

## COURSE OUTLINE

PROGRAM: Early Childhood Education

DATE: Sept. 1982

COURSE TITLE: CURRICULUM DEVELOPMENT

CODE: ED 201-3

SEMESTER: Three

INSTRUCTOR: Jaye Hamer

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### Course Philosophy

It is necessary for the teacher to organize, develop, and evaluate curriculum activities which are in harmony with the needs and developmental characteristics of children. A flexible, transactional curriculum avoids the necessity for all children to proceed through all steps in a curriculum sequence and adapts to the concept that children differ in their abilities and modes of learning as well as in their needs and interests. The advantage of a flexible curriculum design is that it is easy to incorporate new teaching strategies and varied instructional materials as they are needed. (Wm. Fowler)

### Course Description

This course will involve examining various aspects of curriculum planning and evaluation, both for groups and individuals, which will lead into actual practical application.

### Course Goals

1. To plan a curriculum with short- and long-term goals.
2. To provide sources for curriculum aids.
3. To furnish the students with the resources to develop concrete materials to use with preschool children.

### Objectives

- The student should be able to:
1. Develop an overall program related to the children's development capacities and needs, and to the school's educational purposes.
  2. Develop a program for an individual child with a special learning problem or unmet developmental need.
  3. Organize a number of educational experiences around a specific theme.
  4. Develop and construct a wide range of concrete learning materials to be used in a program for preschool children.

Early Childhood Education

Curriculum Development - ED 201-3

Instructor: Jaye Hamer

Texts: Resources for Creative Teaching in E.C.E.

Fleming and Hamilton

Art, Basic for Young Children

Lasky and Mubery

Piaget, Children & Number

Kamil and Devries

Mud, Hand & Water

D. M. Hill

Block Book

Hirsch

Assignments & Test Dates:

1. Each student will make an all purpose flannel board (at least 24" X 36") and a minimum of 50 pieces to accompany.  
DUE: November 1, 1982.
2. Each student will make 2 learning devices - 1 specifically related to language  
- 1 specifically related to pre-math skills  
and present in class - dates to be arranged.
3. Each student will submit a cultural awareness file indicating knowledge of three separate cultures. Files should contain both pictures and background information.
4. Students will (in groups) plan a curriculum for a year to reflect all areas of discussion.  
DUE: December 13, 1982.
5. Each student will read all texts by January 6, 1983.
6. Final Exam - January 6, 1982.

Evaluation:

- Flannel Board - 15%
- Devices - 30% (15% each)
- C.A. File - 15%
- Curriculum - 25%
- Final Exam - 15%



Course Outline

Ed 203 - History and Philosophy of Preschool Education

Course Description:

Ed 203 - Historical approaches to the education and development of the child and their influences will be examined, as well as a comparative study of contemporary programs.

Course Philosophy:

In order to develop a useful educational perspective and philosophy of preschool education for our time, the evaluation of ideas about early childhood education in western civilization is traced, and relevant writings are examined.

Course Objectives:

This course is designed to give the student historical knowledge and understanding of the attitude toward children and their development and education, with a view of helping the student compare and evaluate some of the major contemporary programs and to develop a personal philosophy of preschool education.

Course Goals:

The student will:

1. Assess their own past learning experiences in relation to the influence of schools, books, teachers, peers, family, society media, etc.
2. Examine the reasons why we need a philosophy of education.
3. Acquire a historical perspective of child development views and practices and their influence on contemporary programs.
4. Demonstrate a knowledge of the various major contemporary philosophies of education and the programs reflecting these approaches.
5. Develop a personal philosophy of preschool education.

Facilitation of Learning will be undertaken through essay, slides and films, lecture, research seminar, and development of personal philosophy of early childhood education.

Assignments:

1. In-class essay as described in Goal 1.
2. Seminar Presentation, sample assessment sheet attached. Research material are to be submitted on seminar day.
3. Projects will be community oriented and will require a written follow-up as to how the project was organized, carried through and completed.
4. Final tape presentation of student's personal philosophy of early childhood education. The format and information should be suitable for presentation to a parent's group. Minimum time: 10 minutes. Tape due December 15, 1982.

Evaluation:

Seminar (evaluation sheet attached)	30%
Projects and Write ups	20%
Participation	10%
Tape presenting own philosophy	40%
Tape (presentation breakdown)	
Style	5%
Communication	10%
coherence, consistency	
Presentation voice clarity, (5),	15%
pace, (5), orientation, (5)	
Validity of position	10%
	40%

- A = 85 + %
- B = 75 - 84%
- C = 60 - 74%
- I = Incomplete
- R = Repeat Course