

Curriculum Development and Implementation II
ECED 2130.501
CRN 50599
University of New Mexico-Valencia
Spring 2022
January 18-May 14

Instructor: Teresa Goodhue, MA Education
Class Time: Tuesdays and Thursdays 4:30-5:45
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Office Hours: Monday through Thursday 3:00-4:00

Textbook Required

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

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, they will provide me with a letter of accommodation.

Academic Support

Student tutors are available for tutoring appointments at The Learning Resource Center. For more information phone 925-8907.

Grading

Attendance	20%
4 Lesson Plans	40%
• Aesthetic or Physical Domain	
• Affective or Social Domain	
• Cognitive Domain	
• Language Domain	
Reading Reflection Journal 1	20%
Reading Reflection Journal 2	20%
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)

COVID Precautions

- UNM requires COVID-19 vaccination and a booster for all students, faculty, and staff, or an approved exemption (see: UNM Administrative Mandate on Required Vaccinations). Proof of vaccination and booster, or a medical, religious, or online remote exemption, must be uploaded to the UNM vaccination verification site. Failure to provide this proof may result in a registration hold and/or disenrollment for students and disciplinary action for UNM employees.
- **Booster Requirement:** Individuals who received their second dose of a Pfizer or Moderna vaccine on or before June 15, 2021, or their single dose of a Johnson & Johnson vaccine on or before October 15, 2021, **must provide documentation of receipt of a booster dose no later than January 17, 2022**
- Individuals who received their second dose of a Pfizer or Moderna vaccine after June 15, 2021 or who received their single dose of Johnson & Johnson after November 15, 2021 must provide documentation of receipt of a booster within four weeks of eligibility, according to the criteria provided by the FDA (6 months after completing an initial two-dose Moderna vaccine, 5 months after completing the Pfizer sequence, and 2 months after receiving a one-dose Johnson and Johnson vaccine).
- International students: Consult with the Global Education Office.
- Exemptions: Individuals who cannot yet obtain a booster due to illness should request a medical, religious, or online remote exemption (which may have an end date) and upload this to the vaccination verification site.
- Medical and religious exemptions validated in Fall 2021 (see your email confirmation) are also valid for Spring 2022 unless an end date was specified in the granting of a limited medical exemption. Students must apply for a remote online exemption every semester.
- All students, staff, and instructors are required to wear face masks in indoor classes, labs, studios and meetings on UNM campuses, see the masking requirement. Students who do not wear a mask indoors on UNM campuses can expect to be asked to leave the classroom and to be dropped from a class if failure to wear a mask occurs more than once in that class. Students and employees who do not wear a mask in classrooms and other indoor public spaces on UNM campuses are subject to disciplinary actions. **Medical/health grade masks are the best protection against the omicron variant and these masks should be used, rather than cloth.**
- Please do not come to a UNM campus if you are experiencing symptoms of illness, or have received a positive COVID-19 test (even if you have no symptoms). Contact your instructors and let them know that you should not come to class due to symptoms or diagnosis. Students who need support addressing a health or personal event or crisis can find it at the Lobo Respect Advocacy Center.

**ECED 2130
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 1

1/18 Syllabus, expectations and introductions

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

1/20 Class Discussion: Developmentally Appropriate Practice (DAP)

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

Week 2

1/25 Class Discussion: Teaching and Learning in DAP Programs

1/27 DAP Continued

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 3

2/1 Class Discussion: Planning and Implementing Small Group Activities

2/3 Class Discussion: Common Activities in Early Childhood Programs

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

Week 4

2/8 Class Discussion: Planning and Implementing Effective Group-Time Activities

2/10 Class Discussion: Group-Time Strategies

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 5

2/15 Class Discussion: Organizing Space and Materials

2/17 Class Discussion: Creating and Using Learning Centers

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

Week 6

2/22 Class Discussion: Child Guidance

2/24 Class Discussion: The Daily Meeting **Reading Reflection Journal 1 Due: Chapters 1-5**

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

Week 7

3/1 Class Discussion: Assessing and Evaluating Children's Learning

3/3 Class Discussion: Authentic Assessment

Read Chapter 9. RRJ: Describe the Aesthetic Domain and how you will use this knowledge to promote learning in the classroom.

Week 8

3/8 Class Discussion: The Aesthetic Domain

3/10 Class Discussion: The Aesthetic Domain Continued

Read Chapter 10. RRJ: Describe the Affective Domain and how you will use this knowledge to promote learning in the classroom.

Spring Break: March 13- 18: No Classes

Week 9

3/22 Class Discussion: The Affective Domain

3/24 Class Discussion: The Affective Domain Continued

Chapter 11. RRJ: Describe the Cognitive Domain and how you will use this knowledge to promote learning in the classroom.

Week 10

3/29 Class Discussion: The Cognitive Domain

3/31 Class Discussion: The Cognitive Domain Continued

Read Chapter 12. RRJ: Describe the Language Domain and how you will use this knowledge to promote learning in the classroom.

Week 11

4/5 Class Discussion: The Language Domain

4/7 Class Discussion: The Language Domain Continued

Read Chapter 13. RRJ: Describe the Physical Domain and how you will use this knowledge to promote learning in the classroom.

Week 12

4/12 Class Discussion: The Physical Domain

4/14 Class Discussion: The Physical Domain Continued

Read Chapter 14. RRJ: Describe the Social Domain and how you will use this knowledge to promote learning in the classroom.

Week 13

4/19 Class Discussion: The Social Domain

4/21 Class Discussion: The Social Domain Continued

Week 14

4/26 Lesson Plan Workshop

4/28 Lesson Plan Workshop

Week 15

5/3 Class Reflection **Reading Reflection Journal 2 Due: Chapters 6-14, and 4 Lesson Plans**
