Curriculum Resources for Early Childhood

CDEC 1313

CREDIT
3 Semester Credit Hours

MODE OF INSTRUCTION
Online

PREREQUISITE/CO-REQUISITE:
CDEC 2287 Internship

COURSE DESCRIPTION
A study of the fundamentals of developmentally appropriate curriculum design and implementation in early care and education programs for children birth through age eight

COURSE OBJECTIVES
Upon completion of this course, the student will be able to
● Define developmentally appropriate practices.
● Describe the process of child-centered curriculum development.
● Develop guidelines for creating learning environments.
● Apply an understanding of teacher roles in the early childhood classrooms.
● Prepare developmentally appropriate schedule including routines and transitions.
● Select, plan, implement, and evaluate developmentally appropriate learning experiences for children

INSTRUCTOR CONTACT INFORMATION
Instructor: Sharon Kruger, M.Ed.
Email: skruger@lit.edu
Office Phone: 409-241-3163
Office Location: TC 220
Office Hours: Refer to Starfish

REQUIRED TEXTBOOK AND MATERIALS
All materials are available on the CDEC 1313 Learning Module. You will need to create an account on CLI Engage, cliengage.org. If you are employed in a Texas child care facility, check with your director to see if you are already enrolled in cliengage.org. If you are not employed in a Texas childcare facility, go to cliengage.org and use the public access feature.

DROP POLICY
If you wish to drop a course, you are responsible for initiating and completing the drop process. If you stop coming to class and fail to drop the course, you will earn an "F" in the course.

This course adheres to the add/drop standards for each term as stated by Lamar Institute of Technology. For more details, refer to the httts://www.lit.edu/Student-Success/2025-2026-College-Calendar

COURSE CALENDAR

Module 1 Week 1	Introduction Sign up for CLI Engage public access	👓 Read the syllabus Complete pre course self assessment	Syllabus quiz Discussion post Assignment: screenshot of enrollment in CLI Engage
Module 2 Week 2	Developing Curriculum for a Play Centered Approach By the end of this module, you will be able to: At the end of this chapter, students will be able to: ⬜ Identify curriculum models for developing curriculum ⬜ Connect child development theories to the various models ⬜ Explore samples of a variety of forms for planning (Specific Activity Plan, weekly environmental plans, project plans, etc…) ⬜ Review vignettes of classroom experiences to inspire development of curriculum	👓 Introduction to Curriculum for Early Childhood Education Chapter 4: Developing Curriculum for a Play Centered Approach.pdf pages 63 to 84 You tube videos 🖥 Lesson Plans for November Daycare 17:11 🖥 Home Daycare Curriculum #homedaycare #preschoollessonplans #Lessonplans 5:52 🖥 DAYCARE LESSON PLANS FOR TODDLERS | How I create classroom activities for Infants and Toddlers. 7:39	Assignment: Quiz Journal reflection Discussion post Create monthly curriculum themes
Module 3 Week 3	Family Engagement and Cycle of Curriculum Planning By the end of this module, you will be able to: • Explain why it is important for families to learn and make decisions together. • Describe how a strengths-based approach helps families solve problems. • Give examples of ways families can get involved in learning.	👓 Introduction to Curriculum for Early Childhood Education Chapter 3 Cycle of Curriculum Planning pages 50 to 62 💻 Virtual Lab School Family Engagement, Lesson 5, Strengthening Families https://www.virtuallabschool.org/management/family-engagement/lesson-5 💻 CLI Engage	Quiz Assignment Journal Discussion Post

