

ECME 117
Curriculum Development through Play
Birth through Age 4 (PreK)
ECME 117.501
CRN 53658
UNM-Valencia
Fall 2015
August 18-December 3

Instructor: Teresa Goodhue, MA Education
Class Time: Tuesdays and Thursdays 4:30-6:45
Room: A124
Phone: 925-8904
Email: tgoodhue@unm.edu
Office: LRC 107
Office Hours: Monday through Thursday 2:15-4:15 or by appointment

Textbook Required

Kostelnik, Marjorie J., Anne K. Soderman, Alice P. Whirren, and Michelle L. Rupiper.
Developmentally Appropriate Curriculum: Best Practices in Early Childhood Education. 6th ed.
Boston: Pearson, 2015. Print.

Course Description

The beginning curriculum course places play at the center of curriculum in developmentally appropriate early childhood programs. It addresses content that is relevant for children birth through age four in developmentally and culturally sensitive ways of integrating content into teaching and learning experiences. Information on adapting content areas to meet the needs of children with special needs and the development of IFSPs is included. Curriculum development in all areas, including literacy, numeracy, the arts, health, science, social skills, and adaptive learning for children, birth through age four, is emphasized.

Course Competencies

This course is part of the articulated Universal Catalogue of Courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the New Mexico State Department of Education's Common Core Competencies for early childhood professionals (see Common Core Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

- Use appropriate guidance to support the development of self-regulatory capacities in young children. A.11
- Demonstrate knowledge of relevant content for young children and developmentally appropriate ways of integrating content into teaching and learning experiences for children from birth to four (0-4) years of age. D.1

- Demonstrate the integration of knowledge of how young children develop and learn with knowledge of the concepts, inquiry tools, and structure of content areas appropriate for different developmental levels. D.2
- Adapt content to meet the needs of each child, including the development of individualized family service plans (IFSP) or individualized education plans (IEP) for children with diverse abilities through the team process with families and other team members. D.6
- Demonstrate knowledge of varying program models and learning environments that meet the individual needs of all young children, including those with diverse abilities. E.1
- Create environments that encourage active involvement, initiative, responsibility, and a growing sense of autonomy through the selection and use of materials and equipment that are suitable to individual learning, developmental levels, diverse abilities, and the language and cultures in New Mexico. E.2
- Create and manage inclusive learning environments that provide individual and cooperative opportunities for children to construct their own knowledge through various strategies that include decision--making, problem solving, and inquiry experiences. E.4
- Demonstrate understanding that each child's creative expression is unique and can be encouraged through diverse ways, including creative play. E.5
- Plan blocks of uninterrupted time for children to persist at self-chosen activities, both indoors and outdoors. E.6
- Demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children's development and learning. E.7
- Use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning group discussion, problem solving, cooperative learning and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions. E.8
- Demonstrate a variety of developmentally appropriate instructional strategies that facilitate the development of emergent literacy skills. E.11
- Demonstrate knowledge of assessment techniques, interpretation of assessment information in the application of this data to curriculum development of intervention planning. F.9

Attendance

Attendance is part of your final grade. Lack of attendance will affect your final grade. Further, the instructor can drop a student after four (4) absences.

Due Dates and Late Assignments

Students are expected to turn in work on the date that it is due. Late assignments will be accepted; however, 5 points will be deducted for every day that it is late.

Students with Disabilities and Special Learning Needs

Student Services provides a number of services for students with documented special needs. The Equal Access Office number is 925-8910. If you have a documented disability, please provide me with a copy of your letter from Equal Access Services as soon as possible to ensure that your accommodations are provided in a timely manner.

Academic Support

Student tutors are available for tutoring appointments at The Learning Resource Center. For more information phone 925-8907.

Grading

Attendance	20%
4 Lesson Plans	40%
<ul style="list-style-type: none"> • Aesthetic or Physical Domain • Affective or Social Domain • Cognitive Domain • Language Domain 	
Presentation of 2 Lesson Plans	20%
Reading Reflection Journal 1	10%
Reading Reflection Journal 2	10%
Total	100%

Percentages and Grade Equivalent

100-97 A+	89-87 B+	79-77	C+	69-66	D+	
96-93 A	86-83 B	76-73	C	65-62	D	
92-90 A-	82-80 B-	72-70	C-	61-59	D-	58-0 F

Dishonesty in Academic Matters

As stated in 2014-2016 UNM-Valencia Catalog:

Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, including dismissal, against any student who is found responsible for academic dishonesty. Any student who has been judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course.

