

## ECE 433, Developmentally Appropriate Programs For Young Children Spring 2008

ECE 433 is a required course for EC - 4 Certification.

College of Education

Department of Language, Literacy and Special Populations

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**Text:**  
 Wortham, S. (2004). *Early childhood curriculum, 4<sup>rd</sup>*. Upper Saddle River, NJ: Pearson/Merrill  
 Prentice Hall.

Texas Essential Knowledge and Skills (Grades K)  
<http://www.tea.state.tx.us/teks/index.html>

Prek Guidelines  
[www.tea.state.tx.us/curriculum/early/prekguide](http://www.tea.state.tx.us/curriculum/early/prekguide)

### Course Description:

An in-depth study will be made of developmentally appropriate practices in schools for young children. Appropriate curriculum and instruction, thematic unit of development and a study of the Texas Essential Knowledge and Skills are major areas of emphasis. Field experience will allow students opportunities to interact with children. Prerequisites: ECE 273 or ECE 275. Credit 3.

#### Standards Matrix:

| Objectives/Learning Outcomes                                  | Activities<br>*indicates a field-based activity               | Performance Assessment  | Standards <ul style="list-style-type: none"> <li>• <u>State Standards</u></li> <li>• <u>NAEYC Standards</u></li> </ul> |
|---|---|---|--|
| Plan an appropriate lesson for prekindergarteners             | Prek K lesson plans *   | Written Lesson Plan<br><br>Critique of Pre K Lesson by Professional | <u>1.1s; 1.3s; 1.4s; 1.6s; 1.10s</u><br><br><i>4b; 4c; 4d</i>  |
| Prepare an appropriate material to accompany the Pre K lesson | Instructional Material  | Used in Pre K<br><br>Critique Using Material Rubric                 | <u>1.16s; 1.20s; 1.23s</u><br><br><i>4.b; 4d</i>   |
| Prepare a Thematic Project                                    | Written unit of activities, including objectives, description | Written unit plus three checkpoints to                              | <u>1.19s; 1.20s; 1.21s; 1.23s</u>  |

|   |  |  |  |
|---|--|--|--|
|   | of parental involvement, listing of children's books and teacher resources   | determine if students are on course with the assignments | <i>4a; 4b; 4c; 4d</i>  |
| Define significant characteristics of various recognized early childhood models | Class discussions, Exams   | Exams presentation                                       | <b><u>2.1s; 2.2s; 2.3s; 2.5s</u></b><br><i>4b; 5</i>                           |
| Define Developmentally appropriate practice.                                    | Discuss and reflect on the definition of developmentally appropriate practice as presented by the National Association For The Education Of Young Children | Class group work and discussion.                         | <b><u>2.1s; 2.2s; 2.3s; 2.18s; 2.19s; 2.20s; 2.21s</u></b><br><i>4c; 4d; 5</i> |
| Demonstrate the Teaching Continuum  | Role-play each strategy shown on the Teaching Continuum  | Class group work and discussion                          | <b><u>3.7s; 3.8s; 3.11s; 3.14s</u></b><br><i>4b; 4c; 4d</i>                    |

## Course Format:

ECE 433 will utilize class discussion, lecture, project checkpoints, video presentations, the preparation of a thematic project, lesson planning, material preparation and circle time implementation to determine a student's standing in this course.

## Course Content:

Upon completion of the course students will have acquired significant knowledge in the areas of:

1. Pre K lesson planning and implementation;
2. Preparation of classroom materials to accompany one's chosen thematic project;
3. Preparation of a thematic project;
4. Various models in early education, including;
  - Project Approach
  - Mixed Aged Classrooms
  - High Scope
  - Head Start
  - Montessori Education
  - Reggio Emilia
  - Inclusion classrooms
5. Pre-K Guidelines
6. Kindergarten TEKS
7. Developmentally appropriate practice as defined by the National Association for the Education of Young Children.

## Course Requirements

### Pre K Lesson

We will be hosting Huntsville ISD's Prekindergarteners to our campus on October 13 and October 20 for two sessions each day (9:00-10:30 and 1:00-2:20). If you are in the Monday-Wednesday section, you will have the opportunity to volunteer for the morning or afternoon on October 13<sup>th</sup>. If you are in the Tuesday-Thursday section, you will have the opportunity to volunteer for the morning or afternoon on October 20<sup>th</sup>.

