Course Name: Designing Integrated Curriculum with Play
Course Number: FCS 2620 01
Meeting Days and Time: Tuesdays/Thursdays 10:30 – 11:45 a.m.
Instructor: Dr. Cari Buckner
Office Phone: 435-879-425
Office Hours: T/Thurs: 12:00 – 1:00, Wed: 10:00-3:00

CRN: 43859
Semester/Year: Fall 2015
Location: 106 NIB
Office Location: 112 NIB
DSU Email Address: buckner@dixie.edu

Prerequisites: FCS 1500 (can be concurrently enrolled); or FCS 2500 (can be concurrently enrolled); or PSY 1100 (can be concurrently enrolled).

Course Description from Catalog: Required of students pursuing the associate's degree in Early Childhood Education, but valuable to parents, prospective parents, and educators. Explores the value of developmentally appropriate play for young children and how to provide a rich curricular environment for early childhood settings, including planning, preparation, and implementation of activities for early childhood education. 3.000 Credit hours


Family and Consumer Sciences Department Learning Outcomes:

1. Define currently accepted theory within the discipline.
2. Evaluate theory using applications and exercises to personalize the depth of knowledge and understanding.
3. Demonstrate professional practices specific to the discipline by completing assignments.
4. Show, in writing, the ability to think critically by:
   a. Gathering information
   b. Comparing and contrasting sources and quality of information
   c. Evaluating information for reliability and validity
   d. Creating resolutions/proposals to solve questions or problems within the discipline
### FCS 2620: Planning Creative Experiences in Early Childhood Education

#### Course Objectives

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Method of Instruction</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| Develop curriculum and learning activities with specific goals in mind for all domains of children’s development and learning | Class Discussion  
In-class small group projects | Technology lesson plan  
Integrated Unit  
Music Activity |
| Demonstrate your knowledge of the value of creative activities in promoting developmentally appropriate practice | Class Discussion  
Modeling | Quiz  
Case Study |
| Demonstrate an understanding of approaches to learning in an early childhood setting. | Class Discussion  
Modeling | Quiz  
Case Study |
| Demonstrate ability to teach young children using technology in a developmentally appropriate way. | Class Discussions  
Modeling | Teach lesson plan using technology |
| Understand the teacher’s role as a facilitator of learning experience activities in the preschool classroom. | Class Discussion  
Role playing | Quiz  
Lesson Evaluation |
| Understand and demonstrate the importance of planning learning experiences around children’s developmental levels. | Class Activities  
Classroom Demonstration | Integrated Unit  
Technology lesson plan  
Lesson Evaluation |
| Demonstrate the ability to develop lesson plans that improve children’s social-emotional development, physical development, language and literacy development, and cognitive development. | Modeling  
Small Group Activities | Lesson Plans  
Integrated Unit |

#### Descriptions of Assignments and Rubrics

1. **All papers are to be typewritten, using size 12 font.**

2. Writing in class will be graded for content, punctuation, grammar, spelling and word usage unless stated otherwise. Do college level work. That means that you use correct punctuation, avoid run-on sentences, divide paper into paragraphs **and** make sure your sentences make sense. Do not plagiarize the work of others.
3. Keep a copy of all assignments and graded work.

4. Assignments are due in class the day of the assignment.

5. No assignments will be accepted one week after the due date.

**Assignment Descriptions:**

- **Unit Web and lesson plan  50 pts**
  For this assignment, you will use a web graphic organizer to develop a framework for an integrated unit. Along with your web, you will submit a lesson plan for a learning experience you will actually teach in the DSU preschool. You will find a lesson plan template on canvas to type your lesson plan on. This assignment is your midterm for the class. Please do your best work as a DSU university student.

- **Physical Development Assessment  25 pts**
  On canvas under your physical development assessment assignment, you will find some physical development assessments to download to complete this assignment. The information you collect from this assignment will be used in your Case Study, which is due at the end of the semester. For this assignment, you will select a preschool student to observe and administer physical development assessments. (You will use the same child for all four developmental assessments.) From this assessment, you will identify the physical strengths of the child as well as areas where the child could use guidance and support. You will also be able to identify where the child is developmentally in the physical domain.

