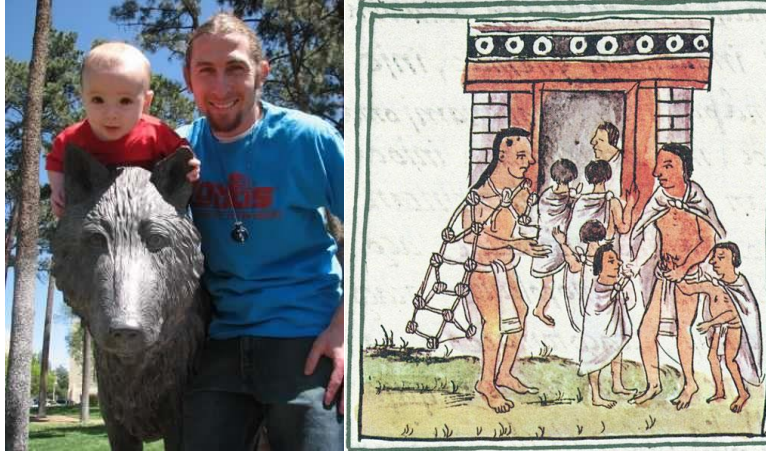


**ECED-2130:
Curriculum Development and Implementation: Age 3 (PreK) through Grade 3
UNM-Valencia
Spring 2024
Syllabus**



(Left: My oldest son, Aidán and myself; Right: Mexica Calmecac or advanced School)

Instructor: Joshua Frank Cárdenas, Ph.D.

Classroom: Online via Canvas (canvas.unm.edu). You must have a UNM net ID to access it.

Class Days, Times and Location: M & W 9:00am to 10:15am, 140 Arts & Sciences building

Office: In person Rm. #111, Arts & Sciences building or via Zoom

Office Hours: T & Th 11:55am-1:25pm. These times may be subject to change, but I will let you know at the beginning of the week with an announcement. If you would like to meet at a time more convenient for you, please suggest 3 times in a Canvas message and I will respond promptly.

Email: jstjoshn@unm.edu

The best way to communicate with me is with a Canvas message. Note: I do not usually respond to messages from Friday evening until Monday morning.

Land Acknowledgement

Founded in 1889, the University of New Mexico sits on the traditional homelands of the Pueblo of Sandia. The original peoples of New Mexico Pueblo, Navajo, and Apache since time immemorial, have deep connections to the land and have made significant contributions to the broader community statewide. We honor the land itself and those who remain stewards of this land throughout the generations and also acknowledge our committed relationship with Indigenous peoples. We gratefully recognize our history.

Course Description

The curriculum course focuses on developmentally appropriate curriculum content in early childhood programs, age 3 through third grade. Development and implementation of curriculum in all content areas, including literacy, numeracy, the arts, health and emotional wellness, science, motor and social skills is emphasized. Information on adapting content areas to meet the needs of children with special needs and the development of IEPs is included.

Course Competencies

1. Use appropriate guidance to support the development of self-regulatory capacities in young

- children. A.11
2. 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
 3. Demonstrate knowledge of what is important in each content area, why it is of value, and how it links with early and later understandings within and across areas. D.3
 4. Demonstrate knowledge of the language, reading and writing components of emergent literacy at each developmental level. D.4
 5. 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
 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
 7. 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
 8. 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
 9. Demonstrate understanding that each child's creative expression is unique and can be encouraged through diverse ways, including creative play. E.5
 10. Plan blocks of uninterrupted time for children to persist at self-chosen activities, both indoors and outdoors. E.6
 11. 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
 12. Demonstrate knowledge of developmentally appropriate uses of technology, including assistive technology. E.12
 13. Demonstrate knowledge of assessment techniques, interpretation of assessment information in the application of this data to curriculum development of intervention planning. F.9

Student Learning Outcomes

- Explain how young children develop and learn with knowledge of the concepts, inquiry tools, and structure of content areas appropriate for different developmental levels.
- 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.
- Students will demonstrate knowledge of varying program models and learning environments that meet the individual needs of all young children, including those with diverse abilities.
- Design curricula and learning environments based on developmental observational assessment, children's interests and relevant content topics.

