

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**



MASTER SYLLABUS

ECHD 125 Curriculum Development

CIP Code: 13.1210

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**School of Business and Liberal Arts
Social Sciences
Fall 2026**

A. **TITLE:** Curriculum Development

B. **COURSE NUMBER:** ECHD 125

C. **CREDIT HOURS:** 3 lecture hours per week for 15 weeks

D. **WRITING INTENSIVE COURSE:** No

E. **GER CATEGORY:** None

F. **SEMESTER(S) OFFERED:** Fall

G. **COURSE DESCRIPTION:**

In this course, students will examine curriculum methods in early care and education. Students will create and implement thematic lessons and activities to promote the skill development of the whole child. Special emphasis will be given to the process of curriculum development, developmentally appropriate methods, child-centered planning, and active play-based learning experiences for young children, birth - age 5.

H. **PRE-REQUISITES:** ECHD 101 and restricted to Early Childhood Major (1327), Early Childhood Management Major (2699)

CO-REQUISITES: None

I. **STUDENT LEARNING OUTCOMES:**

SLO	PLO	ISLO & Subset
PLO 1: <i>Demonstrate differences in curriculum for infants, toddlers, preschoolers and children in the early primary levels by creating and implementing developmentally appropriate learning activities aligned to Early Childhood standards.</i>		
a. Identify developmentally appropriate learning activities that integrate age-appropriate learning opportunities, skill development, and align with birth-K standards.	PLO 1	2 Critical Thinking [IA] Inquiry and Analysis
b. Apply practical knowledge of curriculum development for children ages birth-5 years.	PLO 1	2 Critical Thinking [PS] Problem Solving
c. Create, implement, and engage in age-appropriate activities and lessons for use in the ECE classroom.	PLO 1	2 Critical Thinking [IA] Inquiry and Analysis
d. Construct curriculum plans following a lesson template format.	PLO 1	2 Critical Thinking [Problem Solving]
e. Plan and develop various learning activities and theme-based curriculum projects for individual, small, and large group instruction in specific subject-content areas.	PLO 1	2 Critical Thinking [IA] Inquiry and Analysis

KEY	Institutional Student Learning Outcomes [ISLO 1 – 5]
ISLO #	ISLO & Subsets
1	Communication Skills Oral [O], Written [W]
2	Critical Thinking <i>Critical Analysis [CA], Inquiry & Analysis [IA], Problem Solving [PS]</i>
3	Foundational Skills <i>Information Management [IM], Quantitative Lit./Reasoning [QTR]</i>
4	Social Responsibility <i>Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]</i>
5	Industry, Professional, Discipline Specific Knowledge and Skills

J. APPLIED LEARNING COMPONENT: Yes

- Classroom Lab
- Entrepreneurship – Project

K. TEXTS: To be determined by instructor

L. REFERENCES:

Jackman, H. L. (2022). *Early education curriculum: A child's connection to the world*. (8th Ed). Clifton Park, NY: Cengage
Head Start Early Learning Outcomes Framework [HSELOF] Ages Birth to Five (2015)
Interactive Website <https://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/efof>
SmartTeach by Teaching Strategies: *The Creative Curriculum* Birth, Infant, Twos and
Preschool 3- PreK 4 Digital Resources

M. EQUIPMENT: University Supplied Equipment and Online Learning Management System

N. GRADING METHOD: A – F

O. SUGGESTED MEASUREMENT CRITERIA/METHODS:

- Various Project Based Assignments
- Quizzes
- Curriculum Units
- Theme-based lesson plans and activities

P. DETAILED TOPICAL OUTLINE

I. Developmentally Appropriate Practice

- a. The Basics of DAP
- b. What is DAP
- c. Why is DAP important

II. DAP Guidelines

- a. Creating a community of learners
- b. Teaching to enhance development and learning
- c. Planning appropriate curriculum
- d. Assessing children's development and learning
- e. Developing reciprocal relationships with families

III. Child Development, Teaching & Learning

- a. Principles of childhood learning and skill development
 - i. Planning for the Infant
 - ii. Planning for the Toddler
 - iii. Planning for the Preschooler
- b. Child-centered planning methods
- c. Play-based Learning
- d. The classroom environment

IV. Curriculum Planning

- a. Characteristics of effective planning
- b. Planning basics: Purposeful and Intentional
- c. Teaching strategies
- d. The "Web" Method
- e. Theme-based projects & curriculum
- f. Integrating classroom centers

V. The Lesson Plan

The Basic Format:

- a. Goal & Objectives
- b. Skill and Standard Alignment
- c. Materials
- d. Procedures
- e. Motivation [visual and verbal]
- f. Steps
- g. Conclusion
- h. Transition
- i. Evaluation – Assessment

VI. Effective Group Activities

- a. Planning & implementing small and large -group activities
- b. Group preparation, strategies & methods
- c. The importance of active involvement
- d. Beyond show-n-tell

VII. Incorporating Standards in Early Childhood Curriculum

- a. Head Start Early Learning Outcome Frameworks [HSELOF, 2015]

- Understanding
- Aligning
- Applying

b. Subject / Focus Areas:

- Mathematical Concepts
- Language and Emergent Literacy
- Social Studies
- Science and Discovery
- Physical and Perceptual Motor Development
- Creative Arts Expression: Art, Music, Dramatic Play
- Sensory Experiences
- Social and Emotional Development

VIII. Curriculum from Infancy to Kindergarten

- Review developmental characteristics of young children
- Infant-Toddler curriculum: Birth to age 2
- Preschool curriculum: Ages 3 to 5
- School Ready, Kindergarten- Curriculum: Time of transition Ages 5 - 6

IX. Curriculum Programs: Overview

- The Creative Curriculum

X. Supporting children and connecting curriculum

- Meeting the needs of today's children
- Assessment, evaluation and reflective practice
- The role of the teacher in developing curriculum
- Child-Led vs Teacher-Led instruction