



**Curriculum Development and
Assessment--ECCE 1112
HYBRID COURSE
SYLLABUS
Spring Semester 201614**

Semester: 201614
Course Title: Curriculum Development and Assessment
Course Number: ECCE 1112
Credit Hours/ Minutes: 3 / 3000
Class Location: Room # 1109
Class Meets: Monday & Wednesday 11:00 a.m.-12:00p.m. (60% in class, 40% online)
CRN: 40165
Preferred Method of Contact: Email at kwilson@southeasterntech.edu

Instructor: Kay Wilson
Email Address: kwilson@southeasterntech.edu
Office Location: 1109
Office Hours: 1:00-4:00, M-R
Email Address: kwilson@southeasterntech.edu
Phone: 478-289-2213
Fax Number: 478-289-2214

REQUIRED TEXT: Teaching Young Children-ISBN 135137462

REQUIRED SUPPLIES & SOFTWARE: Notebook, paper, pen/pencil. Students will be conducting learning activities, therefore they will need supplies such as paper, glue, markers, etc. They type and cost of supplies varies per semester and per activity. Students will be required to wear a minimum of a scrub top while in the lab.

Note: Although students can use their smart phones and tablets to access their online course(s), exams, discussions, assignments, and other graded activities should be performed on a personal computer. Neither ANGEL nor GVTC provide technical support for issues relating to the use of a smart phone or tablet so students are advised to not rely on these devices to take an online course.

COURSE DESCRIPTION: Provides student with an understanding of developmentally effective approaches to teaching, learning, observing, documenting and assessment strategies that promote positive development for young children. The course will enable the student to establish a learning environment appropriate for young children and to identify the goals, benefits, and uses of assessment in the development of curriculum for young children. Topics include observing, documenting, and assessing; learning environments; development of curriculum plans and materials; curriculum approaches; and instructional media.

MAJOR COURSE COMPETENCIES:

Topics include:

1. Observing
2. Documenting and Assessing
3. Learning Environments
4. Development of Curriculum, Plans and Materials
5. Curriculum Approaches
6. Instructional Media

PREREQUISITE(S): ECCE 1103

COURSE OUTLINE:

GENERAL EDUCATION CORE COMPETENCIES: STC has identified the following general education core competencies that graduates will attain:

- A. The ability to utilize standard written English.
- B. The ability to solve practical mathematical problems.
- C. The ability to read, analyze, and interpret information.

HYBRID PROCEDURE

This course is taught in a hybrid format. Hybrid classes require students to complete a portion of the required contact hours traditionally by attending classes on campus while completing the remaining portion online at the student's convenience with respect to the instructor's requirements.

STUDENT REQUIREMENTS (Hybrid): Students are expected to complete all work required by the instructor. Unannounced quizzes/assignments may be given. Students that miss an unannounced quiz or assignment will receive a grade of 0. Any quizzes given during the semester will be averaged together to arrive at one grade for the semester. Students are expected to complete all tests and assignments by the due dates. The cut-off is midnight of each assigned week. **ASSIGNMENTS WILL NOT BE ACCEPTED LATE FOR THIS CLASS. THIS INCLUDES BOOK WORK AND/OR TESTS. IF WORK IS NOT COMPLETED BY THE DUE DATES A GRADE OF ZERO WILL BE GIVEN.**

ATTENDANCE GUIDELINES: Class attendance is a very important aspect of a student's success. Being absent from class prevents students from receiving the full benefit of a course and also interrupts the learning process. Southeastern Technical College considers both tardiness and leaving early as types of absenteeism. Responsibility for class attendance rests with the student. Regular and punctual attendance at all scheduled classes is required for student success. Students will be expected to complete all work required by the instructor as described in the individual course syllabus.

Instructors have the right to give unannounced quizzes/assignments. Students who miss an unannounced quiz or assignment will receive a grade of 0. Students who stop attending class, but do not formally withdraw, may receive a grade of F and face financial aid repercussions in upcoming semesters.

