Elementary Education Department  
ECED 5315 Curriculum in Early Childhood  
Fall 2023

Instructor: Tingting Xu, Ph.D.  
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Other Contact Information:  

Course Time & Location: web  
Office Hours: Virtual, appointment if needed  
Credits: 3 hours  
Email: xut@sfasu.edu

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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;  
Life-long learning.

To view the Conceptual Framework and complete list of proficiencies, visit  
http://www.sfasu.edu/education/about/accreditations/ncate/conceptual/

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 1.1 Candidates examine issues related to early childhood education - Assessment Sensory Toy Discussion

SLO 1.2 Candidates identify the functions and stages of children’s play. - Assessment Support a child’s play

SLO 1.3 Candidates will be able to make practical application of learning theories - Assessment DAP Discussions

SLO 1.4 Candidates examine the basic concepts and characteristics of primary and secondary oral language development - Assessment - Language for New Students

SLO 1.5 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 3.1 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 3.2 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.
III. Course Assignments, Activities, Instructional Strategies, use of Technology: Please realize that each assignment, discussion, or quizzes should take you 2 to 4 hours to prepare for. 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 AARC online for writing assignments. There is about a 48 hour turn around on assignments sent to the AARC so you must work ahead. Assignments are usually graded within 48 hours of the closing of the assignment. Dropbox assignments and Discussion Boards are an application of the readings. Quizzes are simply recall of information and are not awarded as many points.

This course requires that you submit designated assignments to Q Classroom by submitting required documents to the assigned Dropbox in the d2L course connected to Q Classroom. Assignments submitted to d2L/Q Classroom are related to accountability and accreditation measures for Education Studies. Scoring guides for these assignments are located in the d2L course and Q Classroom. Failure to upload the required documents into d2L/Q Classroom will result in zero credit being received for those assignments.

**DROPBOX ASSIGNMENTS**
- DAP YouTube – 25 points
- Children at play- 25 points – QClassroom assignment
- 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**
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 – 160
Total Points available 685

Grading Scale:
A (100-90%)
B (89-80%)
C (79-70%)
F (69% or below)

PLEASE NOTE: There is no ‘D’ in this graduate course.

V. Tentative Course Outline/Calendar:
This is the official tentative timeline for this course. Refer to it frequently to stay current on due dates/deadlines. It is a good idea to print this timeline, have it readily available, and mark your personal calendar with due dates/deadlines. All Initial Discussions are due on Thursdays by 11:59 p.m., Central Standard Time (CST), and all Discussion Replies (to 3 others’ Initial Posts) are due on Sundays by 11:59 p.m., CST. All Dropbox assignments and Quizzes are due on Sundays by 11:59 p.m., CST. Most assignments in the week 7 will be due on Oct 12 by 11:59 p.m., CST. The Final Unit Development assignment will be due on Oct 13 by 5:00 p.m. CST. See detail in the table below.
<table>
<thead>
<tr>
<th>Week and Date</th>
<th>Module</th>
<th>Actions to be Taken</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>1</td>
<td>- Read DAP pages 111-144, 145-157, 181-214, 215-251</td>
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| Aug. 28- **Sept. 3** | Developmentally appropriate practices (DAP) | - Participate in DAP discussion  
| Assignments | The who | - Complete DAP YouTube assignment  
| Due@11:59pm CST | The what | | The when | | The where | | The why | | Practical applications | |
| **Week 2** | 2,3,4 | - Read Meaningful Curriculum pages 1-84  
| Sept. 5-10 | Understanding Curriculum - Curriculum that engages young children | - Interview an elder and participate in discussion  
| Assignments | What is curriculum | - Complete special needs curriculum assignment  
| Due@11:59pm CST | - What are the sources of Early Childhood curriculum | - Complete Children at play assignment - QClassroom assignment  
| **Week 3** | 5,6,7 | - Read Meaningful Curriculum pages 85-186  
| Sept. 11-17 | Large Motor Curriculum: | - Participate in Head Start Body Start discussion  
| Assignments | - Why large motor curriculum | - Complete Fine motor Powerpoint assignment  
| Due@11:59pm CST | - Understanding large motor development | - Participate sensory toy discussion  
| | - What is large motor curriculum in Early Childhood | - Take Large motor quiz  
| | - Teaching the large motor curriculum | - Take Fine motor quiz  
| | | - Take Sensory development quiz |
| Planning large motor curriculum | Read Meaningful Curriculum pages 187-304 |
| Large motor curriculum for all children | Complete language for new student assignment |
| Fine Motor Curriculum: Manipulating and Coordinating. | Participate in promoting literacy discussion |
| Why fine motor curriculum | Complete insect literature assignment |
| Understanding fine motor development | Take language quiz |
| What is fine motor curriculum in early childhood | Take literacy quiz |
| Teaching the fine motor curriculum | Take literature quiz |
| Sensory Development Curriculum: Sensing and Perceiving. | |
| Why sensory development curriculum | |
| Understanding Sensory Development | |
| What is sensory curriculum in early childhood | |
| Teaching sensory development curriculum | |
| Planning sensory curriculum | |
| Sensory Curriculum for all children | |

**Week 4**  
**Sept. 18-24**  
**Assignments Due@11:59pm CST**

| 8,9,10 |  
| 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 |  
| What is literature curriculum in early childhood |  

