PREPARING PROFESSIONALS FOR CHANGING EDUCATIONAL CONTEXT
Department of Special Education
College of Education
University of Nevada, Las Vegas

Prefix & Number: ECE 252
Title: Infant/Toddler Curriculum
Credit: 3 hours
Semester: Spring 2016
Time/Location: Distance Education
Instructor: Maryssa Kucskar
Office Location: CEB 153
Office Hours: Monday 6-7 pm
Tuesday & Thursday 2-4 pm
By appointment
Telephone/Email: (702) 895-3248 Maryssa.Kucskar@unlv.edu
Prerequisite Courses: ECE 250

Course Description:

This course is designed to examine, integrate, and evaluate practical and theoretical issues related to developing curriculum for infants and toddler’s. Discussion focuses on infant/toddler development, teacher and caregiver roles, working with families, and working with special populations.

InTASC Standards ADDRESSED:
* Standard 1.0 Learner Development
* Standard 2.0 Learning Differences
* Standard 3.0 Learning Environments
* Standard 4.0 Content Knowledge
* Standard 5.0 Application of Content
* Standard 6.0 Assessment
* Standard 7.0 Planning for Instruction
* Standard 8.0 Instructional Strategies
* Standard 9.0 Professional Learning and Ethical Practices
* Standard 10.0 Leadership and Collaboration

NAEYC (NAEYC) Standards Addressed:
* Standard 1: Promoting Child Development and Learning
* Standard 2: Building Family and Community Relationships
* Standard 3: Observing, Documenting, and Assessing to Support Young Children
* Standard 4: Using Developmentally Effective Approaches
* Standard 5: Using Content Knowledge to Build Meaningful Curriculum
* Standard 6: Becoming a Professional
* Standard 7: Field Experiences
Course Objectives Aligned With Professional Standards

Knowledge
(Subject matter of discipline(s), Professional field of study, Pedagogical knowledge, Pedagogical content knowledge, Professional Knowledge)

Use knowledge of how children develop and learn to provide opportunities that support the physical, social, emotional, language, cognitive, and aesthetic developmental of all young children from birth through age eight. (InTASC1.b, InTASC1.d, InTASC2.a, InTASC2.c, NAEYC1.a, NAEYC1.b, NAEYC1.c, NAEYC4.a, NAEYC4.b, NAEYC4.c, NAEYC4.d, NAEYC5.a, NAEYC5.b, NAEYC5.c)
Measurement/Evaluation: Developmental Kit

Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for development and learning, and recognize that children are best understood in the contexts of family, culture, and society. (InTASC5.g, NAEYC1.a, NAEYC1.b, NAEYC2.a, NAEYC4.a, NAEYC4.d, NAEYC5.a, NAEYC5.b, NAEYC5.c)
Measurement/Evaluation: Exam, Developmental Kit

Use knowledge of how young children differ in their development and approaches to learning to support the development and learning of individual children. (InTASC1.b, InTASC1.d, InTASC2.a, NAEYC1.a, NAEYC1.c, NAEYC2.a, NAEYC4.a, NAEYC4.b, NAEYC4.c, NAEYC4.d, NAEYC5.a, NAEYC5.b, NAEYC5.c)
Measurement/Evaluation: Journal Article Critique, Observation Paper

Performance (Skills)
(The ability to used content, professional and pedagogical knowledge effectively and readily in diverse teaching settings in a manner that ensures all students are learning.)

Use individual and group guidance and problem-solving techniques to develop positive and supportive relationships with children, to encourage positive social interaction among children, to promote positive strategies of conflict resolution, and to develop personal self-control, self-motivation, and self-esteem. (InTASC5.e, InTASC8.a, NAEYC1.c, NAEYC4.a, NAEYC4.b, NAEYC4.c, NAEYC4.d, NAEYC5.a, NAEYC5.b, NAEYC5.c)
Measurement/Evaluation: Developmental Kit

Incorporate knowledge and strategies from multiple disciplines (for example, health, social services) into the design of intervention strategies and integrate goals from IEPs and IFSPs into daily activities and routines. (InTASC5.g, InTASC8.a, InTASC10.j, NAEYC1.a, NAEYC1.b, NAEYC2.b)
Measurement/Evaluation: Developmental Kit, Journal Article Critique, Observation Paper

Establish and maintain physically and psychologically safe and healthy learning environments for children. (InTASC3.k, NAEYC1c, NAEYC2.a, NAEYC2.b, NAEYC2.c, NAEYC4.a, NAEYC4.b, NAEYC4.c, NAEYC4.d, NAEYC5.a, NAEYC5.b, NAEYC5.c)
Measurement/Evaluation: Journal Article Critique, Reflection Paper
Disposition(s)
(Values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation and development as well as the educator’s own professional growth-guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice.)

