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Office: Enderis 387  
Office Hours: By appointment  
Email: albender@uwm.edu  
Phone: 364-4901  

Course Description: Curriculum design and unit development in pre-primary and early primary classrooms. Prerequisites: Junior standing and admission to School of Education.  

Course Information: This course is designed to give students an orientation to curriculum design in early childhood classrooms. We will focus on a general planning framework that can be applied to planning in specific content areas. Students will learn how to build both individual lessons and larger units. In addition, the course will provide information on some more informal areas of the curriculum that are not covered elsewhere, including effective use of routines and transitions and the integration of movement and physical skill activities into the curriculum.  

Students enrolled in the Early Childhood Education teacher certification program should take CURRINS 314 concurrently.  

Course Objectives:  

Students will:  

1. understand the processes of curriculum development in early childhood classrooms.  
2. understand how to incorporate national, state, and local standards into the curriculum development process.  
3. demonstrate the ability to identify key components of a planning framework in their own unit, including important understandings, associated assessments (formative and summative), and learning activities.  
4. demonstrate the ability to construct appropriate learning experiences for young children.  

Wisconsin Teaching Standards addressed:  

#4 Repertoire of instructional strategies, including culturally relevant pedagogy  
#7 State of the art curriculum and strategic planning for instruction  
#8 Assessment to ensure student success
**Required Texts:** (books are available at Panther Bookstore, Downer Avenue only)


3) Additional required course readings are available on the 302 D2L Website.

**Requirements and Evaluation:**
Following are the requirements for the course:

1. **Attendance and Participation:** I expect that you will attend class regularly and on time. You should complete reading assignments prior to class time as indicated on the course schedule. Attendance will be taken and tardiness and early departures noted. Two late arrivals and/or early departures will count as one full absence. If you must miss any class or any part of a class, please contact me ahead of time, explaining the reason for your absence. Each class session is worth 3 attendance points. If you do need to miss class, you are still required to complete all readings and assignments for that class, and substitute work will be available upon request. For submission of the substitute work you can earn up to 3 class points for that day. This work is due no later than one week after the missed class, and will not be accepted after that. You will also be given participation points throughout the semester. You can earn 35 participation points.

2. **Self Reflection Paper:** You will be asked to reflect on your childhood experiences in school. This will help you connect how your own school experiences shape your approaches to curriculum in the classroom. This assignment will be worth 30 points.

3. **Observation Reports:** There will be two observation reports. For both reports, you will need a focal student that you will observe throughout the semester. You will be responsible for taking notes on your observations of this student throughout your time in the classroom. You will use these notes for your final exam. You will be expected to observe in an early childhood classroom, concentrating on the teaching strategies used, the content being taught, and your focal child’s responses to the curriculum. The classroom observations will occur two times during the semester. You will use your observations to reflect upon effective curricular practices. Each observation report is worth 30 points.

4. **Curriculum Study:** You will complete a study of the curriculum provided in a classroom (this will be your field experience classroom, if you are enrolled in CURRINS 314; it can be your own classroom if you are on the job; otherwise, I will assist you in choosing a classroom). Your study will involve interviewing the teacher and examining all materials utilized by the teacher for curriculum development (e.g., published curricula, teachers’ handbooks, etc). You will bring your findings, along with the curricular piece (if possible) to class on the due date ready to share with a small group of peers. You will also provide a one page handout for your peers on this curricular piece. Following this activity, there will be a reflection/assessment that will be done in class. Points for the curriculum study: 70

5. **Unit Plan:** You will create a unit plan for preschool or kindergarten-aged children. This assignment will be done in small groups. You will lay out the scope of activities for a 4-week period, and provide detailed lesson plans for 4 specific activities. You will note the learning objectives, links to standards, and assessment activities also. The framework for the unit plan will be the Understanding by Design framework. Points for the unit plan: 100

6. **Final Exam:** Throughout the semester you will be taking notes on a child that you have chosen to observe more closely. Specific guidelines will be given out as to how to select this student. You will write a paper about this student answering specific questions. You will also turn in your notes. You
should be taking notes every time you are in field to recap this child’s day. Points for the final exam: 60

7. **(Grad Only) D2L Discussion postings** One goal of learning should be to track and understand what you are learning (metacognition), and how and why. In addition, I would like you to specifically consider how what we are talking about in class is reflected in or applies to your work as a classroom teacher. Following each class session (Sessions 2 -11) you will engage with me in further discussion of the material via the D2L discussion board. You will be required to post at least once and respond at least once to another posting. A guide for posting is included on the D2L site.

