EDUT 514 Curriculum and Instruction for Diverse Young Learners (3:3:0)
Semester: Spring 2011
Day, Time: Wednesdays, 4:30 p.m.
Location: Robinson A 125

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Course Description

Explores principles of learning, curriculum development, and relationship among assessment, instruction, and monitoring learning. Examines roles of play and active exploration in learning. Addresses guiding children's behavior and the role of families in children's learning. *Field experience required.*

Nature of Course Delivery

The class will have lecture, discussion, and group work formats and will require active participation of all students.

Learner Outcomes

This course is designed to enable students to do the following:

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. Analyze one's own teaching practices and set appropriate goals for teaching change.
12. Delineate indicators of potential child abuse and recommended steps for appropriate intervention process.

Professional Standards

This course is aligned with the standards established by the National Association for the Education of Young Children (NAEYC) and the Council for Exceptional Children (CEC).

Required Texts

Gartrell, D. (2004). *The power of guidance: Teaching social-emotional skills in early childhood classrooms.* Washington, D.C.: NAEYC.

Hull, K., Goldhaber, J., & Capone, A. (2002). *Opening doors: An introduction to inclusive early childhood education.* Boston: Houghton Mifflin.

Hyson, M. (2008). *Enthusiastic and Engaged Learners: Approaches to Learning in the Early childhood Classroom.* Washington, DC: NAEYC.

Schickendanz, J. A. (2008). *Increasing the power of instruction: Integration of language, literacy and math across the preschool day.* Washington, D.C.: NAEYC.

Recommended Texts

Bredekamp, S. & Copple, C. (1997). *Developmentally appropriate practice in early childhood programs.* Washington, D.C.: NAEYC.

College of Education and Human Development Expectations and Resources

Student Expectations
- Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].
- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

Note: To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to www.gmu.edu.

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 the instructor and leave a message.
3. The university requires that all pagers and cell phones be turned off before class begins. All in-class usage of electronic devices, which includes telephones, laptops, etc., must have approval of course instructor. 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. It is expected that assignments will be turned in on time (the beginning of the class in which they are due). However, it is recognized that students occasionally have serious problems that prevent work completion. If such a dilemma arises, students should speak to the instructor in a timely fashion.

Attendance

Attendance in class is important to students' learning; therefore, students are expected to make every effort to attend class sessions. Absences, tardiness, and leaving early may negatively affect course grades. The following policy is from the university course catalog:

> Students are expected to attend the class periods of the courses for which they register. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.

Written Assignments

All written assignments prepared outside of class will be evaluated for content <u>and</u> presentation. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted 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 Mason library web guide at http://library.gmu.edu/resources/edu/. Students may consult the Writing Center for additional writing support.

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.

Grading Criteria

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

A+ is possible if work is of exceptional high quality above and beyond that required for the course.

Students may log into blackboard to see their grades at any time during the semester.

Grading Policy

All CEHD undergraduate and graduate students are held to the university grading policies as described

in the Academic Policies section of the current catalog, which can be accessed at http://catalog.gmu.edu. Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

Submission of Performance-Based Assessment

This course has a Program Performance-Based Assessment (PBA) that MUST be uploaded and submitted to Task Stream for evaluation when the assignment is due. **Only PBAs posted to TaskStream will be graded.** This means that NO final grades will be posted until all materials are on Task Stream.

Specific Course Assignments

Assignments	Due Dates	Points
Attendance & Participation	Ongoing	15
Book Discussion	As Assigned	15
Curriculum Content Area: Exploration and Resources	As Assigned	20
Environmental Analysis and Optimal Design Plan	Mar 2/Apr 6	20
Integrated Curriculum Unit	May 4	30
TOTAL		100

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 and online discussions, activities, and written reflections.

Book Discussion (Due: As Assigned)

Each student will be responsible for leading a 20-minute discussion about an assigned chapter from the *Increasing the Power of Instruction* and text. Students are expected to lead the discussion and include one hands-on activity to demonstrate key concepts of the chapter as part of the discussion.

Curriculum Content Area: Exploration and Resources (20 points) (Due dates: As Assigned)

Students will select and research curriculum content areas and resources to share with classmates, in small groups. Each group will prepare an interactive/play/center-based presentation to help communicate the importance of this curriculum content area, the key outcomes for children from culturally, linguistically, and ability diverse backgrounds and their families connected to this area, and examples of activities that would support learning in this area. It is important to consider the student ability levels and developmental and cultural appropriateness for preschool-aged children, especially

children with special needs. The in-class presentation should include an interactive activity to enable classmates to explore the curriculum content area.

The handout for this project should include the following:
- A brief statement of the significance of this area and the associated learning outcomes for children from culturally, linguistically, and ability diverse backgrounds;
- An annotated list of at least five key resources that contribute to understanding this area; and
- An annotated list of activity resources that could be used when implementing developmentally and culturally appropriate curriculum or provided to families to support this area of learning.
- Annotations must written in student's words, providing a brief description of the source, the strengths of the resource as well as concerns about the resource.
  - The topics will include the following: 1) science; 2) creative arts (fine art, drama, dance); 3) story telling and language; 4) social studies; 5) math; 6) physical/large motor activity/movement; 7) literacy; or 8) music. Each presentation is to be 15 minutes maximum.

Environmental Analysis and Optimal Design Plan (20 points)

This assignment will be completed as part of the field experience requirement.

This assignment is completed in two segments (due on different dates).