Establish and maintain positive, collaborative relationships with families. (InTASC9.m, NAEYC2.a, NAEYC2.b)

Demonstrate sensitivity to differences in family structures and social and cultural backgrounds. (InTASC2.j, NAEYC1.a, NAEYC1.b, NAEYC2.a, NAEYC4.a, NAEYC5.a, NAEYC5.b, NAEYC5.c)

Apply family systems theory, knowledge of the dynamics, roles, and relationships within families and communities. (InTASC4.m, InTASC5.g, InTASC9.d, NAEYC2.a, NAEYC2.b)

Link families with a range of family-oriented services based on identified resources, priorities, and concerns. (InTASC10.q, NAEYC2.b)
Measurement/Evaluation: Developmental Kit

Communicate effectively with other professionals concerned with children and with agencies in the larger community to support children’s development, learning, and well-being. (InTASC10.d, NAEYC2.b)
Measurement/Evaluation: Observation Paper

Demonstrate an understanding of conditions of children, families, and professionals; current issues and trends; legal issues; and legislation and other public policies affecting children, families, and programs for young children and the early childhood profession (InTASC4.e, InTASC9.g, NAEYC1.a, NAEYC1.b, NAEYC2.a, NAEYC4.a, NAEYC4.b, NAEYC4.c, NAEYC5.a, NAEYC5.b, NAEYC5.c.)

Demonstrate an understanding of the early childhood profession, its multiple historical, philosophical, and social foundations, and how these foundations influence current thought and practice. (InTASC1.d, NAEYC1.b)

Serve as advocates on behalf of young children and their families, improved quality of programs and services for young children, and enhances professional status and working conditions for early childhood educators. (InTASC10.j, NAEYC1.a, NAEYC1.b, NAEYC1.c, NAEYC2.a, NAEYC2.b)
Measurement/Evaluation: Observation Paper
Texts, Readings, and Instructional Resources:

**Required Text(s):**

**Supplemental Texts/Materials:**

**Internet Resources:**
The Council for Exceptional Children (CEC)
   [http://www.cec.sped.org](http://www.cec.sped.org)
The Division for Early Childhood (DEC)
   [http://www.dec-sped.org](http://www.dec-sped.org)
National Early Childhood Technical Assistance System
   [http://www.nectas.unc.edu](http://www.nectas.unc.edu)
National Association for the Education of Young Children
   [http://www.naeyc.org/default.htm](http://www.naeyc.org/default.htm)
Zero to Three
   [http://www.zerotothree.org](http://www.zerotothree.org)
UNLV Library:
   [http://www.library.unlv.edu/](http://www.library.unlv.edu/)

Assignments and Evaluation Procedures

1. **Infant Toddler Developmental Kit - Due Wednesday 4/20/2016**
   75 points

   A Developmental Kit will be designed and made into a presentation. Students are required to present 2 age appropriate materials for the following age groups: 6 months, 12 months, 18 months, 24 months, and 36 months. Each item will be included in a PowerPoint presentation describing the material, its use, and the supervision it requires. CCL

   75 points

   Students will make two observations of infants and toddlers in child care settings. Additionally, students will generate a *comparison summary* of the two different classrooms they observed. On
March 9\textsuperscript{th}, students will submit one classroom observation narrative. On May 4\textsuperscript{th}, students will submit two classroom observation narratives \textit{and} the comparison summary (25 pts. each)

\textbf{3. Journal Critiques - Due Wednesday 2/17 & 3/30} \hspace{1cm} 50 points

Students will complete TWO peer-reviewed journal articles relating to infant/toddler childhood curriculum. Each review must be typed, a minimum of two pages in length, and free of spelling and grammatical errors. The review must contain the following five components: a) summary, b) methods, c) findings, d) implications, and e) reflection (your opinion). A copy of the article must be submitted with your review. \textbf{The instructor must approve each article.} Please plan in advance and do not wait until the last minute for article approval. See the rubric for more specific information.