Instructors are responsible for determining whether missed work may be made up and the content and dates for makeup work is at the discretion of the instructor.

Students will not be withdrawn by an instructor for attendance; however, all instructors will keep records of graded assignments and student participation in course activities. The completion dates of these activities will be used to determine a student's last date of attendance in the event a student withdraws, stops attending, or receives an F in a course.

SPECIAL NEEDS: Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact Jan Brantley, Room 1208 Swainsboro Campus, 478-289-2274, or Helen Thomas, Room 108 Vidalia Campus, 912-538-3126, to coordinate reasonable accommodations.

SPECIFIC ABSENCES: Provisions for Instructional Time missed because of documented absences due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor.

PREGNANCY: Southeastern Technical College does not discriminate on the basis of pregnancy. However, we can offer accommodations to students who are pregnant that need special consideration to successfully complete the course. If you think you will need accommodations due to pregnancy, please advise me and make appropriate arrangements with the Special Needs Office. Swainsboro Campus: Jan Brantley, Room 1208, (478) 289-2274 -- Vidalia Campus: Helen Thomas, Room 108, (912) 538-3126.

WITHDRAWAL PROCEDURE: Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% portion of the semester (date will be posted on the school

calendar) must speak with a Career Counselor in Student Affairs and complete a Student Withdrawal Form. A grade of "W" is assigned when the student completes the withdrawal form from the course.

Students who are dropped from courses due to attendance (see your course syllabus for attendance policy) after drop/add until the 65% point of the semester will receive a "W" for the course. Abandoning a course(s) instead of following official withdrawal procedures may result in a grade of 'F' being assigned.

After the 65% portion of the semester, the student will receive a grade for the course. (Please note: A zero will be given for all missed assignments.)

There is no refund for partial reduction of hours. Withdrawals may affect students' eligibility for financial aid for the current semester and in the future, so a student must also speak with a representative of the Financial Aid Office to determine any financial penalties that may be assessed due to the withdrawal. All grades, including grades of 'W', will count in attempted hour calculations for the purpose of Financial Aid.

Remember - Informing your instructor that you will not return to his/her course does not satisfy the approved withdrawal procedure outlined above.

MAKEUP GUIDELINES (Tests, quizzes, homework, projects, etc...): Failure to take tests/quizzes will result in a grade of zero. If Internet or browser failure occurs while taking an exam, contact instructor immediately. A decision will be made at that time if the exam will be reset. The instructor reserves the right to deduct points from exam scores for exceeding the scheduled time limit on the exams and/or requiring student to come to campus to take the exam. **Makeups are not allowed for unannounced quizzes/assignments.**

ACADEMIC DISHONESTY POLICY: The STC Academic Dishonesty Policy states *All forms of academic dishonesty, including but not limited to cheating on tests, plagiarism, collusion, and falsification of information, will call for discipline.* The policy can also be found in the *STC Catalog and Student Handbook.*

Procedure for Academic Misconduct

The procedure for dealing with academic misconduct and dishonesty is as follows:

--First Offense--

Student will be assigned a grade of "0" for the test or assignment. Instructor keeps a record in course/program files and notes as first offense. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus. The Registrar will input the incident into Banner for tracking purposes.

--Second Offense--

Student is given a grade of "WF" for the course in which offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Registrar will input the incident into Banner for tracking purposes.

--Third Offense--

Student is given a grade of "WF" for the course in which the offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Vice President for Student Affairs, or designee, will notify the student of suspension from college for a specified period of time. The Registrar will input the incident into Banner for tracking purposes.

STATEMENT OF NON-DISCRIMINATION: Southeastern Technical College does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, disabled veteran, veteran of Vietnam Era or citizenship status, (except in those special circumstances permitted or mandated by law). This school is in compliance with Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; with the provisions of Title IX of the Educational Amendments of 1972, which prohibits discrimination on the basis of gender; with the

provisions of Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap; and with the American with Disabilities Act (ADA).

