Course Title: ECED 2120 Curriculum Development through Play: Age 3 (Pre-K) through Grade 3

Credit Hours: 3
Semester: Spring 2022
Cap: 10

Faculty: Cheryl Tom, Ph.D   **E-mail**: ctom@navajotech.edu
Office: Online/Email/Phone Contact   **Office Phone**:
Office Hours: 8:00am to 6:00pm
Preferred Communication (Email: respond within 24 hours)
Class Location: Online
Class Meeting Times: Monday to Sunday

Required Materials:
Textbooks:

Kostelnik, M.J., Soberman, A.K., Whiren, A. P., & Rupiper, M.L. (2019). Developmentally Appropriate Curriculum: best practices in Early Childhood Education, (7e). Pearson. ISBN: 978-0134747378

Additional Resources:

National Association for the Education of Young Children. (n.d.). Retrieved September 21, 2020, from http://www.naeyc.org/

Arizona State Standards. (n.d.). Retrieved September 21, 2020, from http://www.ade.edu/

Althouse, R., Johnson, M., & Mitchell, S. (2003). The colors of learning. Integrating the visual arts into the early childhood curriculum. New York, NY: Teachers College Press.

Cook, R., Klein, D, & Tessier, A. (2007). Adapting early childhood curricula for children with special needs (7th ed.). Upper Saddle River, NJ: Prentice Hall.

Eliason, C., & Jenkins, L. (2012). A practical guide to early childhood curriculum (10th ed.). Columbus, OH: Pearson Education.

Hendrick, J., & Weissman, P. (2010). Total learning: Developmental curriculum for the young child (8th ed.). Upper Saddle River, NJ: Pearson-Merrill Prentice Hall.

Kostelnik, M., Soderman, A., & Whiren, A. (2010). Developmentally appropriate curriculum: Best practices in early childhood education (5th ed.). Upper Saddle River, NJ: Prentice Hall.

Seefeldt, C. (2009). Social studies for the preschool/primary child (8th ed.). Upper Saddle River, NJ: Prentice Hall.

Strasser, J., & Bresson, L. (2017). Big questions for young minds. Extending children's thinking. Washington, DC: NAEYC.

Turner, P. et al. (1999). Best practices: Essential elements of quality in programs serving children birth through age eight. Santa Fe, NM: Office of Child Development (CYFD).

Wien, C. (2014). The power of emergent curriculum. Stories from early childhood settings. Washington, DC: NAEYC.

Tools:
Lab Fee (if applicable):

University Mission Statement
Navajo Technical University's mission is to provide University readiness programs, certificates, associate, baccalaureate, and graduate degrees. Students, faculty, and staff will provide value to the Diné community through research, community engagement, service learning, and activities designed to foster cultural and environmental preservation and sustainable economic development. The University is committed to a high quality, student-oriented, hands-on learning environment based on the Diné cultural principles: *Nitsáhákees, Nahat'á, Iiná, Sii Hasin.*

Course Description

The curriculum course focuses on developmentally appropriate curriculum content in early childhood programs, age 3 through third grade. Development and implementation of curriculum in all content areas, including literacy, numeracy, the arts, health and emotional wellness, science, motor and social skills, is emphasized. Information on adapting content areas to meet the needs of children with special needs and the development of IEP's is included.

Course Outcomes

1. Explain how young children develop and learn with knowledge of the concepts, inquiry tools, and structure of content areas appropriate for different developmental levels.

2. Use and explain the rationale for developmentally appropriate methods that include play,

small group projects, open-ended questioning, group discussion, problem solving, cooperative learning and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions.

3. Students will demonstrate knowledge of varying program models and learning environments that meet the individual needs of all young children, including those with diverse abilities.

4. Design curricula and learning environments based on developmental observational assessment, children's interests and relevant content topics.

Course Discussion Outcomes
A. Read textbook and post discussion by Wednesdays' by 6:00pm (MST).
B. Respond to at least two of your colleges post based on the discussion, by Sunday 8:00pm (MST).

