

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

ECED 503.003/P02 Inclusive Curriculum for Young Learners:  
Planning Instruction and Guidance  
3 Credits, Fall 2022, In-person  
8/22/2022-12/14/2022, Mondays/ 7:20-10:00 pm  
Thompson L019, Fairfax Campus

**Faculty**

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**Prerequisites/Corequisites**

None

**University Catalog Course Description**

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

**Course Delivery Method**

This course will be delivered using a lecture/discussion format and Blackboard (Bb).

**Learner Outcomes or Objectives**

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

1. Describe theoretical frameworks guiding early childhood curriculum approaches and practices.
2. Use principles of learning and knowledge of individual children's development, abilities, and prior knowledge to plan meaningful instruction and select, develop, and use appropriate curricula, methodologies, and materials, including media and contemporary technologies, that support and enhance student learning and reflect the research on unique, age-appropriate, culturally relevant curriculum and pedagogy for diverse young children, including English learners, children who are gifted and talented, and children with disabilities.
3. Describe and use the principles of online learning, online instructional strategies, and technology to enhance curriculum development and student learning.
4. Describe strategies to modify and manage learning environments, experiences, and instructional practices that are sensitive to culturally, linguistically, and ability diverse learners, including English learners, children who are gifted and talented, and children with disabilities.
5. Identify teaching methods that promote student engagement, student academic progress, and effective preparation for the Virginia Standards of Learning assessments.

6. Explain the role of families in child development and the child's education, strategies for communicating with families regarding the social and instructional strengths and needs of children, and strategies for increasing family engagement in student learning at home and school and in the preparation of the Virginia Standards of Learning assessments.
7. Explain how meaningful, intentional instruction and curriculum activities with diverse young children in informal, play-mediated, and/or discipline-specific (i.e., drama, English, mathematics, movement, music, history and social science, science, computer technology, visual and performing arts) settings help learners develop knowledge and basic skills, sustain intellectual curiosity, problem-solving skills, and specific learning outcomes as reflected in the *Virginia's Early Learning and Development Standards* and the *Virginia Standards of Learning*.
8. Explain how to plan for differentiated instruction and flexible groupings in prekindergarten through third-grade classrooms to meet the needs of diverse young learners at different stages of development, abilities, and achievement, including English learners, children who are gifted and talented, and children with disabilities.
9. Explain how individualized education programs (IEPs) are developed and implemented by multidisciplinary teams.
10. Identify intervention strategies and techniques, including tiered instruction, that facilitate functional and developmentally appropriate cognitive, social and emotional, speech and language, motor, and self-help development for diverse young children, including English learners, children who are gifted and talented, and children with disabilities.
11. Discuss service delivery options for children with disabilities that support success and functionality in all settings where same-age, typically developing peers would be located.
12. Describe various school crisis management and safety plans and how to create a safe, orderly, inclusive classroom environment in a developmentally appropriate manner that engages individual children in meaningful learning activities and social interactions.
13. Describe research-based classroom and behavior management techniques, classroom community building strategies, positive behavior supports, and individual interventions, including techniques that promote emotional well-being and teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment.
14. Describe diverse, age-appropriate classroom and behavior management approaches based on culturally responsive behavioral, cognitive, affective, social, and ecological theory and practice that support professionally appropriate practices that promote positive redirection of behavior, development of social skills, and development of self-discipline.
15. Identify age-appropriate techniques, informed by learning principles and knowledge of child development, that maintain a positive learning environment, build responsibility, and teach social and emotional skills, including self-discipline and self-regulation, to individual children and groups of children to assist with behavior management.
16. Identify specific instructional strategies matched to individual students to ensure differentiation to support diverse learning needs.
17. Exhibit standards of professionalism, ethical standards, and personal integrity with children, families, and professionals in the field experience setting and in interactions with classmates, the instructor, the field experience coordinator, and others.
18. Use writing as an instructional and assessment tool to generate, gather, plan, organize, and to communicate for a variety of purposes; integrate correct written conventions (i.e., grammar, usage, mechanics, and spelling); and format using current APA style.

**Professional Standards** – Interstate Teacher Assessment and Support Consortium (InTASC) Standards, Division of Early Childhood (DEC) Professional Preparation Standards, and National Association for the Education of Young Children (NAEYC) Professional Standards and Competencies, Virginia Professional Studies Competencies, Virginia Early Childhood Special Education Endorsement Competencies, and Virginia Early/Primary Education PreK-3 Endorsement Competencies

Upon completion of this course, students will have met the following professional standards:

### **DEC Professional Preparation Standards**

DEC 1.1 Candidates demonstrate an understanding of the impact that different theories and philosophies of early learning and development have on assessment, curriculum, intervention, and instruction decisions.

