

*George Mason University
College of Education and Human Development
Early Childhood Education Program*

EDUT 414/514, EDSE 459/659
Curriculum and Instruction for Diverse Learners, Ages 3 – 5 (3:3:0)
Fall 2009
Thursdays, 9:00 – 4:00, 9/3, 9/10, 10/1, 10/22, 11/12, 12/10, and 12/17
Robinson A 349

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Course Purpose

Explores principles of learning, curriculum development, and the relationship between assessment and instruction. Examines the role of play and active exploration in learning. Addresses guiding children's behavior and the role of families and culture in children's learning.
Field Experience Required.

Learner outcomes

This course is designed to enable students to

1. Plan meaningful curriculum activities that are responsive to the interests, preferences, motivation, interaction styles, developmental status, learning history, and cultural variables of the child and family.
2. Demonstrate how meaningful curriculum activities link to VA Foundations of Learning Standards for Early Childhood Education.
3. Develop individual and group activity plans and implement strategies to facilitate functional cognitive, social, communication, motor, and adaptive development.
4. Plan and adapt curriculum activities that are respectful of family identified outcomes, preferences, interaction styles, and cultural norms.
5. Develop and reflect on various behavior management strategies for culturally, linguistically, and ability diverse young children and their families.
6. Apply current research on effective developmentally appropriate practices to teaching young children from diverse backgrounds and varying abilities.
7. Analyze and design appropriate environments and materials to include addressing developmentally appropriate practices, anti-bias curriculum, and inclusion settings.
8. Utilize problem solving strategies to address dilemmas encountered in diverse educational and community settings.
9. Analyze and describe the varied theoretical frameworks guiding early childhood curriculum approaches and practices.
10. Describe how ongoing data collection and management of classroom plans can be used to monitor child progress in the context of daily activities.
11. Examine the role of play and active exploration in learning.

Professional standards

This concentration is approved for licensure in the Commonwealth of Virginia and it complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC) and the National Association for the Education of Young Children (NAEYC). The course content has been designed to address the following standards and competencies.

Council for Exceptional Children (CEC)

- Standard 7 Instructional Planning

National Association for the Education of Young Children (NAEYC)

- Standard 4 Teaching and Learning (Planning)

Virginia Professional Endorsement Competencies

- Curriculum and instructional procedures

Virginia Early Childhood Special Education Endorsement Competencies

- Understanding of the methods for providing **instructional programs for early intervention**
- Understanding of **behavior management** and the application of principles of learning and child development to individual and group management using a variety of techniques that is appropriate to the age of that child

Virginia Early Childhood Education Endorsement Competencies

- Methods
- Understanding of **behavior management** and the application of principles of learning and child development to individual and group management using a variety of techniques that is appropriate to the age of that child

Required Texts

Ballenger, C. (1999). *Teaching other people's children: Literacy and learning in a bilingual classroom*. NY: Teachers College Press. ISBN: 978-0807737897

Kostelnik, M.J., Soderman, A.K., Whiren, A.P. (2007). *Developmentally appropriate curriculum: Best practices in early childhood education (4th ed.)*. Upper Saddle River, NJ: Prentice Hall. ISBN: 978-0132390934 <http://www.prenhall.com/kostelnik/>

Paley, V.G. (1991). *The boy who would be a helicopter: The uses of storytelling in the classroom*. Cambridge, MA: Harvard University Press. ISBN: 978-0674080317

Additional Resources

Copple, C. & Bredekamp, S. (Eds.). (2009). *Developmentally appropriate practice in early childhood programs serving children from birth to age 8 (3rd ed.)*. Washington, DC: National Association for the Education of Young Children.

Cowhey, M. (2006). *Black ants and Buddhists: Thinking critically and teaching differently in the primary grades*. Portland, ME: Stenhouse.

Virginia Department of Education. *Virginia's foundation blocks for early learning: Comprehensive standards for four-year-olds*.
http://www.doe.virginia.gov/VDOE/Instruction/Elem_M/FoundationBlocks.pdf

Supplementary articles and resources available on electronic reserve, Blackboard, or to be provided by the instructor.

