# ECE642

# Quality Curriculum in Early Childhood Education

*Course Guide*

In this course, students examine the relationship between theory, research, and practice in creating quality curriculum for the early childhood classroom.  In addition, students evaluate a wide array of approaches, instructional strategies, and tools utilized to positively influence each child's learning and development.  Students also analyze their roles as leaders in evaluating curriculum materials and models that align with state and national standards.  Utilizing this information, students design challenging curriculum that promotes comprehensive development and learning outcomes for all young children and across all domains of development.

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# COURSE AT A GLANCE

## COURSE DESCRIPTION

In this course, students examine the relationship between theory, research, and practice in creating quality curriculum for the early childhood classroom. In addition, students evaluate a wide array of approaches, instructional strategies, and tools utilized to positively influence each child's learning and development. Students also analyze their roles as leaders in evaluating curriculum materials and models that align with state and national standards. Utilizing this information, students design challenging curriculum that promotes comprehensive development and learning outcomes for all young children and across all domains of development.

## COURSE DESIGN

This course is designed to provide students with a comprehensive understanding of how to develop quality curriculum to use within the early childhood classroom. Throughout the course, students learn about the process that goes into planning an effective curriculum and have opportunities to evaluate curriculum in order to deepen their understanding of this important component of effective instruction. Students learn how to incorporate a variety of developmentally appropriate approaches and instructional strategies with both children and families to facilitate learning and development. Finally, students will draw upon all of the knowledge they have gained in the course to develop a thematic unit to demonstrate their knowledge of how to create quality curriculum.

## COURSE LEARNING OUTCOMES

Upon successful completion of this course, students will be able to

1. Examine relationships among theory, research, and practice, as well as how these elements correspond to common curriculum models.
2. Evaluate the use of developmentally appropriate approaches and instructional strategies with children and families to positively influence learning and development.
3. Design challenging curriculum that promotes comprehensive development and learning outcomes for all children and across all domains of development.
4. Analyze the role of leadership as it relates to the evaluation of curriculum materials and models, including alignment with standards.

# COURSE MATERIALS

## REQUIRED TEXT

Kostelnik, M. J., Soderman, A. K., & Whiren, A. P., Rupiper, M. L. (2015). *Developmentally appropriate curriculum:*

*Best practices in early childhood education* (6th ed.). Retrieved from https://content.ashford.edu

- The full-text version of this e-book is available through the Constellation™ database.

## REQUIRED RESOURCES

### Articles

Florez, I. R. (2011, July). Developing young children's self-regulation through everyday experiences. *Young Children.*

Retrieved from https://www.naeyc.org/files/yc/file/201107/Self-Regulation_Florez_OnlineJuly2011.pdf

Gardner, H. (2008, January 13). Five minds for the future. Retrieved from

https://howardgardner01.files.wordpress.com/2012/06/five-minds-for-the-future-january-20081.pdf

Geist, E., & Baum, A. C. (2005, July). Yeah But's, that keep teachers from embracing an active curriculum: Overcoming

the resistance. Retrieved from http://www.aps.edu/early-

childhood/documents/DAP%20article%20YC%202005.pdf

National Association for the Education of Young Children.  (2009).  NAEYC standards for early childhood professional

preparation.  Retrieved from https://www.naeyc.org/sites/default/files/globally-

shared/downloads/PDFs/resources/position-

statements/2009%20Professional%20Prep%20stdsRevised%204_12.pdf

National Association for the Education of Young Children Academy. (2014). Strengthening family engagement:

Accreditation of programs for young children cross-cutting theme in program standards. *Trend Briefs, 6.*

Retrieved from

http://www.naeyc.org/academy/files/academy/file/TrendBriefsStrengtheningFamilyEngagement.pdf

National Association for the Education of Young Children, & Fred Rogers Center. (2012, January). Technology and

interactive media as tools in early childhood programs serving children from birth through age 8. Retrieved from

http://www.naeyc.org/files/naeyc/file/positions/PS_technology_WEB2.pdf

PACER Center. (n.d.). Individualized family service plan (IFSP). Retrieved from

http://www.pacer.org/ec/ifsp.asp?gclid=CLjBxYi9kscCFUVlfgodYR4Evw

Snow, K. (n.d.). Research news you can use: Debunking the play vs. learning dichotomy. Retrieved from
    http://www.naeyc.org/content/research-news-you-can-use-play-vs-learning

Strickland, D. (n.d.). Balanced literacy: Practical strategies to help you build a truly balanced classroom literacy program.
    Retrieved from http://www.scholastic.com/teachers/article/balanced-literacy

Willis, J. (2012, July 27). A neurologist makes the case for teaching teachers about the brain [Blog post]. Retrieved from
    http://www.edutopia.org/blog/neuroscience-higher-ed-judy-willis

## Multimedia

ECE CompSAT. (2015, July 17). *Family and community engagement* [Video file]. Retrieved from
    https://www.youtube.com/watch?v=OU2F1cwXeiA

Human Rights Campaign. (2013, August 20). *Trailer: What can we do? Bias, bullying and bystanders* [Video file].
    Retrieved from https://youtu.be/KIa6S-L_xV4

Pasley, M. (Director), & Shields, K. R. (Producer). (2011). *C-V-C: Phonemic awareness* [Video file]. Retrieved from
    https://www.teachingchannel.org/videos/teach-phonemics

Pasley, M. (Director), & Shields, K. R. (Producer). (2011). *Letter of the week: "S" is for scarecrow* [Video file].
    Retrieved from https://www.teachingchannel.org/videos/letter-of-the-week-s-is-for-scarecrow

Saslow, N. (Executive Producer & Director). (2013). *Counting collections to 100* [Video file]. Retrieved from
    https://www.teachingchannel.org/videos/counting-by-ten-lesson

Sesame Street. (2013, August 5). *Sesame Street: The waiting game with Guy Smiley!* [Video file]. Retrieved from
    https://www.youtube.com/watch?v=XsC2W587_Fc&list=PLduaYqM5dRJIrXLjzWiPqAiIz8UJeNPoA

Teaching Channel. (n.d.). *Hypothesizing about bugs* [Video file]. Retrieved from
    https://www.teachingchannel.org/videos/pre-k-science-lesson

Teaching Channel. (n.d.). *Identifying feelings* [Video file]. Retrieved from https://www.teachingchannel.org/videos/pre-k-
    lesson-identifying-feelings

Teaching Channel. (n.d.). *Making playdough: Mix, measure, describe* [Video file]. Retrieved from
    https://www.teachingchannel.org/videos/pre-k-math-lesson-measurement

## Supplemental Materials

Week Two assignment template

Zaur, J., & Bodamer, K., (2015). Early childhood and child development: Lesson plan handbook. San Diego, CA;
    Bridgepoint Education

Zaur, J., & Bodamer, K. (2014). Lesson plan template. Ashford University, College of Education, San Diego, CA

**Website**

Common Core State Standards Initiative. (http://www.corestandards.org/)

# RECOMMENDED RESOURCES

**Articles**

Childcare Education Institute. (2008). Selecting developmentally appropriate curriculum. Retrieved from

> https://www.cceionline.edu/newsletters/May_08.html

Epstein, A. S. (2007). The intentional teacher: Choosing the best strategies for young children's learning. Retrieved from

> http://www.naeyc.org/store/files/store/TOC/165_0.pdf

Funderstanding. (2011, April 14). Thematic instruction. Retrieved from

> http://www.funderstanding.com/educators/thematic-instruction/

Gillespie, L. G., & Seibel, N. L. (2006, July). Self-Regulation a cornerstone of early childhood development. *Young Children*. Retrieved from http://journal.naeyc.org/btj/200607/Gillespie709BTJ.pdf

Harvard Family Research Project. (n.d.). How can we prepare teachers to work with culturally diverse students and their families? What skills should educators develop to do this successfully? Retrieved from http://www.hfrp.org/family-involvement/fine-family-involvement-network-of-educators/member-insights/how-can-we-prepare-teachers-to-work-with-culturally-diverse-students-and-their-families-what-skills-should-educators-develop-to-do-this-successfully

Meece, D. & Soderman, A. K (2010k, September). Positive verbal environments: Setting the stage for young children's social development. *Young Children*. Retrieved from http://kidlogiclearning.com/wp-content/uploads/2015/10/2015-Positive-Verbal-Environments-0910.pdf

National Association for the Education of Young Children. (2009). Developmentally appropriate practice in early childhood programs serving children from birth through age 8. Retrieved from https://www.naeyc.org/files/naeyc/file/positions/PSDAP.pdf

PACER Center. (2011). What is the difference between an IFSP and an IEP? Retrieved from

> http://www.pacer.org/parent/php/PHP-c59.pdf

Parent engagement. (2012, October). *Capacity Building Series, 29.* Retrieved from

> https://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_parentEngage.pdf

RTI Action Network. (2008). Working with culturally and linguistically diverse families. Retrieved from

> http://www.rtinetwork.org/learn/diversity/culturalcompetence

Selecting developmentally appropriate curriculum. (2008). *Childcare Education Institute Teacher Enrichment Training Solutions Newsletter 3*(5). Retrieved from https://www.cceionline.edu/newsletters/May_08.html

Silverman, M. (2012, April 13). Purposeful instruction in Anchorage [Blog post]. Retrieved from http://blog.k-12leadership.org/instructional-leadership-in-action/purposeful-instruction-in-anchorage

Sanabria-Hernandez, L. (2008). Engaging families in early childhood education. Retrieved from http://www.rtinetwork.org/essential/family/engagingfamilies

## Multimedia

ontesol. (2011, June 23). *OnTESOL: Why is lesson planning important?* [Video file]. Retrieved from https://www.youtube.com/watch?v=GpIPOWSR8T8

West, A. D. (Director). (2007, May 1). *Howard Gardner's "Five minds for the future"* [Television series episode]. In R. Isaacson (Executive Producer), *The open mind.* Retrieved from http://video.pbs.org/video/1906079430/

## Web Pages

Kentucky Department of Education. (2015, July 13). Culturally responsive instruction. Retrieved from http://education.ky.gov/educational/diff/pages/culturallyresponsiveinstruction.aspx

National Association for the Education of Young Children. (n.d.). Developmentally appropriate practice. Retrieved from http://www.naeyc.org/DAP

Welcoming Schools. (n.d.). Books to engage students on bullying and diversity. Retrieved from http://www.welcomingschools.org/pages/books-to-engage-students-on-bullying

