

EARLY CHILDHOOD INTEGRATED CURRICULUM METHODS
FCS 2640 - 001, Tuesdays & Thursdays 4:35 – 6:30 p.m.
SPRING SEMESTER 2006

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Required Texts:

- Bickart, Jablon & Trister-Dodge (1999). Building the Primary Classroom: A Complete Guide to Teaching and Learning. Washington, D.C.: Teaching Strategies, Inc.
- Bredekamp & Copple (Eds.) (1997). Developmentally Appropriate Practices in Early Childhood Programs. Washington, D.C.: NAEYC.
- Bredekamp & Rosegrant (1995). Reaching Potentials: Transforming Early Childhood Curriculum and Assessment Vol. 2. Washington, D.C.: NAEYC.

Course Description:

This interactive course provides students with a practical framework for building effective and meaningful curriculum for young children. Students will study, participate in and practice methods in planning and implementing an integrated early childhood curriculum. Emphasis will be placed on the National Association for the Education of Young Children's *Developmentally Appropriate Practices*, the *Utah State Core Curriculum*, and the project approach in an effort to provide an in depth knowledge of authentic, integrated learning in a child-centered classroom. Guest lecturers will also provide innovative and practical teaching ideas from a variety of early childhood settings.

Course Objectives:

The purpose of this course is to prepare students to plan and implement integrated learning opportunities for young children as an alternative to a compartmentalized subject matter approach to curriculum organization. This course will provide students with opportunities to:

- Explore the critical role of hands-on, experiential learning in the education of young children
- Build effective and meaningful curriculum using knowledge of how children construct meaning from their environment
- Understand how to effectively plan, implement and evaluate classroom projects that will meet children's individual and group needs
- Determine what constitutes developmentally appropriate curriculum and become familiar with national and state curriculum standards
- Become conversant with teaching strategies and methodologies that promote intellectual curiosity, and problem solving and decision making skills in young children.

Requirements: Grades will be assigned on the following basis:

1.	In Class Participation / Small Group Activities & attendance	200 points
2.	Five Reading Responses	100 points
3.	Web Exploration Activity	25 points
4.	Philosophy Statement	50 points
5.	Curriculum Map Activity	50 points
6.	Curriculum Webbing Activity	50 points
7.	Lesson Plan	50 points
8.	Field Observation / Reflection	50 points
9.	Project Work / Presentation / Response	100 points
10.	Portfolio	50 points