

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: CURRICULUM DESIGN IN CHILD CARE

CODE NO. : ED 272 **SEMESTER:** THREE

PROGRAM: EARLY CHILDHOOD EDUCATION

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DATE: SEPT 00 **PREVIOUS OUTLINE DATED:** SEPT 99

APPROVED:

	_____	_____
	DEAN	DATE

TOTAL CREDITS: THREE

PREREQUISITE(S): ED 269 **CO-REQUISITES:** ED 209, ED 218

LENGTH OF COURSE: 16 weeks **TOTAL CREDIT HOURS:** 48

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For additional information, please contact Judi Maundrell, Dean,
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(705) 759-2554, Ext. 690

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Code No.**I. COURSE DESCRIPTION:**

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 of 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)

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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, and utilize principles of Developmentally Appropriate Practice (DAP) in designing curriculum. (ECE CSAC standard)**

Potential Elements of the Performance:

- identify elements of DAP
- design curriculum materials to present to young children

- 2. Provide curriculum that provides for the holistic development of individual children and groups of children across a range of ages. (ECE CSAC Standard)**

Potential Elements of the Performance:

- research a curriculum topic
- facilitate planned and spontaneous experiences through use of varied curriculum styles
- utilize developmentally appropriate practices in providing curriculum
- recognize and express the value of diversity and commonality in curriculum presentation

- 3. Demonstrate an understanding of the Day Nurseries Act as it**

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Code No.**pertains to indoor and outdoor curriculum planning**Potential Elements of the Performance:

- describe the tasks and responsibilities of early childhood educators in relation to current legislation
- identify relevant sections of the Day Nurseries Act
- analyze a day care playground environment

III. TOPICS:

1. The changing role of the teacher in developing curriculum
2. Emergent curriculum and the project approach
3. Criteria involved in designing and organizing concrete learning materials
4. Planning gross motor/physical education activities with children
5. Analyzing a playground setting
6. Developmental characteristics of young children and how this relates to curriculum development
7. Designing developmentally appropriate curriculum in a variety of styles

These topics sometimes overlap and are not intended to be dealt with as isolated units or necessarily in this order.

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

1. Emergent Curriculum , Jones and Nimmo
2. Developmentally Appropriate Practice in Early Childhood Programs, Sue Bredekamp
3. The Project Approach , Book 1 and 2 , Sylvia Chard
4. Day Nurseries Act , March 1998

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Code No.**V. EVALUATION PROCESS/GRADING SYSTEM:****1. Curriculum-Related Workshops and in-class assignments - 10%**

Over the course of the semester, you will be given in-class assignments and expected to attend related curriculum workshops.

2. Gross Motor Experience/Gym Program - 15%

Working with other students, you will present a gross-motor program to preschoolers from the Sault College Child Development Centre during our Wednesday gym periods. Plans for activities must be e-mailed to the professor and each classmate **Two Weeks** prior to the actual presentation. These plans must include:

- Title
- Equipment required
- Specific objectives
- Detailed plan of procedure - Warm-up and Stretching; Cardio- Vascular workout; Muscle workout; Balance and Co-ordination activity; Cool-down and relaxation

Materials required for the activity are the responsibility of the student.

All students must have proper attire and shoes in the gym (rubber soles only)

Specific criteria, sample lesson plans and a schedule for presentations will be explained in class.

In addition, each student must present a gross motor activity in his/her placement setting. A completed learning activity form and evaluation of the activity must be submitted for grading by December 8h. No extensions.

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3. Curriculum Learning Materials - 15%

- A. You will make 4 flannel activities complete with lesson plans (2 alternative stories and 2 learning activities)

AND EITHER B or C.

- B. Construct a multi-purpose flannel "board". The board must be neat, sturdy, safe, easily portable (handles) and labeled with the student's name.

OR

- C. Complete 4 more flannel activities (storytelling, basic concepts, science, pre-reading / writing,).

Note A and C above: All flannel activities must include lesson plan forms and appropriate research. The flannel activities must be packaged in zip-lock bags and organized into a binder with their corresponding lesson plans. Activities will be evaluated based on aesthetics, DAP and health and safety considerations, accurate and complete research and a well-constructed activity plan.

4. Curriculum Design Project - 40%

1. Curriculum Unit

Working in assigned groups you will prepare a curriculum unit based on information presented in this course. Curriculum workshops and instruction will be provided concerning this project. You must purchase a large three-ring binder and dividers. All criteria and dates for submitting each section will be reviewed in class.

2. Playground / Outdoor Play Analysis

Each student will complete an analysis of the features of a playground. Criteria will be explained in class. Due November 3rd. In addition pertinent outdoor activities for your curriculum unit will be identified and included in your curriculum design project.

Due no later than Friday December 1, 2000. There will be no deadline extensions for this project.

5. Day Nurseries Act - In-Class Presentation - 10%

You will present pertinent information from the Day Nurseries Act. This schedule will be arranged in class.

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<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual - Deferred Grades and Make-up</i>).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has been impossible for the faculty member to report grades.	

VI. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with the instructor and/or contact the Special Needs office, Room E1204, Extension 493, 717, or 491 so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

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Disclaimer for meeting the needs of learners:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

The professor 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 professor, will receive a grade that is two full grades below the grade given for the group project. For example, the gross motor experience 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/presentation. This individual group member would receive a "C" grade, while the other full-participation members of the group would receive an "A" grade for that particular group project/presentation. 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.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the instructor.