



**ECED 2120 Curriculum Dev Play - Birth to 4 - Prek Section Name Section Credit Hours**  
**Credits**  
**Syllabus**

## Course Information

**Meeting times and location:** section meeting\_times section location

**Catalog 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 IFSPs is included. Curriculum development in all areas, including literacy, numeracy, the arts, health, science, social skills, and adaptive learning for children, birth through age four, is emphasized.

**Prerequisites:** Take ECED-1110 and ECED-1120

**Terms offered:** All Semesters

**Section-specific Course Description:**

## Course Level Objectives

The student learning outcomes for this course (from the NM Higher Education Department) are:

(NM HED) Early Childhood Task Force Student Learning Outcomes
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Explain how young children develop and learn with knowledge of the concepts, inquiry tools, and structure of content areas appropriate for different developmental levels.
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**(NM HED) Early Childhood Task Force Student Learning Outcomes**

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.

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.

**Course Competencies (NM HED) Early Childhood Task Force**

Use appropriate guidance to support the development of self-regulatory capacities in young children. A.11

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 four (0-4) years of age. D.1

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

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

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

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

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

Demonstrate understanding that each child's creative expression is unique and can be encouraged through diverse ways, including creative play. E.5

Plan blocks of uninterrupted time for children to persist at self-chosen activities, both indoors and outdoors. E.6

## Course Competencies (NM HED) Early Childhood Task Force

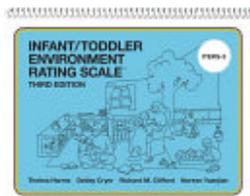
Demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children's development and learning. E.7

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. E.8

Demonstrate a variety of developmentally appropriate instructional strategies that facilitate the development of emergent literacy skills. E.11

Demonstrate knowledge of assessment techniques, interpretation of assessment information in the application of this data to curriculum development of intervention planning. F.9

## Required Texts and/or Materials



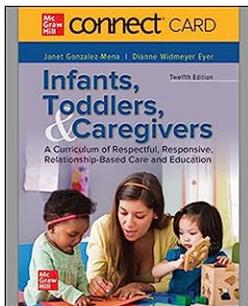
### Infant/Toddler Environment Rating Scale (ITERS-3)

9780807758670

Thelma Harms, Debby Cryer, Richard M. Clifford, Noreen Yazejian

Teachers College Press

2017-07-07



### ACCESS CODE: Connect Access Card for Infants, Toddlers, and Caregivers

Janet Gonzalez-Mena Dianne Widmeyer Eyer

McGraw-Hill Publishing;

April 22, 2020

12th

## Required Technology and Software

- Canvas
- Chrome, Safari, or Firefox

## Course Requirements

**Please note: Specific learning activities and expectations vary by instructor and course format. Please consult with your instructor for further details.**

In this class, you will participate in a variety of activities such as:

1. Engage with course material through regular reading, writing, and activities such as demonstrations
2. Participate in peer-to-peer interactions (e.g., discussions), allowing you to exercise critical reasoning, reflection, and communication skills while engaging with multiple perspectives.
3. Check understanding through formal assessments (assignments, discussions, group work, portfolios, etc.);
4. Apply course concepts to "real world" contexts through various "Application Assignments."

**Unless otherwise noted, any electronic documents submitted must be compatible with PC operating systems (e.g., .doc, .docx, .pdf, etc.).** Please do NOT submit .pages or .key files. Check with your instructor regarding Google Drive files (e.g., Google Sheets, Docs, or Slides).

**Please refer to the "COURSE OVERVIEW START HERE" module for further details regarding course activities, requirements, and expectations.**

## Grading

**All of your course requirements are graded using points. At the end of the course, the points are converted to a letter grade using the scale below.**

**A = 90% - 100%; B = 80% to 89%; C = 70% to 79%; D = 60% to 69%; F = below 50%**

**Final grades are based on the points earned throughout the course and are not rounded to the next higher letter grade.**

**Assignments will be uploaded to Canvas for grading. Assignments will be submitted to CANVAS by 11:59 pm on the due date unless otherwise noted in the syllabus and "COURSE OVERVIEW START HERE" module.**

**Specific guidelines and the point scale for each assignment are available on Canvas.**

## Course Time Commitment

Specific weekly course time commitments vary by course duration (e.g., a 6-week, 8-week, or 16-week format). **Please refer to your Canvas course's "Course Participation/Grading/Late Policy" section of the "COURSE OVERVIEW START HERE" module for specific expectations.**

However, in general, you should plan:

- 6-week course: ~ 22-23 hours per week
- 8-week course: ~ 18 hours per week
- 16-week course: ~9 hours per week

## Canvas Participation and Expectations

Consistent participation is linked to academic success; therefore, it is in your best interest to participate regularly throughout the semester and communicate with your instructor.