DEC 1.2 Candidates apply knowledge of normative sequences of early development, individual differences, and families' social, cultural, and linguistic diversity to support each child's development and learning across contexts.

### **NAEYC Professional Standards and Competencies**

NAEYC 1b Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.

NAEYC 1c Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.

NAEYC 1d Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child.

### **Virginia Professional Studies Requirements**

Curriculum and Instruction  
Classroom and Behavior Management  
Supervised Clinical Experiences

### **Virginia Early Childhood Special Education Endorsement Competencies**

Instructional Programs for Early Intervention  
Behavior Management  
Supervised Experiences

### **Virginia Early/Primary Education PreK-3 Endorsement Competencies**

Methods

### **Required Texts**

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Author. ISBN: 9781433832178

Bullard, J. (2017). *Creating environments for learning: Birth to age 8* (3rd ed.). Pearson Education. ISBN: 9780134014555

Kostelnik, M., Soderman, A., & Whiren, A. (2019). *Developmentally appropriate curriculum: Best practices in early childhood education* (7th ed.). Pearson Education. ISBN: 9780134747620

### Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

Assignments	Due Dates	Points
Attendance & Participation <ul style="list-style-type: none"> <li>Self-Evaluation</li> </ul>	Ongoing Dec 12	<b>Total: 25</b>
Field Experience <ul style="list-style-type: none"> <li>Field Experience Placement Approval Form</li> <li>Field Experience Documentation Form (after completion of Field Experience hours)</li> <li>Field Experience Observation and Reflection</li> </ul>	Aug 29 Dec 12 Dec 12	<b>Total: 20</b> 1 4 15
Child Guidance Philosophy Paper	Sep 26	<b>Total: 15</b>
Instructional Lesson Plan <ul style="list-style-type: none"> <li>Part 1: Learning Theories</li> <li>Part 2: Introducing and Considering the Child</li> <li>Part 3: Developing a Lesson Plan</li> </ul>	Oct 24 Nov 7 Nov 28	<b>Total: 40</b> 10 10 20
<b>Compiled Instructional Plan due to VIA through Bb</b>	Dec 12	
<b>TOTAL</b>		<b>100</b>

### • Assignments and/or Examination

#### Field Experience (20 points)

This course requires a minimum of 15 hours field experience. Students will complete their field experience in a prekindergarten to third-grade education environment. To initiate this assignment, students will visit <https://cehd.gmu.edu/endorse/ferf> and complete the [Online Field Experience Registration](#). On the form, they will be asked to indicate how their placement will be arranged. Students have two options for fulfilling their field placement requirement.

#### *Option 1:*

- Students may arrange their own field experience if they are a full-time contracted school system employee and are able to complete their field experience in a prekindergarten through third-grade classroom at their workplace.

#### *Option 2:*

- Students may request placement in a prekindergarten through third-grade classroom setting through the field placement office <https://cehd.gmu.edu/endorse/ferf>.
- The field placement office will arrange placement for students in a specific school with a specific teacher.

#### *Documenting the Field Experience (5 points)*

Students will upload the *Field Experience Placement Approval Form*. In this form, they will provide a statement confirming that they have completed the [Online Field Experience](#)

[Registration](#) and they will provide information to the instructor about where and how they will complete the field experience (1 point).

Upon completion of their field experience hours, students will provide documentation of their experience (4 points).

- If they completed the field experience within their own setting (requires instructor approval), they will upload the ***On-the-Job Placement Documentation Form*** to Blackboard (Bb). This form can be found on Bb and requires verification from the assistant principal or principal on site.
- If they completed a field placement other than where they work, they will upload the ***Field Experience Documentation Form*** to Bb. This form can be found on Bb and requires verification from the mentor teacher on site.

Students will exhibit standards of professionalism, ethical standards, and personal integrity throughout the field experience process with the instructor, field experience coordinator, classroom teacher, students, administrators, etc. Students will refer to Bb for DEC Professional Preparation Standards and NAEYC Professional Standards and Competencies.

