

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



**MASTER SYLLABUS**

**ECHD 401: Developmentally Appropriate Practice:  
Learning Environments Infants - Age 5**

**Created By: Maureen Maiocco, Ed.D.  
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**SCHOOL OF BUSINESS AND LIBERAL ARTS  
SOCIAL SCIENCES DEPARTMENT – EARLY CHILDHOOD  
Fall 2021**

- A. **TITLE:** Developmentally Appropriate Practice: Learning Environments  
Infants – Age 5
- B. **COURSE NUMBER:** ECHD 401
- C. **CREDIT HOURS:** 3 lecture hours per week for 15 weeks
- D. **WRITING INTENSIVE COURSE:** No
- E. **GER CATEGORY:** None
- F. **SEMESTER(S) OFFERED:** Spring
- G. **COURSE DESCRIPTION:**  
This course focuses on creating quality early learning environments for infants, toddlers, and preschoolers. Students will research and apply concepts of developmentally appropriate practice related to purposeful and intentional curriculum activities and learning centers within the early care and education environment. Students will gain knowledge of the value of play-based learning centers that engage, challenge, and promote the development of the young child.
- H. **PRE-REQUISITES/CO-REQUISITES:**  
a. Pre-requisite(s): ECHD 101, ECHD 125  
45 credit hours or permission of instructor  
b. Co-requisite(s): None
- I. **STUDENT LEARNING OUTCOMES:**  
By the end of this course, the student will be able to:

<b>PLO 8: Apply skills of curriculum planning and age appropriate early childhood learning environments that support the development of children from infancy to age 5 based upon developmentally appropriate teaching practices.</b>		
<b><i>Course Student Learning Outcome [SLO]</i></b>	<b><i>PLO</i></b>	<b><i>ISLO &amp; Subsets</i></b>
a. Define and explain the importance of creating play-based enriched learning centers, activities, and curriculum for children from infancy – age 5.	8	2 Critical Thinking [IA]
b. Explain and demonstrate the importance of applying developmentally appropriate practices in early care and education environments, curriculum, and teaching.	8	2 [PS]
c. Examine, evaluate, and compare curriculum models associated with early care and education teaching practices.	8	2 [IA]
d. Define and apply early childhood standards in all aspects of planning to promote optimal learning opportunities and outcomes for children from birth to age 5.	8	2 [PS]
e. Develop early care and education environments that support the physical, social, emotional, and cognitive development of children for the infant, toddler, and preschool child.	8	2 [PS]

**J. APPLIED LEARNING COMPONENT:** Yes  
Creative Works  
Research

**K. TEXTS:**  
Gestwicki, C. (2017). *Developmentally appropriate practice: Curriculum and development in early education*. Boston, MA: Cengage Learning.

**L. REFERENCES:**  
Beaver, N., Wyatt, S., and Jackman, H. (2018). *Early education curriculum: A child's connection to the world*. Boston, MA: Cengage  
Copple, C., and Bredekamp, S. (eds). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8*. Washington, DC: NAEYC.  
*Head Start Early Learning Outcomes Framework Ages Birth to Five* [2015].  
Retrieved at: <https://eclkc.ohs.acf.hhs.gov/interactive-head-start-early-learning-outcomes-framework-ages-birth-five>

**M. EQUIPMENT:** University Supplied Equipment

**N. GRADING METHOD:** A-F

**O. MEASUREMENT CRITERIA/METHODS**

- Exams
- Quizzes
- Assignments
- Projects
- Presentation
- Participation

**P. DETAILED COURSE OUTLINE:**

**I. Defining DAP: Overview**

- A. Creating a Community of Learners
- B. Teaching to Enhance Development and Learning
- C. Constructing Appropriate Curriculum
- D. Assessing Children's Learning and Development
- E. Establishing Reciprocal Relationships with Families

**II. Defining the Young Child: Overview**

- A. Infants – Young Toddler- Older Toddler - Preschoolers
- B. Ages and Stages Overview

**III. Understanding Play**

- A. Functional, Symbolic, Constructive Play
- B. Stages of Play: Onlooker, Solitary, Parallel, Associative Group, Cooperative
- C. Theories of Play

**IV. Curriculum**

- A. Observation and Planning
- B. Integrated Curriculum

- C. Project-Approach
- D. Curriculum Models [Overview]
  - Montessori Approach
  - Bank Street Approach
  - Waldorf Approach
  - Reggio Emilia Approach
  - High Scope Approach
  - The Creative Curriculum
- E. Head Start Early Learning Outcomes Framework, Birth -5
  - Approaches to Learning
  - Social and Emotional Development
  - Language and Literacy: Language and Communication and Literacy
  - Cognition: Mathematics Development and Scientific Reasoning
  - Perceptual, Motor, and Physical Development

**V. Physical Environments**

- A. Infants: 1 – 12 months
  - Trust and Attachment
  - Mobility
  - Senses
  - Language
  - Materials
- B. Toddlers: 12 – 24 and 24 - 36 months
  - Autonomy
    - Separateness
    - Movement
    - Self-Help Skills
    - Sensorimotor Exploration
    - Materials
- C. Preschoolers: 3 – 5 years
  - Initiative
  - Creativity
  - Learning Center Play
  - Outdoor Play
  - Self-Control
  - Materials

**VI. Social and Emotional Environments**

- A. Infants
  - Attachment and Trust
  - Separation and Stranger Anxiety
  - Emotional and Sensitivity Responsiveness
  - Respect
  - Repetition and Consistency
  - Limitations
  - Materials
  - Activities
- B. Toddlers
  - Autonomy
  - Negativism and Resistance

- Egocentrism
- Guidance
- Self-Esteem
- Materials
- Activities

C. Preschoolers

- Gender, Cultural, and Racial Identity
- Friendship
- Prosocial Behavior
- Listening
- Vocabulary
- Materials
- Activities

**VII. Learning Environments and Centers**

A. Infants

- Relationships and Interactions
- Sensorimotor Play Experiences
- Playful Exploration
- Repetition
- Materials
- Activities

B. Toddlers

- Sensorimotor Play Experiences
- Creative Center
- Manipulatives / Table Toys
- Sensory Exploration
- Block / Construction
- Dramatic / Pretend Play
- Literacy / Book Exploration
- Outdoor Exploration
- Materials / Resources
- Activities [Small Group]

C. Preschoolers

Interest Centers:

- Block / Construction Zone
- Science and Discovery
- Creative Art
- Math and Number Concepts
- Writing
- Sensory Play: Sand and Water
- Pretend Play
- Dramatic Play / Puppets / Dress-Up
- Literacy / Library Center
- Music / Movement
- Small Motor Manipulative / Table Toys
- Puzzles / Games
- Large Motor Play
- Outdoor Exploration / Playground Equipment
- Group Play / Activities [small and large]
- Meeting / Calendar

## Kindergarten Readiness

- Print – Vocabulary - Phonological Awareness
- Comprehension
- Self Help - Independence
- Easing the Transition from Child Care to Public School