

**Curriculum Development and Implementation II (2 credit hours)**  
**(co-requisite with ECED 2120.501)**

**ECED 2131.501**

**CRN 50606**

**UNM-Valencia**

**Spring 2020**

Instructor: Teresa Goodhue, MA Education  
Class Time: Arranged  
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Office: A 142D  
Office Hours: Monday through Thursday 2:15-4:15 and by appointment

**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 course provides opportunities for students to apply knowledge gained from Curriculum Development and Implementation II and develop skills in planning learning environments and implementing curriculum in programs serving young children, birth through age eight, including those with special needs. Co-requisite: ECME 217.

**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:

- Provide a variety of activities that facilitate development of the whole child in the following areas: Physical/motor, social/emotional, language/cognitive and adaptive/living skills. A.5
- Develop, implement and evaluate an integrated curriculum that focuses on children's development and interests, using their language, home experiences, and cultural values. D.5
- Provides and uses anti-bias materials and literature, and experiences in all content areas of the curriculum. D.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

- 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
- 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

### **Practicum Hours and Instructor Observations**

Each student must complete the NM state requirement of 60 hours of participation time at the practicum site. Plan to fulfill 5-6 hours per week during the semester. You may do this once or twice per week. Your cooperating teacher will observe you and document your hours on the Practicum Time Sheet. The Practicum Time Sheet is a legal document; please do not lose it. During the semester, I will visit your site twice to observe you.

### **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 tutoring appointments at The Learning Resource Center. For more information phone 925-8907.

**Grading**

60 Practicum hours 75%

Reflection Journal: 25%

Keep weekly observational entries in a journal. Consider the following:

- Look for, record and discuss specific, evidence of what the teachers do during care giving routines (feeding, diapering, toileting, etc.) that demonstrates warm, responsive, nurturing behaviors of care.
- Reflect upon how you incorporate what the teachers do in your own interactions with children.
- Look for, record, and discuss specific evidence of a safe, healthy, and developmentally appropriate environment. Reflect upon how you have supported a healthy environment for the children in the program.
- Look for, record, and discuss specific evidence that demonstrates how the teachers support the physical and intellectual competence, and positive social and emotional development of the children. How have you observed the teachers providing positive guidance for all children, and establishing productive relationships with families: Reflect upon the skills you need to further develop in any of these areas?

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**As stated in [2018-20169UNM-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.

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