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

Department of Elementary and Early Childhood Education

1. **Title and Number of Credits:** CIEC 602 Curriculum Development and Classroom Management in Early Childhood Education (3 graduate credits)

2. **Course Description:** This course examines the current literature on developmentally appropriate curriculum and classroom management. Curriculum is the plan for learning in a classroom. It includes adult/child interactions, materials, written models, child centered, emergent ideas and teacher guided activities. Active student participation, motivation, critical thinking, cooperative learning, and meeting the needs of diverse learners are emphasized. Graduate students will learn how to integrate the content areas in science, mathematics and social studies. The course also examines how to create a developmentally appropriate discipline plan and use “authentic” assessment techniques.

3. **Pre-requisites:** None

4. **Course Objectives:**

   1. To examine the process of planning pre-k to grade 3 curriculum by creating a lesson plan and a thematic unit that is developmentally appropriate, integrated, based on key concepts, children’s literature, learning styles, higher order thinking, diversity and aligned with NJ Preschool Teaching and Learning Standards and NJ CCCS, as appropriate.
   2. To reflect on one’s philosophy in light of professional dispositions, diversity, including children with special needs (children with autism and other social/emotional, physical or cognitive challenges), Developmentally Appropriate Practice of how young children learn best; how EC curriculum is best designed and implemented to support the needs of diverse learners.
   3. To examine EC curriculum models: High/Scope, Reggio Emilia, Creative Curriculum, Bank Street, Montessori, Tools of the Mind and Curiosity Corner and various models used in elementary schools in grades K-3.
   4. To explore authentic assessment procedures.
   5. To assess one’s philosophy of classroom management and reflect on a child guidance plan.
5. **Student Learning Outcomes:** The graduate-candidate will be able to:

1. Create an integrated developmentally appropriate lesson plan that includes assessment, on a math, or science topic while integrating language arts, creative arts and social studies; aligned to the NJDOE Preschool Teaching and Learning Standards or the NJDOE Core Curriculum Content Standards. (NCATE Assessment #3 – Rubric attached)
2. Create an integrated unit plan on a math, or science topic while integrating all other curriculum areas and including diverse learners and those with special needs in one’s classroom; aligned to the NJDOE Preschool Teaching and Learning Expectations or the NJDOE Core Curriculum Content Standards
3. Demonstrate the ability to write a reflective paper summarizing and arriving at a conclusion from the NAEYC position statement on Math in the P-3 classroom while reviewing other current research to support the importance of math in early childhood classroom
4. Reflect on one’s understanding of the importance of developmentally appropriate curriculum in early childhood education and on one’s professional dispositions.
5. Present an oral report on the implementation of the unit plan and lesson plan.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>NJ Teaching Standards</th>
<th>NAEYC Advanced Program Standards</th>
<th>NCATE Standards</th>
<th>COE Advanced Competencies</th>
<th>NJ DOE ECE/CCCS Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. (NCATE Assessment #3)</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>1, 2, 4</td>
<td>1 a,b,c,d 2 c,d,e 4 a,c 5 all 6 all</td>
<td>P-3: 0,1,2,3,4</td>
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<td>2.</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>1, 2, 4</td>
<td>1 a,b,c,d 2 b,c,d,e 4 a,c 5 all 6 all</td>
<td>P-3: 0,1,2,3,4</td>
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<tr>
<td>3.</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>1, 2, 4</td>
<td>1 a,b,c,d 2 a,b,c,d,e 4 a,c 5 all 6 all</td>
<td>N/A</td>
</tr>
<tr>
<td>4.</td>
<td>11</td>
<td>9</td>
<td>1, 2</td>
<td>5e, 6d</td>
<td>N/A</td>
</tr>
<tr>
<td>5.</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</td>
<td>1, 2</td>
<td>1 a,b,c,d 2 c,d,e 4 a,c 5 all 6 all</td>
<td>N/A</td>
<td></td>
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</table>
6. Course Content:

1. Rethinking a philosophy of how young children learn
   a. Planning curriculum based on knowledge of child development
   b. Planning curriculum based on children’s interest and prior experiences

2. Knowledge of research on how young children grow and develop
   a. Domains
      1. Cognitive characteristics of the Pre-Operational Child
      2. Egocentricity, literal, perceptual
      3. Social
      4. Emotional
      5. Physical
      6. Language (including understanding of English language learners)
      7. Aesthetic
      8. Perceptual
      9. Multiple Intelligences and Learning Styles
     10. Children with special needs
   b. Philosophies of how children learn
      1. Developmental: Piaget and Vygotsky
      2. Maturational: Gessell
      3. Behavioral: Skinner
      4. Humanistic: Rogers
      5. Early Childhood Professionalism and High Quality Teaching
   c. NAEYC’s position statements on:
      1. Developmentally Appropriate Curriculum
      2. Early Childhood Mathematics: Promoting Good Beginnings

3. Interdisciplinary Curriculum
   a. Planning Curriculum: Use of themes and literature
   b. Bloom’s Taxonomy
   c. Cooperative Learning; Thinking skills
   d. NAEYC Guidelines for Curriculum: DAP
   e. Involving families
   f. Multicultural Understanding
   g. Integrating technology into the curriculum
   h. Early Childhood Curriculum Models: High/Scope, Reggio Emilia, Creative Curriculum, Bank Street, Montessori, Curiosity Corner, Tools of the Mind, and other models/programs that are used in K-grade 3 settings.