Part I – Classroom Map / Representation (Due – Mar 2)

- After reading assigned readings from Hull and Gartrell, students will look closely at the classroom environment in their own classroom. They will draw a representation of the classroom to share with the class as part of an in-class activity.
- Students will describe their environment from the point of view of the children in the classroom: What messages are conveyed to children? What works well for children? What is difficult for children?
- Students will prepare a brief reflection (less than a page) to be used during the in-class discussion that addresses the social and affective elements of the classroom environment.
- Students will discuss their current environment in small groups. Discussions should focus on the affective environment, the physical environment, and the temporal environment. Discussion points and ideas should be included in final paper and in optimal design.

Part 2 – Written Analysis (Due- Apr 6)
Students will write a 4 to 6 page paper that
- Provides an overall analysis of their current classroom environment including the affective environment, the physical environment, and the temporal environment.
- Addresses issues of access and cultural responsiveness, as discussed in readings.
- Discusses aspects that indicate the classroom is an encouraging environment.
- Summarizes discussions and potential changes for environment from the in-class activity.
- Includes a plan for adaptations to the environment based on their analysis, the readings, and the in-class discussion.

Students will complete the analysis with a sketch of their plan for an optimal room arrangement and discussion of how they think this arrangement addresses the issues raised in class, the readings, and their analysis of the current environment: How will they move toward creating and maintaining this optimal environment?

Integrated Curriculum Unit (30 points) (Due – May 4)

This is the NCATE 3 Instructional Planning Performance-Based Assessment that shows evidence of meeting CEC Standard 7 Instructional Planning and NCATE Standard 4 Teaching and Learning (Planning).

Students will plan an integrated curriculum unit that can be implemented in their field experience or internship classroom. They will design a two-week curriculum unit appropriate for culturally, linguistically, and ability diverse children. The field experience time should be spent getting to know the interests of the children and families. From these interactions, students will plan a child-centered,

culturally responsive, inclusive unit. The following components will serve as a base for the curriculum design:

- Developmentally appropriate practice, including all developmental domains
- Reflections of the cultural, linguistic, and ability diversity in the classroom
- Reflection of children's interests and preferences, integrating observations of culturally, linguistically, and ability diverse young children
- <u>Strategies for including families and community members</u>

Students will include the following elements:

a. Instructional web
b. <u>A minimum of 3-4 detailed/individualized lesson plans</u>
c. Description of individual learning centers and the materials to be incorporated in each in order to support the topic
d. Evidence of assessment of children's learning during the unit (i.e., anecdotal notes, running records)
e. Different types of activities/learning (child-constructed, teacher-directed, exploration and discovery, small group, large group etc.)
f. All curriculum areas (to be discussed in class)
g. Plans to address behaviors in the class
h. How a sense of community will be created in order to address various behavior management issues
i. How standards will be addressed
j. Daily lessons plans for the centers created (formats will be discussed in class and may be adapted)
k. Children's literature to support the topic, with annotations and plans for use
l. Discussion of how families/community members were or will be involved
m. Adaptations or accommodations, as appropriate, for selected individual learners
n. Plan for working collaboratively and effectively with your teaching assistant, partner, related service personnel, or volunteer to plan and implement this unit

Course Schedule and Topics

Date	Topics	Readings & Assignments Due
Jan 27	Introduction to curriculum	Developmentally Appropriate Practice Position Statement (online)
Feb 2	Becoming a reflective practitioner Beyond discipline	Hull, et al.- Chapter 3 Gartrell - Chapter 1- 3
Feb 9	Investigating curriculum designs and integration across content	Hyson – Chapter 6 Schickedanz—Chapter 1
Feb 16	The centrality of culture in early childhood classrooms, including early childhood special education; classroom profile; planning for cultural diversity	Hull, et.al. – Ch 1 **Content Area #1 presentation**
Feb 23	Developmentally appropriate practices Teacher-student interactions	Hyson – Ch 5 Gartrell – Ch. 11 and appendix Schickedanz—Chapter 2 **Content Area #2 presentation**
Mar 2	Classroom environment and learning centers Plan/design/refine	Hull, et al. - Ch 7 Gartrell – Chs. 4-7 Hyson – Ch. 7 **Bring sketch of room arrangement and reflection**
Mar 9	Curriculum planning, integrated curriculum, developmentally appropriate practice	Hull, et.al. – Ch 5 **Content Area #3 presentation**
Mar 16	Spring Break	**No Class**
Mar 23	Guidance toward an encouraging classroom Anti-bias education approach/cultural identities/coalition building/advocacy/social justice	Gartrell – Chs. 5-10 Schickedanz—Chapter 3
Mar 30	Planning formats Reflecting child-interest and standards The role of observation, data collection, and assessment	Hyson – Ch. 8 Hull, et.al. – Chs. 2, 4 **Content Area #4 presentation**
Apr 6	Integrated planning Curriculum development. Individualization for all children	Hull, et.al. - Chs. 4, and 8 Schickedanz—Chapter 4 **Environment analysis final paper due** **Content Area #5 presentation**
Apr 13	Play and learning	Hull, et al. – Ch 6 Hyson – Chs. 1-4 Schickedanz—Chapter 5 **Content Area #6 presentation**
Apr 20	Research Night	No Class
Apr 27	Inclusive practices and modifications Role of families and communities in informing curriculum	Hull, et.al. – Chs. 2 Instructor resource article Schickedanz—Chapter 6 Schickedanz—Chapter 7 Gartrell – Ch. 4 Hyson: Ch. 9
May 4	Integrated curriculum presentations	**Integrated Curriculum Units and Presentation due**