### ***Field Experience Observation and Reflection (15 points)***

Students will develop a five- to seven-page report that discusses the following points about the early childhood education (ECE) classroom setting observed during the field experience:

- Overview of the role of curriculum and developmentally appropriate practices;
- Discussion of how the integration of children's interests, diversity, and family values and beliefs was accomplished in the classroom;
- Overview of the important role the classroom environment (e.g., arrangement of furniture and materials, class atmosphere, etc.) plays in the ECE curriculum, including examples from the field experience placement;
- Overview of the role theories play in informing pedagogy;
- Description of differentiation of instruction and flexible grouping among the general population of early childhood learners, including English learners, children who are gifted and talented, and children with disabilities;
- Description of specific classroom and behavior management techniques, classroom community building, positive behavior supports, and individual interventions observed, including techniques that promote emotional well-being for each child, including English learners, children who are gifted and talented, and children with disabilities; and
- Description of two inclusive strategies acquired from the field experience utilized to enhance the curriculum that are consistent with norms, standards, and appropriateness of ECE.

Students will provide examples from the field experience, cite current research from the course textbooks, class discussions and handouts, and/or other relevant peer-reviewed sources to support the information they provide. They will use in-text citations, include a reference list per APA style guidelines, and use correct written conventions.

### ***Child Guidance Philosophy Paper (15 points)***

Students will write a five- to eight-page paper describing their classroom child guidance and behavior management philosophy and plan. Students will use textbook readings, in-class

discussions, and at least five professional/peer-reviewed readings to support their plan. Students will include a discussion of the following:

- Statement of strengths-based approach to child guidance and behavior management;
- Overview of one chosen theorist;
- Overview of one behavior management program;
- Overview of one chosen behavior management strategy, proposed or expected accommodations for diverse young learners to be used in class; and
- Overview of inclusion of family beliefs and values.

Students will cite current research from the course textbooks, class discussions and handouts, and/or other relevant professional/peer-reviewed sources to support the information they provide. They will use in-text citations, include a reference list per APA style guidelines, and use correct written conventions.

### **Instructional Plan (40 points)**

This assignment is a key assessment and must be submitted to VIA on Blackboard. It assesses DEC 1.1, DEC 1.2, NAEYC 1b, NAEYC 1c, and NAEYC 1d.

In this assignment, students will use knowledge of individual learning differences, including cultural, linguistic, and ability diversity, to develop learning objectives as well as instructional strategies that include augmentative, alternative, or assistive technologies to individualize instruction for a child with developmental, learning, physical, or linguistic differences within the context of the general education environment and curriculum.

During the initial meeting times of the field experience, students will select a child with a developmental or learning difference, including linguistic (e.g., English or dual language learner) and/or ability (e.g., gifted and talented and/or disability) diversity. They will work with this child throughout their field experience and create an instructional plan that targets the needs of their focus child and addresses Virginia's Early Learning and Development Standards (ELDS) or Virginia Standards of Learning (SOLs).

#### ***Part 1: Learning Theories and Instructional Strategies (10 points) (DEC 1.1)***

To demonstrate their understanding of the impact of theories of early learning and development on assessment, curriculum, intervention, and instruction decisions, students will write a two- to four-page paper that provides an overview of a chosen theory and an explanation of how the theory informs assessment, curriculum, intervention, and instruction decisions. Students will do the following:

- Describe the chosen theory and
- Explain how the theory informs assessment, curriculum, intervention, and instruction decisions.

Students will cite current research from the course textbook, class discussions and handouts, and/or other relevant professional/peer-reviewed sources to support the information they provide. They will use in-text citations and include a reference list per APA style guidelines.

***Part 2: Introducing and Considering the Child (10 points)***

Students will gather information about their focus child by working with the teacher, family, and/or other professional colleagues, as appropriate, to grasp a better understanding and to value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.

**Step 1 (NAEYC 1b).** Students will present the information gathered about the child and describe the individual child by including the following:

- Background information (e.g., age, grade level, learning differences, special services), including cultural diversity, linguistic diversity (e.g., English or dual language learner), ability diversity (e.g., gifted and talented areas, identified disabilities), and other types of diversity.
- Summary of information regarding the following:
  - The child's specific interests;
  - Individual abilities and child's approach to learning; and
  - Cultural, linguistic, and ability factors that should be considered when planning curriculum and instruction for the focus child.
- **Step 2 (NAEYC 1c).** Students will reflect on their understanding of the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities by analyzing the knowledge attained about the child as they gathered information. They will discuss how the following interactions contributed to their understanding of the child's development and learning processes:
  - Discussions with the teacher, family, and/or other professional colleagues;
  - Observations of the child interacting with peers and adults; and
  - Interactions with the child during instructional activities within the classroom environment.

