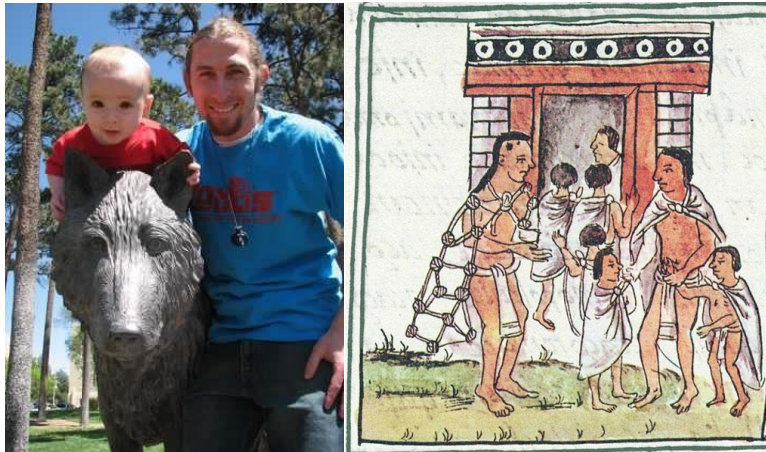


**ECED-2130:
Curriculum Development and Implementation: Age 3
(PreK) through Grade 3
UNM-Valencia
Spring 2026
Syllabus**



(Left: My oldest son, Aidán and myself; Right: Mexica Calmecac or advanced School)

Instructor: Joshua Frank Cárdenas, Ph.D.

Classroom: Canvas (canvas.unm.edu). You must have a UNM net ID to access it.

Class Days, Times and Location: Thursdays 3:30-6:00pm, via Zoom-Canvas

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

Office Hours: Thursdays 1:00-3:30pm. These times may be subject to change, but I will 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

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.

Land Acknowledgement

Founded in 1889, the University of New Mexico sits on the traditional homelands of the Pueblo of Sandia [UNM Valencia resides on Tiwa Territory of Isleta Pueblo]. 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 acknowledge our committed relationship with Indigenous peoples. We gratefully recognize our history.

Course Description

The curriculum course focuses on developmentally appropriate curriculum content in early childhood programs, age 3 through third grade. Development and implementation of curriculum in all content areas, including literacy, numeracy, the arts, health and emotional wellness, science, motor, and social skills is emphasized. Information on adapting content areas to meet the needs of children with special needs and the development of IEPs is included.

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 in 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

Kostelnik, M. J., Soderman, A. K., Rupiper, M., & Whiren, A. P. (2024). *Developmentally appropriate curriculum: effective practices in early childhood education* (Eighth edition). Pearson. ISBN: 9780138206772.

Other required readings, texts, and materials will be provided on Canvas. Suggested sources are always found in the Major Resources module.

Credit-Hour Statement

This is a three-credit-hour course delivered in blended format over 17 weeks (about 4 months) during the Spring 2026 semester (Jan 19 to May 16). Please plan for at least 6 hours per week to learn course materials and complete assignments.

Course Webpage on Canvas (canvas.unm.edu)

Course information including this syllabus and grades will be available via canvas.unm.edu. This course will appear in your Canvas course listing. I will send messages via Canvas, give announcements or updates, and where our resources, assignments, and work are completed. Students should check their email at least every

couple of days, if not every day.

Attendance, Assignments & Due Dates Policy

Students must attend class every 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. In an online course setting, participating is imperative for maximum retention of knowledge, integration with personal and acquired knowledge, and creating a classroom community. We must see your face as reading a person's body expressions, lips and mannerisms is an important part of communication. Further, restrict the use of phones and laptops to in-class materials and note-taking. Do not let the screen, games, and mindless scrolling pull you away from the learning opportunities you are paying for.