Each session will be organized into five centers- Art, Movement, Story time, Music, and Spirit. You will have the opportunity to choose which center you would like to participate in. Once you have joined a center, it will be the responsibility of the students in that center to plan a developmentally appropriate activity for the pre k students.

**ART:**

A ten minute activity that does not require drying time. Remember that PreKer's might have difficulty in cutting. Keep it simple.

**MUSIC:**

A ten minute activity that has the children singing and dancing.

**MOVEMENT:**

A ten minute gross motor activity.

**STORYTIME**

A ten minute story with some type of activity to support.

**SPIRIT:**

You will take a picture of each child with an athlete or cheerleader with a provided digital camera. Whomever you choose to take the pictures might want to familiarize themselves with the camera before the actual day.

The children will have a snack of crackers and water that you will need to organize. I will have a large water container and cups.

Each child will receive a button that has a bear claw on it. Please decide how this is going to be given to each child.

Each group will need to develop and turn in one lesson plan with

Concept

Stated behavioral objective

Pre K guideline

List of materials needed

List the procedures used in development of activity

Anticipatory Set

Activity to support concept

Evaluation

Citation of source

The Pre K's will rotate through the centers and each lesson will be taught five times.

**The rubric for the assignment is attached.**

## **Thematic Unit**

Each student will develop a Thematic Unit for a selected grade of your choice (pre k through 4).

Each student will need to meet with Dr. McGuire for topic approval once you have researched a unit you are interested in. Please see the rubric for the information you will need to bring.

Different sections of the Thematic Unit will be due at various times throughout the semester. The same rubric must be turned in each time. At the final turn in, the entire unit must be compiled and submitted. Please check your course calendar for due dates.

All units must include:

- ❑ **Title**
- ❑ **Grade**
- ❑ **Concepts**  
These are the five ideas or facts that you want your children to learn over the week. They must be based on the science or social studies TEKS for the grade level chosen.
- ❑ **Scope and Sequence (for entire unit)**

For example

|                                  | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------------------------|--------|---------|-----------|----------|--------|
| Social Studies                   |        |         |           |          |        |
| Science                          |        |         |           |          |        |
| Math                             |        |         |           |          |        |
| English, Language Arts & Reading |        |         |           |          |        |

❑ **Lesson Plans**

Each strand of the scope and sequence will have five short lesson plans in it that show a clear development of the concept. Each one of these short lesson plans will include:

- Name of activity
- Stated Behavioral objective
- Appropriate TEKS (written out)
- Short description of the activity
- Citation of source

This will be a total of 20 short lesson plans.

From those 20 short lesson plans, you will choose one short lesson plan from each academic strand to develop into a fully developed lesson plan. These lesson plans will include:

- Name of activity
- Age/grade level
- Concept
- Stated behavioral objective
- Academic TEK to support objective
- Other TEKS to support \*\*\*
- List of materials needed
- List the procedures used in development of activity
- Anticipatory Set
- Activity to support concept
- Evaluation
- Citation of source

\*\*\*In your fully developed lesson plan, you must incorporate one of the following into each of your lessons, health, P.E., art, music, theatre or technology and include the appropriate TEKS.

### **Bulletin Boards**

You will develop two bulletin boards for this unit. Each bulletin board will be presented in class on two tri fold boards.

*Informational bulletin board:*

This board will be used to provide information to the students about the unit.

*Interactive bulletin board:*

This board will be used as a thinking, interaction activity for children about the unit.

### **Bibliography**

You will develop a bibliography of 20 children's or informational books appropriate to children for your concept. This must be in APA format ([www.apastyle.org/](http://www.apastyle.org/)).

### **Resource List**

You will develop a list of all of the resources that you used to develop this unit. Please include all web site information. This must be in APA format ([www.apastyle.org/](http://www.apastyle.org/)).

**The rubric for the assignment is attached.**

## **Early Childhood Program Paper**

Each student will develop a comprehensive paper about a selected program that includes

- the strengths and weaknesses of the program
- the intended audience that the program is targeted to serve
- how the classrooms are arranged
- the schedule that the program follows for the children
- the philosophy of the program
- how children are assessed within the program
- how the program is structured

This paper will include a minimum of five hard copy sources (books, journals, including full text ERIC) and no more than three internet sources. It must contain internal citations that support your documentation in APA format. There is no minimum or maximum number of pages, however, please be sure that all requested information is covered in depth. This paper will be submitted electronically to **Turn It In.**

## **Exams**

**TWO SCHEDULED EXAMS** will be given during the semester. These exams can be multiple choice on a scantron with possible essays or short answers. Exams may not be made up without extraordinary extenuating circumstances and only at the discretion of Dr. McGuire.