4. Developmentally appropriate guidance
   a. Arranging the environment to prevent problems
   b. Developing a discipline plan
   c. Problem solving methods
   d. Ethical teacher behavior and family involvement
   e. Professional dispositions relating to student/teacher/family issues
5. Assessment and Evaluation
   a. Authentic vs. traditional assessment
   b. Standardized tests in the early years: NAEYC position paper
   c. Performance tasks and standards
   d. Construction of assessment rubrics
6. Learning styles and preferred modalities
   a. Cultural and linguistic diversity
   b. Learning modalities
      1. Tactile/Kinesthetic
      2. Visual
      3. Auditory
   c. Methods for responding to different learning styles
7. Learning within diverse and socio-cultural contexts
   a. Teaching in multicultural settings
   b. Teaching children with special needs
   c. Learning about different groups through literature
8. Integrating the Content Areas
   a. Mathematics in preschool, kindergarten, and early elementary school (grades 1-3)
   b. Social studies in preschool, kindergarten, and early elementary school (grades 1-3)
   c. Science in preschool, kindergarten, and early elementary school (grades 1-3)

7. Teaching/Learning Methods:

   1. Interactive in-class and online discussions
   2. PowerPoint presentations
   3. Interactive in-class and online discussions
   4. In-person presentations of research
   5. Assigned readings

8. Evaluation Methods:

   1. Student Learning Outcome 1: Quality of lesson plan as measured by a rubric (NCATE Assessment #3. Rubric is attached)
   2. Student Learning Outcome 2: Quality of unit plan as measured by a rubric
   3. Student Learning Outcome 3: Quality of research paper as measured by a rubric
   4. Student Learning Outcome 4: Quality of the reflective paper as measured by a rubric
   5. Student Learning Outcome 5: Quality of oral presentation as measured by a rubric

9. Recommended Textbook/Readings:

10. Preparers Name and Date: Dr. Anthony Coletta, Spring 2004
11. **Original Department Approval Date:** May 2004

12. **Reviser’s Name and Date:** Mary L. DeBlasio and Dr. Janis Strasser, Spring, 2010

13. **Department Revision Approval Date:** Spring, 2010

14. **Bibliography:**


**Web Sites:**


http://www.highscope.org

http://www.mscd.edu/extendedcampus/toolsofthemind/

http://www.naeyc.org
## Rubric for the P-3 Lesson Plan - 25 points

<table>
<thead>
<tr>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong>&lt;br&gt;Max 4 points</td>
<td>Content and strategies show substance and evidence of research 4 points</td>
<td>Content and strategies show moderate substance/research. 3-2 points</td>
<td>Content and strategies show no or little substance/research. 0-1 points</td>
</tr>
<tr>
<td><strong>Objectives</strong>&lt;br&gt;4 points</td>
<td>Objectives and essential question are aligned with learning experiences. 4 points</td>
<td>Objectives and essential question are generally aligned with learning experiences. 3-2 points</td>
<td>Objectives and essential question lack alignment with learning experiences. 0-1 point</td>
</tr>
<tr>
<td><strong>Motivation</strong>&lt;br&gt;2 points</td>
<td>Students are well-motivated at the start of the lesson 2 points</td>
<td>Students are motivated at the start of the lesson. 1 point</td>
<td>Students are not or are minimally motivated at the start of the lesson. 0-1 point</td>
</tr>
<tr>
<td><strong>Factual Information</strong>&lt;br&gt;4 points</td>
<td>Factual information is described in a way that is very understandable to students. 4 points</td>
<td>Factual information is described in a way that is mostly understandable. 3-2 points</td>
<td>Factual information is described in a way that is not or hardly understandable. 0-1 point</td>
</tr>
<tr>
<td><strong>Blooms</strong>&lt;br&gt;4 points</td>
<td>Questions accurately reflect knowledge of Bloom’s Taxonomy. 4 points</td>
<td>Questions mostly reflect knowledge of Bloom’s Taxonomy 3-2 points</td>
<td>Questions do not reflect or reflect little knowledge of Bloom’s Taxonomy. 0-1 point</td>
</tr>
<tr>
<td><strong>Integrated practice</strong>&lt;br&gt;3 points</td>
<td>Math, science and social studies skills are well integrated as part of guided practice. 3 points</td>
<td>Math, science and/or social studies skills are integrated as part of guided practice. 2 point</td>
<td>Math, science and/or social studies skills are minimally integrated as part of practice. 1 points</td>
</tr>
<tr>
<td><strong>Performance Tasks</strong>&lt;br&gt;2 points</td>
<td>A clear, real world, performance task, is linked to a standard indicator, as the assessment piece 2 points</td>
<td>A mostly clear performance task, is linked to a standard indicator, as the assessment piece. 1 point</td>
<td>A confused or unclear performance task, is linked to a standard indicator, as the assessment piece. 0 points</td>
</tr>
<tr>
<td><strong>Rubrics</strong>&lt;br&gt;2 points</td>
<td>A well developed rubric. Strong evidence that lesson has been implemented. 2 points</td>
<td>A developed rubric. Some evidence that the lesson has been implemented. 1 point</td>
<td>Confused or incomplete rubric. No evidence that the unit has been implemented. 0 points</td>
</tr>
</tbody>
</table>

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Student Name________________________ Course_____________________ Grade _____________