GRIEVANCE PROCEDURES: Grievance procedures can be found in the Catalog and Handbook located on STC's website.

ACCESS TO TECHNOLOGY: Students can now access Blackboard, Remote Lab Access, Student Email, Library Databases (Galileo), and BannerWeb via the mySTC portal or by clicking the Current Students link on the STC website at www.southeasterntech.edu.

GRADING POLICY

25%---Test
50%---Teaching Unit
25%--Assignments/Assessment

GRADING SCALE

A: 90-100
B: 80-89
C: 70-79
D: 60-69
F: 0-59

TCSG GUARANTEE/WARRANTY

STATEMENT: *The Technical College System of Georgia guarantees employers that graduates of State Technical Colleges shall possess skills and knowledge as prescribed by State Curriculum Standards. Should any graduate employee within two years of graduation be deemed lacking in said skills, that student shall be retrained in any State Technical College at no charge for instructional costs to either the student or the employer.*

**ECCE 1112 Curriculum Development and Assessment
 SPRING SEMESTER 2016 LESSON PLAN**

*****ATTENTION*****

**OL means Angel Assignment
 IC means In Class Assignments**

Date	Topic	Assignment	COMP.
<u>Week 1</u> 1/11-20 All work due no later than 1/20	Overview of the Profession Planning a Teaching Unit In Class: Demonstration/Activities/Discussion On line: Lecture Notes/ Test	OL-Chapter 1 Study Guide OL-Read Chapter 12 IC-Book Assignment-Ch 1 IC-Select Unit Topic	*1, 2, 3, 4 **a, c
<u>Week 2 & 3</u> 1/20-2/1 All work due no later than 2/1	Historical Context In Class: Demonstration/Activities/Discussion On line: Lecture Notes/ Test	OL-Chapter 2 Study Guide OL-No Child Left Behind OL-Chapter 1 Test IC-Unit Main Ideas IC-Large Motor & Outside Game Activity due	*4, 5 **a, c
<u>Week 4</u> 2/1-8 All work due no later than 2/8	Activity and Curriculum Planning Developmentally Appropriate Practices Early Learning Standards In Class: Demonstration/Activities/Discussion On line: Lecture Notes/ Test	OL-Chapter 11 Study Guide OL-Yearly Plans OL-Research for Unit OL-Test Chapter 2 and 12 IC- DAP IC-GELS and Pre-K Standards IC-Health/Safety and Math Activity Due	*3, 5 **a, c
<u>Week 5 & 6</u> 2/8-22 All work due no later than 2/22	Assessment, Observations, Documentation, Portfolios Ages and Stages, LAP In Class: Demonstration/Activities/Discussion On line: Lecture Notes/ Test	OL Read Chapter 14 OL-Test Ch. 11 OL-Unit Concepts IC-Portfolio Reviews IC-Ages and Stages Questionnaire training and LAP IC-Science & Social Studies activities due	*1, 5 **a, b, c
<u>Week 7</u> 2/22-29 All work due no later than 2/29	Room Arrangements In Class: Demonstration/Activities/Discussion On line: Lecture Notes/ Test	OL-Chapter 9 Study Guide OL-Chapter 14 Test OL-Unit-Pre-assessment of unit IC-Room Arrangement IC-Field Trip and Cooking Activity due	*2, 5 **b, c
<u>Week 8 & 9</u> 2/29-3/14 All work due no later than 3/14	Playgrounds and Outdoor Arrangements In Class: Demonstration/Activities/Discussion On line: Lecture Notes/ Test	OL-Ch 10 Study Guide OL-Chapter 9 Test IC- OL-Unit Web with concepts only IC-Playground Design IC-Storytelling and Prop Box due	*2, 5 **b, c
<u>Week 10</u> 3/14-21 All work due no later than 3/21	Transitions	OL-Chapter 6 OL-Chapter 15 Study Guide OL-Test Chapter 10 IC-Transition File	*4, 5 **a, c
<u>Week 11 & 12</u> 3/21-4/11 All work due no later than	Curriculum Approaches Curriculum Presentations	OL-Chapter 16 OL-Chapter 15 Test	*4,5 **a, c