# COURSE GRADING

Multiple measures of assessment are used in the course, allowing students opportunities to demonstrate their learning in more than one way and giving consideration to individual learning styles. Course components that will be assessed include:

## DISCUSSIONS

Each week students will participate in online discussions with classmates, which are related to the week's readings. These discussions replace the interactive dialogue that occurs in the traditional classroom setting. Each week, students' initial discussion posts are due by 11:59 p.m. (in the time zone in which each student resides) on Day 3 (Thursday). Students will have until 11:59 p.m. on Day 7 (the following Monday) to make the required minimum number of response posts to classmates. **Discussions represent 30% of the overall course grade.**

## JOURNAL

There is a journal entry due in Week Five of this course. This activity provides an opportunity for students to critically reflect on their own learning processes and their individual progress through the course. **The Journal represents 5% of the overall course grade.**

## ASSIGNMENTS

There are written assignments due in Weeks Two through Five of this course. These assignments must reflect college-level writing. **Assignments represent 40% of the overall course grade.**

## FINAL PAPER

The final assignment for this course is a Final Paper. The purpose of the Integrating the Curriculum Through Thematic Teaching project is for you to culminate the learning achieved in the course by modeling, in a meaningful way, the strategies and knowledge gained through the creation of a thematic unit resource. **The Final Paper represents 25% of the overall course grade.**

# GRADING PERCENT BREAKDOWN

| Activity | Grading Percent |
|----------|-----------------|
| Discussions | 30 |
| Journal | 5 |
| Assignments | 40 |
| Final Paper | 25 |
| **Total** | **100** |

# WEEK ONE

## Developmentally Appropriate Curriculum

*To be completed during the first week of class*

### Overview

| Activity | Due Date | Format | Grading Percent |
|---|---|---|---|
| Post Your Introduction | Day 1 | Discussion | 2 |
| The Connection Between Developmentally Appropriate Practice and Curriculum | Day 3 (1st post) | Discussion | 3 |
| Overcoming the Challenges of Implementing a Developmentally Appropriate Curriculum | Day 3 (1st post) | Discussion | 3 |

### Weekly Learning Outcomes

This week students will

1. Compare and contrast a teacher's role to that of a leader's role in supporting a developmentally appropriate approach to teaching young children.
2. Connect principles of child development and learning to developmentally appropriate teaching practices.
3. Discuss ongoing issues with developmentally appropriate practices and how it relates to professional practice.
4. Discuss the theoretical influences and empirical support for developmentally appropriate practices.

### Introduction

Welcome to ECE642: Quality Curriculum in Early Childhood Education. To begin, you will connect with your peers and get to know a little more about each other in the introductory forum. The first week of class will lay the foundation for the rest of the course. In the first discussion forum, you will learn about the connection between developmentally appropriate practice and curriculum by learning about the 12 overarching principles of developmentally appropriate practice. The second discussion forum will focus on some of the challenges that you may encounter as you try to implement a developmentally appropriate curriculum and how you can overcome those challenges. Let's get started!

## Required Resources

*Text*

Kostelnik, M., Rupiper, M., Soderman, A., & Whiren, A. (2015). *Developmentally appropriate curriculum: Best practices*

    *in early childhood education* (6th ed.). Retrieved from https://content.ashford.edu

- Chapter 1: Developmentally Appropriate Practice
- Chapter 2: Teaching and Learning in Developmentally Appropriate Programs

*Articles*

Geist, E., & Baum, A. C. (2005, July). Yeah But's, that keep teachers from embracing an active curriculum: Overcoming

    the resistance. Retrieved from http://www.aps.edu/early-

    childhood/documents/DAP%20article%20YC%202005.pdf

- This resource looks at some of the challenges that teachers face when trying to implement a developmentally appropriate curriculum and will assist you in your Overcoming the Challenges of Implementing a Developmentally Appropriate Curriculum discussion this week.
- Accessibility Statement does not exist.
- Privacy Policy does not exist.

PACER Center. (n.d.). Individualized family service plan (IFSP). Retrieved from

    http://www.pacer.org/ec/ifsp.asp?gclid=CLjBxYi9kscCFUVlfgodYR4Evw

- This resource explains what IFSPs are and will assist you in your Overcoming the Challenges of Implementing a Developmentally Appropriate Curriculum discussion this week.
- Accessibility Statement
- Privacy Policy

## Recommended Resources

*Articles*

Childcare Education Institute. (2008). Selecting developmentally appropriate curriculum. Retrieved from

    https://www.cceionline.edu/newsletters/May_08.html

- This article focuses on how to choose a developmentally appropriate curriculum to use with your students and may assist you in your The Connection Between Developmentally Appropriate Practices and Curriculum Discussion this week.

National Association for the Education of Young Children. (2009). [Developmentally appropriate practice in early](#)

   [childhood programs serving children from birth through age 8](#). Retrieved from

   https://www.naeyc.org/files/naeyc/file/positions/PSDAP.pdf

   - This article discusses NAEYC's view of developmentally appropriate practice and may assist you in
     discussion two of this week and throughout the course as you learn about implementing a
     developmentally appropriate curriculum.

PACER Center. (2011). [What is the difference between an IFSP and an IEP?](#) Retrieved from

   http://www.pacer.org/parent/php/PHP-c59.pdf

   - This article explains the differences between IEPs and IFSPs and may assist you in your Overcoming the
     Challenges of Implementing a Developmentally Appropriate Curriculum discussion this week.

*Webpage*

National Association for the Education of Young Children. (n.d.). [Developmentally appropriate practice](#). Retrieved from

   http://www.naeyc.org/DAP

   - This section of NAEYC's website includes links to many different resources on developmentally
     appropriate practice and may assist you in discussion 2 of this week as well as throughout the entire
     course.

## Discussions

Participate in the following discussions:

1. **Post Your Introduction [CLO: 1]**. *1ˢᵗ Post Due by Day 1*. Welcome to ECE642, Quality Curriculum in Early
   Childhood Education! The purpose of this discussion is to get to know your classmates and the instructor. This
   discussion is an opportunity to connect with how each course in your program builds upon the next. Please
   respond to each of the following parts:

   **Part I: Personal Connection**

Wilson, R.  (2014). The profile of a modern teacher [Image]. Retrieved from

http://www.coetail.com/wayfaringpath/files/2014/10/The-Profile-of-a-Modern-Teacher1.pdf


Including the following in your introduction:

- Introduce yourself and share your favorite lesson or unit you remember learning in school.
- Discuss how you will be able to use the information you learn in this course in your current or future work with children.
- Discuss your experience (if any) with planning quality early childhood curriculum.
- Reflect on the Wilson (2014) The Profile of a Modern Teacher image shared above. Does this image align with your beliefs about being a 21st-century educator? How do the ideas shared in this image connect to your knowledge of curriculum development?


**Part II: Program Connection**

This part of your introduction is meant to help you reflect on your previous learning experiences and connect prior knowledge to that which you will be studying throughout the next six weeks. Specifically, think back to

your ECE624: Advanced Topics in Child Development, Learning, and Developmentally Appropriate Practices course. Creating an effective curriculum is largely dependent on your understanding of developmentally appropriate practices. With this in mind, address the following:

- What was the biggest take away lesson you learned from ECE624?
- In what ways does your understanding of child development theories impact curriculum and instruction?
- How does Wilson (2014) Profile of a Modern Teacher image align with what you have learned so far about being a 21st-century teacher?

**Guided Response:** Respond to at least three of your peers' posts. In your responses, make at least one personal connection with something your peers shared in both their personal and program connections.

Though three replies are expected, for deeper engagement and community building with peers, you are encouraged to provide responses to any comments or questions others have posted for you. Continuing to engage with peers and the instructor throughout the week beyond the basic requirement will further the conversations and provide opportunities for you to network with and get to know your instructor and peers for more optimal engagement in the coming.

2. **The Connection Between Developmentally Appropriate Practice and Curriculum [CLOs: 1, 2, 4]**. *1st Post Due by Day 3*. There is a strong connection between developmentally appropriate practice (DAP) and planning curriculum. "DAP provides guidance for thinking about, planning, and implementing high-quality programs for young children. It informs our decision making and gives us a basis for continually scrutinizing our professional practice" (Kostelnik, Soderman, Whiren, & Rupiper, 2015, p. 23). It is this process that allows us to ensure that the curriculum we are implementing is meeting the needs of the children we are working with. In this first discussion forum we will look at the connection between DAP and planning curriculum by taking a deeper look at the role teachers and administrators play in supporting a developmentally appropriate curriculum for teaching young children, including utilizing their knowledge of the principles of child development.

To begin, review the twelve overarching principles of DAP (Kostelnik, Soderman, Whiren, & Rupiper, 2015, p. 23). Next, locate your assigned group from the table below.

| Last Name Begins | Overarching DAP Principles |
| --- | --- |
|  |  |

| With | |
|------|---|
| A- H | <ul><li>Adults develop warm caring relationships with children.</li><li>Child guidance fosters self-regulation. Adults acknowledge children's positive behaviors, reason with children, and treat their misbehaviors as learning opportunities.</li><li>Curricula are whole-child focused. Programs address children's aesthetic, emotional, intellectual, language, social, and physical needs.</li><li>Programs address the learning needs of all children, including children who have special needs and those who do not speak English as their home language.</li></ul> |
| I – P | <ul><li>Indoor and outdoor environments are safe and stimulating; routines are well suited to the needs of young children.</li><li>Children have numerous opportunities to learn by doing through hands-on activities that are relevant and meaningful to them.</li><li>Children are active decision makers in their own learning. They have many opportunities to initiate activities and to make choices about what and how they will learn.</li><li>Children have numerous opportunities to play throughout the day.</li></ul> |
| Q-Z | <ul><li>Teachers are intentional in their teaching. They have specific goals in mind for children's learning and use relevant instructional strategies to address those goals.</li><li>Curricula are integrated across disciplines and developmental domains.</li><li>Assessment takes place continuously throughout the day and addresses all developmental domains. Adults gather information about what children know and can do through observations, by collecting work samples, and by inviting children to document their own learning.</li><li>Early childhood practitioners establish reciprocal relationships with children's families.</li></ul> |

Address the following items based on the group to which you were assigned:

- Compare and contrast the role of a teacher and the role of an administrator in implementing each of the overarching principles of DAP in a school or center.
- Explain how each of the overarching principles of DAP you were assigned align with the Principles of Child Development and Learning that are shared in Table 2.2 on page 47 of our course text.
  - Provide explicit examples of how the principles are connected and how understanding these connections will inform your curriculum decisions.