Course Assessments
See APPENDIX
       A. Communication/Discussion Rubric
       B. Reflection Rubric
       C. Project Rubric

Course Activities

Wk	Date	Reading	Assignments	Assessments
1-2		**Review Course Syllabus** **Week 1-2:** What is National Association for the Education of Young Children?	**Assignment**-Topic: Foundations of Curriculum Development Summary: Write a 1 to 2 pages summary on the purpose of NAEYC as it relates to Early Childhood.	Formative Assessment Upon completing the research and summaries of the topics and concepts, we will move forward to the next lesson.
3-4		**Week 3-4:** School Curriculum	**Assignment**-Topic: Topic: School Curriculum Research local websites of schools or local child care facilities that work with children from Age 3 to 3rd Grade	Formative Assessment Upon completing the research and summaries of the topics and concepts, we will move forward to the next lesson.
5-6		**Week 5-6:** Lesson Plan	**Assignment**-Topic: Lesson Plan Research and identify	Formative Assessment Upon completing the research and summaries

			what lesson plans are and write a one-page summary for the purpose of Lesson Plan.	of the topics and concepts, we will move forward to the next lesson.
7-8		**Week 7-8:** Unit Plan	**Assignment**-Topic: Unit Planning What are Unit Plans and how is this helpful for educators, care-takers, and parents. (1 to 2 page summary)	Summative Assessment
9-10		**Week 9-10:** Thematic Unit	**Assignment**-Topic: Thematic Units What is Thematic Units and how is this type of planning helpful for teachers and educators.	Formative Assessment
11-12		**Week 11-12:** Curriculum and Instruction	**Assignment**-Topic: Curriculum and Instruction Summative Assessment: Write a summary of the topics that have been presented up to week three, Standards, Lesson Plan, Unit Plan, and Thematic Units and how are they linked together.	
13		**Week 13:** Pacing Guides	**Assignment**-Topic: Pacing Guides Write a one or two page summary on: What are pacing guides and how is this utilized along with Curriculum and Standards.	
14		**Week 14:** Curriculum Mapping	**Assignment**-Topic:	Summative Assessment
15		**Week 15:**	**Assignment**-Topic:	

		Curriculum Mapping		
16		**Week 16:** Curriculum Mapping	Submit final Project	Summative Assessment

Grading Plan

Weekly Discussion	15%	A = 100-90%
Reflection Paper	15%	B = 89-80%
Observations	15%	C = 79-70%
Mid-term exam	20%	D = 69-60%
Final exam/Projects	25%	F = < 60%
Class participation	10%	

Grading Policy

Each student must do his or her own homework and case studies. Discussion among students on homework and cases is encouraged for clarification of assignments, technical details of using software, and structuring major steps of solutions - especially on the course's Web site. Students must do their own work on the homework and exam. Cheating and plagiarism are strictly forbidden. Cheating includes but is not limited to: plagiarism, submission of work that is not the student's own, submission or use of falsified data, unauthorized access to exam or assignment, use of unauthorized material during an exam, supplying or communicating unauthorized information for an assignment or exam.

Participation

Students are expected to attend and participate in all class activities as listed above, as it is 10% of the grade. Points will be given to students who actively participate in class activities including field trips, laboratories, and ask questions of guest speakers and other presenters.

Cell Phone and Head Phone Use

Please turn cell phones off or place them on silence or vibrate mode **before** coming to class. Also, answer cell phones **outside of class** (not in the classroom). Exercising cell phone courtesy is appreciated by both the instructor and classmates. Headphones are to be removed before coming to class.

Attendance Policy

Students are expected to regularly attend all classes for which they are registered. A percentage of the student's grade will be based on class attendance and participation. Absence from class, regardless of the reason, does not relieve the student of his/her responsibility to complete all course work by the required deadlines. Furthermore, it is the student's responsibility to obtain notes, handouts, and any other information covered when absent from class and to arrange to make up any in-class assignments or tests if permitted by the instructor. Incomplete or missing assignments will necessarily affect the student's grades. Instructors will report excessive and/or unexplained absences to the Counseling Department for investigation and potential intervention. Instructors may drop students from the class after three absences unless prior arrangements are made with the instructor to make up work and the instructor deems any excuse acceptable.

Study Time Outside of Class for Face-to-Face Courses

For every credit hour spent in class, a student is expected to spend two hours outside of class studying the course materials.

Study Time for Hybrid or Blended Courses
For a hybrid or blended course of one credit hour, a student is expected to spend three hours per week studying the course materials.

Study Time for Online Courses
For an online course of one credit hour, a student is expected to spend four hours per week studying the course materials.

Academic Integrity
Integrity (honesty) is expected of every student in all academic work. The guiding principle of academic integrity is that a student's submitted work must be the student's own. Students who engage in academic dishonesty diminish their education and bring discredit to the University community. Avoid situations likely to compromise academic integrity such as: cheating, facilitating academic dishonesty, and plagiarism; modifying academic work to obtain additional credit in the same class unless approved in advance by the instructor, failure to observe rules of academic integrity established by the instructor. The use of another person's ideas or work claimed as your own without acknowledging the original source is known as plagiarism and is prohibited.