4/11		OL-Research on Curriculum IC-Presentations on curriculum OL-Activities for Unit OL-Essential Question for Unit IC-2 Art Activities due	
3/28-3/31	SPRING BREAK		
<u>Week 13</u> 4/11-18 All work due no later than 4/18	Curriculum Approaches Curriculum Presentations	OL-Chapter 17 OL-Chapter 16 Test OL-Research on Curriculum IC-Presentations on Curriculum OL-Curriculum Web for unit OL-Weekly Lesson Plans for unit IC-Music and Movement Activities due	*4, 5 **a, c
<u>Week 14</u> 4/18-25 All work due no later than 4/25	Curriculum Approaches Curriculum Presentations	OL-Chapter 17 Test OL-Research on Curriculum IC-Presentations on Curriculum OL-Classroom Description for Unit IC-Technology Activity due Curriculum unit due	*4, 5 **a, b, c
<u>Week 15</u> All work due no later than 5/2		IC-Unit Presentation OL-Test on Curriculum/Chapter 3 due	

*** Competency Areas:**

1. Observing
2. Documenting and Assessing
3. Learning Environments
4. Development of Curriculum, Plans and Materials
5. Curriculum Approaches
6. Instructional Media

****General Core Educational Competencies**

- a) The ability to utilize standard written English.
- b) The ability to solve practical mathematical problems.
- c) The ability to read, analyze, and interpret information.

Playground Design Rubric

Name _____ Date _____

		5	6.5
Areas defined	Areas run together	Areas crowded	Well defined
Active area (climbing, sliding)	1 feature	2 features	3 or more features
Open area (for running)	Space for less than 5 children	Space for 5-8 children	Space for 9-10 children
Natural areas (water table, garden area, etc)	1 feature	2 features	3 features
Shaded area	Trees only	Man made areas	Trees and man- made area
Individual play area (blocks, balance beams, etc)	1 feature	2 features	3 features
Dramatic play area	Cooking equipment	Playhouse	Play food, cooking equipment
Sand Play area	Sand box	Sand box and toys	Includes sandbox, cover, and toys
Tricycle area	Enough for 2 children to play	Enough for 3 children to play	Enough for 5 children to play
Transition Area			
Other areas (art, music, science, etc)	1 area	2 different areas	3 different area
Seating area	None	Some for children	Some for teachers and children
Fall Zones	Not enough space	Enough space	More than enough space
Safety	Fence, including around air conditioner	Ground covering	Helmets for children
Storage	None	Some	Secure from children
Portable equipment	5 different items	8 different items	10 different items
Drawing	Messy drawing, cannot understand layout	Somewhat neat, difficult to identify areas of the classroom	Neat, colorful, labels, easy to identify areas of the room
Budget	Spent too much or too little, Difficult to understand	Missing some items,	Good use of money Toys and materials arranged by centers
Presentation	Messy, difficult to read and understand	Somewhat neat, few errors	Neat, free from errors, easy to read, creative
Ease of maintenance	High maintenance required		Easy to maintain and keep safe

Curriculum Final Rubric

Name _____

POINTS	Country		Country	
2.5 pts	Flag		Flag	
2.5 pts. Per word	Three words		Three words	
2.5 pts	Art activity		Art activity	
2.5 pts	Dance activity		Dance activity	
2.5 pts	Music activity		Music activity	
2.5 pts per prop	Drama activity (3 props)		Drama activity (3 props)	

Points	Theme		Theme	
10 pts	Number of items		Number of items	
5 pts	Amount spent		Amount spent	
5 pts	Followed directions (name of item, store/catalog, catalog #, amount of item)		Followed directions (name of item, store/catalog, catalog #, amount of item)	
5 pts	Items age appropriate, theme related,		Items age appropriate, theme related	

