



SYLLABUS TEMPLATE

Course Number Course Name	ECE 225 Curriculum Development through Play: Birth – Age 4
Credit Value (Breakdown of theory and lab credits)	3 Theory
Catalog Course Description	The beginning curriculum course places play at the center of curriculum in developmentally appropriate early childhood programs. It addresses content that is relevant for children 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 IFSP is included. Curriculum development is all areas, including literacy, numeracy, the arts, health, science, social skills, and adaptive learning for children, birth through age four, is emphasized. Co-requisite: ECE 238 (Fall). (3,3T+0L)
Student Learning Outcomes of the Course	<ol style="list-style-type: none"> 1. A11. – Use appropriate guidance to support the development of self- regulatory capacities in young children. 2. D1. – 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 4 years of age. 3. D2. – 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 development levels. 4. D6. – 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. 5. E1. – Demonstrate knowledge of varying program models and learning environments that meet the individual needs of all young children, including those with diverse abilities. 6. E2. – 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. 7. E4. – 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. 8. E5. – Demonstrate understanding that each child’s creative expression is unique and can be encouraged through diverse ways, including creative play. 9. E6. – Plan blocks of uninterrupted time for children to persist at self-chosen activities, both indoors and outdoors. 10. E7. – 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.



	<ol style="list-style-type: none"> 11. E8. – 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. 12. E11. – Demonstrate a variety of developmentally appropriate instructional strategies that facilitate the development of emerging literacy skills 13. F9. Demonstrate knowledge of assessment techniques, interpretation of assessment information in the application of this data to curriculum development of intervention planning.
<p>College-Wide Student Learning Outcomes</p>	<p>ECE 225 learning objectives align with the following NNMC College Wide Goal:</p> <p>Information Literacy Cultural Competence</p> <p>The Early Learning Standards Lesson Plans will be used to assess students' progress in meeting these goals.</p>