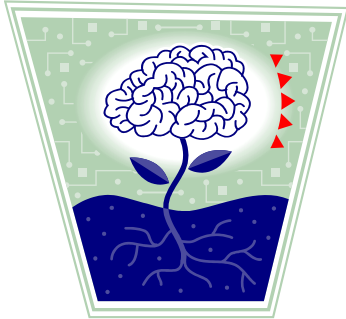


**EDCI 37200:**  
**Integrated Curriculum in Early Childhood Education:**  
**Cognitive Domain**  
Purdue University North Central  
Spring, 2011



Children from birth to age 5 engage in making sense of the world on many levels: language, human interactions, counting and quantification, spatial reasoning, physical causality, problem solving, categorization...

Complex human reasoning is thus rooted in early childhood.

*(From Neurons to Neighborhood:*

*The Science of Early Childhood Development, 2000, p. 124)*

**Instructor Information**

Dr. Mary Jane Eisenhauer  
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Office: Tech 310

**Course Information**

Time: TBA  
Location: TECH 134  
Credits: 2 class, 2 lab, 3 credit hours  
Office Hours: Wed 10 – noon; Thurs 9 - 11  
& by appointment

**Course Description:** This is a methods course that focuses on teaching and learning, curriculum, & assessment in the areas of mathematics, science, social studies, health, and nutrition. Examines developmentally appropriate strategies and the role of the “more competent other” in facilitating experiential learning.

Prerequisite: EDPS 236: Developmental Theory and Practice in Early Childhood

**Course Format:** This is a hybrid course that meets for 8 weeks. This course will include a major computer Internet component. We will meet face-to-face and the other sessions will be delivered online. Assignments, lectures, discussions and other content will be delivered online. During our time together, we will have in-depth discussions to synthesize and elaborate our understanding of the content and its practical applications.

In addition, there is a half day lab/field experience for this course. Because of the accelerated pace, you are required to complete 2 half days or 1 full day per week in an assigned pre-k classroom.

**Required Readings:**

Copley, J.V. (2000). *The young child and mathematics*. Washington DC: NAEYC.

Indiana Department of Education & Family & Social Services Administration, Division of Family Resources, Bureau of Child Care. (2006). *Foundations to the Indiana academic standards for young children from birth to age 5*.

(Available on Taskstream)

Kostelnik, M.J., Soderman, A.K., Whiren, A.P. (2011). *Developmentally appropriate curriculum: Best practices in early childhood education*. (5<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Hall.

Worth, K. & Grollman, S. (2003). *Worms, shadows, and whirlpools: Science in the early childhood classroom*. Portsmouth, NH: Heinemann.

\*\*Other articles and online readings will be assigned as needed.

### Learning Goals:

The candidate will:

- Explore developmentally appropriate methods and materials for teaching young children in the cognitive domains;
- Articulate the importance of addressing children’s cognitive development through an integrated approach in a natural and meaningful way;
- Understand the range and sequence of children’s conceptual development;
- Understand and evaluate the importance of play as integral to children’s development in all domains (social, emotional, physical and cognitive);
- Demonstrate an understanding that individual children display differences in development, temperament, cultural background, and experience that will influence the cognitive curriculum;
- Examine and analyze materials, methods, and environments for creating experiences in mathematics, science, social studies, health, and nutrition in an early childhood classroom;
- Develop plans, activities and assessments for cognitive experiences based on state and national standards.

### On Campus Meetings:

We will meet face-to-face on campus at regularly scheduled meetings. Please bring your books and any assignments to these meetings.

### Related Field Study:

Candidates will complete a weekly half day experience in an early childhood setting working with teachers and children. The focus of the field experience will emphasize the cognitive aspects of the curriculum, recognizing the integrative nature of the early childhood setting. The Field Study is Pass/Fail. Students will have individual entrance/exit interviews with the instructor prior to & following the Field Study.



### Course Requirements

- Complete the **assigned readings** before class meetings.
- **Participate** in online discussions with thoughtful, relevant contributions that reflect an evolving understanding of the course content. This includes, and is not limited to, discussions, written work, and in-class assignments. Students are expected to conduct themselves in a professional manner.
- Complete two **Curriculum, Instruction and Assessment Plans** that explore young children’s growth in conceptual development and numeracy.

