

## Course Syllabus

Course: **CDEC 1313-271 ~ Curriculum Resources for Early Childhood Programs**  
Semester: Fall 2023  
Instructor: Stephanie Deering  
Class Times: **Tuesday 6:00 – 8:50 pm**  
Lubbock Career and Technical Center, Room 128  
Office: Lubbock CTC Office 125-I  
Office Hours: Monday through Thursday 1:00-4:00 pm  
Friday By Appointment  
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*"South Plains College improves each student's life."*

### General Course Information

#### Course Description

This course provides a study of the fundamentals of developmentally appropriate curriculum design and implementation in early care and education programs for children birth through age eight. Concurrent enrollment in CDEC 2166 Practicum is required.

#### Student Learning Outcomes

See attached NAEYC Associate Standards.		NAEYC Standards
Define developmentally appropriate practices		<b>S5</b>
Describe the process of child-centered curriculum development		
Develop guidelines for creating learning environments.		
Describe teacher roles in early childhood classrooms.		
Prepare a developmentally appropriate schedule including routines and transitions		
Select, plan, implement, and evaluate developmentally appropriate learning experiences for children.		

#### Course Objectives (Scans and Foundations Skills noted)

##### 1. Define developmentally appropriate practices. (F1, F2)

- Describe developmentally appropriate practices as they apply to infants/toddlers, preschool and school age children, including children with special needs. (C7, C12)
- Evaluate classrooms to determine their placement on a continuum from developmentally appropriate to inappropriate, in relation to room arrangement, activities, materials and equipment. (F9, F1)
- Explain the value of play and its relationship to developmentally appropriate practices. (C7, C12)
- Describe how cultural and linguistic diversity are a part of developmentally appropriate practices. (C7, C12, C14, F9, F11, F15)

##### 2. Describe the process of child-centered curriculum development. (F1)

- Compare curriculum approaches/models. (C7, C12, F2, F9)
- Discuss the application of anti-bias curriculum. (F12)
- Analyze different approaches to curriculum planning. (F12)
- Describe a variety of assessment strategies and their role in the curriculum planning process. (F5, F12)
- Develop lesson plans for a specific group of children. (F5, F12)
- Discuss planning and implementation of curriculum and instructional practices based on knowledge of individual children, the community, and curriculum goals and content. (C7, C9, C12, C14, F2, F9)
- Analyze and develop an anti-biased, developmentally appropriate curriculum. (C14, F15)

##### 3. Develop guidelines for creating learning environments. (F1, F2, C7)

- Describe the relationship between children's ages and developmentally appropriate indoor and outdoor learning environments. (C12, F6, F9, F11)
- Define learning centers and/or activity zones and their relationship to learning through play. (C12, F6, F9, F11)

- c. Describe basic arrangement of learning centers in developmentally appropriate indoor learning environments (e.g., art near water). (C2, F9, F11)
- d. Describe developmentally appropriate outdoor learning environments. (C12)
- e. Describe how to enhance creativity & aesthetics in the environment. (C12, F9, F11)

**4. Apply an understanding of teacher roles in early childhood classrooms. (F6)**

- a. Describe various roles of a teacher (e.g., observer, questioner, etc.)( F5, F9, F11 F13, F14, F15, F16)
- b. Practice teacher roles in early childhood classrooms. (C9, C14, C15, F2)
- c. Demonstrate the ability to select the appropriate teacher role. (C9, C14, C15, F2)
- d. Adapt indoor and outdoor environment for children with special needs. (C7, C12, C14, F1, F2, F9, F11)

**5. Prepare a developmentally appropriate schedule including routines and transitions. (F1, F2)**

- a. Compare appropriate and inappropriate schedules for infants/toddlers, preschool and school age children.
- b. Describe developmentally appropriate routines for use in classrooms. (C7, C12, F9, F11)
- c. Define and describe how to use transitions in classrooms. (C7, C12, F-9, F11)
- d. Develop an appropriate schedule for a specific group of children. (C1, C9, C10)

**6. Select, plan, implement and evaluate developmentally appropriate learning experiences. (C7, C12, F9, F11)**

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**Evaluation Methods**

Attendance & Participation

Weekly Assignments

Quizzes and Exams

Curriculum Project – Key Assessment

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**Academic Integrity**

It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own any work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension.

**Cheating:** Dishonesty of any kind on examinations or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination, obtaining information during an examination from the textbook or from the examination paper of another student, assisting others to cheat, alteration of grade records, illegal entry or unauthorized presence in the office are examples of cheating. Complete honesty is required of the student in the presentation of any and all phases of coursework. This applies to quizzes of whatever length, as well as to final examinations, to daily reports and to term papers.