\textit{2 article critiques x 25 points per critique}

\textbf{4. Discussion Postings - Due by end of each weeks (date indicated below) at 11:59 pm except the first discussion}

\begin{tabular}{ll}
\textbf{Initial Postings} & \textbf{Due Thursday at 11:59 pm} \\
\hline
\textbf{Response to Postings} & \textbf{Due Saturday at 11:59 pm} \\
1/30, 2/6, 2/13, 2/20, 2/27, 3/5, 3/12, 3/19, 4/2, 4/9, 4/16, 4/23, 4/30, 5/7 & \\
\end{tabular}

\textbf{140 points}

In order to facilitate course participation, students will engage with their peers in an online discussion each week. Students will be assigned to discussion groups. Participation in online discussions related to chapter/course topics is expected. Students will earn 10 points for participating in each discussion, 5 points for your initial posting to the discussion question and 5 points for your response to the initial posting of another student in your group. Each posting must be \textit{at least 350 words} in length and should be comprehensive in scope and depth.

\textbf{5. Midterm Examination - Due Wednesday March 16, 2016 at 11:59 pm} \hspace{1cm} 80 points

\textbf{6. Final Examination - Due Wednesday May 11, 2016 at 11:59 pm} \hspace{1cm} 80 points

\textbf{Administrative Requirements:}

1. All assignments are due on the day indicated in the course schedule. One letter grade will be deducted for each day an assignment is late, up to 2 days. If an assignment is turned in later than 2 days, then the assignment will be considered missed. Missed assignments cannot be made up and will result in a score of 0 (zero).

2. A grade of “incomplete” will be granted only if the student has:
   a. Completed 75\% of the course,
   b. Earned a grade of “C” or better at the time the incomplete grade is requested
c. The requested incomplete grade for personal or academic reasons is deemed extraordinary by the instructor, and
d. The student and instructor must negotiate a due date for completion of the course assignments. If course requirements are not completed by the agreed upon date, the earned grade will be submitted. There is not grading penalty for completing the course by the agreed upon date.

3. All assignments MUST be typed and double-spaced. Work submitted should reflect college-level expectations in terms of scope, depth, writing mechanics, appearance, and APA 6th Edition style (where appropriate).

Performance Assessments and Grading Policy:
Refer to the assignment rubrics for specifics.
Final grades will be based upon the total number of points earned:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>500 - 475</td>
</tr>
<tr>
<td>A-</td>
<td>474 - 460</td>
</tr>
<tr>
<td>B+</td>
<td>459 - 440</td>
</tr>
<tr>
<td>B</td>
<td>439 - 425</td>
</tr>
<tr>
<td>B-</td>
<td>424 - 410</td>
</tr>
<tr>
<td>C+</td>
<td>409 - 394</td>
</tr>
<tr>
<td>C</td>
<td>393 - 375</td>
</tr>
<tr>
<td>C-</td>
<td>374 - 360</td>
</tr>
<tr>
<td>D+</td>
<td>359 - 340</td>
</tr>
<tr>
<td>D</td>
<td>339 - 325</td>
</tr>
<tr>
<td>D-</td>
<td>324 - 300</td>
</tr>
<tr>
<td>F</td>
<td>&lt;299</td>
</tr>
</tbody>
</table>

Provost’s Statement:
**Academic Misconduct** – Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the **Student Academic Misconduct Policy** (approved December 9, 2005) located at: [http://studentconduct.unlv.edu/misconduct/policy.html](http://studentconduct.unlv.edu/misconduct/policy.html).

**Copyright** – The University requires all members of the University Community to familiarize themselves and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: [http://www.unlv.edu/committees/copyright/](http://www.unlv.edu/committees/copyright/).

**Disability Resource Center (DRC)** – It is important to know that over two-thirds of the students in the DRC reported that this syllabus statement, often read aloud by the faculty during class, directed them to the DRC office.
The Disability Resource Center (DRC) coordinates all academic accommodations for students with documented disabilities. The DRC is the official office to review and house disability documentation for students, and to provide them with an official Academic Accommodation Plan to present to the faculty if an accommodation is warranted. Faculty should not provide students accommodations without being in receipt of this plan.

