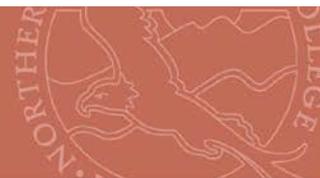




SYLLABUS TEMPLATE

Course Number Course Name	ECE 254 Curriculum Development and Implementation Age 3 Through Grade 3
Credit Value (Breakdown of theory and lab credits)	3 Theory
Catalog 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 development of IEPs is included. Co-requisite: ECE 264L (Spring) (3,3T+0L)
Student Learning Outcomes of the course	<p>This course is part of the required program of study for an Associate of Arts degree in early childhood education in New Mexico. The following objectives are taken from the New Mexico State Department of Education's Common Core Competencies for early childhood professionals. Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:</p> <ul style="list-style-type: none"> A.5 – 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.11 – Use appropriate guidance to support the development of self-regulatory capacities in young children. D.2 – Demonstrate the integration of knowledge of how children 3 through third grade develop and learn with knowledge of the concepts, inquiry tools, and structure of content areas appropriate for different developmental levels. D.3 – Demonstrate knowledge of what is important in each content area, why it is of value, and how it links with earlier and later understandings within and across areas. D.4 – Demonstrate knowledge of the language, reading and writing components of emergent literacy at each developmental level. D.5 – Develop, implement, and evaluate an integral curriculum that focuses on children's development and interests, using their language, home experiences, and cultural values. D.6 – Adapt content to meet the needs of each child, including the development of Individualized Educational Plans (IEPs) for children with diverse abilities through the team process with families and other team members. D.7 – Provides and uses anti-bias materials and literature, and experiences in all content areas of the curriculum. E.1 – Demonstrate knowledge of varying program models and learning environments that meet the individual needs of children age 3 through grade 3, including those with diverse abilities. E.2 – Create environments that encourage active involvement, initiative, responsibility, and a growing sense of autonomy through the selection and use of materials and



	<p>equipment that are suitable to individual learning, developmental levels, diverse abilities, and the language and culture in New Mexico.</p> <p>E.4 – Create and manage 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.</p> <p>E.5 – Demonstrate understanding that each child’s creative expression is unique and can be encouraged through diverse ways, including creative play.</p> <p>E.6 – Plan blocks of uninterrupted time for children to persist at self-chosen activities, both indoors and outdoors.</p> <p>E.7 – 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.</p> <p>E.8 – Use and explain the rationale for developmentally appropriate methods that include play, small group project, open-ended questioning, group discussion, problem-solving, cooperative learning, and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions.</p> <p>E.12 – Demonstrate knowledge of developmentally appropriate uses of technology, including assistive technology.</p> <p>F.9 – Demonstrate knowledge of assessment techniques, interpretation of assessment information in the application of this data to curriculum development or intervention planning.</p>
<p>College-Wide Student Learning Outcomes</p>	<p>ECE 254 learning objectives align with the following NNMCC College Wide Goal:</p> <p>Communication Use the verbal, written, listening, and visual skills necessary to analyze, synthesize and cite information, construct arguments, identify and solve problems, and engage across academic fields and civic discourse.</p> <p>Critical Thought Infer specific contexts and situations for learning by asking essential questions and applying both quantitative or qualitative methodologies and processes to solve problems.</p> <p>Cultural Competence Ability to perceive situations from various cultural and ethical contexts; to realize the role of the individual in influencing societal consequences; understand the importance of character values such as but not limited to: truthfulness and personal integrity, sense of responsibility, sense of fairness and justice, to test conventional wisdom for the pursuit of truth empathy, compassion, and general good citizenship.</p> <p>Information Literacy Ability to use current technology including (where applicable) but not limited to: computer software such as word processors, statistics/analytical programs, simulation programs, musical/artistic programs, and other software that increases overall ability and understanding; machinery and industrial processes that contributes towards increased productivity and efficiency; Innovation or the application of creativity or original thought.</p>