**Plagiarism:** Offering the work of another as one's own, without proper acknowledgment, is plagiarism; therefore, any student who fails to give credit for quotations or essentially identical expression of material taken from books, encyclopedias, magazines and other reference works, or from themes, reports or other writings of a fellow student, is guilty of plagiarism.

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**Scans Competencies**

Resources  
Interpersonal Skills  
Systems  
Technology

**Foundation Skills**

Basic Skills  
Thinking Skills  
Personal Qualities

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**Verification of Workplace Competencies – Capstone Experience**

Students will complete a thematic Curriculum Plan as the key assessment in this class. A copy will be included in the student's **Professional Portfolio** during the CDEC 1292 capstone course.

**Class Requirements**

## Textbook and Materials



Early Education Curriculum: A Child's Connection to the World, 7<sup>th</sup> edition

Nancy Beaver, Susan Wyatt, and Hilda Jackman (2018)

Cengage - ISBN: 978-1-305-96063-3

\* Three-ring notebook with dividers is also recommended.

## Attendance Policy

- Attendance will be included in final grades, and it is the student's responsibility to sign in for each class.
- More than 3 absences may result in withdrawal from the course. Two incidences of arriving late and/or leaving early will be counted as 1 absence.
- If a student finds that he/she cannot complete the requirements of this course successfully, it is the responsibility of that student to communicate with the instructor, and if recommended, follow through with the withdrawal process.
- **Course withdrawals** are done through Student Support Offices on any/all campuses.
- Last drop date for the college is **November 30, 2023**.

## Assignment Policy

Students are responsible for reading and being prepared to discuss each assignment. ALL written work is to be turned in on the due date. Grades on work turned in after the due date, up to 2 weeks, will be reduced by 10% per week. After 2 weeks, assignments will not be accepted.

## Exam Policy

Exams will be administered only on given dates, unless prior arrangements have been made with instructor.

## Student Conduct

Students are expected to abide by the standards of student conduct as defined in the SPC Student Guide.

**Grading Policy** - *Students must earn a C or above for course to be applied to a Child Development certificate or degree.*

Attendance & Participation (14@25 points)	350 points
Weekly Assignments (10 @25 points)	250 points
Exams (2 @ 100 points)	200 points
Final Project ~ Curriculum Plan	200 points
	1000 points

Final Grades		
900-1000 points	90-100%	<b>A</b>
800-899 points	80-89%	<b>B</b>
750-799 points	75-79%	<b>C</b>
700-749 points	70-74%	<b>D</b>
699 points & below	(69%)	<b>F</b>

## Course Outline

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| <b>I. Preparing for Learning</b> <ul style="list-style-type: none"><li>A. Starting the Process</li><li>B. Observation &amp; Assessment</li><li>C. Creating Curriculum</li><li>D. Learning Environment</li></ul> <b>II. Early Education Curriculum</b> <ul style="list-style-type: none"><li>A. Language and Literacy</li><li>B. Creativity</li></ul> | <ul style="list-style-type: none"><li>C. Social Studies and Dramatic Play</li><li>D. Sensory Play</li><li>E. Science</li><li>F. Math</li><li>G. Fine Motor &amp; Manipulatives</li><li>H. Large Motor and Outdoor Play</li><li>I. Construction</li><li>J. Evaluation &amp; Documentation</li></ul> |
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## Syllabus Statements

For current syllabus statements, please refer to: <https://www.southplainscollege.edu/syllabusstatements/>

## SCANS Competencies

## RESOURCES

C-1 **TIME** - Selects goal - relevant activities, ranks them, allocates time, prepares and follows schedules.

C-2 **MONEY** - Uses or prepares budgets, makes forecasts, keeps records and makes adjustments to meet objectives.

C-3 **MATERIALS AND FACILITIES** - Acquires, stores, allocates, and uses materials or space efficiently.

C-4 **HUMAN RESOURCES** - Assesses skills and distributes work accordingly, evaluates performances and provides feedback.

### **INFORMATION - Acquires and Uses Information**

C-5 Acquires and evaluates information.

C-6 Organizes and maintains information.

C-7 Interprets and communicates information.

C-8 Uses computers to process information.

### **INTERPERSONAL—Works with Others**

C-9 Participates as members of a team and contributes to group effort.

C-10 Teaches others new skills.

C-11 Serves Clients/Customers—works to satisfy customer's expectations.

C-12 Exercises Leadership—communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.

C-13 Negotiates—works toward agreements involving exchanges of resources; resolves divergent interests.

C-14 Works with Diversity—works well with men and women from diverse backgrounds.