- Discuss how your knowledge of these overarching principles of DAP will allow you to build upon your knowledge in order "to design, implement, and evaluate meaningful, challenging curricula for each child" (NAEYC Standard 5c).

**Guided Response:** Respond to at least two of your peers' posts who were assigned to different groups from yours. If possible, try to respond to peers from both of the other groups. In your peer responses, address the following based on the principles shared in your peer's response:

- How is this practice aligned with what I know about child development and learning?
- In what ways does this practice take into account children's individual strengths and needs?
- How does this practice demonstrate respect for children's social and cultural lives? (Kostelnik, Soderman, Whiren, & Rupiper, 2015, p. 25)

Though two replies is the basic expectation, please further the conversation by engaging with peers and the instructor throughout the week as these interactions will provide you with further opportunities to demonstrate your content expertise, critical thinking, and real-world experiences with designing developmentally appropriate strategies.

3. **Overcoming the Challenges of Implementing a Developmentally Appropriate Curriculum [CLOs: 1, 2, 4]**. *1st Post Due by Day 3*. Consider the following: "Evidence is mounting that flexible curriculum models, which incorporate DAP principles into their programs, lead to positive educational outcomes for children" (Kostelnik, Soderman, Whiren, & Rupiper, 2015, p. 29). While this may be true, implementing a developmentally appropriate curriculum does not come without challenges. In this discussion, we will examine some of the benefits and challenges to implementing a developmentally appropriate curriculum, along with the theoretical influences that support it.

To begin this discussion, read the article Yeah, But's That Keep Teachers From Embracing the Curriculum: Overcoming the Resistance. Then, using the article and Chapters 1 and 2 of your primary text, address the following:

- Discuss three benefits and three challenges associated with implementing a developmentally appropriate curriculum. Make sure to cite specific evidence from both the article and Chapters 1 and 2 of your primary text to support your thinking.

- Explain at least two theoretical influences (e.g., Piaget, Vygotsky, Montessori, etc.) whose work would support the use of developmentally appropriate curriculum. Make sure to include how these theoretical influences help to refute the challenges associated with implementing a developmentally appropriate curriculum. Use at least one scholarly or credible source to support your thinking.

- Analyze the importance of considering individual appropriateness for each child in your care including children with individual education program and individualized family service plan accommodations (see Individualized Family Service Plan for more information).

- Explain, as a leader in early childhood education, how will you guide the incorporation of a developmentally appropriate curriculum that is socially and culturally sensitive, despite the challenges that may arise.

**Guided Response:** Respond to at least two of your peers' posts. Based on ideas shared in their initial response, suggest one of the core strategies that is shared on pages 56-66 of your primary text for implementing a developmentally appropriate curriculum that you feel would help your peers overcome one of the challenges they shared. Make sure to explain the strategy and how you think it would help them to overcome the challenge they shared.

Though two replies is the basic expectation, please further the conversation by engaging with peers and the instructor throughout the week as these interactions will provide you with further opportunities to demonstrate your content expertise, critical thinking, and real-world experiences with designing developmentally appropriate strategies.

# WEEK TWO

## Developmentally Appropriate Planning

*To be completed during the second week of class*

### Overview

| Activity | Due Date | Format | Grading Percent |
|---|---|---|---|
| Developmentally Appropriate Planning | Day 3 (1st post) | Discussion | 4 |
| Evaluating Effective Lessons | Day 7 | Assignment | 10 |

### Weekly Learning Outcomes

This week students will

1. Explain how to adapt teaching methods to meet the needs of diverse learners and their families.

2. Explain the intentional nature of developmentally and culturally responsive appropriate planning.

3. Examine the characteristics of effective lesson plans for both small and large groups.

4. Evaluate a lesson to ensure it is developmentally appropriate and that it accurately models each of the planning steps.

### Introduction

During the first week of class, you learned about what makes curriculum developmentally appropriate and how to successful implement this type of curriculum into your work with children. In this week's discussion forum, you will dig into the process that early childhood educators go through as they prepare to plan the lessons they will teach. Specifically, you will look at the intentional nature of planning and how to ensure that you are meeting the needs of the students and families you work with when creating lesson plans. Along with the discussion, you have your first written assignment this week. For your assignment, you will watch a video of lesson, and then you will evaluate the lesson to ensure that it contains all of the necessary components of an effective lesson plan.

## Required Resources

*Text*

Kostelnik, M., Rupiper, M., Soderman, A., & Whiren, A. (2015). *Developmentally appropriate curriculum: Best practices in early childhood education* (6th ed.). Retrieved from https://content.ashford.edu

- Chapter 3: Planning and Implementing Effective Small-Group Activities
- Chapter 4: Planning and Implementing Effective Group-Time Activities

*Multimedia*

Pasley, M. (Director), & Shields, K. R. (Producer). (2011). *C-V-C: Phonemic awareness* [Video file]. Retrieved from https://www.teachingchannel.org/videos/teach-phonemics

- This lesson focuses on teaching children about blending sounds together to read words and will assist you as one of the video choices for the Evaluating Effective Lessons assignment this week.
- Accessibility Statement does not exist.
- Privacy Policy

Pasley, M. (Director), & Shields, K. R. (Producer). (2011). *Letter of the week: "S" is for scarecrow* [Video file]. Retrieved from https://www.teachingchannel.org/videos/letter-of-the-week-s-is-for-scarecrow

- This lesson focuses on teaching children about the sound the letter "S" makes and will assist you as one of the video choices for the Evaluating Effective Lessons assignment this week.
- Accessibility Statement does not exist.
- Privacy Policy

Saslow, N. (Executive Producer & Director). (2013). *Counting collections to 100* [Video file]. Retrieved from https://www.teachingchannel.org/videos/counting-by-ten-lesson

- This lesson focuses on teaching children how to count to 100 and will assist you as one of the video choices for the Evaluating Effective Lessons assignment this week.
- Accessibility Statement does not exist.
- Privacy Policy

Teaching Channel. (n.d.). *Hypothesizing about bugs* [Video file]. Retrieved from https://www.teachingchannel.org/videos/pre-k-science-lesson

- This lesson focuses on making a hypothesis and seeing if it comes true and will assist you as one of the video choices for the Evaluating Effective Lessons assignment this week.
- Accessibility Statement does not exist.
- Privacy Policy

Teaching Channel. (n.d.). *Identifying feelings* [Video file]. Retrieved from https://www.teachingchannel.org/videos/pre-k-

      lesson-identifying-feelings

- This lesson focuses on teaching children about feelings and will assist you as one of the video choices for the Evaluating Effective Lessons assignment this week.
- Accessibility Statement does not exist.
- Privacy Policy

Teaching Channel. (n.d.). *Making playdough: Mix, measure, describe* [Video file]. Retrieved from

      https://www.teachingchannel.org/videos/pre-k-math-lesson-measurement

- This lesson focuses on teaching children to follow directions and use descriptive words and will assist you as one of the video choices for the Evaluating Effective Lessons assignment this week.
- Accessibility Statement does not exist.
- Privacy Policy

*Supplemental Materials*

National Association for the Education of Young Children. (2009). NAEYC standards for early childhood professional

      preparation. Retrieved from https://www.naeyc.org/sites/default/files/globally-

      shared/downloads/PDFs/resources/position-

      statements/2009%20Professional%20Prep%20stdsRevised%204_12.pdf

- This resource provides an in-depth look into each of the NAEYC standards for early childhood professional preparation.  This resource is required for the week 1 assignment, My Graduate Student Success Plan and will be used in multiple discussions and assignments in this course.
- Accessibility Statement does not exist.
- Privacy Policy

Week Two Assignment Template

- This required template will assist you in your Evaluating Effective Lessons assignment this week.

Zaur, J., & Bodamer, K., (2015). Early Childhood and Child Development: Lesson Plan Handbook. San Diego, CA;

      Bridgepoint Education

- This resource is a handbook that guides students about how to create developmentally appropriate lesson plans and will assist you in your Evaluating Effective Lessons assignment this week.

Zaur, J., & Bodamer, K. (2014). Lesson plan template. Ashford University, College of Education, San Diego, CA

- This resource contains a lesson plan template that will assist you in your Evaluating Effective Lessons assignment this week.

## Recommended Resources

*Articles*

Epstein, A. S. (2007). *The intentional teacher: Choosing the best strategies for young children's learning*. Retrieved from

      http://www.naeyc.org/store/files/store/TOC/165_0.pdf

- This article discusses strategies that teachers use to help them with intentional planning their curriculum for their students and may assist you in your Developmentally Appropriate Planning discussion this week.

Silverman, M. (2012, April 13). Purposeful instruction in anchorage [Blog post]. Retrieved from http://blog.k-

      12leadership.org/instructional-leadership-in-action/purposeful-instruction-in-anchorage

- This article looks at the role leadership plays in planning purposeful instruction and may assist you in both the Developmentally Appropriate Planning discussion and Evaluating Effective Lessons assignment this week.

*Multimedia*

ontesol. (2011, June 23). *OnTESOL: Why is lesson planning important?* [Video file]. Retrieved from

      https://www.youtube.com/watch?v=GpIPOWSR8T8

- This video discusses the important role planning in plays in developing effective lessons and may assist you in the Developmentally Appropriate Planning discussion this week.

*Webpages*

Kentucky Department of Education. (2015, July 13). Culturally responsive instruction. Retrieved from

      http://education.ky.gov/educational/diff/pages/culturallyresponsiveinstruction.aspx

- This website contains a wealth of information including links to lesson plans, articles, and videos about including culturally responsive instruction in your work with children and may assist you in the Developmentally Appropriate discussion this week.

## Discussion

Participate in the following discussion:

1. **Developmentally Appropriate Planning [CLOs: 1, 2]**. *1ˢᵗ Post Due by Day 3*. Early childhood educators must ensure that through the curriculum decisions they are making, they are meeting the needs of the diverse learners they work with as well as helping children to grow across all developmental domains. "People are often surprised at how much planning it takes to ensure a productive, smoothly running early childhood classroom" (Kostelnik,

Soderman, Whiren, & Rupiper, 2015, p. 75). It takes so much planning because we are making intentional decisions about what, how, when, and why we are implementing curriculum. Figure 3.1 from your primary text illustrates the process that teachers go through as they are preparing to plan lessons and units (Kostelnik, Soderman, Whiren, & Rupiper, 2015, p.79). Understanding this process is critical to being able to plan effective lessons whether you are working with one, five, or 20 children at a time.