### Grading Scale

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Undergraduate</th>
<th>Graduate</th>
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<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>20%</td>
<td>15%</td>
</tr>
<tr>
<td>Observation Papers</td>
<td>22.5%</td>
<td>20%</td>
</tr>
<tr>
<td>Curriculum Study</td>
<td>17.5%</td>
<td>15%</td>
</tr>
<tr>
<td>Unit Plan</td>
<td>25%</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15%</td>
<td>Not Required</td>
</tr>
<tr>
<td>D2L Discussion Postings</td>
<td>Not Required</td>
<td>30%</td>
</tr>
</tbody>
</table>

The final course grade will be determined as follows:

- 94 - 100% = A
- 90 - 93.9% = A-
- 87 – 89.9% = B+
- 84 – 86.9% = B
- 80 – 83.9% = B-
- 74 – 76.9% = C
- 70 – 73.9% = C-
- 64 – 66.9% = D
- 60 – 63.9% = D-

The grade of a C or better must be earned in this course in order to fulfill the professional requirements of the Early Childhood Certification program. This course cannot be taken for credit/no credit.

**ECE Program Attendance Policy:** In the ECE Program we believe strongly that the development of strong relationships supports us in creating productive learning communities, a model that we hope you take with you into your professional work as a classroom or childcare teacher. All of the program/professional courses are interactive and discussion based. Missing class means missing the interaction and the collaborative construction of knowledge. It is difficult if not impossible to make this up. Thus, we take attendance and participation in class very seriously. So, for any ECE program class, more than **two absences** will require you to submit a letter of explanation to the Early Childhood Committee, and may result in the requirement to retake the course. More than three absences may result in a failing grade in the course.

**Conduct:** You are expected to contribute to class dialogue and activities (some will be whole group and some will be with small groups). While not all students may feel comfortable being active discussants in all forum, you also participate by listening. In addition, you are expected to be attentive to and respectful of fellow classmates and the ideas they express, and of cultural, racial, ethnic, religious, gender, and individual differences. Both the instructor and other students are a source of learning.

**Early Childhood Technology Policy:** We realize that cell phones and laptop computers are a mainstay of student life for many of you. Should you find it necessary to bring a cell phone to class, please turn it off before class begins. If you are expecting an emergency call, please notify the instructor before class and step out into the hallway to take your call. Text messaging during class is strictly prohibited, and will result in the loss of your participation points for that day. Taking class notes on your laptop is allowed, but engaging in web surfing, checking email, or completing work for other classes during 302 is not.

**Confidentiality:** As we observe in children’s programs, please do not discuss what you see and hear outside of our class to respect the confidentiality of those involved. When discussing what you have observed and writing your assignments, please do not use the real names of children or adults.

**Late assignments:** If you are ill or otherwise are unable to hand in an assignment on time, contact me as soon as you know that the assignment will be late (on-time is defined as by midnight on the due date).
No assignment will be accepted more than two weeks past the due date. Any subsequent assignments not handed in on time will be assigned a failing grade.

** Accommodations for students with disabilities:** If you have an identified disability that may affect your performance in this class, schedule an appointment (no later than the third week of class) so that provisions can be made to ensure that you have an equal opportunity to meet all the requirements of the course.

** Accommodations for religious observances:** Students will be allowed to complete requirements that are missed because of a religious observance.

** Academic misconduct:** The University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instance of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others’ academic endeavors. Please note that any use of another source, whether in print or on-line, should be cited appropriately.