- Engage in a **Field Experience** during which you will observe, assist the teacher, and interact with children in a preschool classroom. This will provide a setting to complete course assignments. During your time in the preschool classroom, you are expected to be a professional.
- Maintain an online **Reflective Journal** to record your thoughts, feelings, insight and understanding about your experiences in the preschool classroom as they relate to the course content.

Any additional **individual** related to the course content that may be assigned as the course progresses. Specific guidelines and rubrics for the components of each requirement will be provided.

### **Course Materials**

You will need to assemble a “Project Box” with supplies and materials: markers, scissors, glue, contact paper, crayons, interesting doodads, etc. for projects.

### **Teacher Responsibilities in the Learning Process:**

It is expected that I will be prepared each week to create an environment conducive to the learning process. In addition, I have tried to create active learning activities and to provide classroom experiences that I believe will enhance the educational experiences of all students.

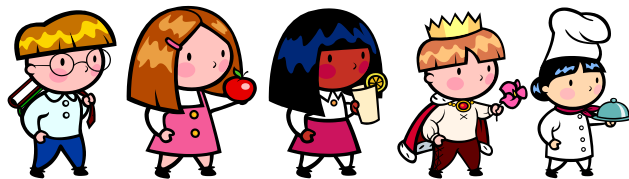
### **Student Responsibilities in the Learning Process:**

It is expected that you will participate in the online discussions and come to class prepared to participate in the learning process. An example of being prepared is that you complete readings before the class meeting and are ready to ask relevant questions. Learning is social and best learned in a community of learners. We, including myself, are all teachers and learners in the educational process. Your contribution to your classmates’ learning, as is theirs to yours, is considered an integral part of this course.

### **Policies and Procedures**

#### **Professionalism and Appropriate Classroom Behavior**

The Early Childhood Education program at PNC adheres to the NAEYC Code of Ethical Conduct. Your demeanor, attendance, punctuality, attitude, preparedness, as well as your willingness to grow and learn reflect your professionalism and readiness to be an early childhood educator. It is my goal to develop a community of learners in pursuit of shared experience and knowledge.



**Professional Behaviors:** As an early childhood education candidate, the teacher education faculty prepares you to enter a very important profession. Failure to comply with the following behaviors will lead to a Professional Progress Report which can result in the development of a remediation plan and possible removal from the program. These behaviors apply to your

interactions with all faculty, staff, and students at both Purdue North Central and in all teaching placements.

- Professionalism:** Demonstrates acceptable professional behaviors and appearance/hygiene.
- Preparedness:** Is prepared for each class.
- Flexibility:** Demonstrates flexibility regarding course content, class scheduling, and other changes deemed necessary by professor.
- Respect:** Treats others with courtesy, respect and open-mindedness.
- Integrity/Honesty:** Acknowledges the work of others and protects confidential information. Does not engage in any activities that have been deemed unethical or dishonest according to Purdue North Central Student Handbook.
- Stays Informed:** Reads the Education Department information on the web, referring to it regularly in order to remain informed of responsibilities to the Education Department process.
- Safe and Responsible:** Agrees to act in a safe and responsible manner, avoiding any action that might put others at physical and/or emotional risk.
- Problem Solver:** Seeks solutions independently and/or identifies the faculty or staff member who can assist; addresses the problem with the appropriate person; uses discretion in discussing the problem; focuses on seeking solutions rather than assigning blame.
- Accepts Feedback:** Is receptive to constructive comments, implements changes, and seeks feedback from others.
- Attendance:** Purdue's attendance policy states that students are expected to be present for every meeting of the classes in which they are enrolled. You are expected to attend all class sessions, to arrive on time, and to actively participate in discussions and activities. Arriving late and/or leaving early is considered both unprofessional and as an absence. Students are responsible for any materials (notes, announcements, handouts, etc.) they miss due for any reason. Simply stated, if you are not in class, you cannot participate. **You will be allowed one absence for illness. For each subsequent absence, 10 points will be deducted from your total.** Please call or send an email to [meisenhauer@pnc.edu](mailto:meisenhauer@pnc.edu) or 219-785-5637 before the class session you will be missing.