**THIRD TEST:** It is possible that there may be pop quizzes. (I usually feel the need to quiz my classes where I feel that I am the only one who has done the reading.) If this occurs, all quizzes

will be included in the third test bank. Any daily grades that are taken for activities done in class will also be included. Third test grades can only be made up at the discretion of Dr. McGuire.

**THE FINAL EXAM** will be cumulative (and difficult). Students who have an A average for the class may choose whether or not they wish to take the final. All students with less than an A average must take the final. The final will count as two exams.

Please note: I rarely give review sheets. If it was discussed in class, in the book, from a presentation/power point or on a transparency.....study it.

## Evaluation (\*indicates field based activity)

### Grading:

|                  |      |
|------------------|------|
| Pre K Lesson *   | 10 % |
| Portfolio *      | 15%  |
| Thematic Unit    | 30 % |
| EC Program Paper | 15 % |
| Exams            | 30 % |

### Grading Scale:

|    |           |
|----|-----------|
| A= | 93% -100% |
| B= | 82% - 92% |
| C= | 70% - 81% |
| D= | 60% - 69% |

## Expectations

All assignments are expected to be typed, double-spaced, spell checked, and scholarly in nature. Points will be deducted for misspellings, poor grammar and lack of proof reading. Please include a title page with your name, course title and section number and assignment information. All assignments are due at the beginning of class. Late work will only be accepted within 24 hours for half credit. Any exceptions will be at the discretion of Dr. McGuire.

No grade below a 93 is final. If you have a concern about a grade, please come and talk with me about it.

**All assignments and tests must be completed before the final may be taken or a grade of F will result for the class. The only exception to this will be any assignments that would be included in the third test.**

Please attach the appropriate rubric to each assignment as it is turned in or 5 points will be deducted.

## Attendance Policy:

Students may not miss more than three hours of class during the semester without penalty in accordance with Academic Policy 800401. Class sessions are important to your understanding of the material. Attendance also demonstrates a level of responsibility and commitment that future employers like to see. For these reasons it is important that you be here and be on time. If you miss any class, it is your responsibility to obtain the needed handouts, information and materials. Two tardies to class is the equivalent of one absence. It is your responsibility to sign the roll sheet at the beginning of every class. After 3 hours of absences, your grade will be lowered one letter grade, 5 hours of absences-2 letter grades, and 6 hours of absences- three letter grades.

Exceptions to this could be, but are not limited to, a family death, birth of a child, or medical emergency. Exceptions to the lowering of grades will be at the discretion of Dr. McGuire

There will be times when daily grades will be taken or quizzes will occur during the class period. If you are absent, and the absence meets the criterion set forth by SHSU for an excused absence and appropriate documentation has been provided, the daily grade or quiz may be made up with a two-page paper on a topic of the Professors choice. **This paper is due the next class period.** Unexcused absences may not be made up and any daily grade or quiz grade that is missed will be recorded as a zero. It is your responsibility to keep up with this. Daily grades, homework or quiz grades will be averaged together as a third exam.

## **Extra Credit:**

Professional development hours will be accepted as extra credit points. It is your responsibility to provide Dr. McGuire with the documentation. Other extra credit opportunities will be announced in class or through emails. The maximum extra credit points available to anyone is **10**. All extra credit points will be averaged into your test bank. Please see the following example for how this works.

Example:

Test 1+ test 2 + test 3 + extra credit  
Divide by 3. This is your test score for the semester (before the final).

## **Student Absences on Religious Holy Days Policy:**

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

## **Americans with Disabilities Act:**

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

## **Academic Dishonesty**

All cases of academic dishonesty will be addressed using Sam Houston State University **Academic Policy Statement 810213**, procedures in cases of academic dishonesty. At the minimum, the assignment in question will receive a 0.