Using Figure 3.1 (p. 79), Chapters 3 and 4 of your course text, and the Early Childhood and Child Development Lesson Plan Handbook, address the following:

- Explain the intentional nature of developmentally appropriate planning. Make sure to discuss the downfalls of planning not being intentional.
- Describe the process early childhood educators go through as they prepare to teach, including how learning differences influence and impact the planning process.
- Discuss where within the planning process early childhood educators address the needs of diverse learners and ensure their planning is culturally responsive. Make sure to include information about adapting curriculum to meet the needs of each and every child.
- Discuss the importance of differentiating lesson plans in order to meet the needs of small-group or whole-class instruction. Use some of the strategies shared in the text for teaching in small-group and whole-class instruction to support your perspective.
- Explain how having a deeper understanding of creating effective lesson plans help you to be able to uphold the following sections of the 2009 NAEYC Standards for Initial and Advanced Early Childhood Professional Preparation Programs. Provide specific examples related to small-group and whole-class instruction lesson plans.
    - 4b. Knowing and understanding effective strategies and tools for early education.
    - 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches. (NAEYC, 2009)

**Guided Response:** Respond to at least two of your peers' posts. Based on the ideas your peer shared in their initial post, discuss at least two ways they could engage families in the planning process while ensuring you are the one making instructional-based decisions. Share an additional consideration for planning for both small-group and whole-class instruction that your peer did not mention in their initial reply. Along with sharing each consideration, make sure to explain why it is important.

Though two replies is the basic expectation, please further the conversation by engaging with peers and the instructor throughout the week as these interactions will provide you with further opportunities to demonstrate your content expertise, critical thinking, and real-world experiences with designing developmentally appropriate strategies.

## Assignment

1. **Evaluating Effective Lessons [CLOs: 2, 3, 4]**. *Due by Day 7*. In the discussion forums this week, you learned about the important role planning plays when it comes to creating lessons and activities that align with a developmentally appropriate curriculum. "It is important to remember that educational value comes from the goals an activity addresses, the extent to which the components of the plan align with those goals, and how well the plan can be individualized to meet the needs of your particular children" (Kostelnik, Soderman, Whiren, & Rupiper, 2015, p. 87). It is this combination that makes effective lessons. In your assignment, you will apply the information you have learned about planning for instruction by evaluating a lesson in order to ensure that it is developmentally appropriate.

   You will be using the Week Two Assignment Template to complete your assignment this week. Below you will find the directions needed for completing each step of the template.

   **Step 1:** Choose one of the videos below to watch a lesson being taught to a group of children. As you are watching the video, record each of the parts of the lesson you see in the video on the Lesson Plan Template section of the Week Two Assignment Template. Use the Early Childhood and Child Development Lesson Plan Handbook as a guide to help you determine where to place things within the template. For example, if you observe the teacher activating the children's prior knowledge, you will record what the teacher does to activate their prior knowledge in the introduction section of the lesson plan template. If a section of the Lesson Plan Template is not observed in the video, you will record *Not Observed* in that section on the Lesson Plan Template.

   - *Counting Collections to 100*
   - *C-V-C: Phonemic Awareness*
   - *Hypothesizing About Bugs*
   - *Identifying Feelings*
   - *Letter of the Week: "S" Is for Scarecrow*
   - *Making Playdough: Mix, Measure, Describe*

**Step 2:** Using the notes you recorded on the Lesson Plan Template, evaluate the lesson plan using the Activity Plan Self-Check section of the Week Two Assignment Template. For this section, you will place an *X* on the line if the characteristic was observed from the lesson you watched when completing the Lesson Plan Template in Step 1. If the characteristic was not observed, you will leave the line blank. Then, count up the number of *X*s you have on the Activity Plan Self-Check, and circle the corresponding level for the lesson you observed on the Self-Check Scoring Key.

**Step 3:** Using the Lesson Plan Template, Activity Plan Self-Check, the Early Childhood and Child Development Handbook, your primary text, and at least two additional scholarly or credible sources, address the following regarding the lesson you observed in the Lesson Evaluation section of the Week Two Assignment Template:

- Describe the steps of intentional planning that were evident in the lesson you observed and how the planning contributed to the success, or lack of success, of the activity.
- Explain how the lesson was developmentally appropriate for the children in the group.
- Discuss how the lesson plan is or is not aligned from the objective all the way through the closing.
- Justify the score that you gave the lesson you observed based on the Activity Plan-Self Check. Make sure to cite specific evidence from the video that supports your justification.
- Summarize how completing this evaluation activity will allow you to develop more effective leaders when it comes to developing lesson plans in your current or future work with children.

**Research and Resource Expectations:**

Source Requirement:

- At least two scholarly peer-reviewed or credible sources.  Please use the MAECEL Source Guide if you need assistance with how to locate scholarly peer-reviewed or credible sources.

**Writing and Formatting Expectations:**

- **Title Page:** Must include a separate title page with the following:
    - Title of paper
    - Student's name
    - Course name and number
    - Instructor's name
    - Date submitted

- **Academic Voice:** Academic voice is used (avoids casual language, limited use of "I", it is declarative) as outlined in the Ashford Writing Center.
- **Purpose and Organization:** Demonstrates logical progression of ideas.
- **Control of Syntax and Mechanics:** Writing displays meticulous comprehension and organization of syntax and mechanics, such as spelling, grammar, and punctuation.
- **APA Formatting:** Papers are formatted properly and all sources are cited and referenced in APA style as outlined in the Ashford Writing Center.
- **Assignment Length:** This assignment should be two to three double-spaced pages in length (not including title and reference pages).

### Next Steps: Review and Submit the Assignment

Review your assignment with the Grading Rubric to ensure you have achieved the distinguished levels of performance for each criterion.  Next, submit the assignment for evaluation no later than Day 7.

# WEEK THREE

## Engaging Families and Self-Regulation

*To be completed during the third week of class*

### Overview

| Activity | Due Date | Format | Grading Percent |
|---|---|---|---|
| Engaging Families in Curriculum | Day 3 (1st post) | Discussion | 3 |
| Thematic Project Plan | Day 3 (1st post) | Discussion | 3 |
| Self-Regulation in Curriculum | Day 7 | Assignment | 10 |

### Weekly Learning Outcomes

This week students will

1. Explain strategies to build positive relationships and supportive interactions with families.
2. Create a plan for thematic teaching across the curriculum.
3. Describe how development and experience influences self-regulation in young children.
4. Design developmentally appropriate learning objectives for self-regulation.

### Introduction

So far in this course you have learned about developmentally appropriate curriculum, the planning process for creating lessons, and how to evaluate a lesson plan to ensure that it is effective. In the first discussion forum this week, you will use this knowledge as you discuss the strategies you will use to build positive relationships and supportive interactions with families about your curriculum. In the second discussion forum, you will begin to develop your plan for a thematic teaching unit that you will create as your Final Paper for this course. Finally for your written assignment, you will be developing a written paper about how development and experiences influence self-regulation. Within your assignment you will also design developmentally appropriate learning objectives for self-regulation that will be further developed into a lesson for your thematic unit Final Paper in Week Six.

## Required Resources

*Text*

Kostelnik, M., Rupiper, M., Soderman, A., & Whiren, A. (2015). *Developmentally appropriate curriculum: Best practices*

    *in early childhood education* (6th ed.). Retrieved from https://content.ashford.edu

- Chapter 6: Child Guidance in Early Childhood Classrooms
- Chapter 8: Strengthening Developmentally Appropriate Programs Through Family Engagement
- Chapter 16: Organizing Children's Learning Over Time

*Article*

National Association for the Education of Young Children Academy. (2014). Strengthening family engagement:

    Accreditation of programs for young children cross-cutting theme in program standards. *Trend Briefs, 6.*

    Retrieved from

    http://www.naeyc.org/academy/files/academy/file/TrendBriefsStrengtheningFamilyEngagement.pdf

- This article discusses the importance of strengthening family engagement and will assist you in your Engaging Families in Curriculum discussion this week.

*Multimedia*

ECE CompSAT. (2015, July 17). *Family and community engagement* [Video file]. Retrieved from

    https://www.youtube.com/watch?v=OU2F1cwXeiA

- This video discusses the importance of involving families and the community in your school or center and will assist you in your Engaging Families in Curriculum discussion this week.
- Accessibility Statement
- Privacy Policy

Sesame Street. (2013, August 5). *Sesame Street: The waiting game with Guy Smiley!* [Video file]. Retrieved from

    https://www.youtube.com/watch?v=XsC2W587_Fc&list=PLduaYqM5dRJIrXLjzWiPqAiIz8UJeNPoA

- This video shows the concept of self-regulation and will assist you in your Self-Regulation in Curriculum assignment this week.
- Accessibility Statement
- Privacy Policy

## Recommended Resources

*Articles*

Florez, I. R. (2011, July). Developing young children's self-regulation through everyday experiences. *Young Children.*

Retrieved from https://www.naeyc.org/files/yc/file/201107/Self-Regulation_Florez_OnlineJuly2011.pdf

- This article discusses everyday strategies you can use with children to help them develop self-regulation skills and may assist you in the Self-Regulation in Curriculum assignment this week.

Gillespie, L. G., & Seibel, N. L. (2006, July). Self-Regulation a cornerstone of early childhood development. *Young Children*. Retrieved from http://journal.naeyc.org/btj/200607/Gillespie709BTJ.pdf

- This article discusses how self-regulation develops during early childhood and may assist you in the Self-Regulation in Curriculum assignment this week.

Harvard Family Research Project. (n.d.). How can we prepare teachers to work with culturally diverse students and their families? What skills should educators develop to do this successfully? Retrieved from http://www.hfrp.org/family-involvement/fine-family-involvement-network-of-educators/member-insights/how-can-we-prepare-teachers-to-work-with-culturally-diverse-students-and-their-families-what-skills-should-educators-develop-to-do-this-successfully

- This article shares information about working with diverse families and may assist you in the Engaging Families in Curriculum discussion this week.