**Please refer to your Canvas course's "Course Participation/Grading/Late Policy" section of the "COURSE OVERVIEW START HERE" module for further details.**

## Participation and Attendance Policy

Consistent participation is linked to academic success; therefore, it is in your best interest to participate regularly throughout the semester and communicate with your instructor.

**Please refer to your Canvas course's "Course Participation/Grading/Late Policy" section of the "COURSE OVERVIEW START HERE" module for further details.**

## Instructor Response Times & Regular Interaction Expectations

Communication is essential for a positive learning experience. Our commitment is to provide timely responses to your inquiries. Here is the response time policy for this course:

### **Monday through Friday:**

- Written Communication: Instructors will respond to emails, messages, and other written communication within 24 hours.

- Telephone Calls: Instructors will aim to respond to telephone calls within 24 hours.

#### **Weekends (Saturday and Sunday):**

- Written Communication: Response time may extend from 24 to 72 hours during weekends.
- Telephone Calls: Instructors will strive to respond to weekend telephone calls within 24- to 72 hours.

## Key Dates to Remember

[Full Academic Calendar](#)

## Course Schedule

Course schedules vary by instructor and course duration and are subject to change at the instructor's discretion.

**For further details, please refer to your Canvas course's "Course Schedule – Schedule of Important Dates for this Course."**

## Technical Support

Technical support is available through the San Juan College Help Desk 24/7/365. The help desk can be reached at 505-566-3266 or by creating a ticket at [San Juan College Help Desk](#).

For password reset and Canvas support, visit the [Student Technology Guide](#) website.

## Accessibility/Privacy Policies for all Technology Tools Used

[Accessibility/Privacy Policies for all Technology Tools Used](#)

## Student Support

At San Juan College, we are committed to supporting your academic success and overall well-being. We recognize that college life can be challenging and stressful, impacting both learning and personal health. We are here to help you succeed.

### **Academic Support and Resources**

We provide a range of academic support services to help you stay on track on your educational journey. Free resources include tutoring, computer loans, life skills workshops, and so much more. Visit the [Academic Support and Resources](#) webpage to learn more about support and resources available through Academic Advising, the Tutoring Center, the Student Resource Center (formerly Student Achievement Center) and the Testing Center.

### **Student Support and Resources**

If you or someone you know could benefit from counseling, accessibility services, career exploration, veteran transitional assistance, or any of our other support services, visit the [Student Support and Resources](#) webpage where you'll find detailed information about various resources available to you as an SJC student.

We encourage you to take advantage of these free resources to enhance your college experience and ensure your success.

## **College Policies and Resources for Current Students**

The [Student Handbook](#) provides information on student support, student organizations, and student conduct policies at San Juan College.

The San Juan College catalog outlines the [Academic Policies](#) students need to know.

## **Healthy and Safe Practices for Being on Campus**

We want a healthy and safe campus for students, faculty, staff, and guests.

### **Contagious diseases and your responsibility:**

If you have COVID-19 symptoms, fever, flu or even the common cold, you should stay home. Do not come to campus if you are feeling sick. Contact your instructor about missing class (and review your instructor's policies on missed or late work). Being sick does not necessarily excuse you from completing your work on time.

### **Safety on campus and your responsibility:**

If you are on campus and experience or witness an emergency, call 9-1-1 first and then the Department of Public Safety at 505-566-3333 (or just 3333 if calling from a campus phone).

When you are on campus, be aware of your surroundings. If you need an escort to your vehicle, call 505-566-4444 (DPS non-emergency line) or 505-215-3091 (officer on duty line).

The College will send information for campus emergencies through SJC AlertAware, email and the webpage. Stay informed and stay safe.

## Inclement Weather Information

Students will receive notification of class delays and cancellations due to inclement weather via the SJC AlertAware and SJC student email. Face-to-face classes will not meet in person; however, students are advised to check with instructors about alternative meeting options, as some may choose to meet via zoom. Hybrid classes will meet as scheduled via zoom. For questions regarding your class delay or cancelation, please contact your instructor.

## Online Course Fee

Online Courses - San Juan College requires all online courses to include some form of assessment to demonstrate the mastery of course objectives. This could include exams, capstone projects, e-portfolios, presentations, final papers or other appropriate assessments. The use of a proctoring platform, plagiarism detection software or other method to ensure that assessments are completed by the enrolled student is required.

A course fee of \$5.00 is assessed for all online courses at San Juan College to cover the cost of the above services. Students who are required to take a proctored exam and choose to use a physical testing center outside the SJC Testing Center or SJC Disability Services will be responsible for the cost of using that center.