

William Paterson University
College of Education
Department of Early Childhood and Elementary Education
Wayne, New Jersey

*Theme - Preparing Inquiring Educators for Diverse Settings:
Developing Knowledge, Application, Dispositions*

COURSE OF STUDY

1. **Title and Number of Credits:** CIEC 3680 Curriculum Planning and Authentic Assessment in Early Childhood Education (2 credits)

2. **Course Description:** This course examines the thematic approach to curriculum development and integration across content domains and is specifically geared to curriculum planning in the early childhood classroom. The research on developmentally appropriate curriculum and authentic (performance based) assessment is presented and discussed. Candidates design integrated curriculum around social studies and science concepts, and math and reading/language arts skills, connected to K-3 NJCCCS and Preschool Teaching and Learning Standards. Candidates construct early childhood curriculum and performance-based assessment by utilizing children's interests and literature, active learning experiences, higher order questions, and conceptual themes and studies.

3. **Pre- or Co-requisites:** CIEC 2000

4. **Course Objectives:**
 1. Construct curriculum based on knowledge of child development (language and thinking) and a philosophy of how young children learn.
 2. Identify and describe social studies and science concepts and content appropriate for preschool.
 3. Identify and describe social studies and language arts literacy skills appropriate for preschool children.
 4. Create and implement a thematic unit which integrates social studies, science, math, language arts and other domains around a conceptual theme or study and contains multiple intelligences, divergent questioning, higher order activities, dramatic play, skill development and work linked to Preschool Teaching and Learning Standards and/or K-3 NJCCCS.
 5. Implement the thematic unit in the field site and assess the results.
 6. Identify, describe, implement and evaluate authentic assessment procedures.
 7. Select curricula materials responsive to diverse cultural backgrounds, non-native English learners and children with special needs.
 8. Work collaboratively with colleagues, using community resources, in discussing and planning curriculum.

5. **Student Learning Outcomes:** The teacher-candidate will be able to:
1. Demonstrate knowledge of current professional standards and trends in early childhood curriculum by planning and implementing a language arts or social studies lesson based on theories of developmentally appropriate practice, utilizing K-3 NJCCCS and Preschool Teaching and Learning Standards and a performance based rubric. Write a reflective paper about how the data from the results of the rubric can be used to inform future planning and to differentiate instruction.
 2. Plan and implement an integrated (social studies, science, language arts and math), thematic, developmentally appropriate unit plan, using multiple intelligences, literature, authentic assessment, and a family involvement component, aligned to K-3 NJCCCS and Preschool Teaching and Learning Standards.
 3. Give an oral or virtual presentation/demonstration of the unit plan.
 4. Construct a beginning child portfolio using observations, anecdotes, and work samples, and assess the child based on K-3 NJCCCS and Preschool Teaching and Learning Standards. Develop a plan for the child in response to what the data collected revealed.

Student Learning Outcomes	NJ Teaching Standards	NAEYC Standards	NCATE Standards	WPU Competencies	NJ DOE ECE/CCCS Standards
1.	1, 2, 4, 5, 7	1, 3, 4b, 4c, 4d	1, 3, 4	1, 2, 3, 4, 5, 6, 8	P-3: 0, 3, 6
2.	1, 2, 4, 5, 6, 7	1, 2, 3, 4	1, 3, 4	1, 2, 3, 4, 5, 6, 8, 14, 15, 16, 17, 19, 20	P-3: 0, 1, 2, 3, 4, 5, 6, 7, 8
3.	8, 9, 11	1, 2, 3, 4, 5	1, 4	7, 8, 9, 10, 11, 12, 17	P-3: 3, 4, 5, 6
4.	2, 5	1, 3	3	1, 5, 7	P-3: 3, 4

6. **Course Content:**
1. NAEYC's position statement on appropriate guidelines for curriculum and assessment
 - a. Effects of NJ curriculum standards for P-3 on early childhood curriculum as appropriate for the age and grade of the student
 - b. Assessment procedures which allow for different rates of development (Appropriateness in cultural contexts)
 2. The Interdisciplinary Curriculum
 - a. Planning Curriculum: Use of themes and literature and dramatic play
 - b. Unit plans
 - c. Bloom's taxonomy; Critical thinking; Scaffolding
 - d. Cooperative learning; social skills
 - e. Multicultural understanding, responding to special needs of all children
 - f. Reaching and teaching non-native English Language Learners