Parent engagement. (2012, October). *Capacity Building Series, 29.* Retrieved from https://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_parentEngage.pdf

- This articles shares many ideas for engaging families in schools and may assist you in the Engaging Families in the Curriculum Discussion this week.

RTI Action Network. (2008). Working with culturally and linguistically diverse families. Retrieved from http://www.rtinetwork.org/learn/diversity/culturalcompetence

- This article shares ideas for working with culturally and linguistically diverse families and may assist you in the Engaging Families in Curriculum Discussion this week.

Sanabria-Hernandez, L. (2008). Engaging families in early childhood education. Retrieved from http://www.rtinetwork.org/essential/family/engagingfamilies

- This article shares information about how to involve families in early childhood classrooms and may assist you in the Engaging Families in Curriculum Discussion this week.

## Discussions

Participate in the following discussions:

1. **Engaging Families in Curriculum [CLO: 2]**. *1st Post Due by Day 3*. "Family engagement has long been emphasized as part of developmentally appropriate practice for programs serving young children and their families" (National Association for the Education of Young Children Academy, 2014, p.1).

This idea is supported throughout Chapter 8 of your primary text as well. The key to being able to successful engage families in your curriculum is ensuring that you understand their diverse needs, develop meaningful relationships, and get them involved in their child's learning and development (Kostelnik, Soderman, Whiren, & Rupiper, 2015).

For this discussion, you will need to choose one of the following three areas of focus related to engaging families:
- Understanding the diverse needs of children and their families,
- Developing meaningful relationships with children and their families, or
- Involving families in their child's learning and development.

Next, watch the video *Family and Community Engagement*. As you are watching the video, play close attention for information related to your area of focus.

After watching the video, download and complete the Family Engagement Web. Once you have completed the Family Engagement Web, you will need to upload it as an attachment as your initial discussion post. In addition, please include your chosen area of focus in the title of your initial discussion reply.

**Guided Response:** Respond to at least two of your peers' posts who chose a different area of focus from yours. In your reply, discuss how you see your chosen area of focus working together with the ideas your peers shared in their initial reply to foster increased engagement from families about curriculum.

Though two replies is the basic expectation, please further the conversation by engaging with peers and the instructor throughout the week as these interactions will provide you with further opportunities to demonstrate your content expertise, critical thinking, and real-world experiences with designing developmentally appropriate strategies.

2. **Thematic Project Plan [CLOs: 1, 2, 3]**. *1st Post Due by Day 3*. For your Final Paper for ECE642, you will create a one-week thematic unit. "Thematic teaching supports children in forming connections among individual bits of information. These connections contribute to children's concept development and are the most important reason to use themes/projects as part of your program" (Kostelnik, Soderman, Whiren, & Rupiper, 2015, p. 512). For this discussion, you will create your plan, in outline form, for that unit. The purpose of creating your outline early on is to elicit thinking about the content you will include and how you will organize your thematic unit. It is also important for you to choose a theme this early in the course. In the coming weeks you will be creating lesson plans to add to your thematic unit, and it is important that each lesson is based around the same theme for proper alignment in your summative.

Subsequently, a secondary purpose for this discussion is intentional collaboration with your peers. Each of you comes to class with various perspectives and ideas, and as such can provide valuable feedback. While you do not have to implement feedback from your peers, you might find that working together will provide you with expanded ideas. You are highly encouraged to implement the feedback provided by your instructor in the gradebook.

Use the bullet points below to guide your plan for your Final Paper. Use each of the following bullet points below as your headings and under each what your plan is for addressing each:
- Title:
  - Create a title that includes the theme of your unit.
- Age/grade level:
  - Identify the age or grade level your unit will cover and why.
- Standards:

- o Summarize how the standards align with your unit.
- Overview:
  - o Develop an overview of your unit. Include a rationale that describes how the theme you chose is appropriate for the age/grade level, how the theme will support learning and development in this age group, and why theme teaching is important.
- Philosophy:
  - o Explain how your unit aligns with your teaching philosophy.
- Objectives:
  - o Create one objective for each developmental domain included in the unit (i.e., self-regulation, social/emotional, cognitive, physical, and language domains).

**Guided response:** Respond to two of your peers. In each response, complete the attached Peer-to-Peer Evaluation form, and upload it as an attachment.

## Assignment

1. **Self-Regulation in Curriculum [CLOs: 1, 2, 3, 4]**. *Due by Day 7*. When children transition from being at home to a learning environment, such as a home daycare, center, preschool, or elementary school, they need to be taught what the expectations are for their behavior. "Just as teachers provide opportunities for children to learn about science, math, and literacy, they must also provide opportunities for children to learn how to interact with others and manage their behavior independently and in groups" (Kostelnik, Soderman, Whiren, & Rupiper, 2015, p. 167). This type of behavior is often referred to as self-regulation. As early childhood educators, we must provide opportunities for our students to engage in learning activities that allow them to learn how to control their own behavior. For this assignment, begin by watching the video *[Sesame Street: The Waiting Game With Guy Smiley!](#)*

After watching the video, address the following in your paper:
- Discuss the three most significant concepts that you learned about promoting self-regulation in children from the video, Chapter 5 of your primary text, and/or your own experience working with young children.
- Describe at least two developmental and two experience-based influences on self-regulation in young children. Use either a scholarly or credible source to support your description.
- Create a measurable learning objective for a potential lesson or activity for one of your developmental influences and one of your experience-based influences in order to foster the development of self-regulation skills.

- o  Your learning objectives need to be clear and measurable.
- o  If you need help with how to create learning objectives, refer back to the objectives section of the Early Childhood and Child Development Lesson Plan Handbook you used in Week Two, review pages 81-82 of your primary text, or visit the Week Three Instructor Guidance.
- o  You will develop one of these objectives into an actual lesson plan for your Final Paper; when developing your objectives for this assignment; make sure it aligns with your overall theme for the unit.
- Explain how the learning objectives you created will allow you to implement a developmentally appropriate curriculum for your students regarding self-regulation. Use your state's early learning standards as support for this section.

**Research and Resource Expectations:**

- **Source Requirement:**
  - o  At least two scholarly peer-reviewed or credible sources.  Please use the MAECEL Source Guide if you need assistance with how to locate scholarly peer-reviewed or credible sources.

**Writing and Formatting Expectations:**

- **Title Page:** Must include a separate title page with the following:
  - o  Title of presentation
  - o  Student's name
  - o  Course name and number
  - o  Instructor's name
  - o  Date submitted
- **Academic Voice:** Academic voice is used (avoids casual language, limited use of "I", it is declarative) as outlined in the Ashford Writing Center.
- **Purpose and Organization:** Demonstrates logical progression of ideas.
- **Control of Syntax and Mechanics:** Writing displays meticulous comprehension and organization of syntax and mechanics, such as spelling, grammar, and punctuation.
- **APA Formatting: P**apers are formatted properly and all sources are cited and referenced in APA style as outlined in the Ashford Writing Center.

- **Suggested Assignment Length:** This assignment should two to three double-spaced pages in length (not including title and reference pages).

**Next Steps: Review and Submit the Assignment**

Review your assignment with the Grading Rubric to ensure you have achieved the distinguished levels performance for each criterion.  Next, submit the assignment for evaluation no later than Day 7.

# WEEK FOUR

## Social/Emotional Development in Young Children

*To be completed during the fourth week of class*

### Overview

| Activity | Due Date | Format | Grading Percent |
|---|---|---|---|
| Social Development | Day 3 (1st post) | Discussion | 4 |
| Aesthetic and Affective Lesson Plan | Day 7 | Assignment | 10 |

### Weekly Learning Outcomes

This week students will

1. Describe key social skills young children need to learn and the role that families play in this development.

2. Explain how valuing and respecting human diversity integrates all four dimensions of the social domain and aligns with standards.

3. Describe how to plan and teach meaningful activities in the aesthetic and affective domains of development.

4. Create developmentally appropriate aesthetic and affective activities for young children.

### Introduction

During the first three weeks of class, you learned about developing a developmentally appropriate curriculum as a whole. Starting this week, you will focus on the different domains of development and how to create lessons for each of these domains. This week the focus will be on the aesthetic and affective domains. In the discussion forum, you will describe key social skills that young children need to learn. Then in your assignment you will use this knowledge to describe how you will plan and teach meaningful activities within the aesthetic and affective domains of development. The activities you create for this assignment will become a part of the thematic unit you develop for your Final Paper in Week Six.

### Required Resources

*Text*

Kostelnik, M., Rupiper, M., Soderman, A., & Whiren, A. (2015). *Developmentally appropriate curriculum: Best practices in early childhood education* (6th ed.). Retrieved from https://content.ashford.edu

- Chapter 9: The Aesthetic Domain
- Chapter 10: The Affective Domain
- Chapter 14: The Social Domain

*Multimedia*

Human Rights Campaign. (2013, August 20). *Trailer: What can we do? Bias, bullying and bystanders* [Video file]. Retrieved from https://youtu.be/KIa6S-L_xV4

- This video addresses the importance of teaching children about bullying and the role explicit teaching in the social domain has in creating safe classroom environments. This will assist you in the Social Development discussion this week.
- Accessibility Statement
- Privacy Policy

*Supplemental Materials*

Zaur, J., & Bodamer, K., (2015). Early Childhood and Child Development: Lesson Plan Handbook. San Diego, CA; Bridgepoint Education

- This resource is a handbook that guides students about how to create developmentally appropriate lesson plans and will assist you in your Evaluating Effective Lessons assignment this week.

Zaur, J., & Bodamer, K. (2014). Lesson plan template. Ashford University, College of Education, San Diego, CA

- This resource contains a lesson plan template and will assist you in your Evaluating Effective Lessons assignment this week.

## Recommended Resources

*Article*

Meece, D. & Soderman, A. K (2010k, September). Positive verbal environments: Setting the stage for young children's social development. *Young Children*. Retrieved from http://kidlogiclearning.com/wp-content/uploads/2015/10/2015-Positive-Verbal-Environments-0910.pdf

- This resource provides tips for educators and parents on guiding children in their social development and may assist you in both the Social Development discussion as well as the Aesthetic and Affective Lesson Plan assignment this week.

*Web Page*

Welcoming Schools. (n.d.). [Books to engage students on bullying and diversity](). Retrieved from

http://www.welcomingschools.org/pages/books-to-engage-students-on-bullying

- This web page has a comprehensive list of books to assist teachers in educating students about bullying and diversity and may assist you in your Social Development discussion this week.