Required Textbooks & Materials

Kostelnik, M. J., Soderman, A. K., Whiren, A. P., & Rupiper, M. L. (2018). *Developmentally appropriate curriculum: best practices in early childhood education* (7th ed.). Pearson Education.

Other required readings, texts and materials will be provided on Canvas. Suggested sources are found always in the Library folder in the Major Resources module.

Credit-Hour Statement

This is a three-credit-hour course delivered in blended format (501 face to face, 502 online, 550 dual credit online) over 16 weeks during the Spring 2024 semester (Jan 15 to May 11). Please plan for a minimum of 24 hours per week to learn course materials and complete assignments. 9 hours out of class time is expected each week or roughly 3 hours to 1 in class hour.

Course Webpage on Canvas (canvas.unm.edu)

Course information including this syllabus and grades will be available via canvas.unm.edu. This course will appear in your Canvas course listing. I will send messages via Canvas, give announcements or updates, as well as being the place where our resources, assignments and work is completed. Students should check their email at least every couple of days, if not every day.

Attendance Policy

Student's must attend class each day. A maximum of 3 missed classes is allowed with instructor notification. Lateness and leaving early is not acceptable and will count as ½ class missed. All students must attend the first day and week of class or will be dropped. Excessive absences, lateness and leaving early prior to census will force a student to be dropped. Quizzes and exams will be administered on Canvas at specific times that will be posted in advance. It is the prerogative of the instructor to decide what is an extreme circumstance. Email me if you have something unusual that comes up that interferes with your ability to complete assignments.

Academic Dishonesty (from the UNM Catalog)

"Academic dishonesty" includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others including using AI to "write" your papers for you; not citing sources and claiming words or ideas as your own (plagiarism); hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.

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, up to and including dismissal, against any student who is found guilty of academic dishonesty or who otherwise fails to meet the expected standards. Any student 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.

Required Reading Assignments

Throughout the course, you will be provided with required reading assignments. Our textbook is found via RedShelf (left-hand side tab) or you can purchase/rent a physical copy. Our Major Resources module has other important texts, pages and links and other important information/resources. The assignments are located in each Module and in the Syllabus or Assignments tab on the course menu. Major Projects has its own tab but are limited to the midterm and final. You are expected to complete all of the required reading assignments and to integrate what you have read into your course assignments as well as your online discussions.

Discussion Boards

Students are required to participate in and post weekly discussions on Canvas. This will enable us to learn and interact with each other as a community of learners. Discussion postings must be a complete thought and have at least five lines of text with a goal of 1-2 paragraphs. Responses or replies should be at least 2 sentences or a paragraph max. There is no maximum number of words required, but please use good judgment. Use references to websites or readings to support your comments whenever possible. It is important that you get your initial discussion postings up in the early part of the week, so others have an opportunity to read them and share their thoughts and experiences. By interacting fluidly throughout the week, we will build on one another's ideas. Therefore, post your Initial or 1st Post to the discussion forum no later than the end of our first class date, and reply to two (2) classmates no later than our second class date. Students will have time in class to pre-discuss the ideas and to submit an initial post if ready. Discussion boards posted after 11:59pm on Sunday the week they are due are considered late and will be graded later, these will also open on Sunday at midnight each week. I will give limited time in class to post the Discussion board as we will spend large amounts of time verbally and physically engaging in discussion each class time and so students who miss class are really missing out on quality dialogue, listening and learning from and with each other.

Projects

Projects and cumulative assignments are rooted in course objectives and give students an opportunity to choose various subjects, formats, and other aspects of the assignment. They are drafted over a period of time such as a month and comprise multiple parts which entail the whole. Some are individual and group based, performed both in the classroom and out of the classroom. For this class, our Midterm and Final will be in part Projects, while the other part will be a quiz or exam. Our Midterm project will be a "walkthrough" of your curriculum, via video or another form of presentation which includes visuals. Our final project part will be a total reflection "walkthrough".

Mid-term

A mid-term cumulative exam will test your knowledge at the midway point, ideally weeks 1-

8. A pre-test will be given the week before and study materials will be provided after an in-class study session. It will include multiple kinds of questions, you will have unlimited time to take the exam, and unlimited attempts. It can be revised or taken again until you are happy with your grade using instructor feedback and a rubric.

