

Curriculum Development and Implementation II
ECME 217.501 (3credit hours)
CRN 40361
UNM-Valencia
Spring 2018
January 16-May 2

Instructor: Teresa Goodhue, MA Education
Class Time: Tuesdays and Thursdays 4:30-5:45
Room: A125
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Office Hours: Monday through Thursday 2:15-4:15

Textbook Required

Kostelnik, Marjorie J., Anne K. Soderman, Alice P. Whirren, and Michelle L. Rupiper.
Developmentally Appropriate Curriculum: Best Practices in Early Childhood Education. 6th ed.
Boston: Pearson, 2015. Print.

Course Description

This basic course focuses on the learning environment and the implementation of curriculum in early childhood programs. Students will use their knowledge of content, developmentally appropriate practices, and language and culture to design and implement experiences and environments that promote optimal development and learning for children from age 3 through third grade including children with special needs. Various curriculum models and teaching and learning strategies will be included. Co-requisite: ECME 217L.

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 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
- 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
- Demonstrate knowledge of the language, reading and writing components of emergent literacy at each developmental level. D.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
- 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
- Demonstrate knowledge of developmentally appropriate uses of technology, including assistive technology. E.12
- 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%
4 Lesson Plans	40%
• Aesthetic or Physical Domain	
• Affective or Social Domain	
• Cognitive Domain	
• Language Domain	
Presentation of 4 activities	20%
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

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 (11)

ECME 217

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.*

Week One

1/16 Syllabus, expectations and introductions

1/18 What is Curriculum Development?

Read Chapter 1. RRJ: Define developmentally appropriate practice. Explain why there is a need for DAP.

Week Two

1/23 Class Discussion: Developmentally Appropriate Practices

1/25 DAP Continued

Read Chapter 2. RRJ: Explain how you will integrate and apply knowledge about children, content, and effective teaching strategies in your daily teaching.

Week Three

1/30 Applying DAP and employing Scaffolding

2/1 DAP Activities and Scaffolds

Read Chapter 3. RRJ: Briefly describe 3 of the 6 most common types of activities in early childhood education. Choose the activities based on which you would most likely employ in the class

Week Four

2/6 Planning and Implementing Effective Small-Group Activities

2/8 Small Group Activities

Read Chapter 4. RRJ: Briefly describe the 5 common questions concerning Group Time. Next, in brief give the authors answers to these questions.

Week Five

2/13 Planning and Implementing Effective Group-Time Activities

2/15 DAP Group-Time Activities

Read Chapter 5. RRJ: Create a floorplan for the class in which you are fulfilling your practicum. Next, describe how the floorplan supports children's learning. Do you have any suggestions for improving the floorplan?

Week Six

2/20 Class Discussion: Planning and Implementing Effective Group-Time Activities

2/22 Class Discussion: Arranging the Classroom

Read Chapter 6. RRJ: Describe self-regulation, how it develops and explain how experience influences self-regulation.

Reading Reflection Due: Chapters 1-5

Week Seven

2/27 Class Discussion: Adopting an Authoritative Approach to Child Guidance

2/29 Self-Regulation and Child Development

Read Chapter 7. RRJ: Describe what authentic assessment is.

Week Eight

3/6 Authentic Assessment

3/8 Class Discussion: Assessing and Evaluating Children's Learning

Read Chapter 8. RRJ Describe the effective family engagement strategies.

3/10 through 3/18 Spring Break: No Classes

Week Nine

3/20 Strengthening DAP through Family Engagement

3/22 Connecting to the Community

Read Chapter 9. Describe the aesthetic domain, and how you will use this knowledge in the classroom.

Week Ten

3/27 Class Discussion: The Aesthetic Domain

3/29 Aesthetic Domain Activities

Read Chapter 10.. Describe the affective domain, and how you will use this knowledge in the classroom.

Week Eleven

4/3 Class Discussion: The Affective Domain

4/5 Affective Domain Activities

Read Chapter 11.. Describe the cognitive domain, and how you will use this knowledge in the classroom.

Week Twelve

4/10 Class Discussion: The Cognitive Domain

4/12 Cognitive Domain Activities

Read Chapter 12.. Describe the language domain, and how you will use this knowledge in the classroom.

Week Thirteen

4/17 Class Discussion: The Language Domain

4/19 Language Domain Activities

Read Chapter 13.. Describe the physical domain, and how you will use this knowledge in the classroom.

Week Fourteen

4/24 Class Discussion: The Physical Domain

4/26 Physical Domain Activities

Read Chapter 13.. Describe the social domain, and how you will use this knowledge in the classroom.

Week Fifteen

5/1 The Social Domain

5/3 Social Domain Activities

Reading Reflections Due: Chapters 6-13

Lesson Plans Due