- **Social/Emotional Development Assessment  25 pts**
  On canvas your social/emotional development assessment assignment, you will find some social/emotional development assessments to download to complete this assignment. The information you collect from this assignment will be used in your Case Study, which is due at the end of the semester. For this assignment, you will select a preschool student to observe and administer social/emotional development assessments. (You will use the same child for all four developmental assessments.) From this assessment, you will identify the social and emotional strengths of the child as well as areas where the child could use guidance and support. You will also be able to identify where the child is developmentally in the social/emotional domain.

- **Cognitive Development Assessment  25 pts**
  On canvas under your cognitive development assessment assignment, you will find some cognitive development assessments to download to complete this assignment. The information you collect from this assignment will be used in your Case Study, which is due at the end of the semester. For this assignment, you will select a preschool student to observe and administer cognitive development assessments. (You will use the same child for all four developmental assessments.) From this assessment, you will identify the cognitive strengths of the child as well as areas where the child could use guidance and support. You will also be able to identify where the child is developmentally in the cognitive domain.

- **Language/Literacy Development Assessment  25 pts**
  On canvas under your language/literacy development assessment assignment, you will find some oral language/literacy development assessments to download to complete this assignment. The information you collect from this assignment will be used in your Case Study, which is due at the end of the semester. For this assignment, you will select a preschool student to observe and administer oral language and literacy development assessments. (You will use the same child for all four developmental assessments.) From this assessment, you will identify the language and literacy strengths of the child as well as areas where the child could use guidance and support. You will also be able to identify where the child is developmentally in the language domain.

- **Lesson Plan using Technology/evaluation 50 pts**
  For this lesson, you are going to teach an early childhood concept to the class using technology. You will develop the lesson plan, using the lesson plan template on canvas. You will need to:
  - identify the concept you want the children to learn using technology
• describe in detail what you will do during your lesson
• include the use of technology such as: app on i-pad, video, computer game, virtual fieldtrip, etc.
This assignment is graded in two parts. 25 pts for the lesson plan. 25 pts for class presentation. This could be a lesson you include in your integrated unit, but does not have to be.

• Music Activity/Presenting  50 pts
  For this assignment, you are going to demonstrate you knowledge and ability to create a learning experience based on a song that is appropriate for young children. The elements I will be looking for in this assignment are:
  • age of children the music activity is geared for
  • lesson supported with illustrations, actions, movement, or other activities
  • activity is developmentally appropriate
  • your assignment represents quality work that can be used effectively with a group of young children

• Teaching Music Activity  25 pts

• Lesson taught in preschool (lesson evaluation) 30 pts
  This lesson will be taught in the preschool. You will be observed while teaching this lesson in the preschool. This lesson will be a part of your integrated unit.

• Case Study of child's development  100 pts
  You will be using the physical, social/emotional, cognitive, and language assessments to write your case study. Your case study will be written about a child in the preschool. The time you spend assessing, observing and working with this child is included in your 25-practicum hours. In your case study, you will
  ✓ describe the child’s behaviors (strengths and weaknesses when observed and/or assessed)
  ✓ identify the child’s stages of development in each of the four domains
  ✓ explain how you would plan curriculum that would meet the development of this child.
  ✓ what curriculum approach would be most effective for this child. Explain why.
  ✓ describe how you would integrate play into your curriculum approach
  ✓ write 5 – 7 pages, type-written, 12 font. Case study should include at least three credible references
  ✓ write paper in APA paper which means sources/references will be cited within the body of your paper and will be listed in alphabetical order on a reference page at the end of your paper.

25 Practicum hours in preschool  50 pts
  25 hours = 50 pts
  22 – 24 hours = 45 pts
  19 -21 hours = 40 pts
  16 – 18 hours = 35 pts
  14 – 15 hours = 30 pts
  11 – 13 hours = 25 pts
  10 hours = 20 pts
  7 – 9 hours = 15 pts
  6 – 8 hours = 10 pts
  5 hours = 5 pts
  Less than 5 hours = 0 pts

• Integrated Unit Plan  100 pts

• Tests  200 pts
  Learning Approaches Quiz  10 pts
  Developmentally Appropriate Practices Quiz  10 pts
  Teacher’s role in the early childhood classroom Quiz  10 pts
  Creating an integrated Unit Quiz  10 pts
  Final Exam: Presenting Your Integrated Unit  100 pts
Grading Scale:

- A = 95–100 %
- A- = 90–94
- B+ = 87–89
- B = 83–86
- B- = 80–82%
- C+ = 77–79
- C = 74–76
- C- = 70–73
- D+ = 67–69%
- D = 64–66
- D- = 60–63
- F = below 59

### Fall 2015 Final Exam Schedule

<table>
<thead>
<tr>
<th>Daytime Classes</th>
<th>Class Time</th>
<th>Exam Day</th>
<th>Exam Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily, MWF, MTWF, MWRF, MW, etc.</td>
<td>7:00 a.m.</td>
<td>Mon, Dec 14</td>
<td>7:00 a.m. - 9:00 a.m.</td>
</tr>
<tr>
<td></td>
<td>8:00 a.m.</td>
<td>Wed, Dec 16</td>
<td>8:30 - 10:30 a.m.</td>
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<tr>
<td></td>
<td>9:00 a.m.</td>
<td>Fri, Dec 18</td>
<td>9:30 - 11:30 a.m.</td>
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<tr>
<td></td>
<td>10:00 a.m.</td>
<td>Mon, Dec 14</td>
<td>10:30 a.m. - 12:30 a.m.</td>
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<td></td>
<td>11:00 a.m.</td>
<td>Wed, Dec 16</td>
<td>11:00 a.m. - 1:00 p.m.</td>
</tr>
<tr>
<td></td>
<td>12:00 p.m.</td>
<td>Fri, Dec 18</td>
<td>12:00 p.m. - 2:00 p.m.</td>
</tr>
<tr>
<td></td>
<td>1:00 p.m.</td>
<td>Mon, Dec 14</td>
<td>1:00 p.m. - 3:00 p.m.</td>
</tr>
<tr>
<td></td>
<td>2:00 p.m.</td>
<td>Wed, Dec 16</td>
<td>1:30 p.m. - 3:30 p.m.</td>
</tr>
<tr>
<td></td>
<td>3:00 p.m.</td>
<td>Fri, Dec 18</td>
<td>2:30 p.m. - 4:30 p.m.</td>
</tr>
<tr>
<td></td>
<td>4:00 p.m.</td>
<td>Mon, Dec 14</td>
<td>3:30 p.m. - 5:30 p.m.</td>
</tr>
<tr>
<td>Tue/Thur</td>
<td>7:30/8:00 a.m.</td>
<td>Tue, Dec 15</td>
<td>8:00 a.m. - 10:00 a.m.</td>
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<tr>
<td></td>
<td>9:00 a.m.</td>
<td>Thu, Dec 17</td>
<td>9:30 a.m. - 11:30 a.m.</td>
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<tr>
<td></td>
<td>10:30 a.m.</td>
<td>Tue, Dec 15</td>
<td>10:30 a.m. - 12:30 p.m.</td>
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<tr>
<td></td>
<td>12:00 p.m.</td>
<td>Thu, Dec 17</td>
<td>12:00 p.m. - 2:00 p.m.</td>
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<tr>
<td></td>
<td>1:00 p.m.</td>
<td>Tue, Dec 15</td>
<td>1:00 p.m. - 3:00 p.m.</td>
</tr>
<tr>
<td></td>
<td>2:30 p.m.</td>
<td>Thu, Dec 17</td>
<td>2:30 p.m. - 4:30 p.m.</td>
</tr>
<tr>
<td></td>
<td>4:00 p.m.</td>
<td>Tue, Dec 15</td>
<td>3:30 p.m. - 5:30 p.m.</td>
</tr>
</tbody>
</table>