	• Tell how strong family skills can help children in the future. •	2022 Texas PKG Domain 3: Emergent Literacy Reading (Self-Instructional) https://lms.cliengage.org/course/view.php?id=4889 👓 How Do I Access the CIRCLE Pre-K Curriculum? .pdf 💻 https://circleactivitycollection.org/pre-k-to-grade-2-collection/ 💻 https://circleactivitycollection.org/infant-and-toddler-collection/infant-and-toddler-search-and-filter/ 💻 CLI Engage Circle Activity Collection (CAC) Family Engagement https://public.cliengage.org/tools/materials/cac-family/	
Module 4 Week 4	Setting the Stage for Play: Environments, Daily Schedule, Lesson Plan and Emergent Literacy By the end of this module, you will be able to: • Explain how the classroom environment can act like a "teacher." • Describe how ideas from early childhood experts connect to the way a classroom is set up. • Identify different learning areas and zones that help children learn in developmentally appropriate ways. • List materials that belong in each learning area and	👓 Introduction to Curriculum for Early Childhood Education Chapter 5: Setting the Stage for Play: Environments.pdf pages 86 to 112 💻 2022 Texas Prekindergarten Guidelines Introduction to 2022 Texas Prekindergarten Guidelines Training (Self-Instructional) https://lms.cliengage.org/course/view.php?id=5089 💻 CLI Engage Circle Activity Collection (CAC) Read Aloud https://circleactivitycollection.org/pre-k-to-grade-2-collection/pre-k-search-and-filter/?fwp_filter_prek_book_and_	Quiz Assignment Journal Discussion Post

	- explain why they are useful. - Compare and discuss different indoor and outdoor floor plans. - Explain what a temporal environment is and describe how daily routines, schedules, rituals, and transitions help children learn. - Understand the 2022 Texas Prekindergarten Guidelines Emergent Literacy Reading (Texas Pre-K Guidelines) By the end of this module, you will be able to:: - Identify what "Emergent Literacy Reading" means for young children. - Describe the main goals for reading development in prekindergarten. - Explain why early reading skills are important for later learning. - List strategies teachers can use to help young children grow as readers.	print_reading_domain=book-and-print-reading	
Module 5 Week 5	What curriculum looks like for infants and toddlers & ITELG By the end of this module, you will be able to: Explain how planning for infants and toddlers is	👓 Introduction to Curriculum for Early Childhood Education Chapter 15: What Curriculum Looks Like for Infants and Toddlers.pdf pages 355 to 376 💻 CLI Engage	Quiz Assignment Journal Discussion Post

	- different from planning for older children. - Describe what typical infant and toddler development looks like. - Explain why strong, caring relationships help infants and toddlers learn and grow. - Identify the main ideas and principles used when planning curriculum for infants and toddlers. - Describe how infants and toddlers learn through play, exploration, and daily routines. - Explain how caregivers and teachers can support learning during everyday moments. - Describe why observation is important when planning curriculum for infants and toddlers. - Explain how to support early social-emotional, language, thinking, and motor development during infancy and toddlerhood.	Texas ITELG Module 1 – Orientation (SI) Course Activity https://lms.cliengage.org/course/view.php?id=3735	
Module 6 Week 6	Guiding Behavior and Managing the Classroom Technology Applications Prekindergarten By the end of this module, students will be able to: Guiding Behavior - Identify different things that can influence a child's behavior. - Explain how teachers help guide children's behavior in positive ways.	👓 Introduction to Curriculum for Early Childhood Education Chapter 6: Guiding Behavior and Managing the Classroom page 113 to 135 💻 2022 Texas PKG Domain 10: Technology Applications (Self-Instructional) https://lms.cliengage.org/course/view.php?id=5083	Quiz Assignment Journal Discussion Post

	• Describe why children act the way they do. • Summarize the main ideas of positive guidance. • Describe guidance strategies that support children with disabilities. • Use positive strategies to respond to challenging behavior. Technology Applications in Prekindergarten • Use simple verbal and visual cues to show children how to use digital devices. • Connect hands-on learning or book activities with digital tools on the same topic. • Help children learn and practice basic digital words and vocabulary while using devices.		
Module 7 Week 7	Social Emotional Domain By the end of this module, students will be able to: Social and Emotional Development (Prekindergarten) • Explain what Social and Emotional Development means for young children. • Identify the main goals children should reach by the end of prekindergarten. • Describe strategies teachers can use to help children build social and emotional skills.	👓 Introduction to Curriculum for Early Childhood Education Chapter 7: Social Emotional Domain 💻 CLI Engage 2022 Texas PKG Domain 1: Social and Emotional Development (Self-Instructional) https://lms.cliengage.org/course/view.php?id=5068 💻 Texas ITELG Module 2 - Early Physical Health & Motor Development (Self-Instructional) https://lms.cliengage.org/enrol/index.php?id=3736	Quiz Assignment Journal Discussion Post