Assignments will be due each week by Sunday @11:59pm. They will be summarily graded Monday and Tuesday the following week. I accept late work; however, it will be deducted 1% of the total grade each day it is late and will be graded in the order it was received, always after current work. A person who turns in every assignment late more than 30 days cannot receive better than a C in this course. I also accept revised work, meaning a student can use instructor feedback on any assignment, revise their work, turn it in, and receive a better grade if it is qualitatively better based on the given rubric. Turn the work in on time and/or with instructor communication and feedback and get 100% in this class. Turn in the work on time and often, and receive liberal, constant feedback. This is a drafting and editing process. This is all practice to help you master the basics of language, literacy, reading and writing for teachers of young children who we want in turn teach this process of drafting productive work.

Responsible Learning and Academic Dishonesty

Cheating and plagiarism (academic dishonesty) are often driven by lack of time, desperation, or lack of knowledge about how to identify a source. Communicate with me and ask for help, even at the last minute, rather than risking your academic career by committing academic dishonesty. Academic dishonesty involves claiming that work

created by another source is your own original work. It is a [Student Code of Conduct](#) violation that can lead to a disciplinary procedure. When you use a resource in work submitted for this class, document how you used it and distinguish clearly between your original work and the material taken from the resource.

The use of AI on assignments is expressly prohibited. The most common uses include having AI applications to write, revise, and edit your writing assignments. Using AI to create a presentation is only allowed for structural components like color, shapes, text, or image boxes, etc., rather than a content-quality component, whereby words and images are created. Every single word and word choice must come from you as a student. Asking suggestions is okay, but replacing your choices with AI generated work is not allowed.

Required Reading Assignments

Throughout the course, you will be provided with the required reading assignments. Our textbook is found via RedShelf (left-hand side tab) and the UNM Library, or you can purchase/rent a physical or digital copy. Our Major Resources module has other important texts, pages and links, and other essential information/resources. The assignments are 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 the required reading assignments and to integrate what you have read into your course assignments as well as your online discussions.

Discussion Boards

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 a complete thought and have at least five lines of text with a goal of 1-2 paragraphs. Responses or replies should be at least 2 sentences or a paragraph max. There is no maximum number of words required, but please use good judgment. Use references to websites or readings to support your comments whenever possible. It is important that you get your initial discussion postings in the early part of the week, so others have an opportunity to read them and share their thoughts and experiences. By interacting fluidly throughout the week, we will build on one another's ideas. Therefore, post your Initial or 1st Post to the discussion forum no later than the end of our first class date, and reply to two (2) classmates no later than our second class date. Students will have time in class to pre-discuss the ideas and to submit an initial post if ready. Discussion boards posted after 11:59pm on Sunday the week they are due are

considered late and will be graded later; these will also open on Sunday at midnight each week. I will give limited time in class to post the Discussion board as we will spend substantial amounts of time verbally and physically engaging in discussion each class time and so students who miss class are really missing quality dialogue, listening, and learning from and with each other.

Projects & Demonstrations

Projects and cumulative assignments are rooted in course objectives and give students an opportunity to choose various subjects, formats, and other aspects of the assignment. They are drafted over time and comprise multiple parts which entail the whole. Some are individual and group based, performed both in the classroom and out of the classroom. For this class, our Midterm and Final will be in part Projects, while the other part will be a quiz or exam. Our Midterm project will be a “walkthrough” of your curriculum, via video or another form of presentation which includes visuals. Our final project part will be a total reflection “walkthrough.” One of the principal assignments is the performance of four teaching demonstrations utilizing “developmentally appropriate” curriculum approaches that cover the core learning domains.

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 midterm and a final exam on Canvas. The requirements to complete the exams are the same for all students, whether undergraduate or dual credit.

Dual Credit

For some, this is a Dual Credit course.

Dual Credit is a program which provides public high school students the opportunity to receive credit for both a high school course and a college course by taking a single qualifying course. For more information, please see the UNM-Valencia Course Catalog.

