points available 725

Grading Scale:
A (100-90%)
B (89-80%)
C (79-70%)
PLEASE NOTE: There is no ‘D’ in this graduate course.

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Week and Date</th>
<th>Module</th>
<th>Actions to be Taken</th>
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| Week 1        | 1      | - Read DAP pages 75-110, 149-186, 217-256, 289-326  
                  - Participate in DAP discussion  
                  - Complete DAP YouTube assignment  
                  - Take DAP Infant quiz  
                  - Take DAP Preschool quiz  
                  - Take DAP Kindergarten quiz  
                  - Take DAP Primary quiz |
|               | 2,3,4  | - Read Meaningful Curriculum pages 1-84  
                  - Interview an elder and participate in discussion  
                  - Complete special needs curriculum assignment  
                  - Complete supporting a child at play assignment  
                  - Take Curriculum that engages quiz  
                  - Take Planning and implementing quiz  
                  - Take Planning integrated curriculum quiz |
| Week 3        | 5,6,7  | - Read Meaningful Curriculum pages 85-182  
                  - Participate in Head Start Body Start discussion  
                  - Complete Fine motor PowerPoint assignment  
                  - Participate sensory toy discussion  
                  - Take Large motor quiz |
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<tr>
<th>Week 4</th>
<th>November 16-22</th>
<th>8,9,10</th>
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**Language Curriculum: Speaking and Listening.**
- Why Language
- How young children learn language
- What is language curriculum in early childhood
- Teaching language
- Planning language curriculum
- Language for all children

**Literacy Curriculum: Exploring and Using Print.** This will include
- Why literacy in early childhood
- Understanding literacy development
- What is literacy curriculum in early childhood
- Teaching literacy
- Planning literacy curriculum
- Literacy for all children

**Literature Curriculum: Delighting in books and words.** This will include
- What is children's literature
- Why literature
- Literature and development

- Take Fine motor quiz
- Take Sensory development quiz
- Read Meaningful Curriculum pages 183-284
- Complete language for new student assignment
- Participate in promoting literacy discussion
- Complete insect literature assignment
- Take language quiz
- Take literacy quiz
- Take literature quiz
| Week 5 | 11,12 | Visual Art Curriculum:  
- Why art curriculum  
- Understanding children's artistic development  
- What is art curriculum in early childhood  
- Teaching art  
- Planning art curriculum  
- Art for all children  
Music Curriculum: Creating with heart and voice.  
- Why music  
- Understanding musical development  
- What is Music curriculum in early childhood  
- Teaching music  
- Planning music curriculum  
- Music for all children  
| Week 5 | 11,12 |  
- Read Meaningful curriculum pages 285-362  
- Complete Art collection PowerPoint  
- Participate in two musical instruments discussion  
- Take visual arts quiz  
- Take music quiz  
| Week 6 | 13,14 | Creative Movement curriculum:  
- Why creative movement  
- How do young children develop skill in creative movement  
- What is creative movement curriculum in early childhood  
- Teaching creative movement  
- Planning creative movement curriculum  
- Creative movement for all children  
Math Curriculum: Discovering Patterns and Solving problems. This will include  
- Why math  
- Understanding how young children learn math  
- What is math curriculum in Early childhood  
- Teaching math  
- Planning math curriculum  
- Math for all children  
| Week 6 | 13,14 |  
- Read Meaningful Curriculum pages 363-426  
- Participate in creative movement song discussion  
- Complete math approaches assignment  
- Take Creative movement quiz  
- Take Math quiz  
| Week 7 | 15,16 | Science Curriculum: Discovering the natural world. This will include  
- Why science  
| Week 7 | 15,16 |  
- Read Meaningful curriculum pages 427-480  
- Participate in Recycle now discussion  
- Complete social studies activities assignment  
- Take Science quiz  

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### VI. Readings:

You are required to use the SFA database and web.

**Required:**


**Required: LiveText Statement:**

This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

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<th>Week 8</th>
<th>17 - final</th>
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<td></td>
<td>❖ Take Social Studies quiz</td>
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<td>❖ Complete Final Unit Development assignment and turn into Dropbox</td>
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<td></td>
<td>❖ Turn final unit development assignment also into Livetext</td>
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<th>Social Studies Curriculum: Discovering the Social World. This will include</th>
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<tr>
<td>Why Social Studies</td>
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<td>Understanding how young children learn social studies</td>
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<tr>
<td>What is social studies curriculum in early childhood</td>
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<td>Teaching social studies</td>
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<td>Planning social studies curriculum</td>
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<td>Social studies for all children</td>
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<th>Science Curriculum in early childhood</th>
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<td>Understanding how young children learn science</td>
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<td>Science for all children</td>
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If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

VII. Course Evaluations:
Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:
    Attendance
This course meets in cyberspace. There are no face-to-face meetings. Students will login to Desire to Learn (D2L) EACH day. Due to an abbreviated semester, it is imperative that students stay abreast of all assessments, assignments, chats, discussions, postings, and communications. The only way to do this is to CHECK THE COURSE at least once daily.

A student tracking system monitors courses in D2L. Evidence of daily participation, discussion postings, viewing and submitting assignments, and viewing and taking quizzes is available to the instructor of record and the instructional assistant. Learn more in D2L.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades: Policy 5.5**
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at [https://www.sfasu.edu/judicial/earlyalert.asp](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.
NONDISCRIMINATION

“No person shall, on the basis of race, color, religion sex, age, national origin, handicap, or veteran status, be subjected to discrimination or be excluded from participation in or be denied the benefits of employment or any educational program or activity operated by Stephen F. Austin State University.” (Reference: SFASU General Bulletin 2004-2005) (see Discrimination Complaints/Sexual Harassment E-46: http://www.sfasu.edu/humanservices/images/discrimination-complaints-sexual-harassment.pdf

Additional Information:

Life Happens
In the event “life” happens to you and you see it will impact your work, it is your responsibility to contact your professors at the earliest moment possible. Often times we can provide assistance and help you handle the stresses of graduate school while dealing with your crisis or extenuating circumstance(s). To better enable me to help you, contact me immediately; do not wait until your situation is almost resolved.

Work Policies
- Late Work—Late work receives zero points. The dropbox and discussion board close at 11:59 pm. Do not wait until the last minute to post. If you have an issue you MUST contact me prior to the assignment being due.
- “Redo Work” Policy—Some assignments may be subject to editing and resubmission at the discretion of the instructor of record. The instructor of record will approach you to see if you want to redo an assignment.