

South Plains College

Course Syllabus

“South Plains College improves each student’s life.”

Course Title: **CDEC 1313-151 ~ Curriculum Resources for Early Childhood Programs**

Semester: Fall 2025

Office Hours: M, W, Th 1:00-4:00; T 3:00-6:00

Class Times: Online ~ Blackboard

Friday by appointment [Booking Page Link](#)

Instructor: Cherri Stallings

Phone: 806.716.4619

Office: Lubbock Career and Technical Center, Rm
125 I

Email: cstallings@southplainscollege.edu

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.

Learning Outcomes

Define developmentally appropriate practices

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

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

Course Objectives

1. Define developmentally appropriate practices. (F1, F2)
 - a. Describe developmentally appropriate practices as they apply to infants/toddlers, preschool and school age children, including children with special needs (C7,C12)
 - b. 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)
 - c. Explain the value of play and its relationship to developmentally appropriate practices.(C7, C12)
 - d. 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)
 - a. Compare curriculum approaches/models. (C7, C12, F2, F9)
 - b. Discuss the application of anti-bias curriculum. (F12)
 - c. Analyze different approaches to curriculum planning. (F12)

- d. Describe a variety of assessment strategies and their role in the curriculum planning process. (F5,F12)
- e. Develop lesson plans for a specific group of children. (F5, F12)
- f. 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)
- g. Analyze and develop an anti-biased, developmentally appropriate curriculum. (C14, F15)
- 3. Develop guidelines for creating learning environments. (F1, F2, C7)
 - a. Describe the relationship between children's ages and developmentally appropriate indoor and outdoor learning environments. (C12, F6, F9, F11)
 - b. 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)

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 and 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, and illegal entry or unauthorized presence in an office are examples of cheating.

Plagiarism: Offering the work of another as one's own, without proper acknowledgement, 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 the themes, reports or other writings of a fellow student, is guilty of plagiarism. This includes copying information from the text materials and related websites. A student's written work **MUST** be in his/her own words.

Exams: In this course the instructor reserves the right to require exams in a proctored setting, should it be deemed necessary to maintain the integrity of the coursework.

SCANS and Foundation Skills

Basic Skills	Personal Qualities	Information	Systems
Thinking Skills	Resources	Interpersonal	Technology

Evaluation Methods

1. Weekly reading assignments
2. Completion of weekly assignments
3. Midterm and Final Exams

Verification of Workplace Competencies- Capstone Experience

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

Specific Course Requirements

Text and Materials

Textbook and all reading material will be provided for you on Blackboard.

Computer Requirements

Students are responsible for making sure they have computer access and skills needed for this class. Buying a personal computer is not required, but students do need regular access to one that meets course requirements. Computer labs are available for student use on the Levelland campus and at the Lubbock centers.

For this course, students will need: **Microsoft Word and Adobe Reader**

Additional Resources: [Instructional Technology](#)

Blackboard is an online learning platform that will be used throughout this semester. It allows students to access course materials, submit assignments, and communicate with the instructor and classmates.

Attendance Policy

Students in this course attend class online. Attendance includes logging into the **course 2-3 times per week**, to be documented through the Blackboard system.

If a student finds that he/she cannot complete the requirements of this course in a successful manner, it is the responsibility of that student to initiate a drop from the course. Course withdrawals are made through the registrar's office. The last drop date for the college is **December 4, 2025**.

Assignment Policy

All assignments will be completed and/or submitted on Blackboard.

Assignments are due on the dates specified in the course calendar, before 11:59pm.

Late work is only accepted with prior approval from the instructor.

- To request approval, students must send a written request through Blackboard messages at least 48 hours before the assignment is due.
- Approval is at the instructor's discretion.
- If approved, late submissions will incur a 10% deduction of the total points available per week late.
- Late work cannot be submitted more than two weeks past the original due date.
- No late work will be accepted after Week 14 of the semester to allow time for final grading.
- Unauthorized late work will not be accepted.

Grading Policy

Weekly Quizzes (12 @ 25 points)	300 points
Weekly Assignments (12 @ 25 points)	300 points
Midterm Exam	100 points
Final Exam	100 points
Final Project~ Curriculum Plan	200 points
	1000 points

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

A grade of C or above is required for course to be applied to certificate or degree in Child Development.

Communication Policy

Primary communication between instructor and students in this course should take place through **Blackboard Messages**.

Students may expect instructor responses to email messages within 48 hours.

Student Conduct

Students are expected to follow the standards of student conduct as defined in [SPC Student Guide](#).

Course Syllabus Statements

All students are required to review the official South Plains College syllabus statements, which provide important information regarding college policies and student resources. These include statements on intellectual exchange, accessibility services, non-discrimination, pregnancy and parenting accommodations, campus safety, COVID-19 procedures, appropriate use of artificial intelligence, and more.

These policies apply to all courses and are available at the following link:

<https://www.southplainscollege.edu/syllabusstatements/>

Course Outline

- I. Introduction to curriculum in early childhood
 - a. Purpose and components of early childhood curriculum
 - b. Developmentally appropriate practice (DAP)
 - c. The role of play in learning
- II. Theoretical foundations of curriculum
 - a. Major theories and theorists: Piaget, Vygotsky, Erikson, Skinner, Gardner
 - b. Application of theory to curriculum planning
- III. Intentional teaching and the role of the teacher
 - a. Planning with purpose
 - b. Recognizing and using teachable moments
 - c. Supporting diverse learners through intentional strategies
- IV. Curriculum planning cycle
 - a. Observation and documentation
 - b. Reflection and interpretation
 - c. Planning and implementation
 - d. Continuous assessment and adaptation
- V. Curriculum models and approaches
 - a. Creative Curriculum
 - b. HighScope
 - c. Montessori
 - d. Reggio Emilia
 - e. Waldorf
 - f. Bank Street
 - g. Culturally responsive and inclusive approaches
 - h. Project approach and curriculum webbing
- VI. Learning environments
 - a. The physical environment as the “third teacher”
 - b. Indoor and outdoor learning areas
 - c. Temporal environments – schedules, routines, transitions
 - d. Loose parts and open-ended materials
- VII. Curriculum across developmental domains
 - a. Social and emotional development
 - b. Language and literacy
 - c. Mathematics
 - d. Science
 - e. Creative arts
 - f. Social studies and diversity
 - g. Physical development
 - h. Health and safety
- VIII. Documentation and assessment
 - a. Making learning visible
 - b. Portfolios, work samples, anecdotal notes
 - c. Involving families in the curriculum and assessment process
- IX. Integration and application
 - a. Using observation to inform planning
 - b. Creating responsive and engaging curriculum
 - c. Reflecting on teaching practice and student growth

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.

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.

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.