	• Explain why these skills are important for learning and relationships. Physical, Health, and Motor Development (Birth to 3 Years) • Describe how babies and toddlers grow and change physically. • Identify basic health and safety needs for children from birth to age three. • Explain the difference between fine-motor and gross-motor skills. • Describe ways caregivers can support healthy motor development. Social and Emotional Development (Birth to 3 Years) • Identify key social and emotional skills that babies and toddlers begin to develop. • Explain how caregivers can build trust, comfort, and strong relationships with young children. • Describe caregiving strategies that support emotional safety and positive behavior. • Connect daily routines to healthy social and emotional growth.	🖥️ Texas ITELG Module 3 - Early Social and Emotional Development (Self-Instructional) https://lms.cliengage.org/enrol/index.php?id=3737 🖥️ CLI Engage Circle Activity Collection (CAC)— PreK Social Emotional Domain https://circleactivitycollection.org/pre-k-to-grade-2-collection/pre-k-search-and-filter/?fwp_filter_prek_social_emotional_domain=social-and-emotional-development 🖥️ CLI Engage Circle Activity Collection (CAC)— Infant Toddler Social Emotional Domain https://circleactivitycollection.org/infant-and-toddler-collection/infant-and-toddler-search-and-filter/?fwp_filter_it_social_and_emotional_domain=social-and-emotional	
Mar 9 – Mar 13, 2026	Spring Break (no classes):		
Module 8	Language and Literacy Domain	👓 Introduction to Curriculum for Early Childhood Education	Quiz Assignment Journal

| Week 8 | By the end of this module, students will be able to:

Language and Communication (Birth to 3 Years)

• Describe how babies and toddlers learn to understand and use language.
• Identify early signs of communication, such as sounds, gestures, and simple words.
• Explain how caregivers can respond in ways that support healthy language growth.
• Describe strategies that help young children build strong communication skills.

Emergent Literacy: Language and Communication (Prekindergarten)

• Explain what Emergent Literacy Language and Communication means for prekindergarten children.
• Identify the main end-of-year goals for this domain in the Texas Pre-K Guidelines.
• Describe instructional strategies that help children grow as listeners, speakers, and early readers.
• Explain why strong language skills support learning in all areas.

Emergent Literacy: Writing (Prekindergarten) | Chapter 8: Language and Literacy Domain

🖥️ Cli Engage
2022 Texas PKG Domain 2: Emergent Literacy Language and Communication (Self-Instructional)
https://lms.cliengage.org/course/view.php?id=4506

🖥️ 2022 Texas PKG Domain 4: Emergent Literacy Writing (Self-Instructional)
https://lms.cliengage.org/course/view.php?id=4642

🖥️ Texas ITELG Module 4-Early Language & Communication Development (Self-Instructional)
https://lms.cliengage.org/enrol/index.php?id=3738

🖥️ CLI Engage
Circle Activity Collection (CAC) PreK Language and Communication
https://circleactivitycollection.org/pre-k-to-grade-2-collection/pre-k-search-and-filter/?fwp_filter_prek_language_and_communication_domain=language-and-communication

🖥️ CLI Engage
Circle Activity Collection (CAC) Infant Toddler – language and communication
https://circleactivitycollection.org/infant-and-toddler-collection/infant-and-toddler-search-and-filter/?fwp_filter_it_language_and_communication_domain=language-and-communication | Discussion Post |