- Complete language for new student assignment
- Participate in promoting literacy discussion
- Complete insect literature assignment
- Take language quiz
- Take literacy quiz
- Take literature quiz
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<tr>
<th>Week 5</th>
<th>11,12</th>
<th>Visual Art Curriculum:</th>
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<tr>
<td></td>
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<td>• Why art curriculum</td>
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<td>• Understanding children's artistic development</td>
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<td>• What is art curriculum in early childhood</td>
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<td>• Teaching art</td>
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<td>• Planning art curriculum</td>
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<td>• Art for all children</td>
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<td>Music Curriculum: Creating with heart and voice.</td>
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<td>• Why music</td>
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<td>• Understanding musical development</td>
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<td>• What is Music curriculum in early childhood</td>
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**Assignments**<br>Due@11:59pm CST<br>• Read Meaningful curriculum pages 305-416<br>• Complete Art collection powerpoint<br>• Participate in two musical instruments discussion<br>• Take visual arts quiz<br>• Take music quiz

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<tr>
<th>Week 6</th>
<th>13,14</th>
<th>Creative Movement curriculum:</th>
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<tr>
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<td>• Why creative movement</td>
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<td>• How do young children develop skill in creative movement</td>
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<td>• What is creative movement curriculum in early childhood</td>
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<td>• Creative movement for all children</td>
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<td>Math Curriculum: Discovering Patterns and Solving problems. This will include</td>
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<td>• Why math</td>
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<td>• Understanding how young children learn math</td>
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<td>• What is math curriculum in Early childhood</td>
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<td>• Math for all children</td>
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**Assignments**<br>Due@11:59pm CST<br>• Read Meaningful Curriculum pages 363-416<br>• Participate in creative movement song discussion<br>• Complete math approaches assignment<br>• Take Creative movement quiz<br>• Take Math quiz

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<th>Week 7</th>
<th>15,16</th>
<th>Science Curriculum: Discovering the natural world. This will include</th>
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**Assignments**<br>Due@11:59pm CST<br>• Read Meaningful curriculum pages 417-526<br>• Participate in Recycle now discussion<br>• Complete social studies activities assignment
### Oct. 9- Oct. 12

**Assignments**  
Due@11:59 pm CST

- Why science  
- Understanding how young children learn science  
- What is Science curriculum in early childhood  
- Teaching science  
- Planning science curriculum  
- Science for all children  

**Social Studies Curriculum: Discovering the Social World.** This will include  
- Why Social Studies  
- Understanding how young children learn social studies  
- What is social studies curriculum in early childhood  
- Teaching social studies  
- Planning social studies curriculum  
- Social studies for all children  

- Take Science quiz  
- Take Social Studies quiz  

### Oct. 13

**Assignment Due @ 5:00pm CST**

- 17 - final  
- Complete Final Unit Development assignment and turn into Dropbox  
- **Assignment is due turned in Oct 13, 2023 @ 5:00pm**

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### VI. Readings:

You are required to use the SFA database and web.

**Required:**  


**QClassroom Statement:** This course uses the QClassroom 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. Support emails will come from qclassroom@sfasu.edu.

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! 7-10 Bonus Points

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: Class Attendance, Policy 6.7
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.

Regular class attendance and participation is required of all students. Students must be attending and participating in all courses to qualify for financial aid. Students reported for non-attendance or non-participation in their courses could have their financial aid withdrawn.

Students with Disabilities: Academic Accommodation for Students with Disabilities, Policy 6.1
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, 468-3004/468-1004 (TDD) 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.

**Academic Integrity:** *Code of Student Conduct and Academic Integrity, Policy 10.4*

Teacher candidates complete original assignments and/or give credit to individuals if using resources to prepare assignments. The teacher candidate understands that original material not created by the teacher candidate is the intellectual property of another (plagiarism) and may not be published in any format or third-party site without written permission from the owner (collusion).

- **Self-plagiarism** is reusing your own specific wording and ideas from work that you have previously submitted.
- **Collusion** is a form of cheating which occurs when a submission restricted to individual effort is shared with another individual through direct contact or third-party resources allowing another individual to use and submit the copied work as their own.

**Student Appeals:** *Appeal Procedure Relating to the Provision of accommodations for students with Disabilities, Policy 6.6*

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

**Withheld Grades** *Course Grades (Including WH), Policy 5.5*

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, 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 the WH is assigned, or the grade automatically becomes an F. If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.  

*[Final Course Grade Appeals by Students, Policy 6.3]*

**Additional Information:**

**Information: Assignment Policy**

Students must read all assignments and be prepared to participate in D2L discussions. All students are expected to complete assignments on the due date. In order to receive an "A" in the course, ALL assignments must be completed. Late work receives ‘0” points and indicates completion. Of course, extenuating circumstances are always considered. Written work in which the use of the
English language is not at an acceptable level for a university graduate student will be returned and marked "Unacceptable" and a zero assigned.

Drop Class

Sometimes students find it necessary to drop a course. Should you need to drop a course, it is a common (and professional) courtesy to notify the instructor of record. Failure to notify the instructor leaves him or her wondering why you are not participating in class or replying to emails.

Life Happens

In the event “life” happens to you and you see it will affect 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 no points unless there is prior approval from the instructor.
- Make-up Work Policy— The decision whether to accept make-up work is at the discretion of the instructor of record. In general, make-up work will be accepted two days from the original due date. No make-up work will be accepted the last week of the session.
- “Redo Work” Policy— Some assignments may be subject to editing and resubmission at the discretion of the instructor of record or the instructional assistant. In this event, the resubmitted work is due no later than one day after it is returned. Edited work resubmitted without the original work will not be accepted. Do not ask permission to redo work to raise your grade. The instructor of record or the instructional assistant will approach you to see if you want to redo an assignment.

***Other other SFA Policy Information