Academic dishonesty includes , but is not limited to, dishonesty in quizzes, tests or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; and misrepresenting academic or professional qualifications within or outside the University (11)

ECME 117
Course Outline

*All reading assignments should be completed before the **next** class meeting. All reading reflection journal (RRJ) entries should be completed by the due dates.*

Week 1

- 8/18 **Syllabus, Expectations and Introductions**
Read Chapter 1. RRJ: On the basis of your reading, define what is meant by developmentally appropriate practice.
- 8/20 **Developmentally Appropriate: What it is and is not.**
Read Chapter 2. RRJ: Create a Task Analysis for an activity. Refer to page 57 Figure 2.4. What knowledge and skills does the student need to accomplish the task.

Week 2

- 8/25 **New Mexico Early Childhood Learning Standards**
Read Chapter 3. RRJ: What is the difference between goals and objectives? What are conditions and behaviors in relation to objectives.
- 8/27 **Common Activities in Early Childhood Programs**
Read Chapter 4. RRJ: What is the most significant concept that you learned about whole-group planning and implementation from your readings and your experience with children?

Week 3

- 9/1 **Planning and Implementing Effective Group-Time Activities**
Read Chapter 5. RRJ: What are the advantages and disadvantages of learning centers as an important part of the early childhood classroom?
- 9/3 **Arranging the Classroom**
Read Chapter 6. RRJ: On the basis of your readings and your experiences with young children, discuss three beliefs you have about child guidance in the early years. How do your ideas compare with what you have read in this chapter?

Week 4

- 9/8 **Adopting an Authoritative Approach to Child Guidance**
Read Chapter 7. RRJ: Think about all of the various assessment strategies that were described in the chapter. Which of them would you be most comfortable implementing? Why? Which of them would you be least comfortable implementing? Why?
- 9/10 **Assessing and Evaluating Children's Learning**
Read Part 3: The Curriculum and Chapter 9. RRJ: Review the Activity Suggestions beginning on page 293. Rank them in the order of favorite to least favorite. Next explain why you like the first one most and the last one least.

Week 5

- 9/15 **The Aesthetic Domain**
- 9/17 **The Aesthetic Domain Continued**
Read Chapter 10. RRJ: Review the Activity Suggestions beginning on page 323. Rank them in the order of favorite to least favorite. Next explain why you like the first one most and the last one least.
-

Week 6

9/22

The Affective Domain

Reading Reflection Journal 1 Due

9/24

The Affective Domain Continued

Chapter 11. RRJ: Review the Activity Suggestions beginning on page 354. Rank them in the order of favorite to least favorite. Next explain why you like the first one most and the last one least.

Week 7

9/29

The Cognitive Domain

10/1

The Cognitive Domain Continued

Read Chapter 13. RRJ: Review the Activity Suggestions beginning on page 389. Rank them in the order of favorite to least favorite. Next explain why you like the first one most and the last one least.

Week 8

10/6

The Physical Domain

10/8

Fall Break. No Class Today

Read Chapter 12. RRJ: Review the Activity Suggestions beginning on page 462. Rank them in the order of favorite to least favorite. Next explain why you like the first one most and the last one least.

Week 9

10/13

The Language Domain

10/15

The Language Domain Continued

Read Chapter 14. RRJ: Review the Activity Suggestions beginning on page 424. Rank them in the order of favorite to least favorite. Next explain why you like the first one most and the last one least.

Week 10

10/20

The Social Domain

10/22

The Social Domain Continued

Read Chapter 8. RRJ: How can you make your communication strategies sensitive to the many diverse families who have children in your program, such as single fathers, same-gender parents, grandparents raising grandchildren, and adoptive or foster parents?

Week 11

10/27

Strengthening Developmentally Appropriate Programs through Family Engagement

Read Chapter 15. RRJ: Review the Activity Suggestions that you chose as your favorites from chapters 9-14. Which activities support pretend play and construction?

10/29

Integrating Curriculum through Pretend and Construction

Read Chapter 16. RRJ: What is your initial reaction to the idea of theme planning or project implementation with young children?

Week 12

11/3 Organizing Children's Learning Over Time **Lesson Plans Due**
11/5 Lesson Plan Presentations

Week 13

11/10 Lesson Plan Presentations
11/12 Lesson Plan Presentations

Week 14

11/17 Lesson Plan Presentations
11/19 Lesson Plan Presentations

Week 15

11/24 Lesson Plan Presentations
11/26 Thanksgiving. No class today.

Week 16

12/1 Class Celebration **Reading Reflection Journal 2 Due**
