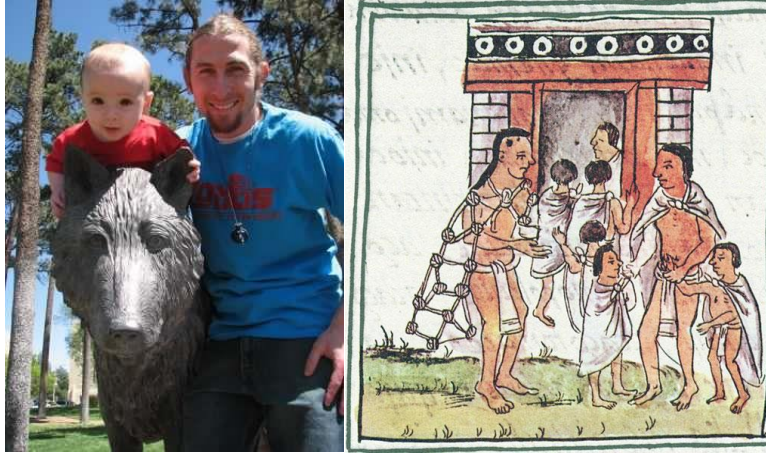


**ECED-2120:  
Curriculum Development through Play: Birth through Age 4 (PreK) (78771)  
UNM-Valencia  
Fall 2024  
Syllabus**



(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](https://canvas.unm.edu)). You must have a UNM net ID to access it.

**Class Days, Times and Location:** Thursday 3:30pm-5:59pm, Synchronous Online via Zoom

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

**Office Hours:** Tuesday & Thursday 9:30-10:30 (A&S #111), Tuesday 3:30-4:30 (A&S #111), Wednesday 3:30-4:30pm (Online via Zoom), Thursday 2:30-3:30 (Online via Zoom). These times may be subject to change, but I'll 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](mailto:jstjoshn@unm.edu), however, 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. If you have an academic emergency, you can also phone a friend-classmate, contact a Librarian, a Writing Center tutor, or PASOS for help on or off campus.

### **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 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**

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**

Van Hoorn, J. M., Nourot, P. M., Scales, B. R., & Alward, K. R. (2015). *Play at the center of the curriculum* (6th ed.). Upper Saddle River, NJ: Prentice Hall.  
ISBN (EBook): 978-0133461756

Isbell, R., & Yoshizawa, S. (2016). *Nurturing creativity: An essential mindset for young children's learning*. Washington, DC: NAEYC.  
ISBN (EBook): 978-1938113215

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](https://canvas.unm.edu))**

Course information including this syllabus and grades will be available via [canvas.unm.edu](https://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.

### **Reflection Papers**

Discussion Reflection: Every Thursday we will begin discussion in class prompted by pre-reading sources, attending to lectures and other resources made available. Each Sunday, 1-2 page reflection will be due based on your analysis of class lecture, careful reading-viewing of materials, visits to classroom sites, personal research and participation in small and large group discussion. Student’s will either self-pair/group or will be assigned a “study buddy” or “study group” to facilitate this process and hold each other accountable for participation and work. If you miss a class date, call up your study group or study buddy to review the materials, lectures and to take part in a discussion with others. Listen carefully, take turns talking, take notes and ask questions when appropriate. We can help each other through. Visiting office hours are another way to boost your total work along with your own study sessions and experience in and out of the k-5 classroom.

- ✓ Feel free to incorporate ideas from in-class discussion and other relevant sources.
- ✓ CITE YOUR SOURCES (use APA, “in-text citation” or “parenthetical citation” styles. See [OWL Purdue APA](#) for more information), focused on our textbook and required sources.
- ✓ This can be in an audio or video format, 5-10 minutes (cite your sources in APA style)
- ✓ Using “I” and the personal subjective voice is okay but keep it academic.
- ✓ Due: Weekly on Canvas on Sunday @11:59pm

✓ They do not repeat or replace lecture, attendance or discussion and will be marked down if they reflect a lack of study, reflection and discussion.  
*Objectives 2, 5, 7*

### **CLAP**

These are Culturally and Linguistically Appropriate Play activities. There are 4 of them and must reflect a focus on 4 out of 5 Domains. These will be in-class presentations and submitted as curriculum templates. Play is the primary method of introducing material, demonstrating and sharing knowledge, engaging students and checking for understanding (assessment).

### **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.

### **Final**

The final exam is cumulative and will cover the material from throughout the whole course, especially focused on the textbooks.

### **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, weekly reflections, projects, papers, quizzes, exam questions, and more. This is all practice.

