

Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: ECHD/HUMS 225

Year: 2025-2026

Course Title: Early Childhood Curriculum Development

Credit Hours: 3

I. Course Description: This course guides students in designing curriculum that supports the development of preschoolers. As students construct lessons inspired by the emerging interests of children, they learn to extend these experiences through language acquisition support and literacy provocations while children are immersed in play. As students design STEM (science, technology, engineering, and mathematics) investigations they learn how to create spaces for learning that cross all content areas while simultaneously supporting the social and emotional development of each child. Curriculum is developed and examined critically to align with the four goals of anti-bias education (identity, diversity, justice and advocacy). Part of this anti-bias work must include how to partner with families when creating spaces in which each preschooler can thrive. Pre-requisite: Introduction to Early Childhood (ECHD 125) 3 Cr (3 Lec) Spring Only.

II. Additional Course Information:

1. This course is cross-listed as HUMS 225.
2. This course is a required course in the Early Childhood A.A.S. It is a recommended prerequisite for echd 240 and 242, but may be taken concurrently.
3. ECHD 225 is the fourth course in the Teaching Assistant Micro-credential.
4. This course is not intended for Early Childhood AS students and typically does not transfer except as an early childhood elective that may not be needed.
5. AS students may choose to take it in order to graduate with the Teaching Assistant micro-credential.
6. ECHD students must earn a C to pass the course

III. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Describe the importance of play in the development of children, as well as the importance of teachers observing children at play in the creation of a child centered learning environment.
2. Create developmentally appropriate lesson plans that support the development of emergent literacy in reading, writing and math.
3. Explain and practice strategies that build partnerships with caregivers and families to support the development of environments in which children thrive.
4. Formulate anti-bias practices that build a child's identity, and grow an appreciation of the diverse children and families in our classrooms and beyond.
5. Create a stem investigation that supports the growth of children in the four domains of development.

IV. Tompkins Cortland Institutional Learning Outcomes; Program Learning Outcomes; SUNY General Education Competencies and Knowledge and Skills Areas

Tompkins Cortland ILOs

Complete this section for "service" courses only (e.g., courses that are required of all students; courses that are not program specific but satisfy liberal arts requirements; or commonly used in multiple academic programs to meet non-

program-specific requirements). Check only Institutional Learning Outcomes (ILOs) that are meaningfully developed and assessed in this course. **For each ILO chosen, list the SLO to which it aligns.**

Students will:

- ☐ Communicate effectively, in oral and written forms, taking into consideration audience and purpose.
- ☐ Apply principles and methods of scientific inquiry and quantitative reasoning appropriate to their discipline.
- ☐ Use information, critical thinking, and the creative process to solve problems and reach conclusions.
- ☐ Use technology appropriate to their discipline.
- ☐ Describe the ways in which social, economic, or environmental sustainability depends on their own and the collective contributions of a diversity of ideas and people.

Program Learning Outcomes

Complete this section for program-specific courses (e.g., those that share the same discipline code as the academic program or satisfy requirements in related programs). List the academic program(s) here and note which Student Learning Outcomes align to specific Programmatic Learning Outcomes. Please see the MCS Instructions for more details.

Specify the Academic Program: Early Childhood AAS

PLO 1 Graduates of this program will be able to design and assess developmentally appropriate practices for children ages 0-8.

- (1) Describe the importance of play in the development of children, as well as the importance of teachers observing children at play in the creation of a child centered learning environment.
- (2) Create developmentally appropriate lesson plans that support the development of emergent literacy in reading, writing and math.
- (5) Create a stem investigation that supports the growth of children in the four domains of development.

PLO 3 Graduates of this program will be able to communicate effectively taking into consideration audience and purpose.

- (3) Explain and practice strategies that build partnerships with caregivers and families to support the development of environments in which children thrive.

PLO 5 Graduates of this program will be able to plan, evaluate, and implement effective anti-bias instruction.

- (4) Formulate anti-bias practices that build a child's identity, and grow an appreciation of the diverse children and families in our classrooms and beyond.