Curriculum Presentation

Name _____ Curriculum _____

	Did not meet	Partially meet	Meet
History-how and where did the curriculum come from			
Theory behind the program			
Special features of this type of curriculum			
Key features of the program—how this curriculum is different from others			
Training required for teachers			
Classroom set up			
Equipment needs			
Class schedule			
Role of the teacher			
Role of the children			
Assessment tools available			
Cost			
Brochure/Handout			

Classroom Design

Name _____

Date _____

Criteria in first column must be met before being able to move to the middle column. Middle column must be met before the last column can be considered

	3 points	4 points	5 points
Indoor space	Insufficient space for children, adults, and furnishings	Sufficient indoor space for children, adults, and furnishing.	Ample space that allows children and adult to move around freely (Ex. Furnishings do not limit children's movement)
Furniture for routine care, play and learning	Insufficient basic furniture for routine care, play, and learning (Ex. Not enough chairs for all children to use at the same time, very few open shelves for toys)	Most furniture is child-sized	Routine care furniture is convenient to use (Ex. Cots/mats stored for easy access)
	Most toys are stored in crates or toy boxes	Sufficient furniture for routine care, play, and learning	Woodworking bench, sand/water/ table or easel used
	Not enough storage or places for toys and equipment	Need more furniture in centers	Enough furniture for separate centers
	No or not enough personal storage space	Children have to share cubby space	Enough cubbies for each child to have their own locker space
Room arrangement for Play	Interest centers are not defined	Sufficient space for several activities to go on at once (Ex. Floor space for blocks, table space for manipulatives, easel for art)	Quiet and active centers placed to not interfere with one another

	Visual supervision of play area is difficult	Visual supervision of play area is not difficult	Space is arranged so most activities are not interrupted. (Ex. Shelves placed so children walk around, not through activities; placement of furniture discourages rough play or running)
Art Area	Not enough equipment/supplies, less than 5 different art activities	Some art materials accessible (5 different art activities)	Easel, aprons, (10 different art activities)
Music Area	Not enough equipment/supplies, less than 5 musical instruments	Some music materials, 5 different musical instruments	CD player, CD's, 10 different musical instruments)
Math/Manipulatives	Not enough equipment/supplies, less than 10 different activities (must include counting, measuring, comparing, shapes, numbers)	Some developmentally appropriate fine motor materials 10 different activities including fine motor activities (puzzles, stringing beads, etc)	Many developmentally appropriate fine motor materials (15 different activities)
Science	1-3 examples	4-7 examples	8-10 examples
Language Arts	Some books (less than 15)	Good selection of books (15 books) Book shelf, books on tape	A wide selection of books (25 books) Puppets, flannel board available
Group Time Area	Area set aside for group time	Area includes rug and teaching materials	Area includes variety of group time activities, large book easel, etc.
Dramatic Play	Play kitchen, dolls	play food, cooking equipment, dolls bed/accessories	Many dramatic play materials, including dress up clothes, props for at least two different play themes

Computer/Writing Center	Computer and mouse Paper and crayons	Computer and mouse , table for center, software Variety of paper and writing materials	Child size mouse and keyboard Variety of paper and writing materials, stamps, markers
Block area	Few blocks available, only 1 set.	Special block area set aside out of traffic, with storage and suitable building surface (rug)	At least two types of blocks and a variety of accessories
Sand & water/Woodworking	No toys to use for sand or water play Woodworking bench	Sand or water play available in classroom with accessories Woodworking tools (hammer, screwdriver)	Sand & water both available in classroom with accessories Woodworking materials (wood and storage)
Budget	Spent too much or too little, Difficult to understand	Missing some items,	Good use of money Toys and materials arranged by centers
Drawing	Messy drawing, can not understand layout	Somewhat neat, difficult to identify areas of the classroom	Neat, colorful, labels, easy to identify areas of the room
Presentation	Messy, difficult to read and understand	Somewhat neat, few errors	Neat, free from errors, easy to read, creative