## Grading and Assignments

<b>Assignments</b>	<b>Grade Percentage</b>
Attendance, In-Class Discussion & Reflection Papers (15 x 10) = 150 pts	24%
Letter to Parents, Families, Caregivers and Advocates 50 pts	8%
Syllabus Quiz 25 pts	4%
Quizzes (2 x 50) 100 pts	16%
CLAP Curriculum Presentations (25 points each, 4 in total) 100 pts	16%
Mid-Term Exam (100 points, 1 in total) 100 pts	16%
Final Exam (100 points, 1 in total) 100 pts	16%
<b>Total 625 pts</b>	<b>100%</b>

## 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

<b>Week</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignments</b>
Week 1	Exploring our experiences of Play and Adulthood	Course Overview / Introductions	Personal Introductions Syllabus Quiz
Week 2	Play and Learning	Chapter 1: Looking at Play Through Teachers' Eyes	Reflection 1
Week 3	Theoretical Lenses on Play	Chapter 2: Play and Development: Theory	Reflection 2
Week 4	Play and Development	Chapter 3: Play as the Cornerstone of Development: The Literature	Reflection 3 Letter to Parents
Week 5	Play in Early Childhood	Chapter 4: Orchestrating Children's Play: Setting the Stage	Reflection 4 Quiz #1
Week 6	Teacher's Role in Play	Chapter 5: Orchestrating Play: Interactions with	Reflection 5 CLAP 1

		Children	
Week 7	Play and Assessment	Chapter 6: Play as a Tool for Assessment	Reflection 6
Week 8 (no class, fall break)	Mathematics Play	Chapter 7: Mathematics in the Play-Centered Curriculum	Reflection 7 Midterms
Week 9	Language and Literacy Play	Chapter 8: Language, Literacy, and Play	Reflection 8
Week 10	Science Play	Chapter 9: Science in the Play-Centered Curriculum	Reflection 9 CLAP 2
Week 11	Play and Creativity	Chapter 10: The Arts in the Play-Centered Curriculum	Reflection 10
Week 12	Play and Socialization	Chapter 11: Play and Socialization	Reflection 11 CLAP 3 Quiz 2
Week 13	Outdoor Play	Chapter 12: Outdoor Play	Reflection 12
Week 14	Play and Popular Media	Chapter 13: Toys and Technology as Tools for Play	Reflection 13 CLAP 4
Week 15	Creating Communities of Players	Chapter 14: Conclusion: Integrating Play, Development, and Practice	Reflection 14
Week 16 Finals	Final Review	No readings	Reflection 15 Final Exam
** Instructor reserves the right to make required changes during the course			

**Classroom and University Policies**

**Academic Integrity Statement:**

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 otherwise fails to meet the 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. 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; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.

**Accommodations:**

UNM is committed to providing equitable access to 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 [Accessibility Resource Center \(https://arc.unm.edu/\)](https://arc.unm.edu/) at [arcsrvs@unm.edu](mailto:arcsrvs@unm.edu) (505) 277-3506.

**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 emergency-related absences are normally excused with reasonable notice to the professor, as noted in the attendance guidelines above. UNM as an institution has made a core commitment to the success of all our students, including members of our undocumented community. The Administration's welcome is found on our website: <http://undocumented.unm.edu/>.

**COVID-19 Health and Awareness:**

UNM is a mask friendly, but not a mask required, community. To be registered or employed at UNM, Students, faculty, and staff must all meet UNM's [Administrative Mandate on Required COVID-19 vaccination](#). 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 do need to stay home, please communicate with me; 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 that we can connect you to the right resources. Please be aware that UNM will publish information on websites and email about any changes to our public health status and community response.

*Support:*

[Student Health and Counseling \(SHAC\)](#) at (505) 277-3136. *If you are having active respiratory symptoms (e.g., fever, cough, sore throat, etc.) AND need testing for COVID-19; OR If you recently tested positive and may need oral treatment, call SHAC.*



*[LoboRESPECT Advocacy Center](#) (505) 277-2911 can offer help with contacting faculty and managing challenges that impact your UNM experience.*

**Respectful and Responsible Learning:** We all have shared responsibility for ensuring that learning occurs safely, honestly, and equitably. Submitting material as your own 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 own 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>).

Support: Many students have found that time management workshops or work with peer tutors can help them meet their goals. These and are other resources are available through [Student Learning Support](#) at the Center for Teaching and Learning.

### **Title IX:**

To meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered “responsible employees.” 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 Compliance, Ethics and Equal Opportunity ([ceeo.unm.edu](http://ceeo.unm.edu)). For more information on the campus policy regarding sexual misconduct and reporting, see: <https://policy.unm.edu/university-policies/2000/2740.html>.

Support: [LoboRESPECT Advocacy Center](#), the [Women’s Resource Center](#), and the [LGBTQ Resource Center](#) all offer confidential services.

**Connecting to Campus and Finding Support:** UNM has many resources and centers to help you thrive, including [opportunities to get involved](#), [mental health resources](#), [academic support including tutoring](#), [resource centers](#) for people like you, free food at [Lobo Food Pantry](#), and [jobs on campus](#). Your advisor, staff at the [resource centers](#) and [Dean of Students](#), and I can help you find the right opportunities for you.

[Important Links for Current UNM Students :: New Mexico's Flagship University](#)

*I am here to help you be successful in this course. Please let me know of any issues or problems as soon as they arise.*

***This syllabus may be subject to change at the discretion of the instructor.***

