

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: CURRICULUM DESIGN IN CHILD CARE SETTINGS
CODE NO. : ED 272 **SEMESTER: 3**
PROGRAM: Early Childhood Education
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DATE: Sept. /05 **PREVIOUS OUTLINE DATED:** Sept./04
APPROVED:

	_____ DEAN	_____ DATE
TOTAL CREDITS:	3	
PREREQUISITE(S):	ED 269; ED 110; ED 116	
CO REQUISITES:	ED 209; ED 218	
HOURS/WEEK:	4	

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*For additional information, please contact the Dean,
School of Health and Human Services
(705) 759-2554, Ext. 603/689*

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. Demonstrate an understanding of the Day Nurseries Act, and other standards used to evaluate curriculum planning as it pertains to indoor and outdoor curriculum planning.** (Reflection of CSAC Vocational #7)

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
- identify how standards in Developmentally Appropriate Practices are used in curriculum planning

- 2. Identify the major facets of child development and learning styles that become the framework for planning developmentally appropriate curriculum.** (Reflection of CSAC Vocational #1)

Potential Elements of the Performance:

- Identify the principles of child development and how children learn.
- Describe the implications of Gardner's Multiple Intelligences and learning styles on planning curriculum.
- 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

3. Plan individual programs and curriculum to meet the developmental needs of children. (Reflection of CSAC Vocational #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

4. Describe various approaches to curriculum planning, with a focus on identifying and utilizing the components of documenting children's learning as an integral part of curriculum. (Reflection of CSAC Vocational #1, #2, #3)

Potential Elements of the Performance

- Describe various approaches to curriculum planning.
- Detail the elements of the documenting process
- Describe how documenting children's learning is an integral part of curriculum.
- Utilize the principles of documentation
- Identify the elements of project work as a part of curriculum planning and implementation.

III. TOPICS:

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

Module 1: Defining Curriculum and the standards used in planning curriculum.

Module 2: Curriculum and how children learn:

Module 3: Curriculum Planning Basics

Module 4: Curriculum Approaches: Documentation of Children's Learning and Project Work.

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

1. The Project Approach, Book 2, Sylvia Chard. Scholastic Books
ISBN 0-590-12853-1
2. *Developmentally Appropriate Curriculum: Kostelnik /Soderman / Whiren.
Pearson Education Pub. ISBN 0-13-049658-8
3. *A Practical Guide to Early Childhood Curriculum, 7th Ed. Eliason and Jenkins. Prentice-Hall Pub. ISBN 0-13-094518-8
4. * Practical Solutions to Practically Every Problem. (Revised) Saifer,
Monarch Books Canada. ISBN 1-929610-31-9
5. *Day Nurseries Act

****Previously purchased / or purchased for other courses***

V. EVALUATION PROCESS/GRADING SYSTEM:

Participation in class activities 15%

In-Class Activities **10%**

Students are expected to participate in various in-class activities throughout the course. The focus of the activities will be to provide students with opportunities to engage in experiential learning that reflects the theory being discussed. These activities must be completed during class time, therefore students who are not present for these activities will not have an opportunity to make them up and will be given a "0" mark for the activity

Quality of Participation **5%**

The course depends upon students being punctual, present and involved. Students will be evaluated on the quality of their participation that has been consistent throughout the semester: The quality of your participation can only be evaluated when you are in attendance, therefore the evaluation will be based only on the days you are in attendance.

0 = Poor Participation: (usually inattentive or uninvolved, frequent off- task behaviours; negativity or lack of positive contributions.

1 = Minimal Participation: (often inattentive or uninvolved; often off-task, minimal contributions to class)

2 = Fair Participation: (reasonably attentive and involved, reasonably on task demonstrated attempts to make class contributions)

3 = Moderate Participation: (good attention and involvement, usually on-task, good efforts to contribute.)

4 = Strong Participation (almost always attentive and involved, strong ability to stay on task, makes consistent positive contributions.

5 = Excellent Participation (classroom leader, keeps self and others involved and on task, makes excellent contributions.)

V. EVALUATION PROCESS/GRADING SYSTEM:

Assignments 20%

Details and Due dates to be discussed in class.

Curriculum Unit Project – 45%

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.

Components of the project will be completed and submitted as a team, while other components will be completed and submitted as an individual

Curriculum Unit Binder (Group mark) 25%

Activity Kit (Individual mark) 15%

Peer Group Evaluation (Individual mark) 5%

Tests 20%

Test #1 (10%)

Test #2 (10%)

PLEASE NOTE:

Regarding Student Progression through the three
Co-Requisite Core ECE courses:

***Teaching Methods (Curriculum Design, Math and Science),
Seminar, Field Practice***

Students must receive a minimum of a “C” (2.0 G.P.A.) in each semester’s ***Teaching Methods, and Seminar***, courses ***and receive an “S” Satisfactory in their Field Practice***, (in the case of *Field Practice 1*, students must receive a “C”) within the same semester, in order to proceed to the next semester’s co-requisite courses.

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%	
A	80 – 89%	4.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% 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.

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

VI. SPECIAL NOTES:

Class Activities:

1. Attendance plays an important role in successful learning and skill development, so students are expected to attend. Failure to attend may have an impact on your In-class activity participation mark.
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 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. All assignments must be typed and stapled or they will be returned to the student unmarked.
3. To protect students, assignments must be delivered by the student/author to the professor. Any assignments sent through WebCT must be forwarded in Microsoft Word format.
4. Late submissions **will be deducted 5% per day.**
5. Assignments **more than one week late will not be accepted.**
6. 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.
7. 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 forfeit the mark.
8. 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 semester. In the event of a grade dispute, students must produce the graded assignment, so it can be recorded.

I. Tests/Quizzes:

Tests/Quizzes must be completed on the date scheduled. If unable to attend due to illness or extenuating circumstances, contact the professor at least one hour prior to the start of the test. If advance notice is not given to the professor, the student will receive a mark of "0". It is the student's responsibility to make an alternative date with the professor that must be scheduled before the next class.

Learning Environment

In the interest of providing an optimal learning environment, students are to follow these two expectations;

- Late students are expected to quietly enter the classroom and sit in the nearest seat available. Have your notes and writing material ready before you enter class. If assignments and activities have begun, please wait until they are completed. Wait until after class to speak to classmates about missed material. Make sure you have made arrangements with someone in the class to pick up handouts and take notes for you.

Students are to keep private conversations and other distracting behaviour out of the classroom

Missed Classes

If a student misses a class, it is their responsibility to ask a classmate to take notes and pick up assignments and handouts.

Guest Presenters

Having guest speakers is a privilege. Showing respect for them, includes keeping private conversations out of the classroom, using the bathroom before the presentation, and bringing any items to class before the presentation (Kleenex, drinks). Leaving the room should be for emergency reasons only.

Food and Drink

Students may eat and drink in class, however eating large "meals" during class will be discouraged and students will be asked to consume their meal elsewhere and may return to class when they are finished. Students are responsible for cleaning up. If the classroom is littered with garbage, the instructor may revoke this privilege.

Your instructor reserves the right to modify the course, as he/she deems necessary to meet the needs of students.

Dates for projects or tests may be revised depending upon course content/flow

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 professor and/or the Special Needs office. Visit Room E1101 or call Extension 703 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 post-secondary 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.

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

Your instructor reserves the right to modify the course, as he/she deems necessary to meet the needs of students.

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.