Grading and Assignments

Assignments	Grade Percentage
Syllabus Review (25 points, 1 in total) 25 pts	3.33%
Attendance & Participation (5 points each day, 15 in total) 75 pts	10%
Online Discussion Boards (10 points each, 15 in total) 150 pts	20%
My Educational Journey (50 points each) 50 pts	6.67%
My Teaching Philosophy (50 points, 1 in total) 50 pts	6.67%
DAP Curriculum Demonstrations (25 points each, 4 in total) 100 pts	13.33%
Mid-Term Check for Understanding (50 points, 1 in total) 50 pts	6.67%
Midterm Walkthrough (50 points, 1 in total) 50 pts	6.67%
Final Professional Zine-Portfolio (100 points, 1 in total) 100 pts	13.33%
Final Check for Understanding (100 points, 1 in total) 100 pts	13.33%
Total 750 points	100%

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

Week 1: Jan. 22nd

Topic: Course Introduction

Readings: Suina “And then I went to school;” “Looking Inward: Reflections from Early Education Professionals on Their Journey to Reduce Bias and Racism”

Assignments: Syllabus Review; Discussion 1

Week 2: Jan. 29th

Topic: Thinking in Context and Review of Child Development theorists

Readings: Ch. 1 DAC; The Importance of the Act of Reading by P. Freire

Assignments: Discussion 2

Week 3: Feb. 5th

Topic: Teaching Philosophy – Definitions

Readings: Ch. 2 DAC;

Assignments: Discussion 3; My Educational Journey

Week 4: Feb. 12th

Topic: Inclusive Environments & Planning

Readings: Ch. 3 DAC; UBD & NMECECD Lesson Planning

Assignments: Discussion Board 4

Week 5: Feb. 19th

Topic: Organization and Observation

Readings: Ch. 4 DAC; Anecdotal Records: Practical Strategies for Taking Meaningful Notes (on Canvas)

Assignments: Discussion Board 5; My Teaching Philosophy;

Week 6: Feb. 26th

Topic: Curriculum Planning & Guidance

Readings: Ch. 5 DAC; Zine Sampler

Assignments: Discussion Board 6

Week 7: March 5th

Topic: Assessment & Strengthening Families

Readings: Ch. 6 DAC; State of Babies 2025; 2023 Demographics NM

Assignments: Discussion Board 7

Week 8: March 12th

Topic: Midterm Review, Weeks 1-8

Readings: Ch. 7 DAC

Assignments: Discussion Board 8; Midterm Check for Understanding & Walkthrough

03/12

Spring Break from March 15th through March 22nd, 2025, No Class, No Assignments

Week 9: March 26th

Topic: The Aesthetic Domain

Readings: Ch. 8 DAC; UBD & NMEDECD Lesson Planning

Assignments: Discussion 9;

Week 10: April 2nd

Topic: The Affective Domain

Readings: Ch. 9 DAC; NM Early Learning Guidelines & Rubric 2020

Assignments: Discussion Board 10; DAP presentation 1

Week 11: April 09th

Topic: The Cognitive Domain

Readings: Ch. 10 DAC

Assignments: Discussion Board 11; DAP presentation 2

Week 12: April 16th

Topic: The Language Domain

Readings: Ch. 11 DAC

Assignments: Discussion Board 12; DAP presentation 3

Week 13: April 23rd

Topic: The Physical Domain

Readings: Ch. 12 DAC

Assignments: Discussion Board 13; DAP presentation 4

Week 14: April 30th

Topic: The Social Domain

Readings: Ch. 13-14 DAC

Assignments: Discussion Board 14

Week 15: May 7th

Topic: Integrating the Curriculum & Review All

Readings: Review “Take a look,” “Professional portfolios” and “History of zines,” Final Review

Assignments: Discussion Board 15

Week 16: May 14th

Topic: Review

Readings: Ch. 8 from Take a Look: Observation and Portfolio Assessment in Early Childhood

Assignments: Final Zine Portfolio & Check for Understanding. Due by 11:59pm on 5/14/26

Accommodations

UNM is committed to providing equitable 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 The [UNM-Valencia Equal Access Services](#) (Sarah Clawson, Coordinator), at (505) 925-8840 or by email at sjclawson@unm.edu.