## Discussions

Participate in the following discussions:

1. **Social Development [CLOs: 1, 2, 4]**. *1st Post Due by Day 3*. "How well children perceive, interpret, and respond to the variety of social situations they encounter is a measure of their social competence" (Kostelnik, Soderman, Whiren, & Rupiper, 2015, p. 434).

   Social competence involves the knowledge and skills children need to successfully navigate their world. In essence, taking the time to help children grow in this domain will have a positive impact on each and every domain of development, and as such fits in each and every aspect of the curriculum. For this discussion you will explore how this topic fits into the overall curriculum, and your role in facilitating growth in the social domain.

   To prepare for this discussion, view the video *[Trailer: What Can We Do? Bias, Bullying and Bystanders]()*.

   In your initial post:
   - Summarize the role that families play in the social development of young children.
   - Analyze your role in guiding children through each of the four dimensions of the social domain (i.e., social skills, socialization, social responsibility, social studies).
   - Identify how valuing and respecting human diversity integrates all four dimensions of the social domain. Support this portion of your post with the text.
   - Explain how intentional teaching in the social domain supports a safe classroom environment and aligns with the actions of the teachers in the video *[Trailer: What Can We Do? Bias, Bullying and Bystanders]()*.
   - Locate the standards for your state. While many states outline academic standards, social and affective development is often excluded. Do your state standards include a section devoted to affective and social development? If not, why do you feel they are not included? If so, are they in alignment with the goals for children outlined in your reading this week?

**Guided response:** Respond to at least two of your peers. Propose and describe one child-friendly book that could be used in the classroom that would effectively help your peer talk with children about diversity (include both the title and author). Besides explicitly reading and talking with children about diversity, propose several other ways diversity can be supported in the classroom.

Though two replies is the basic expectation, please further the conversation by engaging with peers and the instructor throughout the week as these interactions will provide you with further opportunities to demonstrate your content expertise, critical thinking, and real-world experiences with designing developmentally appropriate strategies.

## Assignment

1. **Aesthetic and Affective Lesson Plan [CLOs: 1, 2, 3]**. *Due by Day 7*. As you read in Chapter 3 of your primary text, identifying appropriate learning goals for children is critical to planning (Kostelnik, Soderman, Whiren, & Rupiper, 2015). Subsequently, in Week Two you evaluated the planning process. For this assignment it is your turn to use those planning steps and to create a developmentally appropriate lesson plan. Remember that your lesson plan should align with the theme you chose in Week Three of class, as well as the unit goals, since this lesson plan will be added to your final thematic unit.

   To prepare for this assignment, choose one of the goals for the aesthetic domain on pages 282-283 in your primary text. Then, choose one of the goals for the affective domain on pages 316-317. Using information gained in Week 3 of this course, as well as in your previous courses, you will use each of these goals and create a developmentally appropriate lesson plan that incorporates each goal. You will need to use the Lesson Plan Template for this assignment.

   Your assignment will have three steps:

   **Step 1: Overview**
   Provide an overview that includes the following:
   - Summarize the considerations for planning meaningful activities in the affective and aesthetic domains of development. Support this section of your paper with your text and at least one scholarly or credible resource.

- Explain the teaching strategies that are important to use within each domain of development.

**Step 2: Lesson Plan**

Complete each section of the Lesson Plan Template, and create one lesson that includes the following:

- Create a developmentally appropriate lesson plan that incorporates both the aesthetic domain of development, as well as the affective domain of development (into one lesson). Remember to adhere to overall theme you chose in Week Three of the course.
- Describe which two goals you are implementing into your lesson plan: one goal from pages 282-283 for the aesthetic domain and one goal from pages 316-317 for the affective domain. Place both of these in the "Goal" section of the template.
- Include the following in your Lesson Plan Template:
    o State the objective of your lesson.
    o List the materials you will need to teach this lesson.
    o Identify how you will introduce the lesson.
    o Describe the procedure for the lesson development.
    o Explain how you will differentiate the lesson based on the needs of your students (e.g., English language learner (ELL), gifted, special needs, etc.).
    o Describe how you will check for understanding.
    o Summarize how you will close the lesson.

**Step 3: Conclusion**

Provide a conclusion that includes the following:

- Summarize explicitly how your lesson includes each domain. Support this portion of your paper with your text and at least one scholarly or credible resource.
- Justify how you connected the affective and aesthetic domains of development to your state standards.

**Research and Resource Expectations:**

- **Source Requirement:**
    o At least two scholarly peer-reviewed or credible sources. Please use the MAECEL Source Guide if you need assistance with how to locate scholarly peer-reviewed or credible sources.

**Writing and Formatting Expectations:**

- **Title Page:** Must include a separate title page with the following:
    - Title of paper
    - Student's name
    - Course name and number
    - Instructor's name
    - Date submitted
- **Academic Voice:** Academic voice is used (avoids casual language, limited use of "I", it is declarative) as outlined in the [Ashford Writing Center](#).
- **Purpose and Organization:** Demonstrates logical progression of ideas.
- **Syntax and Mechanics:** Writing displays meticulous comprehension and organization of syntax and mechanics, such as spelling, grammar, and punctuation.
- **APA Formatting:** Papers are formatted properly and all sources are cited and referenced in APA style as outlined in the [Ashford Writing Center](#).
- **Suggested Assignment Length:** This assignment should be 2-3 pages length (not including title and reference pages).

### Next Steps: Review and Submit the Assignment

Review your assignment with the Grading Rubric to ensure you have achieved the distinguished levels of performance for each criterion.  Next, submit the assignment for evaluation no later than Day 7.

# WEEK FIVE

## Finding Balance: Cognition, Leadership, and Literacy

*To be completed during the fifth week of class*

## Overview

| Activity | Due Date | Format | Grading Percent |
|---|---|---|---|
| Neuroscience, Cognition, and Physical Activity: A Dynamic Trio | Day 3 (1st post) | Discussion | 4 |
| Leadership Journal: Leadership Competencies | Day 7 | Journal | 5 |
| Balanced Literacy Presentation | Day 7 | Assignment | 10 |

## Weekly Learning Outcomes

This week students will

1. Explain how current neuroscience discoveries about the brain contribute to our understanding of the components of children's cognitive development.
2. Describe the connection between oral language and emerging literacy and the implications for creating a balanced literacy program.
3. Create a plan for implementing a balanced literacy approach in an early childhood classroom.
4. Analyze the role of leadership as it relates to the evaluation of curriculum materials and models, including alignment with standards.

## Introduction

This week you will continue to learn about creating developmentally appropriate curriculum for specific developmental domains. In the discussion this week, you will focus on how current neuroscience research is impacting our understanding of how children develop cognitively and the corresponding connection between planning physical activities in the classroom. Along with your discussion, you have a written assignment where you will create a presentation about how you will implement a balanced literacy approach in your work with children. Finally, you will complete your leadership

journal for this course. The leadership journal focuses on the role of leadership as it relates to evaluating curriculum materials, models, and their alignment to standards.

## Required Resources

*Text*

Kostelnik, M., Rupiper, M., Soderman, A., & Whiren, A. (2015). *Developmentally appropriate curriculum: Best practices in early childhood education* (6th ed.). Retrieved from https://content.ashford.edu

- Chapter 11: The Cognitive Domain
- Chapter 12: The Language Domain
- Chapter 13: The Physical Domain

*Articles*

Gardner, H. (2008, January 13). Five minds for the future. Retrieved from
https://howardgardner01.files.wordpress.com/2012/06/five-minds-for-the-future-january-20081.pdf

- This article explains each of Howard Gardner's Five Minds for the Future competencies and why each is important for becoming a leader in the 21st century. This article will assist you in your Leadership Journal: Leadership Competencies journal this week.

National Association for the Education of Young Children, & Fred Rogers Center. (2012, January). Technology and interactive media as tools in early childhood programs serving children from birth through age 8. Retrieved from http://www.naeyc.org/files/naeyc/file/positions/PS_technology_WEB2.pdf

- This resource is the join position statement between NAEYC and the Fred Rodgers Center on the use of technology in the classroom. Pages 5-12 of this article will assist you in your Balanced Literacy Presentation assignment this week.

Strickland, D. (n.d.). Balanced literacy: Practical strategies to help you build a truly balanced classroom literacy program. Retrieved from http://www.scholastic.com/teachers/article/balanced-literacy

- This article discusses, from the perspective of a doctor and a teacher, why it is important that teachers understand how a child's brain functions and the positive implications this understanding has on curriculum and instruction. This article will assist you in your Neuroscience, Cognition, and Physical Activity: A Dynamic Trio discussion this week.
- Accessibility Statement does not exist.
- Privacy Policy

Willis, J. (2012, July 27). A neurologist makes the case for teaching teachers about the brain [Blog post]. Retrieved from

http://www.edutopia.org/blog/neuroscience-higher-ed-judy-willis

- This article discusses, from the perspective of a doctor and a teacher, why it is important that teachers understand how a child's brain functions and the positive implications this understanding has on curriculum and instruction. This article will assist you in your Neuroscience, Cognition, and Physical Activity: A Dynamic Trio discussion this week.
- Accessibility Statement does not exist.
- Privacy Policy

*Website*

Common Core State Standards Initiative. (http://www.corestandards.org/)

- This website provides an overview of the Common Core Standards and includes a link to each individual state's core standards. This website will assist you in your Balanced Literacy Presentation assignment this week.
- Accessibility Statement does not exist.
- Privacy Policy does not exist.

## Recommended Resource

*Multimedia*

West, A. D. (Director). (2007, May 1). *Howard Gardner's "Five minds for the future"* [Television series episode]. In R.

Isaacson (Executive Producer), *The open mind.* Retrieved from http://video.pbs.org/video/1906079430/

- In his video, Howard Gardner explains each his Five Minds for the Future competencies and why each is important for becoming a leader in the 21st century. This video may assist you in your journal for this week.

