

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

COURSE TITLE: Natural Science

CODE NO.: ED 212-3

PROGRAM: Early Childhood Education (E.C.E.)

SEMESTER: Four

DATE: January 1991

AUTHOR: Jaye Bennett

New: _____ Revision: X

APPROVED: *K. DeRosario* DATE: *Dec. 19/90*
K. DeRosario, Dean
School of Human Sciences/Teacher Ed.

Natural Science (ED 212)
Instructor: J. Bennett

COURSE DESCRIPTION

This course will provide students with a working knowledge of natural science and with a knowledge of a process and an open-ended approach to teaching natural science to preschoolers.

COURSE PHILOSOPHY

Most teaching in the preschool is spontaneous and process-oriented. An open-ended, discovery-through-experience approach is used with the children. This is particularly so in the natural science area of the curriculum. This course is designed to provide the student with the maximum opportunity to integrate this teaching strategy into his/her teaching practice by balancing process and content.

COURSE GOALS

- 1) To help individuals become self-directed learners (preschoolers, student-teachers).
- 2) To help the students acquire a working knowledge of natural science.
- 3) To provide the students with experience in presenting natural science learning opportunities to colleagues and preschoolers by using a process-oriented, open-ended approach.

TERMINAL OBJECTIVES

The student will demonstrate ability through course development, project construction and implementation:

1. to recognize needs and interest of the preschool child relating to natural science;
2. to understand the natural science materials and information which will be used in the program (general background knowledge);
3. to identify, locate and utilize available resources for a natural science program;
4. to organize chosen natural science learning environments for nursery school children
5. to select appropriate methods of presentation of natural science experiences using process-oriented, open-ended teaching methods;
6. to apply knowledge, understanding and skill in designing a sequence of natural science learning experiences;
7. to evaluate one's teaching, the learning of the children and the natural science program;
8. to communicate and interact effectively with colleagues by micro-teaching the natural science program designed;
9. to deal with the dynamics of interpersonal relations with colleagues in class and in the nursery school;
10. to integrate theory and practice relating to group development and group process.

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ASSIGNMENTS

1. Present to the class pertinent background information relating to an animal of your choice which is native to Canada with preference for our region. Schedule to be arranged in class.

15% - Packet and Classroom Presentation
5% - Preschool Presentation

Prepare a suitable information packet to be used in the preschool. Use information to present in a preschool setting.

2. Choose a topic (in groups of two) from one of the following: water, air, fire, seasons, (weather), solar system, dinosaurs, plants, trees, machines, rocks and minerals, magnets, and reptiles (or a topic of your choice cleared with the instructor suggested by your text readings). Present background information to the class regarding your topic. Include one visual presentation relating to your topic (experiment or other).

15% - dates to be arranged in class - Packet and Classroom Presentation
5% - Preschool Presentation

(As in assignment #1, these projects are to be presented in a preschool setting as well.)

3. Tests - Unit I - 10% - January 31, 1991
Unit II - 10% - March 7, 1991
Unit III - 15% - April 4, 1991
Unit IV - 15% - April 25, 1991

4. Participation - Class attendance and involvement (in class assignments) - 10%

TEXT

General Science - Brockway, Gardner and Howe

SYLLABUS

Week 1-4 - Unit I
Week 5-9 - Unit II
Week 9-13 - Unit III
Week 13-16 - Unit IV

The student will read the material prior to class discussion in order to fully participate in class discussions and presentations.

SPECIAL NOTES

Students with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

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