**Once a Week or Evening Classes**

Classes which meet once a week and/or in the evening (5:00 p.m. or later) hold Final Exams during the regularly scheduled class time during the Final Exam week.
Important dates to remember:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon, Aug 24</td>
<td>Classes begin</td>
</tr>
<tr>
<td>Thurs, Aug 2</td>
<td>Last day for waitlist</td>
</tr>
<tr>
<td>Fri, Aug 29</td>
<td>Last day to add class without signature</td>
</tr>
<tr>
<td>Mon, Sep 7</td>
<td>Labor Day (no classes)</td>
</tr>
<tr>
<td>Wed, Sep 2</td>
<td>Drop/Audit fee begins ($10 per class)</td>
</tr>
<tr>
<td>Wed, Sep 2</td>
<td>Residency Application deadline</td>
</tr>
<tr>
<td>Tue, Sep 1</td>
<td>$50 Late registration/payment fee</td>
</tr>
<tr>
<td>Mon, Sep 14</td>
<td>Last day for refund</td>
</tr>
<tr>
<td>Mon, Sep 14</td>
<td>Pell Grant Census</td>
</tr>
<tr>
<td>Mon, Sep 14</td>
<td>Last day to drop without a “W” grade</td>
</tr>
<tr>
<td>Wed, Sep 17</td>
<td>Classes dropped for nonpayment</td>
</tr>
<tr>
<td>Fri, Sep 18</td>
<td>Last day to add/audit classes</td>
</tr>
<tr>
<td>Wed, Oct 1</td>
<td>Fall 2015 Associates Degree Graduation Application deadline</td>
</tr>
<tr>
<td>Wed, Oct 14</td>
<td>Midterm grades due</td>
</tr>
<tr>
<td>Thurs &amp; Fri, Oct 15-16</td>
<td>Semester break</td>
</tr>
<tr>
<td>Mon, Oct 19</td>
<td>Last day to drop individual classes</td>
</tr>
<tr>
<td>Mon, Oct 26</td>
<td>Spring and Summer 2015 class schedules available online</td>
</tr>
<tr>
<td>Mon, Nov 2</td>
<td>Spring 2016 Bachelor’s Degree Graduation Application deadline</td>
</tr>
<tr>
<td>Fri, Nov 13</td>
<td>Last day for complete withdrawal</td>
</tr>
<tr>
<td>Oct 16 - 19</td>
<td>Spring Registration Opens</td>
</tr>
<tr>
<td>Wed-Fri, Nov 25-27</td>
<td>Thanksgiving break (no classes)</td>
</tr>
<tr>
<td>Fri, Dec 11</td>
<td>Last day of classes</td>
</tr>
</tbody>
</table>

*See the Academic Calendar on the DSU website for more information on block deadlines

**Dmail:** Important class and university information will be sent to your Dmail account. This information includes your DSU bill, financial aid/scholarship notices, notification of dropped classes, reminders of important dates and events, and other information critical to your success in this class and at DSU. All DSU students are automatically assigned a Dmail account. If you don’t know your user name and password, go to [C:\Users\clifford\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Outlook\Dropbox\FYE Curriculum\Dropbox\www.dixie.edu](C:\Users\clifford\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Outlook\Dropbox\FYE Curriculum\Dropbox\www.dixie.edu) and select “Dmail,” for complete instructions. You will be held responsible for information sent to your Dmail email, so please check it often.
**University approved absences:** Dixie State University Policy explains in detail what needs to happen if you anticipate being absent from class because of a university-sponsored activity (athletic events, club activities, field trips for other classes, etc). Please read this information and follow the instructions carefully! The policy can be found at: [http://www.dixie.edu/humanres/policy/sec5/523.html](http://www.dixie.edu/humanres/policy/sec5/523.html)

**Disability Accommodations:** Students with medical, psychological, learning or other disabilities desiring reasonable academic adjustment, accommodations, or auxiliary aids to be successful in this class should contact the Disability Resource Center Coordinator (Baako Wahabu) for eligibility determination. Proper documentation of impairment is required in order to receive services or accommodations. DRC is located in the North Plaza Building. Visit or call 652-7516 to schedule appointment to discuss the process. DRC Coordinator determines eligibility for and authorizes the provision of services.

**Classroom expectations:** It is the responsibility of an instructor to manage the classroom environment to ensure a good learning climate for all students. This means not talking when the professor is talking, following instructions, and speaking and acting respectfully to the professor and fellow students. For more details, please see the disruptive behavior policy at: [http://www.dixie.edu/humanres/policy/sec3/334.html](http://www.dixie.edu/humanres/policy/sec3/334.html)

**Academic integrity:** In order to ensure that the highest standards of academic conduct are promoted and supported at the University, students must adhere to generally accepted standards of academic honesty, including but not limited to, refraining from cheating, plagiarizing, falsification, misrepresentation, and/or inappropriately colluding or collaborating. The University shall consistently hold students accountable for instances of academic dishonesty and apply appropriate consequences. For more information, see the Student Academic Misconduct section of DSU policy at [http://dixie.edu/humanres/polstu.html](http://dixie.edu/humanres/polstu.html)

**Campus resources:** Several campus resources are available to help you succeed. Check out the links for each one to get more information.

- If you need help understanding the content of your courses, go to the Tutoring Center located on the 4th floor of the Holland Centennial Commons in Room 431. You can visit them online at [http://www.dixie.edu/tutoring/](http://www.dixie.edu/tutoring/)

- If you need help writing papers, essays, etc. go to the Writing Center on the fourth floor of the Holland Centennial Commons in room 421. You can also visit them online at [http://dixiewritingcenter.com/](http://dixiewritingcenter.com/)

- If you need to use a computer to do schoolwork on campus, go to the Smith Computer Center or the Holland Centennial Commons on the second, mezzanine, or third floors.

- If you are assigned to take a test in the Testing Center, go to the North Plaza. You can get information on their website at [http://www.dixie.edu/testing/](http://www.dixie.edu/testing/)

- The Library has all kinds of information and resources. Visit the Dixie State University Library on the 2nd, and 3rd floors of the Holland Centennial Commons, or go to the library website at [http://library.dixie.edu/](http://library.dixie.edu/)
<table>
<thead>
<tr>
<th><strong>Tuesday</strong></th>
<th><strong>Thursday</strong></th>
</tr>
</thead>
</table>
| Aug. 25: Introduction to class  
Review Syllabus | Aug. 27: Library Orientation – Research resources  
Curriculum resources |
| Sept. 1: Curriculum Approaches  
Reggio Emilia  
Montessori | Sept. 3: Curriculum Approaches  
Creative Curriculum  
Project Approach  
Integrated/Thematic Units |
| Sept. 8: Introduction to planning Thematic Units  
**Reading Assignment: Introduction in Textbook** | Sept. 10: Introduction to planning Thematic Units  
Creating a web  
**Curriculum Approaches Quiz** |
| Sept. 15: Developmentally Appropriate Practices  
Developmental Domains – Physical  
Curriculum and Assessment | Sept. 17: Developmentally Appropriate Practices  
Developmental Domains – Social/Emotional  
Curriculum and Assessment |
| Sept. 22: Developmentally Appropriate Practices  
Developmental Domains – Cognitive  
Curriculum and Assessment | Sept. 24: Developmentally Appropriate Practices  
Developmental Domains – Language and Literacy  
Curriculum and Assessment  
Music Activity |
| Sept. 29: Planning your integrated unit – modeling, whole class activity. Writing a Lesson Plan for your unit.  
**Physical Development Assessment Due** | Oct. 1: Planning your integrated unit – writing a group integrated lesson plan for unit plan  
**Developmentally Appropriate Practices Quiz** |
| Oct. 6: Enhancing Curriculum with Materials – finding flexible uses for materials. Organizing and storing materials  
**Social/Emotional Assessment Due** | Oct. 8: Using Technology in the preschool classroom |
| Oct. 20: Creating a Nourishing Classroom  
Making the classroom inviting and welcoming to families  
**Cognitive Development Assessment Due** | Oct. 22: Creating a Nourishing Classroom  
Giving Children Ownership of their classroom and learning  
**Language/Literacy Development Assessment Due** |
| Oct. 27: **Teach Technology Lesson Plan in class** | Oct. 29: **Teach Technology Lesson Plan in class** |
| Nov. 3: Help children see learning as a process - Legos | Nov. 5: Help children see learning as process – Looking Closely |
| Nov. 10: Discuss expectations for final exam | Nov. 17: Dig Deeper – Integrating drama and music into curriculum |
| Nov. 17: Dig Deeper – Integrating movement and physical activity with curriculum | Nov. 19: Putting Yourself in your lessons |
| Nov. 24: Putting yourself in your lessons  
**Case Study Due** | Nov. 26: **THANKSGIVING** |
| Dec. 1: Teach your Music Activity to class  
**Music Activity Due** | Dec. 3: Developing characteristics and abilities of a phenomenal early childhood teacher  
**Teacher’s role in Early Childhood Classrooms Quiz** |
| Dec. 8: Reflecting on and evaluating your teaching experience in the preschool  
**Creating Integrated Unit Quiz** | Dec. 10: Last Day of Class : Review for Final Exam  
**Integrated Unit Due**  
**Documentation of 25 hours spent in preschool Due** |
| Final Exam: Presenting Integrated Unit  
December 15, 2015; 10:30 -12:30 | Have a happy and relaxing holiday |