	• Explain what Emergent Literacy Writing means for young children. • Identify the end-of-year writing outcomes in the Texas Pre-K Guidelines. • Describe strategies teachers can use to help children draw, write, and express ideas. • Explain how early writing skills connect to reading and communication.	💻 CLI Engage Circle Activity Collection (CAC) Infant Toddler – Emergent Literacy https://circleactivitycollection.org/infant-and-toddler-collection/infant-and-toddler-search-and-filter/?fwp_filter_it_language_and_communication_domain=language-and-communication&fwp_filter_it_language_and_communication_subdomain=emergent-literacy	
Module 9 Week 9	Mathematics Domain By the end of this module, students will be able to: Cognitive Development (Birth to 3 Years) • Describe how babies and toddlers learn about the world through play and exploration. • Identify early thinking skills, such as problem-solving and cause-and-effect. • Explain how caregivers can support learning by responding to children's needs and interests. • Describe simple strategies that help young children build strong thinking skills. Mathematics (Prekindergarten – Texas Pre-K Guidelines) • Explain what the Mathematics domain means for prekindergarten children. • Identify the end-of-year math goals in the Texas Pre-K Guidelines. • Describe strategies teachers can use to help children learn early math	👓 Introduction to Curriculum for Early Childhood Education Chapter 9: Mathematics Domain 💻 CLI Engage 2022 Texas PKG Domain 5: Mathematics (Self-Instructional) https://lms.cliengage.org/course/view.php?id=5070 💻 Texas ITELG Module 5 - Early Cognitive Development (Self-Instructional) https://lms.cliengage.org/enrol/index.php?id=3739 💻 CLI Engage Circle Activity Collection (CAC) PreK -- mathematics https://circleactivitycollection.org/pre-k-to-grade-2-collection/pre-k-search-and-filter/?fwp_filter_prek_mathematics_domain=mathematics 💻 CLI Engage Circle Activity Collection (CAC) Infant Toddler—problem solving https://circleactivitycollection.org/infant-and-toddler-	

	skills, such as counting, sorting, and comparing. • Explain why early math learning is important for later school success.	collection/infant-and-toddler-search-and-filter/?fwp_filter_it_cognitive_domain=cognitive&fwp_filter_it_cognitive_subdomain=problem-solving 💻 CLI Engage Circle Activity Collection (CAC) Infant Toddler—memory https://circleactivitycollection.org/infant-and-toddler-collection/infant-and-toddler-search-and-filter/?fwp_filter_it_cognitive_domain=cognitive&fwp_filter_it_cognitive_subdomain=memory	
Module 10 Week 10	Science By the end of this module, students will be able to: • Explain what the Science domain means for prekindergarten children. • Identify the end-of-year science goals in the Texas Pre-K Guidelines. • Describe how young children learn science through observing, exploring, and asking questions. • Explain strategies teachers can use to help children explore the natural world. • Identify ways to support children as they learn about plants, animals, weather, and simple physical science ideas. • Describe how hands-on activities help children build early science skills.	👓 Introduction to Curriculum for Early Childhood Education Chapter 9: Science Domain 💻 CLI Engage 2022 Texas PKG Domain 6: Science (Self-Instructional) https://lms.cliengage.org/course/view.php?id=5073 💻 CLI Engage Circle Activity Collection (CAC) PreK -- Science https://circleactivitycollection.org/pre-k-to-grade-2-collection/pre-k-search-and-filter/?fwp_filter_prek_science_domain=science 💻 CLI Engage Circle Activity Collection (CAC) PreK – exploration and discovery https://circleactivitycollection.org/infant-and-toddler-collection/infant-and-toddler-search-and-filter/?fwp_filter_it_cognitive_do	Quiz Assignment Journal Discussion Post