ECE 433  
Group Evaluation

Group Member's Name \_\_\_\_\_

Evaluator's Name \_\_\_\_\_

A '3' is the best rating while a '0' means this person did not accomplish the statement. You need to evaluate each group member honestly and fairly on the following. *These points will be added to the possible 90 points that will come from Dr. McGuire's evaluation of your project.*

1. This person met with the group when planning this project and was a reliable group member:  

3    2    1    0
2. This person had their portion of the project ready in a timely fashion and contributed pertinent ideas to the project.  

3    2    1    0
3. This person did their fair share of the work on this project.  

3    2    1    0
4. I would work with this person on another group project.  

1    0

Comments:

Each person's score will be totaled and an average will be calculated for the final points.

**This information is confidential.**

Please make a copy of this evaluation for each member of your group (except yourself). They are due at the beginning of class on your presentation day.

**Early Childhood Program Paper**

## Rubric

|  | <b>Met<br/>10 points<br/>Each<br/>section</b> | <b>Not Met</b> |
|--|---|----------------|
| the strengths and weaknesses of the program  |   |                |
| the intended audience that the program is targeted to serve                              |   |                |
| how the classrooms are arranged  |   |                |
| the schedule that the program follows for the children                                   |   |                |
| the philosophy of the program  |   |                |
| how children are assessed within the program   |   |                |
| how the program is structured  |   |                |
| five hard copy sources (including full text ERIC)<br>no more than three internet sources |   |                |
| internal citation and apa format   |   |                |
| Spelling, grammar and mechanical errors<br>-2 points each                                |   |                |

**TOTAL** \_\_\_\_\_

# Thematic Unit Plan Rubric

*Please attach to each section when due.*

Name: \_\_\_\_\_

**Heading** **(up to 5 points)** \_\_\_\_\_

- Title
- Grade
- Concept

|                        | Mon. | Tue. | Wed. | Thurs. | Fri. |
|------------------------|------|------|------|--------|------|
| Science/Social Studies |      |      |      |        |      |
| Concepts               |      |      |      |        |      |
| Supported By TEKs      |      |      |      |        |      |

**Bibliography** **(up to 5 points)** \_\_\_\_\_

- All components included
- APA format

**Bulletin Boards** **(up to 10 points)** \_\_\_\_\_

- Informational Bulletin Board
- Interactive Bulletin Board

**Scope and Sequence** **(up to 5 points)** \_\_\_\_\_

- Clearly organized
- Lesson plans sequential in development

**Short Lesson Plans** **(up to 40 points)** \_\_\_\_\_

- Twenty short lesson plans
- Each one includes

|                                | M | M | M | M | M | S | S | S | S | S | SS | SS | SS | S | SS | LA | LA | LA | LA | LA |
|--------------------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|---|----|----|----|----|----|----|
| <b>Name of activity</b>        |   |   |   |   |   |   |   |   |   |   |    |    |    |   |    |    |    |    |    |    |
| <b>Objective</b>               |   |   |   |   |   |   |   |   |   |   |    |    |    |   |    |    |    |    |    |    |
| <b>TEK</b>                     |   |   |   |   |   |   |   |   |   |   |    |    |    |   |    |    |    |    |    |    |
| <b>Description of Activity</b> |   |   |   |   |   |   |   |   |   |   |    |    |    |   |    |    |    |    |    |    |
| <b>Citation</b>                |   |   |   |   |   |   |   |   |   |   |    |    |    |   |    |    |    |    |    |    |

**Fully Developed Lesson Plans**

**(up to 20 points)** \_\_\_\_\_

- Four fully developed lesson plans
- Each one includes

|                  | Math | Science | Social Studies | Language Arts |
|------------------|------|---------|----------------|---------------|
| Name of activity |      |         |                |               |
| Concept          |      |         |                |               |
| Objective        |      |         |                |               |
| Academic TEK     |      |         |                |               |
| Other TEKS       |      |         |                |               |
| Materials        |      |         |                |               |
| Procedures       |      |         |                |               |
| Anticipatory Set |      |         |                |               |
| Activity         |      |         |                |               |
| Evaluation       |      |         |                |               |
| Citation         |      |         |                |               |

**Resource List**

**(up to 5 points)** \_\_\_\_\_

- All components included
- APA format

**Organization and Professionalism (up to 10 points)** \_\_\_\_\_

- All material organized in a clear and concise manner
- Spelling, grammar and mechanical errors  
-2 points each

Total \_\_\_\_\_

## Bulletin Board Rubric

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |