CFS 296: Curriculum Development for Preschool and Kindergarten  
Consumer and Family Sciences  
Spring 2009

Instructor Information:  Janet Fugate, Ed.S.  
Academic Complex 410B  
Phone: 270-745-4613  
Fax: 270-745-3999  
Email: janet.fugate@wku.edu  
Office hours by appointment

Course Description:  This course is designed to provide an introduction to curriculum development for all preschool and kindergarten-aged children.  Students learn how to plan, implement, and evaluate appropriate learning environments and activities. Twenty hours of practical experience are required in a field setting.  Students are responsible for arranging their own transportation.

Course Rationale: Early childhood professionals are required to develop, maintain, and evaluate appropriate learning environments for young children. This class will give you the foundations for this.

Prerequisites: CFS 191, CFS 192, and CFS 294 (194). If you have not had these courses or their equivalent or passed them with a C or better, please contact the instructor.

Required Texts:  


You will also need a copy of the Kentucky Early Childhood Standards: Building a Strong Foundation for School Success. If you do not have a copy, you may download a copy from the internet at http://www.education.ky.gov/KDE/Instructional+Resources/Early+Chi
Course Objectives:

1. Demonstrate knowledge of and ability to develop, implement, and evaluate meaningful, integrated experiences for preschool and kindergarten age children that are consistent with NAEYC/CEC/DEC guidelines. (I, III)

2. Incorporate assessment information and strategies from tools identified from multiple disciplines and families in the design of curriculum. (I, IV)

3. Design appropriate environments for preschool and kindergarten age children. (II)

4. Develop, implement, and evaluate an integrated instructional sequence that focuses on children’s needs and interests. (I, III)

5. Demonstrate infusion of technology into curriculum development. (I, II, III, IX)

*** Note: Roman numerals in parentheses refer to IECE New Teacher Standards.

NAEYC Standards for Early Childhood Professional Preparation

**Standard 1: Promoting Child Development and Learning**

1a: Knowing and understanding young children’s characteristics and needs.

1b: Knowing and understanding multiple influences on development and learning.

1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.

**Standard 2: Building Family and Community Partnerships**

2c: Involving families and communities in their children’s development and learning.

**Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families**

3a: Understanding the goals, benefits, and uses of assessment.

3b: Knowing about and using observation, documentation and other appropriate assessment tools and approaches.

3c: Understanding and practicing responsible assessment.

3d: Knowing about assessment partnerships with families and other professionals.

**Standard 4: Teaching and Learning**

4a: Knowing, understanding, and using positive relationships and supportive interactions.

4b: Knowing, understanding and using effective approaches, strategies, and tools for early education.
4c: Knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines.
4d: Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes.

**Standard 5: Becoming a Professional**
5b: Knowing about and upholding ethical standards and other professional guidelines.
5c: Engaging in continuous, collaborative learning to inform practice.
5d: Integrating knowledgeable, reflective, and critical perspectives on early education.
5e: Engaging in informed advocacy for children and the profession.

**Supportive Skills**
- Skills in Mastering and Applying Foundational Concepts from General Education.
- Written and Verbal Communication.
- Skills in Making Connections between Prior Knowledge/Experience and New Learning.
- Skills in Identifying and Using Professional Resources

Critical Performance: Students will complete an environmental scale for a preschool environment including an explanation of why the score was given, strengths and needs of the program with suggestions for improvement based on resources, and a reflection on the process, student’s competency and the value of the scale.

Instructional Methods and Activities: Students will be responsible for being self-motivated and self-directed in learning the material. Additional readings may be required. Twenty hours of field based experience is also required. Students are responsible for their own transportation. Assessment will be through quizzes, assignments, and critical performances. Reflective writing will also be required. By the end of the semester, students will have completed a planning activity which includes developing a theme, a unit of study, lesson plans and family activities. Students will also complete an environmental rating scale for a preschool classroom as an assignment.

Special Instructional Materials: You must have an active and valid email address for this class. Information may be sent to the entire class via email. Western Kentucky University provides an email address to every student. This is the official email address for all
University information including this class.

You will also need to have a current version (preferably 2007) of Microsoft Word. Blackboard does not recognize Notepad or Works. Blackboard will not open WordPerfect, Works or Notepad. If you plan to use WordPerfect, you must save your files as .rtf files. If you are using a version of Word older than 2007, you will need to download the Compatibility Pack found on the My Courses page of Blackboard.

Course Topics:
1. Developmentally appropriate practice
2. Large group activity
3. Small group activity
4. Designing space, materials, time and environment
5. Planning for development and learning in the five developmental domains (context) and in content areas.
6. Play-based and Theme-based planning and learning
7. Assessment of Learning and Planning
8. Family involvement in curriculum development

Grading/Evaluation: Grading is done on a percentage of the total points for the class. A letter grade will be given as a final grade:

- 100-90% A
- 89=80% B
- 79-70% C
- 69-60% D
- Below 60% F

Plagiarism Policy: “To represent written work taken from another source as one’s own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism.” (Western Kentucky University Undergraduate Catalog.) This policy also applies to any media material used in this class including but limited to photographs, floor plans, lesson plans, learning activities.

Academic Dishonesty: Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the coursework in which the act was detected or a failing grade in the course without possibility of withdrawal. The faculty member may also present the case to the Office of Student Life for disciplinary sanctions. A student who believes a faculty member has
dealt unfairly with him/her in a course involving academic dishonesty may seek relief through the Student Complaint Procedure. (Western Kentucky University Undergraduate Catalog.)

**Should the student decide to drop the class, it is their responsibility to do so. Failure to drop a class will result in a failing grade for that class.**

Disability Accommodations Statement: “Students with disabilities who require accommodations (academic adjustment and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center.

Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office of Student Disabilities Services.”

Field Experience: This course requires 20 hours of field experience. Some sites may require students to undergo criminal background checks, drug testing, a TB test, physical, or to provide proof of health insurance, liability insurance, and/or immunizations records prior to participating in any of the required experiences at selected off campus facilities/agencies. This is the student’s responsibility. Students should check with their field site for the specific requirements of that site. Failure to complete these requirements for a field placement may result in delaying the field experience and possibly failing the course.

As policy, the College of Health and Human Services and the faculty will not keep this information on file. Students should keep a copy of all documentation for their files. If you are an education major, you should have a TB skin test, a physical and a criminal background check on file in Tate Page Hall 408. If you are an out of state student doing your field hours outside of Kentucky, you should check to see what your state requires.

Additional Information:

1. There will be a lot of supplementary materials used in this class. These materials will either be provided within the course or a link to these materials will be made available. Examinations (Quests) will cover all the materials used in class including the textbook and any other handouts or assigned reading material. **All assignments are due on the date specified on the assignment.**

2. Assignments will be downloaded into the folder provided with
each week’s assignments.
3. If you have questions, please ask.