



Course Name: ECED 2130 Curriculum Development and Implementation: Age 3 (PreK) through Grade 3
Credit Hours: 3

Semester Taught: Spring

Time, and Place:

Instructor Information:

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|-------------|----------------------------|---------------|
| Instructor: | Communication Information: | Office Hours: |
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Required Text: Eliason, C., & Jenkins, L. (2016). *A practical guide to early childhood curriculum* (10th ed.). Columbus, OH: Pearson Education.

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 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:* ECED 2131 (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 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. 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.
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.2, D.3, D.4, 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.12.**

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.

3. Teaching: the teacher candidate communicates with and obtains feedback from students in a manner that enhances student learning and understanding.

4. Learning: the teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.

positive student behavior and a safe and healthy environment.

7. Diversity- the teacher Candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

Skills-

1. Utilization of technology-based tools to support student learning

2. Utilization of Planning and Assessment tools

Dispositions-

1. Fairness

2. A belief that all students can learn

NNMC Student Learning Outcomes

2. Ability to think critically through analytical, inventive and creative means

3. Demonstrate commitment to address cultural, social, and ethical responsibilities



Assignment Descriptions/ Alignment:

| Assignment/Assessment | NMPED Teacher Competencies | Knowledge, Skill or Disposition | NNMC SLO | Point Value |
|--|---|---------------------------------|----------|----------------------|
| Chapter Reading and Reflection/Discussion Board | A.11 D. 2, 3, 4, 6 E. 1, 2, 4, 5, 6, 7, 12, F. 9 Objectives 1, 2, 3 | K1, K 3, K4, D2, S2 | 3 | =10@ 3pts 30 pts |
| Design a physical environment that encourages: active involvement, initiative, self-expression, creativity, and responsibility. The physical environment should include distinct blocks of time. Oral presentation. 10- 15 minutes | E. 1, 2, 4, 5, 6 Objectives, 1, 2,3, 4 | K3, K4, K7, D1, S1 | 2, 3 | 1 @ 15pts =15 pts |
| Science Curriculum Implementation | D. 2, 3, 4, 6 E. 1, 4, 6, 8 Objectives 1, 2, 3, 4 | K1, K4, K7, D2, S1 | 2 | 1 @ 15pts =15 pts |
| Unit Plan on Inclusive Classroom- Develop a thematic unit plan that includes opportunities for self-expression, exploration, and creative play. | A.11 D. 2, 3, 4, 6 E. 1, 2, 4, 5, 6, 7, 12 F. 9 Objectives 1, 2, 3, 4 | K1, K7, D2, S1 | 3 | 1 @20pts =20 pts |
| Exams | A.11 D. 2, 3, 4, 6 E. 1, 2, 4, 5, 6, 7, 12 F. 9 | K1, K4, D2, S2 | 3 | 1@20pts.= 20 pts |
| TOTAL POINTS | | | | 100 pts |

Course Dates, Topics, Assignments:

| Date | Topic/ Text Chapter | Assignment |
|---------|---|---|
| WEEK 1 | Part 1 Introduction to Early Childhood Education: Chapter 1 Early Childhood Education and Developmentally appropriate Practice | Chapter Reading and Reflection |
| WEEK 2 | Chapter 2 Family, School, and Community Partnerships | Chapter Reading and Reflection |
| WEEK 3 | Chapter 3- Assessment | Chapter Reading and Reflection |
| WEEK 4 | Chapter 4 Planning Curriculum | Chapter Reading and Reflection |
| WEEK 5 | Part 2: Personal and Social Development Chapter 5 Appreciating Differences | Chapter Reading and Reflection |
| WEEK 6 | Chapter 6 Myself and Others | Physical Environment – An oral presentation |
| WEEK 7 | Part 3 Cognitive and Literacy Development Chapter 7 Language Development | Chapter Reading and Reflection |
| WEEK 8 | Chapter 8 Literacy Development | Language and Literacy |
| WEEK 9 | Chapter 9 Physical Science Experiences | Chapter Reading and Reflection |
| WEEK 10 | Chapter 10 Earth and Space Science Experiences | Chapter Reading and Reflection |



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| WEEK 11 | Chapter 11 Life Science Experiences | Science Curriculum Implementation |
| WEEK 12 | Chapter 12 Problem Solving and Mathematics | Chapter Reading and Reflection |
| WEEK 13 | Part 4 Aesthetic and Creative Development Chapter 13 Music and Movement | Chapter Reading and Reflection |
| WEEK 14 | Chapter 14 Creativity, Art and Dramatic Activities | Chapter Reading and Reflection |
| WEEK 15 | Curriculum Implementation-Art and Drama | Unit Plan on Inclusive Classroom- Oral presentation and written Unit plan |
| WEEK 16 | FINAL EXAM | FINAL EXAM |

Grading:

A+ 100 - 97
 B+ 89 - 87
 C+ 79 - 77
 D+ 69 - 67
 F 59 - 0

A 96 - 93
 B 86 - 83
 C 76 - 73
 D 66 - 63

A- 92 - 90
 B- 82 - 80
 C- 72 - 70
 D- 62 - 60

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.

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@nmc.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.

