

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. (ECE CSAC Standard #1)**
Potential Elements of the Performance:
 - identify elements of developmentally appropriate practice (DAP) for preschool curriculum
 - design DAP curriculum materials to present to young children
 - utilize developmentally appropriate and inclusive practices in all aspects of curriculum planning

2. **plan and implement individual programs and curriculum to meet the developmental needs of children. (ECE CSAC Standard #2)**

Potential Elements of the Performance:

- design curriculum that provides for the holistic development of individual children and groups of children across the preschool age group
- use the results of new research, literature, and other resources, as appropriate, to develop curriculum and programs which are current and relevant
- 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

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

III. TOPICS:

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

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. Requirements for playground supervision
6. Developmental characteristics of young children and how this relates to curriculum development
7. Designing developmentally appropriate curriculum in a variety of styles

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

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

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

V. EVALUATION PROCESS/GRADING SYSTEM:**Attendance, participation and in-class assignments – 20%**

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.

Gross Motor Program – 5%

Each student will present a gross-motor experience based on the “Rainbow Fun” program, or an adaptation where necessary, in his/her placement setting. The date for the presentation of the gross motor activity is outlined on the placement time sheet (*December 2nd*). The Planning Form for Learning Activities with appropriate research will be used for this gross motor experience. The plan should be detailed and outline each component that follows: Warm-up and Stretching; Cardiovascular workout; Muscle workout; Balance and Co-ordination activity; Cool-down and relaxation. Equipment required for the activity is the responsibility of the student. A completed planning form and evaluation of the activity must be submitted by ***December 12th (no extensions)***

Curriculum Unit Project and Resource Kit with Curriculum Learning Materials (All based on team’s unit topic):**Curriculum Unit Project – 35%**

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. The Curriculum Unit will be handed in as a “team” in one binder. Each team member should have a binder with all the contents which will be used as part of his/her Resource Kit.

Final submission due no later than Friday, November 28, 2003. There will be no extensions for this project (5% per day late policy cannot be used for this project)

Resource Kit and Curriculum Learning Materials – 30%

Each student will prepare a Resource Kit.. This kit will be related to the Curriculum Unit Project Topic. It will include as a minimum the following six Curriculum Learning Materials complete with Planning Forms and appropriate research:

- 1 science activity
- 1 pre-math activity
- 1 emergent language/literacy
- 1 creative activity (art, creative thinking, music, etc.)
- 1 alternative story
- AND One of: Sand or water, blocks, gross motor, dramatic play

The Resource Kit will ALSO contain additional learning materials and props. It will include the curriculum unit project binder and any additions that you make to the binder. Resource Kits must be organized in a tote box. Kit materials should be organized individually within the tote box. All activities must include planning forms and appropriate research and packaged in large zip-lock bags with appropriate labels and instructions. Activities will be evaluated based on aesthetics, developmentally appropriate practice, health and safety considerations and accurate and complete research and a well-constructed activity plan.

The complete criteria and grading scheme will be explained in class.

Individual interviews with the professor will be scheduled to evaluate your kit and curriculum learning materials. In-class presentations of your kits will be arranged after the interviews.

Tests – 10%

October 29, 2003
December 17, 2003

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
F (Fail)	59% and below	0.00

CR (Credit)	Credit for diploma requirements has been awarded.
S	Satisfactory achievement in field /clinical placement or non-graded subject area.
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

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 the Special Needs Office 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.

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.

Important Notes to Students:

Class Activities:

1. Attendance plays an important role in successful learning and skill development, so students are expected to attend.
2. Students are responsible for work assigned during absences.
3. Students should be aware that the expectations for their conduct in class are outlined in the “Statement of Student Rights and Responsibilities” in the Student Sault College Handbook.

Assignments:

1. All assignments must be submitted on the due date at the beginning of the class period unless otherwise specified by the professor.
2. To protect students, assignments must be delivered by the student/author to the professor.
3. Late submissions **will be deducted 5% per day. Some assignments will NOT be accepted late. Please note details in the course outline.**
4. Assignments **more than one week late will not be accepted. Refer to specifics in course outline where extensions will not be given.**
5. Students must adhere to dates set for oral presentations unless the professor has approved prior arrangements. Students who do not present on their presentation date will forfeit the mark for that assignment.
6. Students have the responsibility to be aware of assignment due dates. If they miss in-class assignments that are due at the end of the class period for evaluation, they must contact the professor who will decide whether the assignment may be made up.
7. Students are responsible for retaining a file of all drafts and returned assignments. We suggest students keep their computer file of assignments until the end of the semester.
8. 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 curriculum unit project 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 group 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.

Tests/Quizzes:

1. Tests/Quizzes must be completed on the date scheduled. If unable to attend due to illness or extenuating circumstances, contact the professor prior to the start of the test/quiz. An alternative date must be arranged before the next class.

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.