Mode of Nature of Course Delivery

To meet the course objectives, the delivery of EDUT 514 is accomplished through a combination of experiential learning activities, in-class and on-line collaborative work groups, and mini-lectures designed to meet the needs of all learners and learning styles. These include:

- *Presentations* (i.e. mini-lectures, often assisted by Power Point and other visuals);
- *Discussion* (i.e. active involvement of students in learning in class and on-line by asking questions that provoke critical thinking and interaction);
- *Cooperative learning* (i.e. small groups structured to emphasize learning from and with others);
- *Collaborative learning* (i.e. heterogeneous groups in an interdisciplinary context);
- *Situated learning* (i.e. field experiences in preschool settings);
- *Guest lectures* and;
- Student sharing and mini-presentations

Course Requirements

General Requirements

1. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, it is imperative that students keep up with the readings and participate in class.
2. Class attendance is important. If, due to an emergency, students will not be in class, they must call or email the instructor and leave a message as soon as they become aware of their impending absence.
3. The university requires that all pagers and cell phones be turned off before class begins. Laptops and other electronic devices are to be used for educational and learning purposes only and should not be used during class time to check email, surf the web, or communicate with people outside of the class unless part of the class activity.
4. All assignments should be submitted *electronically* to the instructor. It is expected that assignments will be turned in on time. For the purposes of this class, on time means the end of the day on the class in which they are due. However, it is recognized that graduate students occasionally have serious problems that prevent work completion. If such a dilemma arises, students should speak to the instructor in a timely fashion. **No assignments will be accepted after the final class meeting.**

The syllabus is subject to change based on the need of the class.

Written Assignments

All written assignments prepared outside of class will be evaluated for content and presentation as graduate-level writing. The American Psychological Association, Fifth Edition (APA) style will be followed for all written work. All written work must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the GMU library web guide at <http://library.gmu.edu/resources/edu/>.

Students will

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.

The Performance-Based Assessment (PBA) **MUST** be posted to Task Stream when the assignment is due. **NO final grades will be posted until all materials are on Task Stream.**

Assignments	Due Dates	Points
Attendance and Participation	Ongoing	15
Early Childhood Program Model Group Presentation	October 22	20
Environmental Analysis and Optimal Design Plan	November 12	25
Integrated Curriculum Unit <i>PBA, must be uploaded to Task Stream</i>	December 17	40
TOTAL		100

GRADING CRITERIA

A	95 – 100
A-	90 – 94
B+	87 – 89
B	83 – 86
B-	80 – 82
C	70 – 79
F	< 70

Grading Policy

Students in a graduate program must maintain a 3.000 GPA (B average). Endorsement coursework grades must be C or better for undergraduate courses, and B or better for graduate courses. Grades of B minus or better are required for all graduate-level education coursework for licensure. Students with a C or lower in a licensure course must re-take the course and earn a B minus or better to be recommended for Virginia licensure. Only two grades of C will be allowed for completion of the master's degree.

Note: The instructor will modify course assignments and expectations for undergraduate students.

Description of Assignments

1. Attendance and Participation (15 points)

Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class activities will be evaluated based on the following criteria:

- Students attend class, arrive on time, and stay for the entire class period.
- Students complete readings and prepare for class activities prior to class as is evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
- Students are actively involved in in-class learning experiences as is evidenced by (1) participating in all activities, (2) engaging in small and large group discussions, (3) completing written work related to the activities, and (4) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class discussions, activities, and written reflections. (Evaluation checklist, p. 8)

2. Early Childhood Curriculum Model Group Presentation (20 points)

Students will work in small groups with three to five classmates to develop and deliver an informational presentation about a selected early childhood curriculum or program model. In an interactive presentation, the group will address the following questions: What is the background of the program? Who were the key individuals involved in its development? What are the unique features of the program? What is the role of the teacher? The role of environment? The role of families/cultures? What is the program's applicability for students with special needs? How does the curriculum align with the VA Foundations of Learning Standards for Early Childhood Education? The presentation will also include a one-page 'curriculum at a glance' handout that will be shared with classmates. The group will bring enough handouts to share with the entire class.

(Due October 22)

(Evaluation rubric, p. 9)

Program Models / Curricula

- Anti-bias
- Core Knowledge
- Developmental-Interaction (Bank Street)
- Direct Instruction
- Kamii-DeVries (Constructivist)
- High/Scope
- Parent Cooperative
- Project Approach
- Montessori
- Reggio Emilia
- *Or other curriculum models selected by students*

3. Environmental Analysis and Optimal Design Plan (25 points)

This assignment is completed in two segments. Students will

- Analyze and critique an early childhood education or special education classroom from the standpoint of a developmentally appropriate, multicultural, and inclusive practice setting.
- Develop, reflect, and analyze an “optimal” early childhood education or special education classroom. Reflect and analyze the affective, physical, and temporal environment for both settings.