## Discussion

Participate in the following discussion:

1. **Neuroscience, Cognition, and Physical Activity [CLOs: 1, 2]**. *1st Post Due by Day 3*. As you read this week, there are connections between neuroscience and education. As highlighted by Dr. Judy Willis in the article A Neurologist Makes the Case for Teaching Teachers About the Brain, Teachers who are prepared with knowledge of the workings of the brain will have the incentive and motivation to follow the ongoing research, as well as the

ability to apply their findings to the classroom (Willis, 2015). With this knowledge, teachers can help children build their brain potential, "bridge the achievement gap, and reach their highest 21st century potential starting now" (Willis, 2015, para. 5). Neuroscience tells us that as educators, we have the capacity to literally help students change their brains and intelligence. That is a tremendous opportunity and one that we must not take lightly. How will you impact the brains and intelligence of those children in your care? That is the focus of this discussion this week.

To prepare for this discussion, read the article A Neurologist Makes the Case for Teaching Teachers About the Brain by Dr. Judy Willis.

- Describe the connection between neuroplasticity and cognition and how your understanding of neural development and cognitive processing will guide your work with children.
- Analyze the role that science and math have on cognition in early childhood education and in guiding children on becoming 21st-century learners.
- Propose a physical activity that will promote changes in brain structure and function and will increase a child's capacity for learning. Explain how your activity does each and how it can be modified to accommodate children with disabilities. Be sure to also include the appropriate age range for the activity and support your activity with your primary text or Dr. Willis' article.

**Guided response:** Respond to at least two of your peers' posts. Based on the proposed physical activity, suggest which physical goals best align with their activity (pp. 417-418 in your primary text) as well as which cognitive goals best align with their activity (pp. 349-351 in your primary text). Further justify why supporting the physical domain of development in the classroom benefits cognitive growth.

Though two replies is the basic expectation please further the conversation by engaging with peers and the instructor throughout the week as these interactions will provide you with further opportunities to demonstrate your content expertise, critical thinking, and real-world experiences with designing developmentally appropriate strategies.

## Journal

1. **Leadership Journal: Leadership Competencies [CLOs: 1, 2, 4]**. *Due by Day 7*. To prepare for this journal read Howard Gardner's Five Minds for the Future. You will specifically reflect on each competency within the source:

- A disciplined mind

- A synthesizing mind

- A creative mind

- A respectful mind

- An ethical mind

Throughout your program you have discussed, and will continue to discuss, the importance of becoming a 21st-century educator. Equally important is preparing your students for being 21st-century learners. One way to do both is through reflective guidance in what Howard Gardner describes as the "Five Minds for the Future." According to Gardner (2008), the "Five Minds are competencies which young people and the society need in the twenty first century going forward" (p. 2). For your leadership journal, reflect on each of these competencies as a leader in the field of early childhood education.

**Part 1: Content/Course Reflection (1pt.)**
- How will you prepare those children, their families, and the staff in your care in each competency? Be sure you provide specific details on each competency.
- If you were to add a sixth competency, what would it be and why?

**Part 2: Program/Personal Reflection (2pts.)**
- How does each competency influence you as a leader personally? Be sure you provide at least one example for each competency.
- How does your understanding of each of these competencies positively impact your ability as a leader to evaluate curriculum materials and models and ensure alignment with standards?

**Integrative and Critical Thinking Expectations (demonstrated within the content of the journal):**
- **Connections to Experience (.5 point):** Meaningfully synthesizes connections among experiences both within and outside of coursework to deepen understanding of fields of study and to broaden own points of view.
- **Reflection and Self-Assessment (.5 point):** Envisions a future self and possibly makes plans that build on experiences that have occurred across multiple and diverse contexts.

**<u>Research and Resource Expectations:</u>**

- Sources are not required for your journal assignments. However, if you need to cite information, you must cite in APA format and include a reference page.

**Writing and Formatting Expectations:**

- **Professional Reflective Voice (.25 points):** Journals may be written in a less formal, but still professional voice (avoids casual language). First person voice is encouraged.
- **Organization (.25 points):** Demonstrates logical progression of ideas.
- **Syntax and Mechanics (.25 points):** Writing displays meticulous comprehension and organization of syntax and mechanics, such as spelling, grammar, and punctuation.
- **APA Formatting (.25 points):** Papers are formatted properly and all sources (if used) are cited and referenced in APA style as outlined in the [Ashford Writing Center](#).
- Suggested Assignment Length: Two to three double-spaced pages, not including title and reference pages.

**Next Steps: Review and Submit the Assignment**

Review your assignment with the Grading Rubric to ensure you have achieved the distinguished levels of performance for each criterion and submit in Waypoint for evaluation no later than Day 7.

## Assignment

1. **Balanced Literacy Presentation [CLOs: 3, 4]**. *Due by Day 7*. As you read this week, successful balanced literacy programs are "balanced with a combination of explicit instruction, small group and whole-class literacy activities, and independent reading and writing opportunities" that might also include several instructional approaches (Kostelnik, Soderman, Whiren, & Rupiper, 2015, p. 373).

   According to the article [Balanced Literacy: Practical Strategies to Help You Build a Truly Balanced Classroom Literacy Program](#), in a truly balanced literacy program, how you teach is as important as what you teach (Strickland, n.d., para. 1). For this assignment you will present your plan for how you will incorporate a balanced literacy approach in your classroom or school. Depending on your future career path, you can choose who your intended audience is. You can present to your staff, to parents, or even to the board of education. You will present your plan in the form of a PowerPoint presentation. This assignment can be added to your overall portfolio at the conclusion of your degree program.

To prepare for this assignment, read the article [Balanced Literacy: Practical Strategies to Help You Build a Truly Balanced Classroom Literacy Program](#) and pages 5-12 of the joint position statement [Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth Through Age 8](#) (Strickland, n.d.; National Association for the Education of Young Children & Fred Rogers Center, 2012).

Your presentation should be a five- to six-slide PowerPoint that you will narrate using [Present Me](#), [Screencast,](#) or [Jing](#) (if you are unable to use one of the digital tools listed above, please contact your instructor for additional options).

Be sure to include the following in your presentation:

- Evaluate the key considerations in a balanced literacy approach.
- Describe the instructional approaches you will use to teach (e.g., reading, writing, speaking and listening, and language on a daily basis, etc.). Provide a rationale.
- Support how your plan aligns with the Common Core State Standards (CCSS) or your individual state standards. Use cited evidence from [Common Core State Standards Initiative](#) or your state education website to support this portion of your assignment.
- Justify how your plan explicitly incorporates language across the curriculum. Include strategies for teaching students with limited English proficiency.
- Explain how your plan incorporates the 21st-century requirement for children to be *technoliterate*. Cite evidence from the joint position statement of the [Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth Through Age 8](#) to support this section of your paper.

**Research and Resource Expectations:**
- **Source Requirement:**
  - At least two scholarly peer-reviewed or credible sources. Please use the MAECEL Source Guide if you need assistance with how to locate scholarly peer-reviewed or credible sources.

**Writing and Formatting Expectations:**
- **Title Page:** Must include a separate title page with the following:
  - Title of paper
  - Student's name
  - Course name and number

- ▪ Instructor's name
- ▪ Date submitted

- **Academic Voice:** Content development is used (avoids casual language, limited use of "I", it is declarative).

- **Purpose and Organization:** Demonstrates logical progression of ideas.

- **Syntax and Mechanics:** Writing displays meticulous comprehension and organization of syntax and mechanics, such as spelling, grammar, and punctuation.

- **APA Formatting:** Papers are formatted properly and all sources are cited and referenced in APA style as outlined in the Ashford Writing Center.

- **Assignment Length:** This assignment should be five to six slides in length (not including title and reference pages).

**Next Steps: Review and Submit the Assignment**

Review your assignment with the Grading Rubric to ensure you have achieved the distinguished levels of performance for each criterion.  Next, submit the assignment for evaluation no later than Day 7.

# WEEK SIX

## Integrating the Curriculum through Play and Thematic Instruction

*To be completed during the fifth week of class*

## Overview

| Activity | Due Date | Format | Grading Percent |
|---|---|---|---|
| Play and Curriculum | Day 3 (1st post) | Discussion | 4 |
| Integrating the Curriculum through Thematic Teaching | Day 7 | Final Paper | 25 |

## Weekly Learning Outcomes

This week students will

1. Describe how play integrates all curricular domains and is a developmentally appropriate approach in early childhood.

2. Identify the types of pretend and construction play and the relationship of play to the curriculum.

3. Justify the use of developmentally appropriate curriculum in early childhood education.

4. Create a week-long, themed unit plan that promotes learning and growth in each developmental domain and content area.

## Introduction

It is hard to believe our final week of class is here. This week will bring together everything you have learned throughout the entire course. The week starts with a discussion forum focused on how play is integrated into all curricular domains. In your Final Paper, due this week, you will create a thematic unit that promotes learning and growth in each developmental domain while justifying the use of a developmentally appropriate curriculum in early childhood education. As you are working on this project, make sure to review the feedback you have received from your instructors and peers throughout the course to ensure you have created the best thematic unit possible.

## Required Resources

*Text*

Kostelnik, M., Rupiper, M., Soderman, A., & Whiren, A. (2015). *Developmentally appropriate curriculum: Best practices*

    *in early childhood education* (6th ed.). Retrieved from https://content.ashford.edu

- Chapter 15: Integrating Curriculum Through Pretend and Construction Play

*Article*

Snow, K. (n.d.). Research news you can use: Debunking the play vs. learning dichotomy. Retrieved from

    http://www.naeyc.org/content/research-news-you-can-use-play-vs-learning

- This article discusses how play and learning are interconnected and why play is a valuable tool for the early childhood classroom. This resource will assist you in your Play and Curriculum discussion this week.
- Accessibility Statement does not exist.
- Privacy Policy

*Supplemental Materials*

Zaur, J., & Bodamer, K., (2015). Early Childhood and Child Development: Lesson Plan Handbook. San Diego, CA;

    Bridgepoint Education

- This resource is a handbook that guides students about how to create developmentally appropriate lesson plans and will assist you in the Integrating the Curriculum through Thematic Teaching Final Paper this week.

Zaur, J., & Bodamer, K. (2014). Lesson plan template. Ashford University, College of Education, San Diego, CA

- This resource contains a lesson plan template that will assist you in the Integrating the Curriculum through Thematic Teaching Final Paper this week.

## Recommended Resources

*Article*

Funderstanding. (2011, April 14). Thematic instruction. Retrieved from

    http://www.funderstanding.com/educators/thematic-instruction/

- This resource provides an overview of thematic instruction and includes tips for choosing themes. This resource may assist you in the Integrating the Curriculum through Thematic Teaching Final Paper this week.