Diné Philosophy of Education
The Diné Philosophy of Education is incorporated into every class for students to become aware of and to understand the significance of the four Diné philosophical elements, including its affiliation with the four directions, four sacred mountains, the four set of thought processes and so forth: Nitsáhákees, Nahat'á, Iiná and Sih Hasin which are essential and relevant to self-identity, respect and wisdom to achieve career goals successfully.

A:shiwi Philosophy of Education

Yam de bena: dap haydoshna: akkya hon detsemak a:wannikwa da: hon de:tsemak a:ts'umme.

Our language and ceremonies allow our people to maintain strength and knowledge. The A:shiwi Philosophy of Education will be the essential elements of preparing students to develop indigenous and western teachings. The A:shiwi core values of hon i:yyułashik'yanna:wa (respect), hon delank'oha:willa:wa (kindness and empathy), hon i:yyayumoła:wa (honesty and trustworthiness), and hon kohoł lewuna:wediyahnan, wan hon kela i:tsemanna (think critically). These indigenous ways of knowing will allow learners to develop positive self-identity, respect, kindness, and critical thinking skills to achieve life goals successfully.

Students with Disabilities
The Navajo Technical University and the Early Childhood Program and are committed to serving all enrolled students in a non-discriminatory and accommodating manner. Any student

who feels he/she may need an accommodation based on the impact of disability or needs special accommodations should inform NTU in accordance with the procedures of the subsection entitled "Students with Disabilities" under Section 7: Student Support Programs, NTU Student Handbook.

APPENDIX A

ECED 2020: Curriculum Development through Play
Communication/Discussion Rubric

Methods of evaluation will vary depending on the special topic being offered. Standard methods of evaluation may be employed, such as: readings, discussions, written assignments (short response through research papers), library or Web-based research, individual or group projects, and formal and informal presentations. Other methods may be utilized to assess student mastery of competencies based upon the needs of the special topic and the instructor.

Below is a possible written assignment for one special topics course.

Assignment Steps

1. Start with your own interests, experience, or curiosity (brainstorming session and class discussion), then use library and web resources to identify possible research topics that fit the parameters of the assignment.

2. After initial research, choose a specific topic for your paper, within the assignment parameters.

3. Use library, textbook, and web resources to identify and locate at least 2 sources relevant to your topic, and which contain information that addresses details that you plan to cover in your paper.

4. Take notes on the relevant information in your sources, with complete and accurate citation information following APA citation guidelines.

5. Write an outline (as a plan for your research paper).

6. Write a draft of the essay (in Microsoft Word or Google Docs), based on your outline from step 5.

7. Post your discussion

8. Provide reader's feedback to colleagues as well as your own based on responses or clarifications.

9. Post discussion that includes APA guidelines for formatting, as well as for the in-text citations and the works cited list acknowledging your sources.

10.Turn the paper in on the due date, per assignment parameters.

Scroll Down for Rubric

Rubric

COMMUNICATION RUBRIC
Adapted from NMHED Communication rubric • Navajo Technical University

OUTCOMES	SCALE			SUBTOTALS & COMMENTS
	Emerging (1 pts)	Developing (2 pts)	Proficient (3 pts)	
Communicate in various genres and mediums	Student communicates in various genres and mediums.	Student communicates in several genres and mediums, demonstrating awareness that different genres and mediums have different limitations and strengths	Student communicates effectively in several genres and mediums, demonstrates awareness of limitations and strengths of each, and evaluates the effectiveness of communication with regard to appropriateness to the rhetorical situation.	
Apply reading strategies	Student uses more than one for understanding and evaluating messages. Describes the central idea of a message.	Students use several strategies to understand and evaluate messages. They demonstrate awareness that different rhetorical situations may require different strategies.	Student uses wide range of strategies for understanding and evaluating messages. Also evaluates the effectiveness of strategies she/he uses for interpreting messages in different rhetorical situations.	
Evaluate an argument	Student understands that sources have varies validity and authority and that claims can be facts, opinions, inferences, and supported or unsupported.	Student evaluates a source's authority; distinguishes among facts, opinions, and inferences; and identifies claims that are supported or unsupported.	Student identifies and develops claims that are supported by evidence and reasoning; evaluates and integrates arguments of others into own written and spoken arguments.	
TOTAL/COMMENTS				

Scale: 9 points = A; 8 = points = B; 7-6 points = C; 5-4 points = D; less than 4 points = F

APPENDIX B

ECED 2020: Curriculum Development through Play
Reflection Paper Rubric

Assignment Steps
1. Choose a topic of interest to you.