(Due November 12)

(Evaluation rubric, p.10)

4. Integrated Curriculum Unit (40 points)

This is the NCATE 3 Instructional Planning Performance-Based Assessment that shows evidence of meeting CEC Standard 7 Instructional Planning.

Students will plan an integrated curriculum unit. They will design and plan for a two-week curriculum unit appropriate for culturally, linguistically, and ability diverse children. The integrated curriculum unit will be child-centered, culturally responsive, and inclusive. The following will serve as a base for curriculum design:

- Developmentally appropriate practice, including all developmental domains
- Reflections of the cultural, linguistic, and ability diversity in the field experience or in-service classroom
- Reflection of children’s interests and preferences, integrating observations of culturally, linguistically, and ability diverse young children
- Strategies for including families and community members

Curriculum units will include the following elements:

- a. Unit overview and schedule
- b. Instructional planning web
- c. Different types of activities/learning opportunities (child-constructed, teacher-directed, exploration and discovery, small group, large group etc.) to cover all curriculum areas
- d. Description of individual learning centers and the materials to be incorporated in each in order to support the topic
- e. A minimum of 3-4 detailed/individualized lesson plans for centers or other learning activities (**See syllabus Attachment 1**)
- f. Evidence of assessment of children’s learning to be used to monitor students’ progress during the unit. (i.e., anecdotal notes, running records, etc.)
- g. Plans for how a sense of community will be created in order to address various behavior management issues
- h. Evidence of how standards will be addressed
- i. Children’s literature and technology resources to support the unit, with annotations and plans for use
- j. Discussion of how families/community members would be involved
- k. Adaptations or accommodations, as appropriate, for selected individual learners

(Drafts of various portions due October 22, November 12, December 10

Final Curriculum Unit Due December 17)

(Evaluation rubric, p.11)

Course Schedule

Date	Topics Addressed	Required Reading	Assignments Due
September 3 Class # 1	<ul style="list-style-type: none"> • Introduction to Curriculum • Becoming a Reflective Practitioner • Developmentally Appropriate Inclusive Practices 		
September 10 Class # 2	<ul style="list-style-type: none"> • Classroom Environment • Teaching and Learning with Young Children • Curriculum Domains and Content Areas 	Kostelnik, Soderman, & Whiren: -Chapters 2, 5 & one of the following chapters 9, 10, 11, 12, 13, or 14	
October 1 Class # 3	<ul style="list-style-type: none"> • Role of Play • Reflecting Child-Interest and Standards • Curriculum Planning • Individualization for all Children 	Paley, <i>The boy who would be a helicopter</i> : -- -ALL	
October 22 Class # 4	<ul style="list-style-type: none"> • Investigate Various Curriculum Designs • Plan/Design/Refine • Learning Centers • Curriculum Development: The Role of Observation, Data Collection and Assessment 	Kostelnik, Soderman, & Whiren: -Chapters 3, 4 & 7	Early Childhood Curriculum Model Presentation Integrated Curriculum Unit Concept/Topic
November 12 Class # 5	<ul style="list-style-type: none"> • The Centrality of Culture in the Early Childhood Education Classroom • Planning for Cultural Diversity and Building Social Justice • Curriculum Adaptations for Diverse Learners 	Ballenger, <i>Teaching other people's children</i> : -Chapters 1-7	Environmental Analysis and Optimal Design Plan Draft of Integrated Curriculum Unit instructional web
December 10 Class # 6	<ul style="list-style-type: none"> • Role of Families and Communities in Informing Curriculum • Guidance toward an Encouraging Classroom • Integrated Curriculum Unit Draft Peer and Instructor Feedback 	Kostelnik, Soderman, & Whiren: -Chapters 6, 8 & 16	Draft of at least 2 Integrated Curriculum Unit components
December 17 Class # 7	<ul style="list-style-type: none"> • Integrated Curriculum for Culturally, Linguistically, and Ability Diverse Young Preschool Children • Final Reflections and Course Wrap up 		Final Integrated Curriculum Unit (Upload to Task Stream)

