

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 1997

PREVIOUS OUTLINE: September 1996

APPROVED:

for Rose

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

July 2/97

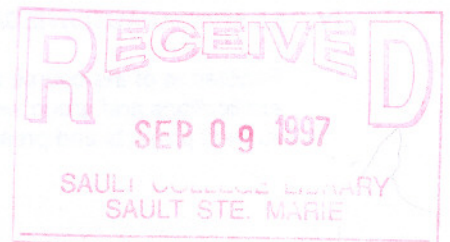
DATE

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.
 Trends 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.

2. Developmental Checklist and Curriculum Plan 15%
Each student will complete a developmental checklist with a preschool child, and then from this information make appropriate curriculum suggestions. Specific criteria will be explained in class.
3. Gym Program 10%
(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:
Suggested age and size of group
Equipment required
Detailed plan of procedure
Specific goals of each activity
Criteria will be explained in class
4. Curriculum Learning Materials - Flannel Board and Activities 15%
*To be presented in class
Each student will make four flannel activities complete with lesson plans (2 alternative stories and 2 learning activities)

Construct a multi-purpose flannel board at least 2 feet X 3 feet. The board should be neat and easily portable (handles)
5. Curriculum Plan (group project) 20%
Working in groups, the students will prepare preschool curriculum plans based on all information presented in this course. Criteria will be explained in class.
6. Day Nurseries Act: In-Class Presentation (group project) 10%
7. Test: Day Nurseries Act 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.