UNLV complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, offering reasonable accommodations to qualified students with documented disabilities. If you have a documented disability that may require accommodations, you will need to contact the DRC for the coordination of services. The DRC is located in the Student Services Complex (SSC-A), Room 143, and the contact numbers are: Voice (702) 895-0866, fax (702) 895-0651. For additional information, please visit: [http://drc.unlv.edu/](http://drc.unlv.edu/).

**Religious Holidays Policy** -- Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the last day at late registration of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. This policy shall not apply in the event that administering the test or examination at an alternate time would impose an undue hardship on the instructor or the university which could not be avoided. For additional information, please visit: [http://catalog.unlv.acalog.com/content.php?catoid=1&navoid=44&bc=1](http://catalog.unlv.acalog.com/content.php?catoid=1&navoid=44&bc=1).

**Tutoring** -- The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex, #22 on the current UNLV map. Students may learn more about tutoring services by calling (702) 895-3177 or visiting the tutoring web site at: [http://academicsuccess.unlv.edu/tutoring/](http://academicsuccess.unlv.edu/tutoring/).

**UNLV Writing Center** – The following statement is recommended for inclusion in course syllabi: One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance.

Appointments may be made in person or by calling 895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: [http://writingcenter.unlv.edu/](http://writingcenter.unlv.edu/)