**Attendance and Participation
Evaluation Checklist**

1. 1 point for each class attended

9/3 _____ 9/10 _____ 10/1 _____ 10/22 _____ 11/12 _____ 12/10 _____ 12/17 _____
_____ / 6 points

2. 1 point for each assignment turned in on time

Early Childhood Curriculum Model Presentation handout _____
Environmental Analysis and Optimal Design Plan _____
Integrated Curriculum Unit (Emailed and on Task Stream) _____
_____ / 3 points

3. Drafts brought to class / submitted

Integrated Curriculum Unit Concept/Topic (submitted) _____
Draft of Integrated Curriculum Unit instructional web (brought to class) _____
Draft of at least 2 Integrated Curriculum Unit components (brought to class) _____
_____ / 3 points

4. Active engagement in class

- participating in all activities
- engaging in small and large group discussions
- completing written work related to the activities
- supporting the participation and learning of classmates

_____ / 3 points

Total _____ / 15 points

Early Childhood Curriculum Model Presentation Evaluation Rubric

	Exceeds Expectation	Meets Expectations	Does Not Meet Expectations	Points
Curriculum Background <i>3 points</i>	A detailed description of how the curriculum was developed including the origins, key founders, and foundational philosophies	Description of how the curriculum was developed including the origins, key founders, and foundational philosophies	Limited or no description of the curriculum background	
Curriculum Features <i>3 points</i>	A thorough description of the unique features, program goals, and roles for teachers, students, and families in the curriculum	Description of the unique features, program goals, and roles for teachers, students, and families in the curriculum	Lacking description of the curriculum features	
Curriculum Application <i>3 points</i>	A complete overview with specific examples of how the curriculum model is being applied in preschool classrooms including the applicability of the curriculum for children with special needs; culturally, and linguistically diverse children, and how it aligns with the VA Foundations of Learning Standards for Early Childhood Education	An overview with examples of how the curriculum model is being applied in preschool classrooms including the applicability of the curriculum for children with special needs; culturally, and linguistically diverse children, and how it aligns with the VA Foundations of Learning Standards for Early Childhood Education	Limited or no description of program applications without any focus on children with special needs, or culturally, or linguistically diverse children, or how it aligns with the standards	
Activity <i>3 points</i>	An engaging, interactive learning experience modeling a typical activity that teachers would do with students within the curriculum model	An interactive learning experience modeling a typical activity that teachers would do with students within the curriculum model	The activity is not exemplary of a typical activity associated with the curriculum model and/or not interactive	
Visual aids <i>2 points</i>	The use of visual aids during the presentation facilitates the clarity and effectiveness of the presentation	There is use of visual aids that somewhat facilitates the clarity and effectiveness of the presentation	Limited or ineffective use of visual aids during the presentation	
Curriculum at a Glance Handout <i>3 points</i>	The class handout provides a useful and concise overview of the curriculum model for colleagues with appropriate references	The class handout provides an overview of the curriculum model for colleagues with appropriate references	There is no handout to accompany the presentation	
Presentation <i>3 points</i>	The presentation is engaging and informative. All group members participate equally.	The presentation is somewhat engaging and informative. All group members participate equally.	The presentation is not engaging and / or informative and/or all group members do not participate equally.	

Total Points _____ / 20

Environmental Analysis and Optimal Design Plan Evaluation Rubric

	Exceeds Expectation	Meets Expectations	Does Not Meet Expectations	Points
Description of the Environment <i>6 points</i>	A clear and complete narrative description of the field experience classroom or classroom where you are teaching including -drawing or photo of the room arrangement -description of the materials in the room -description of the classroom climate (social /affective environment)	Description of the field experience classroom or classroom where you are teaching including -drawing or photo of the room arrangement -description of the materials in the room -description of the classroom climate (social /affective environment)	Unclear, or incomplete description of the classroom environment without appropriate details	
Analysis of the Environment <i>7 points</i>	Thorough and thoughtful analysis of the ways in which the classroom environment impacts -student learning and development -student and teacher relationships -culturally and linguistically diverse students and families	Analysis of the ways in which the classroom environment impacts -student learning and development -student and teacher relationships -culturally and linguistically diverse students and families	Limited or incomplete analysis of the classroom environment and the ways in which it impacts students, teachers, and families	
Comparison to Current Environment and Description of the Optimal Environment <i>7 points</i>	Reflective and well reasoned plan for changes to be made to the classroom environment, why they would be made, and how they would benefit students, teachers, and families as well as what would remain the same and why those aspects of the classroom environment would be retained	Plan for changes to be made to the classroom environment and how they would benefit students, teachers, and families as well as what would remain the same and why those aspects of the classroom environment would be retained	Lacking description of the optimal environment without reasons for changes or comparison to the current classroom environment	
Connections to Course Readings <i>5 points</i>	The connections to course readings are meaningful, and support the ideas presented in the analysis of the classroom environment and optimal environment description	There are connections to course readings that provide some support for the ideas in the analysis of the classroom environment and optimal environment description	There are no connections to the course readings or the connections do not support the ideas in the environment analysis and optimal environment description	

