
Course Name

Code No.

I. COURSE DESCRIPTION:

It is necessary for the teacher to organize, develop and evaluate curriculum activities that 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 for preschool curriculum
- design DAP 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 and develop a potential curriculum unit
- utilize developmentally appropriate practices in providing curriculum
- recognize and express the value of diversity and commonality in curriculum presentation

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3. Demonstrate an understanding of the Day Nurseries Act as it 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 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. *A Practical Guide to Early Childhood Curriculum, Eliason and Jenkins
2. *Developmentally Appropriate Practice in Early Childhood Programs, Sue Bredekamp
3. The Project Approach , Book 1 , Sylvia Chard
4. *The Whole Child, Joanne Hendrick
5. *Creative Expression and Play in Early Childhood, Joan Isenberg
6. Day Nurseries Act , March 1998

* Purchased previously for courses in Year One or other courses in Semester III

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Code No.**V. EVALUATION PROCESS/GRADING SYSTEM:****1. Attendance, participation and in-class assignments - 10%**

Over the course of the semester, you will be given in-class assignments and expected to attend and participate in class. Some of the work on your curriculum unit project will be completed in class in your working group. Your participation in these sessions will be evaluated.

2. Gross Motor Program - 10%**Part A**

Playground / Outdoor Play Analysis

Each student will complete an analysis of the features of a playground. Criteria will be explained in class. **Due October 18, 2001**. In addition pertinent outdoor activities for your curriculum unit will be identified and included in your curriculum design project.

Part B

Working with other students, you will present a gross-motor experience based on the "Rainbow Fun" program during our Wednesday gym periods. Plans for activities must be e-mailed to the professor **Two Weeks** prior to the actual presentation and all classmates **one week** prior to the presentation. **The course instructor will assign dates.** These plans must include:

- Title
- Age Range (preschool)
- Equipment required
- Specific objectives and detailed plan of procedure for each component that follows : Warm-up and Stretching; Cardio- Vascular workout; Muscle workout; Balance and Co-ordination activity; Cool-down and relaxation

Equipment required for the activity is 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 their gross motor activity in his/her placement setting. A completed learning activity form and evaluation of the activity must be submitted by December 7, 2001. No extensions.

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3. Curriculum Learning Materials - 30%

Part A (10%)

You will make concrete learning materials for 4 developmentally appropriate preschool activities complete with "Activity Form"

(1 science, 1 pre-math, 1 emergent language / literacy, and one of alternative story, sand or water, blocks, gross motor play, dramatic play)

First two due by Thursday October 11, 2001

Final Two due by Thursday November 8, 2001.

Part B (20%)

Resource Kit

Note A and B above: All activities must include lesson plan forms and appropriate research. The learning activities must be packaged in large zip-lock bags 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.

Resource Kits must be organized in an appropriate tote box. Kit materials should be organized individually within the tote box.

Kit due Friday November 16, 2001. In class presentations of kits will follow at a date to be assigned.

4. Curriculum Unit Project - 40%

Working in assigned "teams" you will prepare a curriculum unit based on information presented in this course. Curriculum development guidelines and instruction will be provided concerning this project. All criteria and dates for submitting each section will be reviewed in class. A comprehensive outline and grading scheme will be handed out in class.

Final submission due no later than Friday November 30, 2001. There will be no deadline extensions for this project.

5. Tests 10%

October 18, 2001

December 5, 2001

Datee will be arranged in class.

6. Test - 10%

Date to be determined

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The following semester grades will be assigned to students in postsecondary courses:

<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 your instructor and/or the Special Needs office. Visit Room E1204 or call 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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Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

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 professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.