Students will cite current research from the course textbook, class discussions and handouts, and/or other relevant professional/peer-reviewed sources to support the information they provide. They will use in-text citations and include a reference list per APA style guidelines.

***Part 3: Developing a Lesson Plan (20 points) (DEC 1.2, NAEYC 1d).***

Students will use what they learned about the individual child, knowledge about the developmental period of early childhood, and their understanding of development and learning in cultural contexts to make evidence-based decisions that support the chosen child. They will demonstrate this by developing a written individualized instructional lesson plan for the child within the context of the general education environment and curriculum. Students will use Virginia's Early Learning and Development Standards (ELDS) or Virginia Standards of Learning (SOL) to identify developmentally appropriate learner outcomes. Students will write an instructional lesson plan, using the lesson plan template provided on Bb, that integrates learner outcomes across content areas and is designed to positively influence the child's development and learning.

For each part of the template, they will include a rationale. In their rationales, they will use citations from current research from the course readings and textbook, class discussions and

handouts, and/or other relevant sources to support their conclusions and assertions per APA style guidelines.

- **Other Requirements**

**Attendance and Participation (25 points)**

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

- Students attend class, arrive on time, and stay for the entire class period.
- Students use laptops and personal devices for instructional purposes only.
- Students complete readings and prepare for class activities prior to class as 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 and online learning experiences as evidenced by (a) participating in all activities, (b) engaging in small- and large-group discussions, (c) completing written work related to the activities, and (d) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.
- Students display professional dispositions at all times while interacting with the instructor and other students.
- Students complete participation activities across the semester that complement the scheduled course topic. Instructors will periodically collect artifacts from the activities. Students in attendance and who actively engage in the learning experience will receive credit for their efforts. Graded participation activities are not announced and are implemented at the discretion of the instructor.
- Students submit attendance and participation self-evaluation.

**Written Assignments**

All formal written assignments will be evaluated for content and presentation. The American Psychological Association, Seventh 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. Students may consult the Writing Center for additional writing support.

Students will do the following:

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.
5. Type the paper with double spacing, indented paragraphs, 1-inch margins all around, and 12-point Times New Roman font.



- **Grading**

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

Incomplete (IN): This grade may be given to students who are passing a course but who may be unable to complete scheduled coursework for a cause beyond reasonable control.

All CEHD 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 seeking Virginia initial teaching licensure must earn a B- or better in all graduate licensure coursework.

**Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/>.

**Class Schedule**

Date	Topics	Readings and Assignments Due
<b>Week 1</b> <b>Aug 22</b>	Introductions Syllabus and Assignments Review  Online Learning <ul style="list-style-type: none"> <li>• Online instructional strategies</li> <li>• Technology for curriculum development and student learning</li> </ul> Introduction to Inclusive Curriculum and Instruction <ul style="list-style-type: none"> <li>• Developmentally appropriate practices</li> <li>• Including English learners, children who are gifted and talented, and children with disabilities</li> </ul>	DEC/NAEYC Early Childhood Inclusion Joint Statement  NAEYC Developmentally Appropriate Practice Position Statement  DEC Recommended Practices  Bullard, Chapter 15
<b>Week 2</b> <b>Aug 29</b>	Theoretical Frameworks Guiding Early Childhood Curriculum for Diverse Young Learners, Including English Learners, Children Who Are Gifted and Talented, and Children With Disabilities  Principles of Learning and Knowledge <ul style="list-style-type: none"> <li>• Pedagogy</li> <li>• Meaningful instruction</li> <li>• Curricula</li> <li>• Methodologies</li> <li>• Materials</li> <li>• Contemporary technologies</li> </ul>	Kostelnik et al., Introduction & Chapter 1  Bullard, Chapter 1  <b>Due to Bb (8/29) – Field Experience Approval Form</b>
<b>Sep 5</b>	No Class—Labor Day	