Exams

There will be a mid-term and a final exam on Canvas, each worth 50 of 100 points. The requirements to complete the exams are the same for all students, whether undergraduate or dual credit.

Due Dates Policy, Late Work and Revision

Students are expected to turn in work on the date that it is due. Feedback comes along with each assignment, and so will be given liberally for on time material while late work will receive the minimum of feedback. Late assignments will be accepted; however, students who turn in late work must write an expanded post for discussion posts, of 2 paragraphs along with 2 responses of equal length and for projects an extra page minimum. Late work is graded also in the order it was received along with other late work, and never is graded before current ungraded work. All work can be revised for a better grade, but like above, will be regraded in the order it was received as a regrade, which will be graded *before* late work. Turn in the work on time and often, and receive liberal, constant feedback. This is a drafting and editing process. Get used to this. Get used to reading and writing 1-2 pages each week as notes, discussion posts and replies, weekly reflections, projects, papers, quizzes, exam questions, and more. This is all practice to help you master the basics to language, literacy and reading for teachers of young children.

Accommodations

UNM is committed to providing equitable learning opportunities for students with documented disabilities. As your instructor, it is my objective to facilitate an inclusive classroom setting, in which students have full access and opportunity to participate. To engage in a confidential conversation about the process for requesting reasonable accommodations for this class and/or program, please contact The [UNM-Valencia Equal Access Services](#) (Sarah Clawson, Coordinator), at (505) 925-8840 or by email at sjclawson@unm.edu.

Learning Commons: Tutoring Services

Tutoring is available to you in math, science, writing, and other subjects through the Learning Commons: Learning and STEM Centers and Writing Center. In-person tutoring is in these centers in the LRC (the building that also has the library). In addition, tutoring in Zoom and, for writing, through email, is also available. Tutoring is a fantastic way to use your resources and set yourself up to learn deeply and well in your courses. To schedule an appointment, please go

to [Learning Commons Bookings](#).

If you have difficulty with the scheduling link above, would like an appointment in a subject not listed at that link, or have a question, email tutor@unm.edu. You'll get answers during business hours Monday through Friday. The webpage, with more details about available hours, is here: [Learning Commons: Tutoring Services webpage](#).

Title IX

Our classroom and university should always be spaces of mutual respect, kindness, and support, without fear of discrimination, or harassment, If you ever need assistance or have concerns about incidents that violate this principle, please access the resources available to you on campus.

Please note that, because UNM faculty, TAs, and GAs are considered "responsible employees" any disclosure of gender discrimination (including sexual harassment, sexual misconduct, and sexual violence) made to a faculty member, TA, or GA must be reported by that faculty member, TA, or GA to the university's Title IX coordinator. For more information on the campus policy regarding sexual misconduct and reporting, please see <https://policy.unm.edu/university-policies/2000/2740.html>.

COVID-19 Health and Awareness

UNM is a mask friendly, but not a mask-required, community. If you are experiencing COVID- 19 symptoms, please do not come to class. If you have a positive COVID-19 test, please stay home for five days, and isolate yourself from others, per the Centers for Disease Control (CDC) guidelines. If you need to stay home, please get in touch with me via CANVAS; I can work with you to provide alternatives for course participation and completion. UNM faculty and staff know that these are challenging times. Please let me, an advisor, or another UNM staff member know that you need support so we can connect you to the right resources. Please be aware that UNM will publish information on websites and emails about changes to our public health status and community response.

Citizenship and/or Immigration Status

All students are welcome in this class regardless of citizenship, residency, or immigration status. Your professor will respect your privacy if you choose to disclose your status. As for all students in the class, family emergencies are usually excused with reasonable notice to the professor, as noted in the attendance guidelines above. UNM has committed to the success of all our students and our undocumented community members community. The Administration's welcome is found on our website: <http://undocumented.unm.edu/>

Respectful and Responsible Learning

We are all responsible for ensuring that learning occurs safely, honestly, and equitably. Submitting material as your work that has been generated on a website, in a publication, by an

artificial intelligence algorithm, by another person, or by breaking the rules of an assignment constitutes academic dishonesty. It is a student code of conduct violation that can lead to a disciplinary procedure.

