

ECED 2120-501: Curriculum Development through Play: Birth through Age 4 (PreK)

University of New Mexico-Valencia Campus
Spring Semester 2024: January 15, 2024 – May 11, 2024

Instructor: Gabriela Peterson, M. Ed, Ph.D.

Classroom: Online via Canvas (canvas.unm.edu)

Class Time: Asynchronous

Office Hours: Mondays (10:00 am-12:00 pm via Zoom)

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COURSE DESCRIPTION

The beginning curriculum course places play at the center of the curriculum in developmentally appropriate early childhood programs. This course addresses content that is relevant for children from 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 from birth through age four, is emphasized.

COURSE COMPETENCIES

This course is part of the *New Mexico Early Childhood Education and Development Articulation Catalog of Courses and Programs*. The following objectives are taken from the New Mexico Public Education Department'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 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
- 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.
- 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
- 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.
- Demonstrate a variety of developmentally appropriate instructional strategies that facilitate the development of emergent literacy skills. E.11.
- Demonstrate knowledge of assessment techniques and interpretation of assessment information in the application of this data to curriculum development of intervention planning. F.9.

STUDENT LEARNING OUTCOMES

1. Explain how young children develop and learn with knowledge of the concepts, inquiry tools, and structure of content areas appropriate for different developmental levels.
2. 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.
3. Demonstrate knowledge of varying program models and learning environments that meet the individual needs of all young children, including those with diverse abilities.

4. Design curricula and learning environments based on developmental observational assessment, children's interests and relevant content topics.

REQUIRED TEXTBOOK

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.

ATTENDANCE POLICY

As the class is asynchronous online, there is no attendance to be taken. However, assignments must be completed each week by Sunday at midnight to be accepted. You have all week at your convenience to read or watch the material and complete the assignment, so there are no late assignments except for extreme circumstances. Quizzes and exams will be administered on Canvas at specific times that will be posted in advance. Email me if you have something unusual that comes up that interferes with your ability to complete assignments.

Attendance in an online course should be approached the same as you would in a face-to-face course. If this course were offered face-to-face, it would meet (at a minimum) twice a week; thus, you should log into Canvas a minimum of two times per week. Remember that coursework is done outside of lecture times, so you must log in throughout the week to complete all the assigned activities. Plan to be an active participant in course discussions and communication. Attendance and participation are required to complete this course successfully. The instructor is not responsible for withdrawing students. A “W” will not be given as a final grade. The student is responsible for following UNM Valencia's policy for dropping or withdrawing from a course – be aware that financial consequences may occur from these actions. Students who miss two discussion boards and/or assignments/assessments will be dropped from the course. Any student registered for the course when the semester begins who fails to submit all the course introduction activities by the end of the first week will be dropped from the course.

ASSIGNMENTS

1. **Required Reading.** Throughout the course, you will be provided with required reading assignments. The assignments are located in Weekly Assignments on the course menu. You are expected to complete all required reading assignments and integrate what you have read into your course assignments and your online discussions.
2. **Discussion Boards.** Students will participate in weekly discussion boards for each chapter of the required text. Students are required to participate in and post weekly discussions on Canvas. This will enable us to learn and interact with each other as a community of learners. Discussion postings must be complete and have at least five lines of text. No maximum number of words is required, but please use good judgment.

Use references to websites or readings to support your comments whenever possible. You must get your initial discussion postings up in the early part of the week so others can read them and share their thoughts and experiences. We will build on one another's ideas by interacting fluidly throughout the week. Therefore, post your initial response to the discussion forum no later than Wednesday and reply to three classmates no later than Wednesday. Discussion boards open on Sunday at midnight.

3. **Applying Your Knowledge Assignments.** Students are required to complete application activities for each chapter of the required text. Applying Your Knowledge Assignments are intended to help students assess their understanding of key concepts and consider practical applications in programs for young children.
4. **Quizzes:** Students will complete a quiz for each chapter of the required text. A quiz is a quick assessment of student knowledge. Quizzes are intended to help students to have a better understanding of how well they grasp the material.
5. **Final Exam:** Students will complete a final exam during the semester. For the final exam, students must design an original game or play experience for a group of young children based on the concepts and ideas learned throughout the course.

GRADING POLICY

This course is competency-based. Student competency will be evaluated based on the criteria presented below.

| Assignment | Percentage of student's grade |
|-------------------------------------|--------------------------------------|
| Discussion Boards | 30% |
| Quizzes | 30% |
| Applying Your Knowledge Assignments | 30% |
| Final Exam | 10% |
| Total | 100% |

DUE DATES POLICY

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. No late postings on the Discussion Board are permitted. See "Late Work and Exemptions" below.

LATE WORK EXEMPTIONS

You can miss two discussion boards over the course of the semester and recover the grades by writing an expanded post. Requirements: 1) 1 page typewritten and double-spaced, 12 pt. font,

default margins. 2) Email as an attachment within one week of the original due date. See “Due Dates Policy” above.

PERCENTAGES AND GRADE EQUIVALENT

Points will be recorded for each activity and totaled at the end of the semester. The grading scale below will apply based on the percentage of total points possible.

| As | Bs | Cs | Ds | F |
|-----------|-----------|-----------|----------|--------|
| 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- | |

ACADEMIC INTEGRITY

Having academic integrity is paramount to your success in any class. Plagiarism or cheating is not tolerated. Any instance of this will result in a grade of zero for that assignment. Here is the link to the UNM Academic Dishonesty Policy:

<https://policy.unm.edu/regents-policies/section-4/4-8.html>. The policy states:

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.