The following readings will be posted on the D2L website:


Ryan, S., & Grieshaber, S. (2004). It’s more than child development: critical theories,
Uniform Syllabus Policies

University Policies. Each syllabus will provide the following link to the Secretary of the University Web site (http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf) that contains the following University policies:

1. Students with disabilities. Notice to these students should appear prominently in the syllabus so that special accommodations are provided in a timely manner.
   http://www.uwm.edu/Dept/DSAD/SAC/SACltr.pdf
2. Religious observances. Accommodations for absences due to religious observance should be noted.
   http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S1.5.htm
3. Students called to active military duty. Accommodations for absences due to call-up of reserves to active military duty should be noted.
   http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S40.htm
4. Incompletes. A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to take or complete the final examination or to complete some limited amount of term work.
   http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S31.pdf
5. Discriminatory conduct (such as sexual harassment). Discriminatory conduct will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff.
   http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S47.pdf
6. Academic misconduct. Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University.
   http://www.uwm.edu/Dept/OSL/DOS/conduct.html
7. Complaint procedures. Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy.
   http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S49.7.htm
8. Grade appeal procedures. A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides or in the case of graduate students, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School.
   http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S28.htm
9. Other The final exam requirement, the final exam date requirement, etc.
   http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S22.htm
**Agenda/Topics:**

Note that this is a tentative schedule. Given the developmental nature of teaching, learning, and coming to deep understandings of the ideas/concepts for this course we will likely find it necessary to amend this calendar. All readings are available on the D2L course site. Please print and bring your readings to class to support class discussions.

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<th>Session Focus</th>
<th>Readings Due</th>
<th>Assignments Due</th>
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<tr>
<td>Session 1:</td>
<td>Introduction</td>
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| Tues. September 4th  
Mon. September 10th |             |              |                 |
| Session 2:    | What does good curriculum look like? | Chap 1, Katz  
Hurless & Gittings  
Jacobs & Eskridge  
Vartuli & Rohs  
Miller & Almon  
Neuman | Observation Paper 1 |
| Tues. September 11th  
Mon. September 17th |             |              |                 |
| Session 3:    | At the base: theories and practice | Ryan & Grieshaber  
Birbili  
Bodrova, Leong & Shore  
Kilderry  
Fleer |                 |
| Tues. September 18th  
Mon. September 24th |             |              |                 |
| Session 4:    | Understanding by design | Chapter 1, UbD |                 |
| Tues. September 25th  
Mon. October 1st |             |              |                 |
| Session 5:    | Curriculum goals | Chapters 2 & 3, UbD | Observation Paper 2  
by midnight on this day. |
| Tues. October 2nd  
Mon. October 8th |             |              |                 |
| Session 6:    | Defining “understanding” | Chapter 4, UbD  
Chapters 3 & 4, Katz |                 |
| Tues. October 9th  
Mon. October 15th |             |              |                 |
| Session 7:    | Setting up for understanding | Chapters 5 & 6, UbD  
Chapters 5 & 6, Katz |                 |
| Tues. October 16th  
Mon. October 22nd |             |              |                 |
| Session 8:    | Deciding upon assessment | Chapter 7, UbD |                 |
| Tues. October 23rd  
Mon. October 29th |             |              |                 |
| Session 9:    | “Good” assessments | Chapter 8, UbD | Curriculum Study Due  
in Class..bring materials to share |
| Tues. October 30th  
Mon. November 5th |             |              |                 |
| Session 10:   | Planning for learning | Chapter 9, UbD  
Chapter 7, 8 & 9, Katz |                 |
| Tues. November 6th  
Mon. November 12th |             |              |                 |
| Session 11:   | Fitting in the unit | Chapters 10 & 11, UbD |                 |
| Tues. November 13th  
Mon. November 19th |             |              |                 |
| Session 12:   | Groups and transitions | Beneke, Ostrosky & Katz  
Chen, et.al | Observation Paper 3  
due by midnight on this day. |
| Tues. November 20th  
Mon. November 26th |             |              |                 |
<table>
<thead>
<tr>
<th>Session 13:</th>
<th>Planning for movement</th>
<th>Vagovic</th>
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<tr>
<td>Tues. November 27&lt;sup&gt;th&lt;/sup&gt; Mon. December 3&lt;sup&gt;rd&lt;/sup&gt;</td>
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<tr>
<th>Session 14:</th>
<th>Monday Class: Catch-up, wrap-up, Sharing units</th>
<th>Monday Class: Unit Plan</th>
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<tbody>
<tr>
<td>Tues. December 4&lt;sup&gt;th&lt;/sup&gt; Mon. December 10th</td>
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<thead>
<tr>
<th>Session 15:</th>
<th>Catch-up, wrap-up, Sharing units</th>
<th>Unit Plan</th>
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<tbody>
<tr>
<td>Tues. December 11&lt;sup&gt;th&lt;/sup&gt;</td>
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| Take Home Final Exam | |
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