Please ask me for help in finding the resources you need to be successful in this course. I can help you use study resources responsibly and effectively. Off-campus paper writing services, problem-checkers and services, websites, and AIs can be incorrect or misleading. Learning the course material depends on completing and submitting your work.

UNM preserves and protects the integrity of the academic community through multiple policies including policies on student grievances (Faculty Handbook D175 and D176), academic dishonesty (FH D100), and respectful campus (FH CO9). These are in the Student Pathfinder (<https://pathfinder.unm.edu>) and the Faculty Handbook (<https://handbook.unm.edu>).

Grading and Assignments

Assignments	Grade Percentage
Attendance & Participation (In-Class Discussion & Activities) 100 pts	10%
Online Discussion Boards (10 points each, 15 in total) 150 pts	15%
My Educational Journey & My Teaching Philosophy (25 points each) 50 pts	5%
DAP Curriculum Presentations (25 points each, 4 in total) 100 pts	20%
Mid-Term Exam (100 points, 1 in total) 100 pts	20%
Final Exam (100 points, 1 in total) 100 pts	20%
Total	100%

Percentages and Grade Equivalent

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

Course Outline

Week 1: Jan. 15th & Jan. 17th

Topic: Course Introduction

Readings: Mohawk “Clear Thinking” & Suina “And then I went to school”

Assignments: Discussion 1

Week 2: Jan. 22nd & 24th

Topic: Thinking in Context and Review of Child Development theorists

Readings: Ch. 1 DAC; Freire “Reading the World”

Assignments: Discussion 2;

Week 3: Jan. 29th & Jan 31st

Topic: Teaching Philosophy – Definitions; NM Early Learning Guidelines & Rubric

Readings: Ch. 2 DAC

Assignments: Discussion 3; My Educational Journey Essay

Week 4: Feb. 5th & 8th

Topic: Inclusive Environments & Planning

Readings: Ch. 3 & 4 DAC

Assignments: Discussion Board 4

Week 5: Feb. 12th & 14th

Topic: Organization and Observation

Readings: Ch. 5 DAC

Assignments: Discussion Board 5; My Teaching Philosophy Essay

Week 6: Feb. 19th & 21st

Topic: Curriculum Planning & Guidance

Readings: Ch. 6 DAC

Assignments: Discussion Board 6

Week 7: Feb. 26th & 28th

Topic: Assessment & Strengthening Families

Readings: Ch. 7 & 8 DAC

Assignments: Discussion Board 7; Midterm Project due in class 02/28

Week 8: March 4th & 6th

Topic: Midterm Review, Weeks 1-8

Assignments: Discussion Board #8; Midterm Exam 03/06

Spring Break from March 11th through March 15th 2024, No Class, No Assignments

Week 9: March 18th & 20th (Online only)

Topic: Curriculum and Domain 1

Readings: Ch. 9 DAC

Assignments: Discussion 9; DAP presentation 1

Week 10: March 25th & 27th (Online only)

Topic: Curriculum and Domain 2-3

Readings: Ch. 10 & 11 DAC

Assignments: Discussion Board 10; DAP presentation 2

Week 11: April 1st (online only) & 3rd

Topic: Curriculum and Domains 3-4

Readings: Ch. 12 & 13 DAC

Assignments: Discussion Board 11; DAP presentation 3

Week 12: April 8th & 10th

Topic: Curriculum and Domain 5

Readings: Ch. 14 DAC

Assignments: Discussion Board 12; DAP presentation 4

Week 13: April 15th & 17th

Topic: Integrating Curriculum

Readings: Ch. 15 DAC

Assignments: Discussion Board 13;

Week 14: April 22nd & 24th

Topic: Big Issues and High Need Areas; Teaching Children Over Time

Readings: Ch. 16 DAC

Assignments: Discussion Board 14

Week 15: April 29th & May 1st

Topic: Review All

Readings: No Readings; Final Review

Assignments: Discussion Board 15; Final Project Draft due in class 05/01

Week 16: May 6th & 8th (FINALS WEEK)

Topic: Finals, Good Luck, You Got This!

Readings: None

Assignments: Final Project & Exam. Due by midnight on 05/06/2024

** Instructor reserves the right to make required changes during the course