Date	Topics	Readings and Assignments Due
<b>Week 3</b> <b>Sep 12</b>	Child Guidance and Classroom and Behavior Management for Diverse Young Learners <ul style="list-style-type: none"> <li>• Developmentally appropriate expectations</li> <li>• Safe, orderly, inclusive classrooms</li> <li>• School crisis management and safety plans</li> </ul> Child Guidance Assignment Discussion	Kostelnik et al., Chapter 6  Bullard, Chapter 2
<b>Week 4</b> <b>Sep 19</b>	Child Guidance and Classroom and Behavior Management for Diverse Young Learners <ul style="list-style-type: none"> <li>• Positive behavior supports and individual interventions</li> <li>• Research-based classroom and behavior management techniques</li> <li>• Classroom and behavior management within the context of development and culture</li> <li>• Positive redirection</li> <li>• Self-discipline and self-regulation</li> </ul> Review Instructional Plan Part 1	Kostelnik et al., Chapters 2 and 6  Bullard, Chapter 3  <b><i>Due in Class: Rough draft for Child Guidance paper</i></b>
<b>Week 5</b> <b>Sep 26</b>	Classroom Environment <ul style="list-style-type: none"> <li>• Building positive relationships and classroom community</li> <li>• Supporting social and emotional development</li> <li>• Building responsibility in young learners</li> <li>• Organizing space and materials</li> <li>• Physical layout of classroom</li> <li>• Inclusive settings, including English learners, children who are gifted and talented, and children with disabilities</li> </ul>	Kostelnik et al., Chapter 5  Bullard, Chapters 5, 6  <b>Due to Bb (9/26) – Child Guidance paper</b>
<b>Week 6</b> <b>Oct 3</b>	Child Development in Instruction <ul style="list-style-type: none"> <li>• Developmental domains (cognition, language and communication, motor, social emotional, self-help)</li> <li>• Influences of individual differences, including English learners, children who are gifted and talented, and children with disabilities</li> <li>• Content areas (reading and English, mathematics, history and social sciences, science)</li> <li>• Arts</li> <li>• Integration across developmental domains and content areas</li> </ul>	Kostelnik et al., Chapter 3  <i>Recommended</i> Bullard, Chapter 4

Date	Topics	Readings and Assignments Due
<p><b>Week 7</b> <b>Oct 11</b> <i>(Tuesday Class due to Fall Break)</i></p>	<p>Using Standards to Guide Practice for Diverse Young Learners, Including English Learners, Children Who Are Gifted and Talented, and Children With Disabilities</p> <ul style="list-style-type: none"> <li>• Virginia’s Early Learning and Development Standards</li> <li>• Virginia Standards of Learning</li> <li>• Context of National, State, and Local Standards</li> <li>• Preparation for Virginia Standards of Learning assessments</li> </ul> <p>Planning and Implementing Instruction for Diverse Young Learners, Including English Learners, Children Who Are Gifted and Talented, and Children With Disabilities</p> <ul style="list-style-type: none"> <li>• Engagement</li> <li>• Student academic progress</li> <li>• Contemporary technologies</li> <li>• Instructional strategies</li> </ul> <p>Developing Lesson Plans: Standards and Objectives</p>	<p>Kostelnik et al., Chapter 15</p> <p>Bullard, Chapter 17</p> <p><b><i>Due in Class: Rough draft for Instructional Plan Part 1</i></b></p>
<p><b>Week 8</b> <b>Oct 17</b></p>	<p>Meaningful, Intentional Instruction for Diverse Young Learners, Including English Learners, Children Who Are Gifted and Talented, and Children With Disabilities</p> <ul style="list-style-type: none"> <li>• Informal</li> <li>• Play-mediated</li> <li>• Discipline-specific instruction that prepares diverse young learners to meet local and national standards and prepares them for the Virginia Standards of Learning assessments</li> <li>• Integrated across disciplines</li> <li>• Engaging curiosity and problem solving</li> </ul> <p>Developing Lesson Plans: Materials and Context</p>	<p>Kostelnik et al., Chapter 4</p>

Date	Topics	Readings and Assignments Due
<p><b>Week 9</b> <b>Oct 24</b></p>	<p>Planning and Implementing Instruction for Diverse Young Learners, Including English Learners, Children Who Are Gifted and Talented, and Children With Disabilities</p> <ul style="list-style-type: none"> <li>• Instructional strategies to meet the needs of diverse young learners</li> <li>• Strategies to modify and manage environments and instruction for diverse young learners (e.g., culture, linguistic, ability)</li> <li>• Differentiated instruction and flexible grouping</li> <li>• Overview of the development and implementation of IEPs and service delivery options</li> <li>• Use of tiered instruction and Response to Intervention (RTI)</li> </ul> <p>Developing Lesson Plans: Tasks, Methods, Strategies; Accommodations and Modifications</p>	<p>Kostelnik et al., Chapter 7</p> <p><b>Due to Bb (10/24) – Instructional Plan Part 1: Learning Theories</b></p>
<p><b>Week 10</b> <b>Oct 31</b></p>	<p>Assessing and Evaluating Diverse Young Children’s Learning, Including English Learners, Children Who Are Gifted and Talented, and Children With Disabilities</p> <ul style="list-style-type: none"> <li>• Formal and informal assessments</li> <li>• Virginia Standards of Learning assessments</li> </ul> <p>Role of Families in Education</p> <ul style="list-style-type: none"> <li>• Strategies for communicating with families</li> <li>• Strategies for increasing family engagement at home and school</li> <li>• Building relationships with young children and families</li> </ul> <p>Developing Lesson Plans: Assessment</p>	<p>Kostelnik et al., Chapter 8</p> <p>Bullard, Chapter 18</p> <p><b><i>Due in Class: Rough draft for Instructional Plan Part 2</i></b></p>