Academic Dishonesty is defined as:

"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.

NETIQUETTE

Netiquette is a set of rules for behaving politely online. Something about cyberspace makes it easy for people to forget that they are interacting with other real people. The following bullet points cover some basics of communicating online:

1. Be sensitive to classmates coming from different cultural and linguistic backgrounds and holding different political and religious beliefs. Plus, they will have other differences.

2. Use good taste when composing your responses in Discussion Forums. Swearing and using profanity are often insensitive to your classmates, so they should be avoided. Also, consider that slang can be misunderstood or misinterpreted.
3. Don't use all capital letters when composing your responses, as this is considered "shouting" on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.
4. Be respectful of others' views and opinions. Avoid "flaming" (publicly attacking or insulting) them, as this can cause hurt feelings and decrease the chances of learning from different points of view.
5. Be careful when using acronyms. If you use an acronym, it is best to spell out its meaning first, then put it in parentheses afterward, such as Frequently Asked Questions (FAQs). After that, you can use the acronym freely throughout your message.
6. Use good grammar and spelling, and avoid using text-messaging shortcuts.

ACCOMMODATIONS

UNM is committed to providing equitable learning opportunities for all students. If you have a documented disability, the Equal Access Services office will provide me with a letter outlining your accommodations. I will then discuss the accommodations with you to determine the best learning environment. If you feel that you need accommodations but have not documented your disability, please contact Sarah Clawson, the coordinator for Equal Access Services at 925-8840 or sjclawson@unm.edu.

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/>.

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 and those who remain stewards of it

throughout the generations and acknowledge our committed relationship with Indigenous peoples. We gratefully recognize our history.

COURSE OUTLINE

| Week | Topic | Readings | Assignments |
|--------------------------------------|---|---|--|
| Week 1 (Jan 15 - Jan 21, 2024) | Exploring our experiences of Play and Adulthood | Course Overview / Introductions | Personal Introductions |
| Week 2 (Jan 22 - Jan 28, 2024) | Play and Learning | Chapter 1: Looking at Play Through Teachers' Eyes | Discussion Board #1 Quiz #1 Applying Your Knowledge #1 |
| Week 3 (Jan 29 – Feb 4, 2024) | Theoretical Lenses on Play | Chapter 2: Play and Development: Theory | Discussion Board #2 Quiz #2 Applying Your Knowledge #2 |
| Week 4 (Feb 5 – Feb 11, 2024) | Play and Development | Chapter 3: Play as the Cornerstone of Development: The Literature | Discussion Board #3 Quiz #3 Applying Your Knowledge #3 |
| Week 5 Feb 12 – Feb 18, 2024) | Play in Early Childhood | Chapter 4: Orchestrating Children's Play: Setting the Stage | Discussion Board #4 Quiz #4 Applying Your Knowledge #4 |
| Week 6 (Feb 19 – Feb 25, 2024) | Teacher's Role in Play | Chapter 5: Orchestrating Play: Interactions with Children | Discussion Board #5 Quiz #5 Applying Your Knowledge #5 |
| Week 7 (Feb 26 – Mar 3, 2024) | Play and Assessment | Chapter 6: Play as a Tool for Assessment | Discussion Board #6 Quiz #6 Applying Your Knowledge #6 |
| Week 8 (Mar 4- Mar 10, 2024) | Mathematics Play | Chapter 7: Mathematics in the Play-Centered Curriculum | Discussion Board #7 Quiz #7 Applying Your Knowledge #7 |
| Spring Break (Mar 10 – Mar 17, 2024) | | | |

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|---------------------------------------|---------------------------------------|--|---|
| Week 9 (Mar 18 – Mar 24, 2024) | Language and Literacy Play | Chapter 8: Language, Literacy, and Play | Discussion Board # 8 Quiz #8 Applying Your Knowledge #8 |
| Week 10 (Mar 25 – Mar 31, 2024) | Science Play | Chapter 9: Science in the Play-Centered Curriculum | Discussion Board #9 Quiz #9 Applying Your Knowledge #9 |
| Week 11 (Apr 1- Apr 7, 2024) | Play and Creativity | Chapter 10: The Arts in the Play-Centered Curriculum | Discussion Board #10 Quiz #10 Applying Your Knowledge #10 |
| Week 12 (Apr 8 – Apr 14, 2024) | Play and Socialization | Chapter11: Play and Socialization | Discussion Board #11 Quiz #11 Applying Your Knowledge #11 |
| Week 13 (Apr 15 – Apr 21, 2024) | Outdoor Play | Chapter 12: Outdoor Play | Discussion Board #12 Quiz #12 Applying Your Knowledge Assignment #12 |
| Week 14 (Apr 22 – Apr 28, 2024) | Play and Popular Media | Chapter 13: Toys and Technology as Tools for Play | Discussion Board #13 Quiz #13 Applying Your Knowledge #13 |
| Week 15 (Apr 29 – May 5, 2024) | Creating Communities of Players | Chapter 14: Conclusion: Integrating Play, Development, and Practice | Discussion Board #14 Quiz #14 Applying Your Knowledge #14 |
| Week 16 (May 6 – May 11, 2024) | Finals week | | |
| All work due May 11, 2024 | | | |

This syllabus should be viewed as a guide. While every attempt is made to provide an accurate overview of the course, circumstances and events may make it necessary for the professor to modify the syllabus during the semester. Any syllabus changes are at the instructor's discretion and will be made with advance notice. Changes will be posted in the Announcement section of Canvas.