



Course Name: ECED 2120 Curriculum Development
through Play–Birth through Age 4
Credit Hours: 3

Semester Taught: FA2020

Course, Time and Place: Bb

Instructor Information:

Instructor: Catherine Martinez Berryhill, PhD	Communication Information: cathyb@nnmc.edu 505-927-4137	Office Hours: As needed or requested
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Required Text: Swim, T. J. (2017). *Infants and toddlers: Curriculum and teaching* (9th ed.). Belmont, CA: Wadsworth. (ISBN: 9781305501010)

Welcome to the class where you will learn all about babies and toddlers. We will have a great deal of interesting conversation and learn how to develop positive and nurturing relationships with infants and toddlers. We will also learn to be professionals in the work we do with families and children so that we can clearly discuss the reasons why there are developmentally appropriate activities in each classroom. Please call on me for help with any assignment.

E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble please contact IT at 505-747-2259.

Attendance: Attendance is required for all class sessions. Attendance will be measured in discussion posts to classmates and completing assignments on time. Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor. Number of Instructor/Student hours: 3 credit hours equal 45 contact hours.

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:* ECED 2121L (3,3T+0L).

Course Objectives:

1. Explain how young children develop and learn with knowledge of the concepts, inquiry tools, and structure of content areas appropriate for different developmental areas.
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.

NM Teacher Competencies (InTASC), College of Education's Conceptual Framework, and the NNMC Student Learning Outcomes.

New Mexico Entry Level Teacher Competencies (InTASC)

A: Child growth, development and learning: Foundations for all learning are established during early childhood. Biological-physical, social, cultural, emotional, cognitive, and language domains are inherently intertwined in growth and development. Early childhood professionals must understand this



process of development and the

adult's role in supporting each child's growth, development, and learning. **A.11.**

D: Developmentally appropriate content: Early childhood professionals demonstrate knowledge of child development and learning, as well as content knowledge, both in terms of academic disciplines and interdisciplinary integration. Their approach to curriculum content emerges from multiple sources, such as play and exploration, and is appropriate for the ages and developmental levels of the children with whom they work. Content includes, but is not limited to, the arts, literacy, mathematics, physical education, health, social studies, science, and technology. Children's initial experiences with these content areas form the foundation for later understanding and success. **D.1, D.2, D.6.**

E: Learning environment and curriculum implementation: Teaching and learning with young children is a complex process embedded in relationships. These teaching and learning relationships provide the scaffold for jointly constructing meanings about self, others, and the world. Early childhood professionals use their child development knowledge, their knowledge of optimal development and learning for all children from birth through age eight. In addition, their use of observations is grounded in a thorough understanding of children's families, cultures, and communities. Early childhood professionals encourage young children's problem solving, critical thinking, and academic and social competence within a supportive and challenging learning environment. These challenging teaching and learning experiences build children's confidence in themselves as competent learners. **E.1, E.2, E.4, E.5, E.6, E.7, E.8, E.11**

F. Assessment of children and evaluation of programs: Early childhood professionals must develop knowledge of diverse assessment approaches, including observational skills. They use appropriate ongoing documentation and report information to families and professionals. Appropriate early childhood assessment is responsive to cultural and linguistic differences. It includes information from multiple sources, e.g., observations, checklists, interviews, and both formal and informal standardized measure in diverse settings for making educational decisions about children. The assessment data gathered from multiple sources that has a major impact on children should be made by a team of family members, teachers, and other professionals. In addition, early childhood professionals engage in systematic, ongoing evaluation of their programs. **F.9.**

COE's Conceptual Framework - The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

Knowledge Principle-

1. Curriculum: the teacher candidate demonstrates knowledge of the content area and approved curriculum.
2. Instruction: the teacher candidate appropriately utilizes a variety of teaching methods and resources for each area taught.
4. Learning: the teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.
7. Diversity- the teacher Candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.
9. Collaboration- the teacher candidate works productively with colleagues, parents and community.

Skills-

2. Utilization of Planning and Assessment tools

Dispositions-

1. Fairness
2. A belief that all students can learn

NNMC Student Learning Outcomes

1. Ability to communicate clearly and effectively
3. Demonstrate commitment to address cultural, social, and ethical responsibilities

Assignment Descriptions/ Alignment:



Assignment	NMPED Teacher Competencies	Knowledge, Skill or Disposition	NNMC SLO		Point Value
Weekly discussions/reflections	D1, 2, 6 E.1, 2, 4, 5, 6, 7, 8, 11 F9 Objectives 1-4	K7 S2 D2	1	15@ 2 pts	30 pts
Design a learning activity for each of the following content areas: literacy, numeracy, the arts, social studies, health/wellness and science for a group of infants, toddlers, or 3-4 year olds. These activities must be linguistically and culturally appropriate. Use the NM ELG as reference. Use the NNMC Lesson Plan Template. Provide artifacts.	E 1, 2, 4, 5, 6, 7,8, 11 Objectives 3, 4	K1, 2, 4, 7 S2 D2	1, 3	1@ 20 pts	20 pts
You will provide 6 learning activities. Each is worth 5 points each.	E. 1, 2,4, 5, 6, 7, 8 11 Objectives 2, 4	K1, 2, 4, 7 S2 D2	1, 3	5@ 4 pts	20 pts
Plan an ideal daily schedule that includes appropriate curriculum content for an infant, toddler or preschool classroom.	E. 1, 2,4, 5, 6, 7, 8 11 Objectives 2, 4	K1, 2, 4, 7 S2 D2	3	1@ 10pts	10 pts
In groups you will prepare a presentation focusing attention on a play topic. Include 20-minute overview, class participation in activity, lead a discussion about the benefits of your particular curricular activity.	E. 1, 2,4, 5, 6, 7, 8 11 F. 9 Objectives 1-4	K1, 2, 4, 7, 9 S2 D2	1, 3	1@20pts	20 pts
TOTAL POINTS					100 pts

Course Dates, Topics, Assignments:

Date	Topic/ Text Chapter	Assignment
WEEK 1 Aug 19	Part 1 Infant-Toddler Development and Professional Educator Preparation Chapter 1- A Developmental Perspective on Educating Infants and Toddlers	Introduction Due August 25 on Discussion Board reply to 2 people. 20 Response to Chapter Questions or Activity 20
WEEK 2 Aug 26	Chapter 2- Birth to Thirty-six months: Physical and Cognitive/Language Developmental Patterns	Discussion board 20 Response to Chapter Questions or Activity 20
WEEK 3 Sept 2	Chapter 3 Birth to Thirty-six months: Social and Emotional Developmental Patterns	Response to Chapter Questions or Activity 20
WEEK 4 Sept 9	Chapter 4- The Three A's: The Master Tools for Quality Care and Education	Discussion Board 20 Response to Chapter Questions or Activity 20
WEEK 5 Sept 16	Chapter 5- Effective Preparation and Tools for Professional Educators	Response to Chapter Questions or Activity 20
WEEK 6 Sept 23	Part 2 Establishing a Positive Learning Environment Chapter 6- Building Relationships with and Guiding the Behaviors of Infants and Toddlers	Discussion Board 20 Response to Chapter Questions or Activity 20



WEEK 7 Sept 30	Chapter 7 Supportive Communication with Families and Colleagues	Response to Chapter Questions or Activity 20
WEEK 8 Oct 7	Chapter 8- The Indoor and Outdoor Learning Environments	Discussion Board 20 Response to Chapter Questions or Activity 20
WEEK 9 Oct 14 Fall Break October 14-15	Part 3 Matching Caregiver Strategies, Materials, and Experiences to the Child's Development Chapter 10- the Child from Birth to Four Months of Age Chapter 9- Designing the Curriculum	Response to Chapter Questions or Activity 20
WEEK 10 Oct 21	Chapter 11- The Child from Four to Eight Months of Age- Chapter 9- Designing the Curriculum	Discussion Board 20 Response to Chapter Questions or Activity 20
WEEK 11 Oct 28	Chapter 12 - The Child from Eight to Twelve Months of Age Chapter 9- Designing the Curriculum	Response to Chapter Questions or Activity 20
WEEK 12 Nov 4	Chapter 13- The Child from Twelve to Eighteen Months of Age Chapter 9- Designing the Curriculum	Discussion Board 20 Response to Chapter Questions or Activity 20 Final Project Template will be assigned
WEEK 13 Nov 11	Chapter 14 The Child From Eighteen to Twenty-four Months of Age Chapter 9- Designing the Curriculum	Response to Chapter Questions or Activity 20
WEEK 14 Nov 18	Chapter 15 The Child from Twenty-four to Thirty Months of Age Chapter 9- Designing the Curriculum	Discussion Board 20 Response to Chapter Questions or Activity 20
WEEK 15 Nov 25	Chapter 16 The Child from Thirty to thirty six months Chapter 9- Designing the Curriculum	Response to Chapter Questions or Activity 20 Open Discussion Board for Final Projects
WEEK 16 Dec 2	Curriculum for a group of students in one age group, including assessment, activities, observations, developmental milestones, and developmentally appropriate programs	Instructor will provide a PPT template for the curriculum. Finals will be turned in on Discussion Board and Class will respond 100 points

Total Points Possible 580

Grading: + and – assigned according to percentages

A 90-100%

B 80-89%

C 70-79%

D 60-69%

Late Work: Your work is due on the date indicated on the syllabus. Any exceptions are at the discretion of the professor and must be agreed to in advance. The strongest suggestion for success is not to get behind.

Students with Disabilities: Northern New Mexico College recognizes its responsibility for creating an institutional climate in which students with disabilities can succeed. In accordance with Section 504 of the



Rehabilitation Act and the

Americans with Disabilities Act; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in this class. Please contact Verna Trujillo, Coordinator of Accessibility and Resource Center at 505-7472152 or v.trujillo@nmmc.edu to inquire about appropriate accommodations. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

NNMC Incomplete Policy: The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with your instructor. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

Academic Ethics: Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1) submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with your name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.

Students are responsible for referring to the Student Handbook for specific policies and procedures.