		main=cognitive&fwp_filter_it_cog nitive_subdomain=exploration-and-discovery	
Module 11 Week 11	Creative Arts Domain By the end of this module, students will be able to: • Explain what the Fine Arts domain means for prekindergarten children. • Identify the end-of-year goals for art, music, movement, and dramatic play in the Texas Pre-K Guidelines. • Describe how young children learn through creating, exploring, and expressing themselves in the arts. • Explain strategies teachers can use to support children's artistic and creative skills. • Identify ways to set up activities that help children draw, paint, sing, move, and pretend. • Describe how Fine Arts experiences support learning in other areas, such as language and social skills..	👓 Introduction to Curriculum for Early Childhood Education Chapter 11: Fine Arts Domain 💻 CLI Engage 2022 Texas PKG Domain 8: Fine Arts (Self-Instructional) https://lms.cliengage.org/course/view.php?id=4504 CLI Engage Circle Activity Collection (CAC) https://circleactivitycollection.org/pre-k-to-grade-2-collection/pre-k-search-and-filter/?fwp_filter_prek_fine_arts_domain=fine-arts	Quiz Assignment Journal Discussion Post
Module 12 Week 12	Social Studies Domain By the end of this module, students will be able to: - Explain what the Social Studies domain means for prekindergarten children. - Identify the end-of-year Social Studies goals in the Texas Pre-K Guidelines. - Describe how young children learn about themselves, their families, and their communities. - Explain how teachers can help children understand rules, routines, and working together. - Identify ways to support children as they explore maps, places, and basic geography ideas.	👓 Introduction to Curriculum for Early Childhood Education Chapter 12: History/Social Studies Domain 💻 CLI Engage 2022 Texas PKG Domain 7: Social Studies (Self-Instructional) https://lms.cliengage.org/course/view.php?id=5079 💻 CLI Engage Circle Activity Collection (CAC) PreK – Social Studies https://circleactivitycollection.org/pre-k-to-grade-2-collection/pre-k-	Quiz Assignment Journal Discussion Post

	- Describe strategies that help children learn about people, jobs, and community helpers.	search-and-filter/?fwp_filter_prek_social_studies_domain=social-studies 💻 CLI Engage Circle Activity Collection (CAC) Infant and Toddler --- imitation and make believe https://circleactivitycollection.org/infant-and-toddler-collection/infant-and-toddler-search-and-filter/?fwp_filter_it_cognitive_domain=cognitive&fwp_filter_it_cognitive_subdomain=imitation-and-make-believe	
Module 13 Week 13	Fine Motor/Gross Motor By the end of this module, students will be able to: • Explain what the Physical Development domain means for prekindergarten children. • Identify the end-of-year goals for physical development in the Texas Pre-K Guidelines. • Describe the difference between fine-motor and gross-motor skills. • Explain how young children build strength, balance, and coordination through play and movement. • Identify strategies teachers can use to support children's physical growth and motor skills. • Describe how daily routines and activities help children practice healthy habits and safe movement.	👓 Introduction to Curriculum for Early Childhood Education Chapter 13: Physical Domain 💻 CLI Engage 2022 Texas PKG Domain 9: Physical Development (Self-Instructional) https://lms.cliengage.org/course/view.php?id=5081 💻 CLI Engage Circle Activity Collection (CAC) PreK --- physical development https://circleactivitycollection.org/pre-k-to-grade-2-collection/pre-k-search-and-filter/?fwp_filter_prek_physical_development_domain=physical-development 💻 CLI Engage Circle Activity Collection (CAC) Infant and Toddler --- physical health and motor https://circleactivitycollection.org/infant-and-toddler-collection/infant-and-toddler-	Quiz Assignment Journal Discussion Post

		search-and-filter/?fwp_filter_it_physical_health_and_motor_domain=physical-health-and-motor	
Module 14

Week 14 and 15 | Apr 27 – May 6, 2026
May 6   (last day of classes) | Post course self assessment | Capstone project: Curriculum project |

COURSE EVALUATION

Final grades will be calculated according to the following criteria:
- ➢ Assignment   30%
- ➢ Journal   10%
- ➢ Discussion Post   20%
- ➢ Weekly quiz   10%
- ➢ Capstone Project   30%

GRADE SCALE:
- 90-100   A
- 80-89   B
- 70-79   C
- 60-69   D
- 0-59   F

MAKE-UP WORK

Late Discussions and Assignments will receive a 25% grade reduction. I take late work for 4 days past the due date. Quizzes and Assignments/Projects will not be accepted late without consultation with the professor.

TECHNICAL REQUIREMENTS

The latest technical requirements, including hardware, compatible browsers, operating systems, etc. can be online at https://lit.edu/online-learning/online-learning-minimum-computer-requirements. A functional broadband internet connection, such as DSL, cable, or Wi-Fi is necessary to maximize the use of online technology and resources.

