

**SAULT COLLEGE of APPLIED ARTS and TECHNOLOGY**

**SAULT STE. MARIE, ON**

**COURSE OUTLINE**

**COURSE TITLE: Curriculum Design in a Child Care Setting**

**CODE NO: ED 265**

**SEMESTER: III**

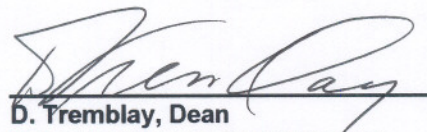
**PROGRAM: Early Childhood Education**

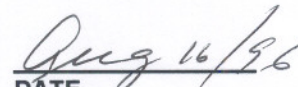
**AUTHOR: Jaye Bennett**

**DATE: September 1996**

**PREVIOUS OUTLINE: September 1995**

**APPROVED:**

  
D. Tremblay, Dean  
School of Human Sciences and  
Teacher Education

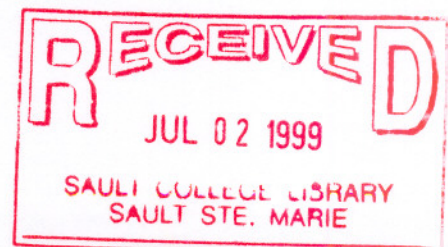
  
DATE

**TOTAL CREDITS: 4**

**CO-REQUISITE(S): ED 209; ED 218**

**PRE-REQUISITE(S): ED 269**

**\*\*Please do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.**



**I. PHILOSOPHY/GOALS:**

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)

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

**II. STUDENT LEARNING OUTCOMES:**

Upon successful completion of this course, the student will demonstrate the ability to:

- 1) Plan curriculum that is based on a thorough understanding of child development
- 2) Provide curriculum that provides for the holistic development of individual children and groups of children across a range of ages
- 3) Demonstrate understanding of relevant legislation, policies, procedures and regulations to early childhood education programmes and settings

**LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE**

- 1) Plan curriculum that is based on a thorough understanding of child development. utilize principles of curriculum development in designing a curriculum plan
  - evaluate and revise curriculum when necessary to ensure each child's needs are met
  - identify developmental milestones and variations in children
- 2) Provide curriculum that provides for the holistic development of individual children and groups of children across a range of ages
  - facilitate planned and spontaneous experiences through use of varied curriculum styles
  - utilize developmentally appropriate and inclusive practices in providing curriculum
  - recognize and express the value of diversity and commonality in curriculum presentation
  - present a variety of materials for use as curriculum presentation resources
- 3) Demonstrate understanding of the Day Nurseries Act
  - describe the tasks and responsibilities of early childhood educators in relation to current legislation
  - summarize and present (in a group setting) various sections of the Day Nurseries Act

**III. TOPICS TO BE COVERED:**

The changing role of the teacher in developing curriculum  
 Criteria involved in designing and organizing concrete learning materials and gross motor/physical education activities with young children  
 Developmentally appropriate practice in ECE  
 Developmental characteristics of young children and how this relates to curriculum development  
 Designing developmental curriculum in a variety of styles.  
 Tends in curriculum planning  
 Day Nurseries Act

**IV. LEARNING ACTIVITIES/REQUIRED RESOURCES:**

Facilitation of the course material will be conducted through sessions on theory, practical applications and group work in the College classroom and College gym, assigned readings, student projects and presentations, observations/assignments in field placement, guest speakers,

and different forms of media presentations. Attendance and participation are an essential element in this process.

**TEXT:**

EARLY CHILDHOOD PLANNING METHODS and MATERIALS, Evelyn A. Petersen

**Learning Activities:**

1. review text
2. review course outline
3. review assignments/projects
4. child development preview

**Resources:** Text - Chapters 1 & 2

**Topic/Unit 2:** 1) Criteria for designing gross motor/physical education activities  
2) Horizontal Curriculum

**Learning Activities:**

1. organize a gross motor/physical education program
2. gym activities; gym presentations by students conducted throughout the semester during our weekly gym period
3. introduction of Horizontal Curriculum

**Resources:** Text - Chapter 3

**Topic/Unit 3:** 1) Skill Focused Planning: The Vertical Curriculum  
2) Daily Schedules and Lesson Plans

**Resources:** Text - Chapters 4 & 5

**Topic/Unit 4:** 1) Putting it Together: STEP by STEP Lesson Planning  
2) Individualizing the Lesson Plan: Screening and Observation

**Resources:** Text - Chapters 6 & 7

**Topic/Unit 5:** 1) Where it happens: Basic Elements of the Setting  
2) Free Choice

**Resources:** Text - Chapters 8 & 9

**Topic/Unit 6:** 1) Priorities in Early Childhood Lesson Planning  
2) Integrated Activities

**Resources:** Text - Chapters 10 & 11

**Topic/Unit 7:** 1) Understanding Current Day Care Legislation

**Resources:** Day Nurseries Act

**V. EVALUATION METHODS:**

1. Resource Kit 15%  
Each student will construct a resource kit related to a specific topic chosen by the student. Specific criteria will be explained in class. \*This project will be presented in class.

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| 2. | <u>Developmental Checklist and Curriculum Plan</u>   | 15% |
| 3. | <u>Gym Program</u> "Complete a developmental checklist with a preschool child, and (as scheduled during our Friday gym periods) Working with a partner, the students will present a 10 minute gross-motor program for preschoolers and/or school age children. Plans for activities must be presented to the instructor ONE WEEK prior to actual presentation. Plans for activities must include:<br>Suggested age and size of group<br>Equipment required<br>Detailed plan of procedure<br>Specific goals of each activity<br>Criteria will be explained in class | 10% |
| 4. | <u>Curriculum Learning Materials - Flannel Board and Activities</u><br>*To be presented in class<br>Each student will make four flannel activities complete with lesson plans (2 alternative stories and 2 learning activities<br><br>Construct a multi-purpose flannel board at least 2 feet X 3 feet. The board should be neat and easily portable (handles)   | 15% |
| 5. | <u>Curriculum Plan (group project)</u><br>Working in groups, the students will prepare preschool curriculum plans based on all information presented in this course. Criteria will be explained in class.  | 20% |
| 6. | <u>Day Nurseries Act: In-Class Presentation (group project)</u>  | 10% |
| 7. | <u>Test: Day Nurseries Act</u>   | 15% |

#### COLLEGE GRADING POLICY

90 - 100%	=	A+
80 - 89%	=	A
70 - 79%	=	B
60 - 69%	=	C
Below 60%	=	R (repeat course)

If a student is unable to write a test on the required date, the instructor must be called prior to the start of the test, or the student will receive a "0". All assignments are due on the date assigned by the instructor. The late policy of the ECE Department will be enforced (refer to NQA Contract Guidelines). Failure to present on a scheduled date will result in a mark of "0" for that particular assignment.

The instructor will use a particular assessment tool to determine each group member's participation in group projects. If it is deemed that a student has not fully participated in his/her share of a group assignment, that student, at the discretion of the instructor, will receive a grade that is two full grades below the grade given for the group project. For example, the curriculum plan for a particular group has received a grade of "A" A group member has not followed through on his /her commitments to the group, or completed his/her share of the project. This individual group member would receive a "C" grade, while the other full-participating members of the group would receive an "A" grade for that particular project. The purpose of this provision is to ensure that students involved in this course are acting as full team members and implementing strategies necessary for working effectively as part of an ECE team.