Date	Topics	Readings and Assignments Due
<b>Week 11</b> <b>Nov 7</b>	Developmentally Appropriate Curriculum Development and Implementation: Aesthetic and Affective Development <ul style="list-style-type: none"> <li>• Instructional strategies to meet the needs of diverse young learners, including English learners, children who are gifted and talented, and children with disabilities</li> <li>• Strategies to modify and manage environments and instruction for diverse young learners (e.g., culture, linguistic, ability), including English learners, children who are gifted and talented, and children with disabilities</li> <li>• Differentiated instruction and flexible grouping for diverse young learners, including English learners, children who are gifted and talented, and children with disabilities</li> </ul>	Kostelnik et al., Chapters 9, 10 Bullard, Chapters 13, 14  <b>Due to Bb (11/7) – Instructional Plan Part 2: Introducing and Considering the Child</b>
<b>Week 12</b> <b>Nov 14</b>	Developmentally Appropriate Curriculum Development and Implementation: Cognitive and Language Development <ul style="list-style-type: none"> <li>• Instructional strategies to meet the needs of diverse young learners, including English learners, children who are gifted and talented, and children with disabilities</li> <li>• Strategies to modify and manage environments and instruction for diverse young learners (e.g., culture, linguistic, ability), including English learners, children who are gifted and talented, and children with disabilities</li> <li>• Differentiated instruction and flexible grouping for diverse young learners, including English learners, children who are gifted and talented, and children with disabilities</li> </ul>	Kostelnik et al., Chapters 11, 12 Bullard, Chapters 9 and 10

Date	Topics	Readings and Assignments Due
<b>Week 13</b> <b>Nov 21</b>	Developmentally Appropriate Curriculum Development and Implementation: Physical and Social Emotional Development <ul style="list-style-type: none"> <li>• Instructional strategies to meet the needs of diverse young learners, including English learners, children who are gifted and talented, and children with disabilities</li> <li>• Strategies to modify and manage environments and instruction for diverse young learners (e.g., culture, linguistic, ability), including English learners, children who are gifted and talented, and children with disabilities</li> <li>• Differentiated instruction and flexible grouping for diverse young learners, including English learners, children who are gifted and talented, and children with disabilities</li> </ul>	Kostelnik et al., Chapters 13 and 14  <b><i>Due in Class: Rough draft for Instructional Plan Part 3</i></b>
<b>Week 14</b> <b>Nov 28</b>	Curriculum and Instructional Planning, Short- and Long-Term Planning for Diverse Young Learners, Including English Learners, Children Who Are Gifted and Talented, and Children With Disabilities <ul style="list-style-type: none"> <li>• Integrating domain-specific content across the curriculum</li> <li>• Preparing for the Virginia Standards of Learning assessments</li> </ul> Progress monitoring for growth and behavior for diverse young learners, including English learners, children who are gifted and talented, and children with disabilities	Kostelnik et al., Chapter 16  <b>Due to Bb (11/28) – Instructional Plan Part 3: Developing a Lesson Plan</b>
<b>Dec 5-6</b>	Reading Days—No Class	

Date	Topics	Readings and Assignments Due
<b>Week 15</b> <b>Dec 12</b>	Finals Week – No class	<b>Due to Bb (12/12) – Attendance and Participation Self-Evaluation</b>  <b>Due to Bb (12/12) – Field Experience Documentation Form</b>  <b>Due to Bb (12/12) – Field Experience Observation and Reflection Paper</b>  <b>Due to VIA through Bb (12/12) – Compiled Instructional Plan: Parts 1, 2, and 3</b>

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

### Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

### GMU Policies and Resources for Students

#### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ds.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

#### *Campus Resources*

- Support for submission of assignments to VIA should be directed to [viahelp@gmu.edu](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.

- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>.

**Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:** As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

**For additional information on the College of Education and Human Development, please visit our website:** <http://cehd.gmu.edu>.