### Late Assignments

Late assignments will not be accepted.

### **Cheating and Plagiarism**

Although the learning activities for this course are not conducive to cheating and plagiarism, academic misconduct is taken very seriously. The following statement is from the student handbook:

Student Academic Misconduct Statement  
Source: Regulations Governing Student Conduct, Disciplinary  
Proceedings and Appeals, Section B, Paragraph 1.2a

### **The following actions constitute misconduct for which students may be subject to administrative action or disciplinary penalties:**

- a. Dishonesty in connection with any University activity. Cheating, plagiarism, and knowingly furnishing false information to the University are examples of dishonesty. The commitment of the acts of cheating, lying, stealing, and deceit in any of their diverse forms (such as the use of ghostwritten papers, the use of substitutes for taking examinations, the use of illegal crib sheets, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest.

### **ADA**

If you have a disability which will require testing or classroom accommodations, please see me no later than the second week of classes. If you have not done so already, please provide appropriate documentation and request accommodations with the Disability Services Coordinator, LSF 029, 785-5374. **Students are responsible for consulting with me if they are experiencing difficulties with the course work or material.**

### **Course Assessment**

Specific rubrics for each Learning Module and assignment will be given. Evaluation of written assignments will be based on content as well as the use of Standard English, correct grammar and spelling. Academic papers should be typed (double-spaced, one inch margins, black ink). It is absolutely required that you provide thorough citations for any resources you use. Use a style guide for consistency in grammar, bibliographic citations, and reference listings.

Evaluation of materials and presentations will be based on content as well as professionalism, preparation, organization, durability and effort. Materials should be constructed for future use with safety (no small pieces!) and durability in mind.

Evaluation of the Field Study will be done by the instructor in consultation with the mentor early childhood professional. The Field Study is assessed as a Pass/Fail. If you Fail the Field Study, then you will not pass the course. The expectations, weekly assignments and evaluation criteria for the weekly lab/field experience will be provided.



Assessment in this course will be based on the following:

Lab/Field Experiences	Pass/Fail
Learning Modules (4 x 15 pts each)	60 pts
Inquiry Project: Curriculum, Instruction & Assessment Plans	
Numeracy	20 pts
Conceptual Development	<u>20 pts</u>
TOTAL	100 pts

The grading scale is as follows:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
100-93	92- 90	89- 87	86- 83	82- 80	79- 77	76- 73	72- 70	69- 67	66- 63	62- 60	59-0

NOTE: Your success in this course is directly related to your self-motivation, organizational skills and commitment to the online delivery. Please contact me as soon as possible if you find that you are falling behind, missing assignments or experiencing difficulty.