## Discussions

Participate in the following discussions:

1. **Play and the Curriculum [CLOs: 1, 2]**. *1ˢᵗ Post Due by Day 3*. There is much research that supports the use of play in early childhood, and "the science behind play, what exists, should be sufficient to argue at least for its inclusion, if not a focus, in early education." Yet, there is tension between play and "in the face of increased pressure on literacy and mathematics, driven in part by the No Child Left Behind Act and development of the Common Core Standards, policy-makers and some parents are expecting preschool programs to look more like classrooms for older children" (Snow, n.d., para 2).

   How would you handle just such a demand on your future classroom or school? This discussion will engage you in reflecting on your play philosophy and why it is important for leaders in the field of early childhood education to take a stand on the topic of play in the classroom.

   To prepare for this discussion, read the article [Research News You Can Use: Debunking the Play Vs. Learning Dichotomy](). Then use the following scenario to guide your thinking:

   As a leader and professional in the field of early childhood education, you have decided to write on this topic for your local newspaper column. Using the Toulmin model as your guide, defend the use of play in the classroom. Your article should be written in academic writing style and should include the following (for information on the differences between academic and personal writing styles refer to the Ashford Writing Center's [Academic Voice]() and [Differences Between First and Third Person]()):
   - Explain your school's philosophy of play in the classroom.
   - Defend the ways in which play enhances development in each domain of development and is considered a developmentally appropriate practice. Support this portion of your article with your primary text and at least one scholarly or credible resource.
   - Describe each form of play. Identify three things children are learning as they engage in pretend play and three things children are learning as they engage in construction play.
   - Compare and contrast the difference between a classroom in which guided play is a part of the curriculum and one that uses play to simply fill up time. Support this portion of your discussion with your primary text and at least one scholarly or credible resource.

**Guided response:** Respond to at least two of your peers. In your responses, imagine you are a parent of a school-aged child who had some concerns about play in the classroom. Do you feel that your concerns were thoroughly answered? Provide a rationale. Do you have any further questions? If so, what are they? How has this article enhanced your understanding of play in the classroom? Provide a rationale.

Though two replies is the basic expectation, please further the conversation by engaging with peers and the instructor throughout the week as these interactions will provide you with further opportunities to demonstrate your content expertise, critical thinking, and real-world experiences with designing developmentally appropriate strategies.

## Final Paper

1. **Integrating the Curriculum through Thematic Teaching [CLOs: 1, 2, 3, 4]**. *Due by Day 7*. Throughout this course you have acquired knowledge about best practices in creating developmentally appropriate curriculum for early childhood education across all developmental domains. This summative project will synthesize your learning by modeling, in a meaningful way, the strategies and knowledge gained throughout this course through the creation of a thematic unit resource. "Thematic teaching supports children in forming connections among individual bits of information. These connections contribute to children's concept development and are the most important reason to use themes/projects as part of your program" (Kostelnik, Soderman, Whiren, & Rupiper, 2015, p. 512). Your thematic unit will consist of revisions of course material as well as additional lessons and supports.

   **Final Paper Scenario:**
   As a supervisor, you strive to help the teachers and staff of your school or center realize the many benefits of thematic teaching. For this reason, you have decided to do develop a resource for your staff to support their use of thematic units with children. The resource you create will include a rationale, so that your staff understands why you are using this approach to creating a developmentally appropriate curriculum. In addition, the resource will include sample lessons, information on how you can ensure your unit is aligned, and how this information can be utilized to develop curriculum.

   Using Word your thematic unit resource must include the following:
   - **Unit Introduction:** For your introduction please include the following:
     - o Explain the benefits of a thematic curriculum to teachers, children, and to the program.

- o Describe the explicit connection between the principles of effective thematic teaching and developmentally appropriate practice.
  - o Describe how thematic curriculum and instruction aligns with your philosophy of education.
- **Lesson Plans:** Use the Lesson Plan Template to develop four lessons that are all connected to your central theme for your unit. Each of your lessons will focus on a different developmental domain and must be developmentally appropriate. In addition, use the Lesson Plan Template to create each of your lessons. The guidelines for creating your lesson plans around each domain are as follows:
  - o Self-Regulation: Develop a lesson using one of the self-regulation objectives you created for your Week Three Self-Regulation in Curriculum assignment; your lesson must be connected to your unit theme to teach this objective.
  - o Social/Emotional: Revise the Aesthetic and Affective Lesson Plan you developed for your Week Four assignment. Make sure to incorporate any feedback from your instructor in your revised lesson. Make sure that your lesson is connected to the overall theme of your unit.
  - o Cognitive and Physical Development: Develop a complete lesson plan using the physical activity you proposed in the Neuroscience, Cognition, and Physical Activity: A Dynamic Trio discussion from Week Five. Make sure that your lesson is connected to the overall theme of your unit.
  - o Language Development: Develop a literacy based lesson plan based on one of the strategies you shared in your Balanced Literacy Presentation assignment in Week Five. Make sure that your lesson is connected to the overall theme of the unit.
- **Unit Evaluation:** Evaluate your thematic unit using the Activity Plan Self-Check that is found on page 101 of your course text. Discuss, using specific examples from your Activity Plan Self-Check, how you know your unit is aligned. Refer back to the Evaluating Effective Lessons assignment in Week Two to help you develop this section.
- **Rationale and Conclusion:** Summarize how a thematic unit, such as the one you developed, coincides with Wilson's (2014) The Profile of a Modern Teacher image below by including the following:
  - o Describe how the unit you developed was based on intentional planning. Refer back to the Developmentally Appropriate Planning discussion from Week Two of the course to help you develop this section.
  - o Explain how you will engage families in the thematic unit you have planned. Refer back to the Engaging Families in Curriculum discussion from Week Three of the course to help you develop this section.

Wilson, R. (2014). The profile of a modern teacher [Image]. Retrieved from
http://www.coetail.com/wayfaringpath/files/2014/10/The-Profile-of-a-Modern-Teacher1.pdf

**The Integrating the Curriculum through Thematic Teaching Final Paper**

- Must be seven to eight double-spaced pages in length (not including title and references pages) and formatted according to APA style as outlined in the Ashford Writing Center.
- Must include a separate title page with the following:
    - Title of paper
    - Student's name
    - Course name and number
    - Instructor's name
    - Date submitted
- Must use at least three scholarly or credible sources in addition to the course text. P lease use the MAECEL Source Guide if you need assistance with how to locate scholarly peer-reviewed or credible sources.
- Must document all sources in APA style as outlined in the Ashford Writing Center.

- Must include a separate references page that is formatted according to APA style as outlined in the Ashford Writing Center.

# COURSE MAP

The course map illustrates the careful design of the course through which each learning outcome is supported by one or more specific learning activities in order to create integrity and pedagogical depth in the learning experience.

| Learning Outcome | Week | Activity |
|---|---|---|
| 1. Examine relationships among theory, research, and practice as well as how these elements correspond to common curriculum models. | 1<br>1<br><br><br><br>1<br><br><br><br><br>2<br><br>3<br>3<br><br>4<br>4<br><br>5<br><br><br>5<br>6<br><br>6 | ▪ Post Your Introduction – Discussion<br>▪ The Connection Between Developmentally Appropriate Practice and Curriculum – Discussion<br>▪ Overcoming the Challenges of Implementing a Developmentally Appropriate Curriculum – Discussion<br>▪ Developmentally Appropriate Planning – Discussion<br>▪ Thematic Project Plan – Discussion<br>▪ Self-Regulation in Curriculum – Assignment<br>▪ Social Development – Discussion<br>▪ Aesthetic and Affective Lesson Plan – Assignment<br>▪ Neuroscience, Cognition, and Physical Activity: A Dynamic Trio – Discussion<br>▪ Leadership Competencies – Journal<br>▪ Play and the Curriculum – Discussion<br>▪ Integrating the Curriculum through Thematic Teaching – Final Paper |
| 2. Evaluate the use of developmentally appropriate approaches and instructional strategies with children and families, to positively influence learning and development. | 1<br><br><br><br>1<br><br><br><br>2<br><br>2<br><br>3<br><br>3<br>3 | ▪ The Connection Between Developmentally Appropriate Practice and Curriculum – Discussion<br>▪ Overcoming the Challenges of Implementing a Developmentally Appropriate Curriculum – Discussion<br>▪ Developmentally Appropriate Planning – Discussion<br>▪ Evaluating Effective Lessons – Assignment<br>▪ Engaging Families in Curriculum – Discussion<br>▪ Thematic Project Plan – Discussion<br>▪ Self-Regulation in Curriculum – |

| | | | |
|---|---|---|---|
| | | 4 | Assignment<br>▪ Social Development – Discussion |
| | | 4 | ▪ Aesthetic and Affective Lesson Plan – Assignment |
| | | 5 | ▪ Neuroscience, Cognition, and Physical Activity: A Dynamic Trio – Discussion |
| | | 5 | ▪ Leadership Competencies – Journal |
| | | 6 | ▪ Play and the Curriculum – Discussion |
| | | 6 | ▪ Integrating Curriculum through Thematic Teaching – Final Paper |
| 3. | Design challenging curriculum that promotes comprehensive development and learning outcomes for all children and across all domains of development. | 2 | ▪ Evaluating Effective Lessons – Assignment |
| | | 3 | ▪ Thematic Project Plan – Discussion |
| | | 3 | ▪ Self-Regulation in Curriculum – Assignment |
| | | 4 | ▪ Aesthetic and Affective Lesson Plan – Assignment |
| | | 5 | ▪ Balanced Literacy Presentation – Assignment |
| | | 6 | ▪ Integrating Curriculum through Thematic Teaching – Final Paper |
| 4. | Analyze the role of leadership as it relates to the evaluation of curriculum materials and models, including alignment with standards. | 1 | ▪ The Connection Between Developmentally Appropriate Practice and Curriculum – Discussion |
| | | 1 | ▪ Overcoming the Challenges of Implementing a Developmentally Appropriate Curriculum – Discussion |
| | | 2 | ▪ Evaluating Effective Lessons – Assignment |
| | | 3 | ▪ Self-Regulation in Curriculum – Assignment |
| | | 4 | ▪ Social Development – Discussion |
| | | 5 | ▪ Leadership Competencies – Journal |
| | | 5 | ▪ Balanced Literacy Presentation – Assignment |
| | | 6 | ▪ Integrating Curriculum through Thematic Teaching – Final Paper |