

**Curriculum Development through Play  
Birth through Age 4 (PreK)  
ECED 2120.501  
CRN 65232  
UNM-Valencia  
Fall 2018  
August 17-December 6**

Instructor: Teresa Goodhue, MA Education  
Class Time: Online and Scheduled Zoom  
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**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

### **Online Participation**

The Discussion Board is very much like a classroom discussion. There will be 1 discussion board per week. Students are expected to log onto Blackboard Learn at least four times per week to participate on the Discussion Boards. At minimum, students are expected to post their own comment and reply to at least one other student's post per discussion. For the best grade, reply to 3 other students' threads by the following Tuesday at 11:59 pm. **Note:** *You cannot work at your own pace in this class. The discussion boards are timed to open and close according to this schedule. Also, it is helpful to compose and save your comments in a Word document that you can copy and paste to the Discussion Board.*

### **Student/Instructor Communication**

Please check your UNM email regularly. While I read your comments on the Discussion Board, I do not comment. Instead I write comments when grading. Email is the best way to communicate with me; I reply promptly and within 24 hours. You can email 2 ways: Directly

from Blackboard Learn or from Lobomail. **If you email me, you must use Lobomail. All other emails go to my junk email.** I check my email at least once a day except for Sundays. I encourage you to email me with any questions you might have. If you need to speak with me please call my cell phone, 331-2609 during my office hours. I will hold a Zoom session each week. It is not required that you participate, but participation will help you with discussion board assignments.

### **Assignments and Due Dates**

**Discussion Boards:** There will be 1 discussion board per week. The first discussion of the week will appear on Sunday at 12:00 midnight and close a week from Tuesday; the topic of the discussion is based upon the reading assignment and can be found at the end of the syllabus in the course outline. The second discussion will be student generated; each student will write their own topic of discussion based upon the topic of the week. Students need to create 1 thread and post at least 1 time on another person's thread. For the best grade, see the rubric on the Welcome page. **Note: Try staying on a Sunday through Sunday schedule. Use that final due date of Tuesday for emergencies.**

**3 Revised/Expanded Posts:** You will choose 3 of your posts to revise and expand. These will be resubmitted as assignments on the following dates:

Sept 15: Choose between Discussion Boards 1, 2 or 3

October 20: Choose between Discussion Boards 4, 5, 6, 7 or 8

November 24: Choose between discussion Boards 9, 10, 11 or 13

**3 Lesson Plans:** Create three 5E Lesson Plans from 3 of the domains in the following: aesthetic (art), physical, affective (emotions), social, cognitive (math or science), or language

**Presentation: The Importance of Play in Learning:** Refer to chapters 15, other readings throughout the semester, and your own research.

### **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.

### **Academic Support**

Student tutors are available for online tutoring appointments though [tutor@unm.edu](mailto:tutor@unm.edu).

**Grading**

Discussion Board Posts	20%
3 Revised/Expanded Posts	30%
3 Lesson Plans	30%
The Importance of Play Presentation	20%
Total	100%

**Percentages and Grade Equivalent**

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

**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

### **Week 1**

8/17-8/23      **Introductions, Expectations and Getting to Know Each Other!**

### **Week 2**

8/24-8/30      Early Education Programs

### **Week 3**

8/31-9/6      Integrating Curriculum through Pretend and Construction Play

### **Week 4**

9/7-9/13      Thematic Teaching and Learning

### **Week 5**

9/14-9/20      Developmentally Appropriate Practice (DAP)

### **Week 6**

9/21-9/27      Task Analysis and Scaffolding

### **Week 7**

9/28-10/4      Goals and Objectives in Lesson/Activity Planning

### **Week 8**

10/5-10/11      Planning and Implementing Effective Small Group Activities

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### **Week 9**

10/12-10/18      Planning and Implementing Effective Group-Time Activities

### **Week 10**

10/19-10/25      Child Guidance

### **Week 11**

10/26-11/1      Assessment: Standardized versus Authentic

### **Week 12**

11/2-11/8      Family Engagement

### **Week 13**

11/9-11/15      The Aesthetic Domain

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**Week 14**

11/16-11/22 The Cognitive Domain

**Week 15**

11/23-11/29 The Language Domain

**Week 16**

11/30-12/5 The Social Domain

Due: 3 Lesson Plans and Presentation

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