**Suggestions for Further Reading:**

- Aronson, S.A. (ed.). (2002). *Healthy young children: A manual for programs*. (4<sup>th</sup> ed.). Washington DC: NAEYC.
- Baratta-Lorton, M. (1976). *Mathematics their way*. Menlo Park, CA: Addison-Wesley.
- Bredenkamp, S. & Copple, C. (eds.). (1997). *Developmentally appropriate practice in early childhood programs*. (Revised ed.). Washington, DC: NAEYC.
- Bredenkamp, S. & Rosegrant, T. (eds.). (1992). *Reaching potentials: Vol. 1. Appropriate curriculum and assessment for young children*. Washington DC: NAEYC.
- Bredenkamp, S. & Rosegrant, T. (eds.). (1992). *Reaching potentials: Vol. 2. Transforming early childhood curriculum and assessment*. Washington DC: NAEYC
- Chalufour, I. & Worth, K. (2005). *Exploring water with young children*. Redleaf Press.
- Chalufour, I. & Worth, K. (2004). *Building structures with young children*. Redleaf Press.
- Chalufour, I. & Worth, K. (2003). *Discovering nature with young children*. Redleaf Press.
- Clements, D., Sarama, J. & DiBiase, A. (eds.). (2004). *Engaging young children in mathematics: Standards for early childhood mathematics education*. Mahwah, NJ: Erlbaum.
- Copley, J.V. (ed.). (1999). *Mathematics in the early years*. Reston, VA: National Council of Teachers of Mathematics.
- DeVries, R., Zan, B., Hildebrandt, C., Edmiaston, R., & Sales, C. (2002). *Developing constructivist early childhood curriculum: Practical principles and activities*. New York: Teachers College Press.
- Gronlund, G. (2006). *Make early learning standards come alive: Connecting your practice and curriculum to state guidelines*. Washington DC: NAEYC.
- Helm, J.H. & Katz, L.G. (2001). *Young investigators: The project approach in the early years*. New York: Teachers College Press.
- Helm, J.H., Beneke, S. & Steinhelmer, K. (1998). *Windows on learning: Documenting young children's work*. New York: Teachers College Press.
- Hirsch, E.S. (ed.). (1996). *The block book*. (3<sup>rd</sup> ed.). Washington DC: NAEYC.
- Indiana Department of Education & Family & Social Services Administration, Division of Family Resources, Bureau of Child Care. (2006). *Foundations to the Indiana academic standards for young children from birth to age 5*.  
<http://www.doe.state.in.us/primetime/welcome.html#1>
- Kamii, C. (2000). *Young children reinvent arithmetic: Implications of Piaget's theory*. (2<sup>nd</sup> ed.). New York: Teachers College Press.
- Koralek, D. (ed.). (2006). *Spotlight on young children and social studies*. Washington DC: NAEYC.
- Koralek, D. & Colker, L.J. (eds.). (2004). *Spotlight on young children and science*. Washington DC: NAEYC.
- Seefeldt, C. (2005). *How to work with standards in the early childhood curriculum*. New York: Teachers College Press.

**INTASC Principles/NAEYC Standards for Initial Licensure Addressed**

X = aligned; \* = emphasized

NAEYC Initial Licensure Standards	INTASC Principles									
	1. Subject Matter	2. Student Learning	3. Diverse Learners	4. Instructional Strategies	5. Learning Environment	6. Communication	7. Planning Instruction	8. Assessment	9. Reflection & Professional Development	10. Collaboration, Ethics, & Relationships
1. Promoting Child Development & Learning 1a. Knowing and understanding young children’s characteristics and needs 1b. Knowing and understanding the multiple influences on development and learning 1c. Using knowledge of development to create healthy, respectful, supportive, and challenging environments		X *	X		X		X			
2. Building Family & Community Relationships			X				X			X
3. Observing, Documenting, & Assessing to Support Young Children and Families 3b. Knowing about and using observation, documentation and other appropriate assessment tools 3c. Understanding and practicing responsible assessment					X *		X *	X *		
4. Teaching and Learning 4a. Connecting with children & families 4b. Using developmentally effective approaches 4c. Understanding content knowledge in early education 4d. Building meaningful curriculum	* *	* *	* *	* *	* X	X X	* *			X
5. Becoming a professional 5b. Knowing about and upholding ethical standards and other professional guidelines 5d. Integrating knowledgeable, critical and reflective perspectives on early education									X *	X *

**EDCI 37200 Integrated Curriculum in Early Childhood: Cognitive Domain  
 Spring, 2011**

Tentative Schedule of Topics & Assignments, subject to change.  
 Any amendments will be posted on Blackboard.

<b>Week/ Date</b>	<b>Meeting</b>	<b>Topic</b>	<b>Assignment Due</b>
Jan 10	Online	Course Introduction & Orientation	Mini-Module
Jan 17	Campus <i>Field Site</i>	What is the cognitive domain?	LM 1
Jan 24	Online	How do children develop concepts and acquire knowledge?	Field Journals (Due weekly)
Jan 31	Online	<i>Application of Course Content</i>	LM 1 Tasks
Feb 7	Online	What is important for children to know & be able to do?	LM 2
Feb 14	Campus		LM 2 Tasks Numeracy Project
Feb 21	Online	How can we create environments and experiences to foster children's conceptual growth?	LM 3
Feb 28	Campus		LM 3 Tasks
Mar 3	Online	How do we know what children know?	LM 4 LM 4 Tasks
FINAL (by Mar10)	Taskstream/Online	Children's Conceptual Development	Conceptual Development Project