

**Curriculum Development through Play
Birth through Age 4 (PreK)
ECED 2120.501
CRN 65232
UNM-Valencia
Fall 2018
August 20-December 3**

Instructor: Teresa Goodhue, MA Education
Class Time: Tuesdays and Thursdays 4:30-5:45
Room: A127
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Office Hours: Monday through Thursday 2:15-4:15

Textbook Required

Kostelnik, M. J., Soderman, A. K., Phipps Whiren, A., & Rupiper, M. L. (2015). *Developmentally Appropriate Curriculum: Best practices in early childhood education* (6th ed.). Boston, MA: Pearson.

Course Description

This 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:

1. Use appropriate guidance to support the development of self-regulatory capacities in young children. A.11
2. 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

3. 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
4. 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
5. 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
6. 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
7. 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
8. Demonstrate understanding that each child's creative expression is unique and can be encouraged through diverse ways, including creative play. E.5
9. Plan blocks of uninterrupted time for children to persist at self-chosen activities, both indoors and outdoors. E.6
10. 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
11. 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
12. Demonstrate a variety of developmentally appropriate instructional strategies that facilitate the development of emergent literacy skills. E.11
13. 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%
6 Lesson Plans	30%
<ul style="list-style-type: none"> • Aesthetic Domain • Physical Domain • Affective Domain • Social Domain • Cognitive Domain • Language Domain 	
The Importance of Play in Learning Poster Board	30%
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

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.

Course Outline

*Complete reading assignments before the **next** class meeting. Complete all reading reflection journal (RRJ) entries by the due dates.*

Week 1

8/20 Syllabus, expectations and introductions

8/22

Early Education Programs

Read Chapter 15: RRJ: What are the 10 customary strategies to enhance play?

Week 2

8/27

Integrating Curriculum through Pretend and Construction Play

8/29

Play (continued)

Read Chapter 16. RRJ: What is theme teaching and what are the benefits of using themes and projects?

Week 3

9/3

Thematic Teaching and Learning

9/5

Utilizing Themes and Projects

Read Chapter 1: RRJ: What is the most significant concept about DAP that you learned from your readings and your experience with children?

Week 4

9/10

Developmentally Appropriate Practice (DAP)

9/12

DAP (continued)

Read Chapter 2: RRJ: Describe "The Cycle of Learning."

Week 5

9/17

Task Analysis

9/19

Scaffolding

Read Chapter 3: What are the characteristics of effective planning?

Week 6

9/24

Goals and Objectives in Lesson/Activity Planning

9/26

Using Principles of Developmental Direction to Enhance Planning

Read Chapter 4. RRJ: What is the most significant concept that you learned about whole-group planning and implementation?

Week 7

10/1

Planning and Implementing Effective Group-Time Activities

Reading Reflection Journal 1 Due (chapters 15 and 16, 1-3)

10/3

Class Meetings

Read Chapter 5. RRJ: What are the advantages and disadvantages of learning centers as an important part of the early childhood classroom?

Week 8

10/8 Planning and Implementing Effective Group-Time Activities

10/10

Fall Break. No Class Today.

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 9

10/15

Child Guidance

10/17

Child Guidance (continued)

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?

Week 10

10/22

Assessment: Standardized versus Authentic

10/24

Strategies to Track Student Learning

Read Chapter 8. RRJ: What is the most significant concept that you learned about family engagement from your readings?

Week 11

10/29

Family Engagement

10/31

Family Engagement Continued

Read Part 3: The Curriculum and Chapter 9. RRJ: How will you include and support play in the aesthetic domain?

Week 12

11/5

The Aesthetic Domain

Read Chapter 10. RRJ: How will you include and support play in the affective domain?

11/7

The Affective Domain

Chapter 11. RRJ: How will you include and support play in the cognitive domain.

Week 13

11/12

The Cognitive Domain

11/14

Cognitive Development cont'd

Read Chapter 12. RRJ: How will you include and support play in the language domain.

Week 14

11/19

The Language Domain

11/21

The Language Domain (cont'd)

Read Chapter 14. RRJ: Describe the role of play in the social domain.

Week 15

11/26 The Social Domain

11/29 **Happy Thanksgiving! No class today. Campus closed**

Week 16

12/3 Poster Board Presentations

Reading Reflection Journal Due (chapters 4-12 and 14)

6 Lesson Plans Due