### **SYSTEMS—Understands Complex Interrelationships**

C-15 Understands Systems—knows how social, organizational, and technological systems work and operates effectively with them.

C-16 Monitors and Corrects Performance—distinguishes trends, predicts impacts on system operations, diagnoses systems performance and corrects malfunctions.

C-17 Improves or Designs Systems—suggests modifications to existing systems and develops new or alternative systems to improve performance.

### **TECHNOLOGY—Works with a Variety of Technologies**

C-18 Selects Technology—chooses procedures, tools, or equipment, including computers and related technologies.

C-19 Applies Technology to Task—understands overall intent and proper procedures for setup and operation of equipment.

C-20 Maintains and Troubleshoots Equipment—prevents, identifies, or solves problems with equipment, including computers and other technologies.

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## Foundations Skills

### **BASIC SKILLS—Reads, Writes, Performs Arithmetic and Mathematical Operations, Listens and Speaks**

F-1 Reading – locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.

F-2 Writing – communicates thoughts, ideas, information and messages in writing and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.

F-3 Arithmetic – performs basic computations; uses basic numerical concepts such as whole numbers, etc.

F-4 Mathematics – approaches practical problems by choosing appropriately from a variety of mathematical techniques.

F-5 Listening – receives, attends to, interprets, and responds to verbal messages and other cues.

F-6 Speaking – organizes ideas and communicates orally.

### **THINKING SKILLS—Thinks Creatively, Makes Decisions, Solves Problems, Visualizes and Knows How to Learn & Reason**

F-7 Creative Thinking – generates new ideas.

F-8 Decision-Making – specifies goals & constraints, generates alternatives, considers risks, evaluates & chooses best alternative.

F-9 Problem Solving – recognizes problems, devises and implements plan of action.

F-10 Seeing Things in the Mind's Eye – organizes and processes symbols, pictures, graphs, objects, and other information.

F-11 Knowing How to Learn – uses efficient learning techniques to acquire and apply new knowledge and skills.

F-12 Reasoning – discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

### **PERSONAL QUALITIES—Displays Responsibility, Self-Esteem, Sociability, Self-Management, Integrity and Honesty**

F-13 Responsibility – exerts a high level of effort and perseveres towards goal attainment.

F-14 Self-Esteem – believes in own self-worth and maintains a positive view of self.

F-15 Sociability – demonstrates understanding, friendliness, adaptability, empathy and politeness in group settings.

F-16 Self-Management – assesses self accurately, sets personal goals, monitors progress and exhibits self-control.

F-17 Integrity/Honesty – chooses ethical courses of action.

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**National Association for the Education of Young Children (NAEYC)**  
**Professional Standards and Competencies for Early Childhood Educators**

**Standard 1: Child Development and Learning in Context**

- 1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.
- 1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.
- 1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.
- 1d: Use this multidimensional knowledge – that is, knowledge about the developmental period of early childhood, about individual children and about development and learning in cultural contexts – to make evidence-based decisions that support each child.

**Standard 2. Family-Teacher Partnerships and Community Connections**

- 2a: Know about, understand and value the diversity of families.
- 2b: Collaborate as partners with families in young children’s development and learning through respectful, reciprocal relationships and engagement.
- 2c: Use community resources to support young children’s learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies.

**Standard 3. Child Observation, Documentation, and Assessment**

- 3a: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.
- 3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools.
- 3c: Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.
- 3d: Build assessment partnerships with families and professional colleagues.

**Standard 4. Developmentally, Culturally, and Linguistically Appropriate Teaching Practices**

- 4a: Understand and demonstrate positive, caring, and supportive relationships and interactions as the foundation of early childhood educators’ work with young children.
- 4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.
- 4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.

**Standard 5. Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum**

- 5a: Understand content knowledge – the central concepts, methods and tools of inquiry, and structure – and resources for the academic disciplines in an early childhood curriculum.
- 5b: Understand pedagogical content knowledge – how young children learn in each discipline – and how to use the teacher knowledge and practices described in Standards 1-4 to support young children’s learning in each content area.
- 5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources and their pedagogical content knowledge.

**Standard 6. Professionalism as an Early Childhood Educator**

- 6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.
- 6b: Know about and uphold ethical and other early childhood professional guidelines.
- 6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children’s learning and development and to work with families and colleagues.
- 6d: Engage in continuous, collaborative learning to inform practice.
- 6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children as members of the early childhood profession.



### CDEC 1313 Curriculum Resources

- ☐ I have reviewed the syllabus for this course and understand the requirements as described.
- ☐ I am familiar with the South Plains College **Student Guide** and agree to follow the code of conduct as given in the guide.

Signature \_\_\_\_\_ Date \_\_\_\_\_