SUNY General Education Competencies

If this course assesses a SUNY GEN ED Competency, check all that apply and indicate which course outcome(s) address each checked item:

☐ CRITICAL THINKING & REASONING- Students will:

- a. clearly articulate an issue or problem;
- b. identify, analyze, and evaluate ideas, data, and arguments as they occur in their own or others' work; acknowledge limitations such as perspective and bias; and
- c. develop well-reasoned (logical) arguments to form judgments and/or draw conclusions.

Course SLO(s):

☐ INFORMATION LITERACY - Students will:

- a. locate information effectively using tools appropriate to their need and discipline; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination.

Course SLO(s):

☐ SUNY GENERAL EDUCATION KNOWLEDGE AND SKILLS AREA(s): [Click here to enter text.](#)

For courses that are approved to meet one (or more) of the ten SUNY General Education Knowledge and Skills Areas, indicate which area the course fulfills, and which outcome(s) are aligned with the SUNY outcomes for that area:

Course SLO(s):

☐ This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Competencies or Knowledge and Skills Areas.

V. Essential Topics/Themes

1. Developmentally Appropriate Practice for preschoolers.
2. Play as curriculum and the role of the teacher in the creation of experiences and opportunities.
3. Observation and Assessment as a basis for creating student centered Developmentally Appropriate Curricula..
4. Write formal lesson plans that demonstrate an understanding of child development. Practicing some methods of weekly planning similar to those used in childcare centers and discuss the differences.
5. Communicating with children as a part of curricula: Including giving directions, providing feedback, role modeling, redirecting, supporting language development, and supporting children in expressing how they feel and what they want.
6. Formulate experiences that address the four goals of anti-bias education: identity, diversity, justice and advocacy. These experiences should support the developmental domains, and span content areas. Many examples of children's literature should be used.
7. Design literacy experiences that foster a love of stories, reading and writing.
8. Stages of literacy development and the 5 predictors of emergent literacy as a basis for designing literacy experiences.
9. Vivian Paley's approach to literacy which includes storytelling, story writing and story acting for all children. Also her emphasis on fantasy play, the development of identity, self-esteem and an understanding of the diversity in our classroom community.
10. Math: mathematizing, numeracy, one-to one correspondence, cardinality, subitizing, composing and decomposing, measurement, spatial relationships, and shapes
11. Create experiences that lead children through the problem solving process of engineers.
12. Science: scientific thinking, observation, and data collection are explored through the scientific curiosities that children may reveal in the classroom. Some examples: life cycles, weather, recycling
13. Create STEM Investigations that have literacy and anti-bias practices embedded.
14. Developmentally appropriate use of digital technology in the early childhood classroom.
15. Role of teachers in advocacy around quality care and education of preschoolers. Consider current events and legislation as appropriate.
16. Strategies to support and build relationships that exist between family, community, and curricula as they relate to children's development and learning.

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Participation and Attendance	0-15 %
2. Assignments	20-40%
3. Tests and Quizzes (application based)	20-30%
4. Lesson Plans and Investigations	20-40%

VII. Texts – ☐ Required ☒ Recommended ☐ Used for more than one course (list courses)

1. Heroman, Cate. Making and Tinkering with Stem Solving Challenges with Young Children. NAEYC: Washington D.C. 2017.
2. Paley, Vivian. <i>The Girl with the Brown Crayon: How children use stories to shape their lives</i> . Harvard University Press: Cambridge MA, 1999.
3. Turrueo, Angela Chan, Johnson Nicholas C., Franke, Megal L. <i>The Young Child and Mathematics, Third Edition</i> . National Association for the Education of Young Children: Washington, DC, 2021
4. Wahman, Charis L. and Lee, Janice K. <i>Challenging Behavior</i> . National Association of Education Young Children: Washington D.C. 2024.

Editions listed are current as of date of syllabus. More recent editions may be used.