DISABILITIES STATEMENT

The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. LIT provides reasonable accommodations as defined in the Rehabilitation Act of

1973, Section 504 and the Americans with Disabilities Act of 1990, to students with a diagnosed disability. The Special Populations Office is located in the Eagles' Nest Room 129 and helps foster a supportive and inclusive educational environment by maintaining partnerships with faculty and staff, as well as promoting awareness among all members of the Lamar Institute of Technology community. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409)-951-5708 or email specialpopulations@lit.edu. You may also visit the online resource at Special Populations - Lamar Institute of Technology (lit.edu).

STUDENT CODE OF CONDUCT STATEMENT

It is the responsibility of all registered Lamar Institute of Technology students to access, read, understand, and abide by all published policies, regulations, and procedures listed in the *LIT Catalog and Student Handbook*. The *LIT Catalog and Student Handbook* may be accessed at www.lit.edu. Please note that the online version of the *LIT Catalog and Student Handbook* supersedes all other versions of the same document.

ARTIFICIAL INTELLIGENCE STATEMENT

Lamar Institute of Technology (LIT) recognizes the recent advances in Artificial Intelligence (AI), such as ChatGPT, have changed the landscape of many career disciplines and will impact many students in and out of the classroom. To prepare students for their selected careers, LIT desires to guide students in the ethical use of these technologies and incorporate AI into classroom instruction and assignments appropriately. Appropriate use of these technologies is at the discretion of the instructor. Students are reminded that all submitted work must be their own original work unless otherwise specified. Students should contact their instructor with any questions as to the acceptable use of AI/ChatGPT in their courses.

For this online course: You are responsible for the content of any work submitted for this course. Use of AI to generate your first draft of text is permitted, BUT you must review and revise any AI-generated text before submission. AI text generators can be useful tools but they are often prone to factual errors, incorrect or fabricated citations and misinterpretations of abstract concepts. Utilize them with caution.

In your submissions:

➢ Clearly state whether an AI tool was used or not
➢ Name the specific tool (e.g., Chat GPT, Grammarly)
➢ Make sure you are providing specific and relevant information while writing your papers
➢ NO factual errors from AI or that will result in a zero on the assignment

Edit and personalize AI suggestions to show your own thinking or that will result in a zero on the assignment

STARFISH

LIT utilizes an early alert system called Starfish. Throughout the semester, you may receive emails from Starfish regarding your course grades or academic performance. You can also login

to Blackboard or MyLIT and click on the Starfish link to view academic alerts and detailed information. It is the responsibility of the student to pay attention to these emails and information in Starfish and consider taking the recommended actions. Starfish is used to help you be a successful student at LIT.

ACADEMIC DISHONESTY

Students found to be committing academic dishonesty (cheating, plagiarism, or collusion) may receive disciplinary action. Students need to familiarize themselves with the institution's Academic Dishonesty Policy available in the Student Catalog & Handbook at http://catalog.lit.edu/content.php?catoid=3&navoid=80#academic-dishonesty

Remember this: Netiquette (Online Etiquette) Statement

Always sign your names to any contribution you choose to make.
 Be constructive in your responses to others in the class.
Do not use all caps (Doing so may be interpreted as shouting).
 Re-read your postings before sending them.
Always think before you write. Respond respectably.
Use appropriate grammar and structure. Spell-check your postings.
Use short paragraphs focused on one idea.

Response Times

I expect to respond to your emails within 24 hours. For the most expedited response, please email me directly. All discussion posts/responses, homework, quizzes, and assignments are usually graded by the Monday of the next Module.

Student Success Requirements

Success in this course is dependent on your active participation and engagement throughout the course. As such, students are required to complete all assignments by the due date, and to actively participate in class discussions. Online students should expect to spend at least as much time on this course as in the traditional, face-to-face class.

Additionally, students are expected to:
- Log on at least three times a week, on different days, to complete assignments, assessments, discussions and/or other Module deliverables as directed by the instructor and outlined in the syllabus.
- Participate in threaded Discussion Board topics. Participation is required in the discussion posts by responding to the thread, then posting engaging comments or questions to at least two other peers' posting.

- Spend 8 – 12 hours per work actively engaged within this course.

If you find that you cannot meet the class's minimum requirements, please contact your instructor as soon as possible.