Total Points _____ / 25 _____

Integrated Curriculum Unit Evaluation Rubric

	Exceeds Expectation	Meets Expectations	Does Not Meet Expectations	Points
Unit Overview and Instructional Web <i>5 points</i>	A detailed and complete description of the curriculum unit including -the foundational concept(s) and why it/they were selected -an overview of the unit -instructional web including a plan for all of the content areas/developmental domains	Description of the curriculum unit including -the foundational concept(s) and why it/they were selected -an overview of the unit -instructional web including a plan for all of the content areas/developmental domains	Limited or no description of the curriculum unit and/or adequately detailed instructional web	
Lesson Plans <i>7 points</i>	At least three to four detailed/individualized lesson plans for centers or other learning activities using the appropriate lesson plan format	At least three to four lesson plans for centers or other learning activities using the appropriate lesson plan format	Limited or no lesson plans that do not detail specific learning activities and/or do not use the appropriate formats	
Centers and Other Learning Activities <i>7 points</i>	Complete listing and thorough explanation of all centers and learning activities that will be part of the curriculum unit	Listing and explanation of centers and learning activities that will be part of the curriculum unit	Incomplete listing and explanation of centers and learning experiences	
Management and Classroom Climate Plan <i>6 points</i>	Detailed and clearly thought out plan for creating a positive classroom climate, child guidance, and meaningful involvement of family and community members	Plan for creating a positive classroom climate, child guidance, and meaningful involvement of family and community members	Lacking or limited plan for the classroom climate, child guidance, and inclusion of family and community members	
Assessment and Adaptations <i>6 points</i>	Clear and complete description of how students' learning and development will be assessed and adaptations that the teacher will provide for culturally, linguistically, and ability diverse learners	Description of how students' learning and development will be assessed and adaptations that the teacher will provide for culturally, linguistically, and ability diverse learners	Unclear and incomplete description of assessment and adaptations in the curriculum unit	
Literature and Technology Resources <i>5 points</i>	Carefully selected materials and resources to facilitate instruction related to the curriculum unit with clear annotations	Materials and resources to facilitate instruction related to the curriculum unit with annotations	Limited or no materials and resources and/or materials that do not facilitate instruction related to the unit and/or lacking annotations	
Presentation <i>4 points</i>	The presentation is engaging and informative. It provides a clear and complete picture of the curriculum unit	The presentation is somewhat engaging and informative. It provides a picture of the curriculum unit	The presentation is not engaging and/or informative and/or it does not provide a clear picture of the curriculum unit	

Total Points ____ / 40 ____

Attachment 1: PreK-3 Lesson Plan Format for the Integrated Curriculum Unit

Name:

Grade Level:

Date/Time:

Lesson Title	
Subject Area	
<i>Lesson Overview</i>	
Concept/Topic to Teach	
Standards Addressed	
Classroom context	
Vocabulary	
<i>Goals/Objectives</i>	
General Goal(s)	
Objectives	After completion of the lesson, students will be able to: (use action verbs) •
Individual Objectives for groups of children	
Individual Objectives for particular children	
<i>Materials</i>	
Student Materials	
Teacher Materials	
<i>Teaching/Learning Procedures</i>	
Introductory activities	
Step by Step Procedures	1) 2) 3)
Summary Activities	
<i>Family and Community Resources</i>	
Contributions of family/community knowledge and experience	
Follow-up activities at	

home	
<i>Adaptations for Individual Learners and Developmental Needs</i>	
Strategies to ensure gender, cultural, linguistic, and ability equity	
Strategies to address multiple Learning Styles	
<i>Orchestration and Assessment</i>	
Management Procedures	
Assessments	