VIII. Bibliography of Supplemental Materials

1. Compton, Michelle Kay, and Thompson, Robin Chappelle. Storymaking: The Maker Movement Approach to Literacy for Early Learners. Redleaf Press: St. Paul, MN, 2018.
2. Cooper, Patricia. <i>The Classrooms All Young Children Need: Lessons in Teaching from Vivian Paley</i> . University of Chicago Press: Chicago IL, 2009.
3. Derman-Sparks, Louise and Edwards, Julie Olsen. <i>Anti-Bias Education for Young Children and Ourselves, 2nd edition</i> . National Association for the Education of Young Children: Washington, DC, 2020.
4. DeVries, Rheta. Ramps and Pathways a Constructivist Approach to Physics with Young Children. National Association for the Education of Young Children, Washington D.C. 2011.
5. Fantozzi, Victoria. <i>Digital Tools for Learning, Creating and Thinking: Developmentally Appropriate Strategies for Early Childhood Educators</i> . National Association for the Education of Young Children: Washington DC, 2022.
6. Friedman, Susan, Bredekamp, Sue & Masterson, Marie, C. eds. <i>Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8, 4th edition</i> . National Association for Education of Young Children: Washington, DC: 2021.
7. Helm, Harris J. & Lilian Katz. <i>Young Investigators: The Project Approach in the Early Years Third Edition</i> . Teacher's College Press: Columbia University, St. Paul, MN, 2016.
8. Heroman, Cate. Making nad Tinkering with Stem Solving Challenges with Young Children. NAEYC: Washington D.C. 2017.
9. Hynes-Berry, Mary and Grandau, Laura. <i>Where's the Math? Books, Games & Routines to Spark Children's Thinking</i> : National Association for the Education of Young Children: Washington DC, 2019.
10. Masterson, Marie L. Transforming Teaching: Creating lesson Plans for Child-Centered Learning in Preschool. National Association for the Education of Young Children (NAEYC): Washington DC, 2021.
11. Nilsen, Barbara. <i>Week by Week Plans for Documenting Children's Development 7th edition</i> . Cengage Learning: Boston MA, 2014.
12. Paley, Vivian. <i>The Girl with the Brown Crayon: How children use stories to shape their lives</i> . Harvard University Press: Cambridge MA, 1999.
13. Rosales, Allen C. Mathematizing An Emergent Math Curriculum Approach for Young Children. Redleaf Press: St. Paul, MN, 2015.
14. Schickedanz, Judith A. and Casbergue, Renee M. <i>Writing in Preschool: Learning to Orchestrate Meaning and Marks</i> . International Reading Association: Newark, D.E. 2004.

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15. Strasser, J. and Bresson, L.M. <i>Big Questions for Young Minds: Extending Children's Thinking</i> . National Association for the Education of Young Children: Washington DC, 2017.
16. Thompson, Robin Chappelle, Compton, Michelle Kay. <i>Makerspaces: Remaking your play and Steam Early Learning Areas</i> . Redleaf Press: St. Paul, MN, 2020.
17. Turruo, Angela Chan, Johnson Nicholas C., Franke, Megal L. <i>The Young Child and Mathematics, Third Edition</i> . National Association for the Education of Young Children: Washington, DC, 2021.
18. Wahman, Charis L. and Lee, Janice K. <i>Challenging Behavior</i> . National Association for the Education of Young Children: Washington D.C. 2024.

Editions listed are current as of date of syllabus. More recent editions may be used.

IX. Other Learning Resources

Audiovisual:

Circle Time Magazine Talk show. "Math Edition Season, Mathematizing, Measurement, Geometry, and Patterns." Cultivate Learning of Washington University:

<https://cultivatelearning.webdamdb.com/bp/#/brandguidelines/5903/section/54606>

Circle Time Magazine Talk show. "Positive Behavior Support Season, Fostering Social Emotional Skills, Environments that Support Positive Behavior, Emotional Literacy and Self Regulation, Problems as Opportunities, Addressing Challenging Behaviors." Cultivate Learning of Washington University:

<https://cultivatelearning.webdamdb.com/bp/#/brandguidelines/5903/section/54606>

Pelo, Ann and Felstiner, Sarah. "Setting Sail: An Emergent Curriculum Project." VHS video converted by library to streamable link on Yuja Platform.

Electronic:

Other: None specified

Attendance Policy: To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.

Services for Students with Disabilities: It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.

Academic Integrity: Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of their academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.

Any written work submitted by a student must be their own. If the student uses the words or ideas of someone else, they must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.

Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors

include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.