**Rebelmail** – By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s Official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu.
<table>
<thead>
<tr>
<th>Date</th>
<th>Module</th>
<th>Topic</th>
<th>Question</th>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/18/2016</td>
<td>Module 1</td>
<td>Relationships as the Basis for Curriculum</td>
<td></td>
<td>Chapter 1</td>
</tr>
<tr>
<td>1/25/2016</td>
<td>Module 2</td>
<td>Endless Opportunities for Engaging Families</td>
<td>Why is it important to develop a partnership with families? Provide a strategy you will apply in order to build teacher family partnerships.</td>
<td>Chapter 2, Initial post due Thursday at 11:59 pm, Response post due Saturday at 11:59 pm, Summary due on Monday at 12:00 pm</td>
</tr>
<tr>
<td>2/1/2016</td>
<td>Module 3</td>
<td>Responsive Safe, and Healthy Caregiving Routines</td>
<td>Why do infant and toddler care teachers need to know and practice safe and health procedures when caring for young children (Provide 1 or more procedure(s) with your response).</td>
<td>Chapter 3, Initial post due Thursday at 11:59 pm, Response post due Saturday at 11:59 pm, Summary due on Monday at 12:00 pm</td>
</tr>
<tr>
<td>2/8/2016</td>
<td>Module 4</td>
<td>A Responsive Relationship-Based Environment</td>
<td>Why is it important to know the six key dimensions of a responsive, relationship-based environment?</td>
<td>Chapter 4, Initial post due Thursday at 11:59 pm, Response post due Saturday at 11:59 pm, Summary due on Monday at 12:00 pm</td>
</tr>
<tr>
<td>2/15/2016</td>
<td>Module 5</td>
<td>Endless Opportunities for Guidance and Relationship Realignments</td>
<td>Choose one of the relationship realignments from your readings and describe how a child is feeling during the realignment. Include a strategy that care teachers and families could use together.</td>
<td>Chapter 5, Journal Critique #1 due Wednesday, Initial post due Thursday at 11:59 pm, Response post due Saturday at 11:59 pm, Summary due on Monday at 12:00 pm</td>
</tr>
<tr>
<td>2/22/2016</td>
<td>Module 6</td>
<td>Using Observation and Documentation for Responsive Planning and Ongoing Assessment</td>
<td>Describe the value of observation and assessment.</td>
<td>Chapter 6, Initial post due Thursday at 11:59 pm, Response post due Saturday at 11:59 pm, Summary due on</td>
</tr>
<tr>
<td>Date</td>
<td>Module</td>
<td>Topics</td>
<td>Due Dates</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>--------</td>
<td>----------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| 2/29/2016  | Module 7 | • Endless Opportunities for Attachment and Emotional Development  
• Question: What type of experiences would you use to promote attachment and emotional development? | Monday at 12:00 pm  
• Chapter 7  
• Initial post due Thursday at 11:59 pm  
• Response post due Saturday at 11:59 pm  
• Summary due on Monday at 12:00 pm |
| 3/7/2016   | Module 8 | • Endless Opportunities for Social Development  
• Midterm Exam Review  
• Question: Describe how culture may influence a child’s, family’s, and your own attitudes about creative, sensory and symbolic dramatic play | Monday at 12:00 pm  
• Chapter 8  
• **Classroom Observation Narrative #1 due Wednesday**  
• Initial post due Thursday at 11:59 pm  
• Response post due Saturday at 11:59 pm  
• Summary due on Monday at 12:00 pm |
| 3/14/2016  | Module 9 | • Midterm                                                                 | **Midterm**                                     |
| 3/21/2016  |         | **Spring Break**                                                          |                                               |
| 3/28/2016  | Module 10 | • Endless Opportunities for Learning and Thinking  
• Question: How would you interact and change the environment for a child who is exploring object permanence and spatial relationships? | Monday at 12:00 pm  
• Chapter 9  
• **Journal Critique #2 due Wednesday**  
• Initial post due Thursday at 11:59 pm  
• Response post due Saturday at 11:59 pm  
• Summary due on Monday at 12:00 pm |
| 4/4/2016   | Module 11 | • Endless Opportunities for Language, Literacy and Music Development  
• Question: What type of experiences would you provide for a toddler who loves to sing? | Monday at 12:00 pm  
• Chapter 10  
• Initial post due Thursday at 11:59 pm  
• Response post due Saturday at 11:59 pm  
• Summary due on Monday at 12:00 pm |
<table>
<thead>
<tr>
<th>Date</th>
<th>Module</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/11/2016</td>
<td>Module 12</td>
<td>• Endless Opportunities for Movement and Motor Movement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Question: Why do major changes in motor development evoke changes in</td>
</tr>
<tr>
<td></td>
<td></td>
<td>cognitive development?</td>
</tr>
<tr>
<td></td>
<td>Chapter 11</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Initial post due Thursday at 11:59 pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Response post due Saturday at 11:59 pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Summary due on Monday at 12:00 pm</td>
</tr>
<tr>
<td>4/18/2016</td>
<td>Module 13</td>
<td>• Endless Opportunities for Fine Motor Development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Question: How would you adapt the environment and your interactions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>for a child who is learning to grasp objects?</td>
</tr>
<tr>
<td></td>
<td>Chapter 12</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Initial post due Thursday at 11:59 pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Response post due Saturday at 11:59 pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Summary due on Monday at 12:00 pm</td>
</tr>
<tr>
<td>4/25/2016</td>
<td>Module 14</td>
<td>• Endless Opportunities for Creative Sensory, and Symbolic/Dramatic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Play Development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Question: How would you organize the environment to encourage</td>
</tr>
<tr>
<td></td>
<td>Chapter 13</td>
<td>creativity?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Initial post due Thursday at 11:59 pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Response post due Saturday at 11:59 pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Summary due on Monday at 12:00 pm</td>
</tr>
<tr>
<td>5/2/2016</td>
<td>Module 15</td>
<td>• Endless Opportunities for Learning About the Outdoors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Question: How would you prepare an opportunity for toddlers to learn</td>
</tr>
<tr>
<td></td>
<td></td>
<td>about nature and the outdoors?</td>
</tr>
<tr>
<td></td>
<td>Chapter 14</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Classroom Observation Narratives (#1 and #2) and Comparison Summary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>due Wednesday</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Initial post due Thursday at 11:59 pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Response post due Saturday at 11:59 pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Summary due on Monday at 12:00 pm</td>
</tr>
<tr>
<td>5/9/2016</td>
<td>Module 16</td>
<td>• Final</td>
</tr>
<tr>
<td></td>
<td>Final Exam</td>
<td></td>
</tr>
</tbody>
</table>

Note: **Students additionally have one weekly initial discussion post due on Thursday evenings at 11:59 pm, and a response to postings due Saturday evenings at 11:59 pm.**
The discussion summaries (one assigned person each week) have to be completed by Sunday at 12:00 pm.
A Developmental Kit will be designed and presented by each student. Students are required to present 2 (two) different age appropriate items/materials for each of the following age groups: 6 months, 12 months, 18 months, 24 months, and 36 months (10 total). Each item must be included in a PowerPoint presentation (or a similar presentation method, needs to be approved by the instructor) describing the material, its use, and the supervision it requires. Items can be commercial or homemade. Materials must be in good condition and must not be harmful to the child in any way. (75 points total) CCL