Student Support

Confidential services for students are available at [LoboRESPECT Advocacy Center](#), [Women's Resource Center](#), and the [LGBTQ Resource Center](#). The [Women's Resource Center](#) supports all students, including those who are pregnant or are parents. [UNM](#)

[Pregnancy and Parenting Support information](#) is available. UNM-Valencia has lactation stations located in LRC 112 (Tomé campus) and in the Workforce Training Center. [Student Health and Counseling](#) (SHAC) at (505) 277-3136.

[TimelyCare](#): Free 24/7 virtual care services (medical, emotional support, health coaching, self-care, basic needs support).

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

[PASOS Resource Center](#) (505) 925-8546, <mailto:pasos@unm.edu>. The Resource Center is an on-campus center that serves as a “one-stop” for all non-academic needs of UNM-Valencia students.

The [Library](#) is also an incredible resource which provides reference desk help either in person (LRC), call (505) 925-8990, text (505) 916-1647, or you can [Schedule an Appointment with a Librarian](#) including Chat Reference - Ask a Librarian from our [Facebook page](#).

The library also provides numerous other services including the following:

- The library has a scanner.
- The library makes your LOBO ID. [More Info](#)
- The library will allow you to borrow books/articles not owned (interlibrary loan).
- The library does not buy textbooks.
- The library has laptops and flash drives available to check-out.
- The library has a Study Room available for group study.
- The library provides Reserve Collection for class support
- The library requires your LOBO ID to borrow materials.
- The library also has black and white printing available.
- Weekly events such as an ASL social, Gaming Club meetings and tournaments.

Other Resources are available on the [Student Resources](#) website by clicking the link.

Learning Commons: Tutoring Services

Tutoring is available to you in education, math, science, writing, and other subjects through the Learning Commons: Learning and STEM Centers and Writing Center. In-person tutoring is in these centers in the LRC (the building that also has the library). In addition, tutoring in Zoom and, for writing, through email, is also available. Tutoring is a fantastic way to use your resources and set yourself up to learn deeply and well in your courses. To schedule an appointment, please go to [Learning Commons Bookings](#).

If you have difficulty with the scheduling link above, would like an appointment in a subject not listed at that link, or have a question, email tutor@unm.edu. You will get answers during business hours Monday through Friday. The webpage, with more details about available hours, is here: [Learning Commons: Tutoring Services webpage](#).

Title IX

Our classroom and university should foster mutual respect, kindness, and support. If you have concerns about discrimination, harassment, or violence, please seek [support](#) and [report](#) incidents. Find confidential services at LoboRESPECT Advocacy Center, the Women's Resource Center, and the LGBTQ Resource Center. UNM prohibits discrimination on the basis of sex (including gender, sex stereotyping, gender expression, and gender identity). All instructors are "responsible employees" who must [communicate reports](#) of sexual harassment, sexual misconduct and sexual violence to [Compliance, Ethics and Equal Opportunity](#). For more information, please see [UAP 2720](#) and [UAP 2740](#).

COVID-19 Health and Awareness

UNM is a mask friendly, but not a mask-required, community. 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 need an extension, please contact me via CANVAS; 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 we can connect you to the right resources. Please be aware that UNM will publish information on websites and emails about changes to our public health status and community response.

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 emergencies are usually excused with reasonable notice to the professor, as noted in the attendance guidelines above. UNM has committed to the success of all our students and our undocumented

community members community. The Administration's welcome is found on our website: <http://undocumented.unm.edu/>

** Instructor reserves the right to make required changes during the course.
This will be done first via Canvas and followed by a Syllabus Revision**