2. Gather information. Whether the information comes from your own account, interviews with eyewitnesses, or printed sources, you must gather as much information as possible.

3. Write an outline (as a plan for your reflection).

6. Write a draft of the feature (in Microsoft Word or Google Docs), based on your outline from step 3.

7. Write utilizing APA guidelines for formatting, as well as for the in-text citations and the works cited list acknowledging your sources. Revise your draft.

8. Write a final draft.

9.Turn the paper in on the due date, per assignment parameters.

Rubric

Feature Story Rubric

Objectives	Accomplished 9-10 points	Skilled 7-8 points	Developing 5-6 points	Needs Improvement 4 points or less
Effective & Appropriate Lead	Lead is original and catchy; fits well with the rest of the story; invites readers into the piece	Lead is appropriate to story and fairly effective at getting attention; shows some signs of originality	Lead is adequate but not extremely catchy or original	Lead is neither original nor catchy; is boring, overused or trite, or is inappropriate to story
Adequate Use of Sources	Evidence of reporter using as many sources as necessary (best sources) to adequately present all sides in the story; all are identified; info is properly attributed; all info is accurate, thorough; uses individuals, anecdotes to illustrate larger issues	A minimum of three sources are used and are clearly identified; most information is attributed to sources; information is accurate; may use some anecdotal info	Two or fewer sources are used; some sources are improperly identified, or some info or opinion is given without attribution; most info is accurate but may not be thorough; missing key sources; may use too general info	One or fewer sources used in story; or sources are improperly identified; much info is given without attribution; inaccurate or vague info
Effective Organization (deals with structure)	Reflection is organized with clear transitions and logical connections that create a sense of being tightly woven together; moves from specific case to broader more general topic Focus of story is clear; nothing detracts from primary focus	Reflection is organized and most transitions and connections are clear, but organization is somewhat lacking, or the sense of flow is somewhat abrupt Focus is fairly clear	Reflection lacks strong organization, jumps around too much or lacks effective transitions; not in logical order Reflection lacks strong sense of unity and focus	Reflection is choppy; organization is unclear; few effective transitions No clear angle; story is rambling and awkward
Grammar and Spelling	Reflection is well-edited and virtually flawless; NO spelling errors; includes the proper spelling of all names	Reflection is spell-checked and all names are correct; contains few grammatical errors	Reflection is spell-checked and all names are correct; contains several grammatical errors	Names are misspelled; or spell-check was not used; or contains many grammatical errors

TOTAL: _____ / 40   Comments:

EDED 2020: Curriculum Development through Play
Project Rubric

1. Topic: Creating a Yearly Pacing Guide and Curriculum
2. Grade level appropriate
3. Identify and establish milestones for Monthly student outcome
4. Identify roles (Teacher Role and Student Learning Outcomes)
5. Establish a realistic timeline for achieving milestones
6. Provide for room for reinforcement, routine
7. Implement

Project Rubric
Diné Studies • Navajo Technical University

Criteria	Scale			Subtotals & Comments
	Emerging (1)	Developing (2)	Proficient (3)	
Cultural relevance	Project is only topically relevant. Does not meet basic expectations for the assignment.	Project is sufficiently relevant. Meets basic expectations for the assignment.	Project is deeply relevant to Navajo language, literacy, culture, history, government, beliefs, expression, ways of knowing, and/or wellness.	
Breadth	Project demonstrates limited breath, addresses ideas that are limited and unconnected.	Project demonstrates sufficient breadth; embraces two or more elements of Diné Studies.	Project covers a number of inter-connected ideas, issues, challenges, persons, communities, and/or events.	
Depth	Project demonstrates incomplete or superficial depth only.	Project demonstrates sufficient depth; probes sufficiently into elements of Diné Studies.	Project probes aspects of cultural knowledge and/or expression in depth, analyzing ideas, issues, and questions of critical importance to Navajo language, literacy, culture, history, government, expression, ways of knowing, and/or wellness.	
Quality	Project has many distracting errors and/or inaccuracies.	Project has a number of errors and/or inaccuracies that are relatively minor and do not distract from overall quality.	Project is communicated and/or presented accurately and clearly, with no distracting errors in oral or written forms.	
Totals/Comments				Reader's initials

Scale: 12-11 points = A; 10-9 points = B; 8-7 points = C; 6-5 points = D; less than 5 points = F