- g. Integrating technology into the curriculum
- h. Alignment to Preschool Teaching & Learning Standards and K-3 NJCCCS
- i. Family involvement in diverse settings
- 3. Intentional Teaching
 - a. Interactions to support student learning
 - b. Focusing on student learning
 - c. Planning to support student learning
- 4. Review of appropriate content & skills in the Preschool Classroom
 - a. Math
 - b. Science
 - c. Social Studies
 - d. Language Arts
- 5. Use of centers to support learning and project planning
 - a. Dramatic play
 - b. Blocks
 - c. Library, writing center, computers
 - d. Math manipulative center
 - e. Science center
 - f. Literacy centers
 - g. Using open-ended materials
- 6. Project planning
 - a. Selection of topics
 - b. Using open-ended materials
 - c. Using centers
 - d. Sequencing learning
 - e. Diversity
- 7. Assessment and Evaluation
 - a. Purposes of Assessment
 - b. Authentic vs. traditional assessment
 - c. Observations and anecdotal record-keeping
 - d. Work samples and prompts
 - e. Using data to plan to meet individual needs
 - f. Standardized tests in the early years: NAEYC position paper
- 8. Designing Rubrics
 - a. Performance tasks and Core Standards
 - b. Construction of assessment rubrics
 - c. Using data to inform instruction and differentiate instruction

7. Teaching/Learning Methods:

- 1. Lecture/Discussion
- 2. Video tapes/multimedia presentations
- 3. Small group interaction
- 4. Demonstration
- 5. Assigned readings

8. Evaluation Methods:

1. Student Learning Outcome #1: Quality of lesson plan assessment & reflection using rubric.
2. Student Learning Outcome #2: Quality of unit plan using rubric.
3. Student Learning Outcome #3: Quality of oral or virtual presentation by peer evaluation using rubric.
4. Student Learning Outcome #4: Quality of Child Study using rubric.

9. Recommended Textbook/Readings:

1. Helm, J. & Benekee, S. (2003). *The power of projects: Meeting contemporary challenges in early childhood classrooms*. NAEYC & Teachers College Press. ISBN #: 0-8077-4298-8
2. Koralek, K (Ed.) (2004). *Spotlight on young children and assessment*. Washington, DC: NAEYC. ISBN# 1-928896-17-0
3. McAfee, O., Leong, D., & Bedrova, E. (2004). *Basics of assessment*. Washington, DC: NAEYC. ISBN # 1-928896-18-9

10. Preparers' Names and Date: Dr. Holly Seplocha

11. Original Department Approval Date: Fall, 2004

12. Reviser's Name and Date: Dr. Holly Seplocha

13. Department Revision Approval Date: Spring, 2010

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- Derman-Sparks, L., & Ramsey, P. (2006). *What if all the kids are white? Anti-bias multicultural education with young children and families*. New York, NY: Teachers College Press.
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- Dragan, P. B. (2005). *A how-to guide for teaching English language learners in the classroom*. Portsmouth, NH: Heinemann.
- Epstein, A. S. (2007). *The intentional teacher: Choosing the best strategies for young children's learning*. Washington, DC: National Association for the Education of Young Children.
- Espinosa, L. (2010). *Getting it right for young children from diverse backgrounds: Applying research to improve practice*. Washington, DC: National Association for the Education of Young Children.
- Genishi, C., & Dyson, A. H. (2009). *Children, language and literacy: Diverse learners in diverse times*. New York, NY: Teachers College Press.

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<http://illinoisearlylearning.org/tipsheets/projects-overview.htm>

<http://www.bestpracticesinc.net/ProjectApproachResources.html>

<http://www.classobservation.com/>

<http://www.colorincolorado.org>

<http://www.graphic.org/project.html>

<http://jonathan.mueller.faculty.noctrl.edu/toolbox/whatisit.htm>

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