Instructor: Teresa Goodhue, MA Education
Class Time: Tuesdays and Thursdays 4:30-5:45
Room: A124
Phone: 925-8904
Email: tgoodhue@unm.edu
Office: LRC 107
Office Hours: Monday through Thursday 3:15-4:15

Textbook Required

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.

Sexual Harassment
In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered “responsible employees” by the Department of Education (see pg 15 - http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, see: https://policy.unm.edu/university-policies/2000/2740.html
Grading

Attendance 20%

6 Lesson Plans 30%
- Aesthetic Domain
- Physical Domain
- Affective Domain
- Social Domain
- Cognitive Domain
- Language Domain

Presentation of 3 Lesson Plans 30%

Reading Reflection Journal 1 10%
Reading Reflection Journal 2 10%

Total 100%

Percentages and Grade Equivalent

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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.
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.*

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<th>Week 1</th>
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| 8/24   | Early Education Programs  
Read Chapter 1. RRJ: Briefly describe DAP. Why is there a need for DAP? |

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| 8/29   | Developmentally Appropriate Practices  
Read Chapter 2. RRJ: Briefly describe task analysis. What is involved in task analysis? |
| 8/31   | Teaching and learning in DAP Programs  
Read Chapter 3. RRJ: Briefly describe the 6 characteristics of effective planning. |

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| 9/7    | Planning and Implementing Effective Small-Group Activities (cont’d)  
Read Chapter 4: Briefly describe the 8 components of group-time preparations and strategies. |

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| 9/12   | 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? |
| 9/14   | 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? |

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<th>Week 5</th>
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| 9/19   | 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? |
| 9/21   | Assessing and Evaluating Children’s Learning  
Read Part 3: The Curriculum and Chapter 9. RRJ: Review the Activity Suggestions beginning on page 293. Describe the role of play in the aesthetic domain. |

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| 9/28   | The Aesthetic Domain Continued  
Read Chapter 10. RRJ: Review the Activity Suggestions beginning on page 323. Describe the role of play in the aesthetic domain. |
Week 7
10/3 The Affective Domain
Reading Reflection Journal Due (chapters 1-9)

10/5 The Affective Domain Continued
Chapter 11. RRJ: Describe the role of play in the cognitive domain.

Week 8
10/10 The Cognitive Domain

10/12 Fall Break. No Class Today.
Read Chapter 13. RRJ: Describe the role of play in the physical domain, and how it affects the other domains.

Week 9
10/17 The Physical Domain

10/19 Physical Domain Continued
Read Chapter 12. RRJ: Describe the role of play in the language domain

Week 10
10/24 The Language Domain

10/26 The Language Domain Continued
Read Chapter 14. RRJ: Describe the role of play in the social domain.

Week 11
10/31 The Social Domain

11/2 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 12
11/7 Strengthening Developmentally Appropriate Programs through Family Engagement
Read Chapter 15. RRJ: Look over your responses to the role of play in each domain. How will you integrate pretend and construction play overall in your curriculum?

11/9 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 13
11/14 Organizing Children’s Learning Over Time
Lesson Plans Due: Keep copies for your presentation.

11/16 Lesson Plan Presentations

Week 14
11/21 Lesson Plan Presentations

11/23 Happy Thanksgiving. No class today.
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<th>Week 15</th>
<th>11/28</th>
<th>Lesson Plan Presentations</th>
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<td>11/30</td>
<td>Lesson Plan Presentations</td>
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<tr>
<td><strong>Week 16</strong></td>
<td>12/5</td>
<td>Course Recap</td>
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<td><strong>Reading Reflection Journal Due (chapters 10-16)</strong></td>
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<td><strong>“Developmental Theories and Trends in Parenting” Due</strong></td>
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