

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE: CURRICULUM DESIGN IN CHILD CARE SETTINGS

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CODE NO.: ED 265 SEMESTER: FOUR

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PROGRAM: EARLY CHILDHOOD EDUCATION

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DATE: JANUARY 1995 PREVIOUS OUTLINE DATED: JAN. 1994

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APPROVED: K. DeRosario  
K. DeRosario, Dean  
School of Human Sciences  
and Teacher Education

Jan '95  
Date

**\*\*NOTE:** Do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.

Design  
Curriculum Development

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I. PHILOSOPHY/GOALS:

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 for 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)

This course will involve examining various aspects of curriculum planning and evaluation, both for groups and individuals, which will lead into actual practical application.

II. STUDENT PERFORMANCE OBJECTIVES (OUTCOMES):

Upon completion of this course, the student will:

1. outline the physical, cognitive, language, and social, developmental curriculum components for infant-toddler (birth to 2 years), preschool (2 to 5 years), and, primary (5 to 8 years) programs.
2. complete a developmental checklist with a preschool child, and, devise an appropriate curriculum program plan.
3. develop and construct concrete learning materials to be used in programs for young children.
4. plan and implement a gym program for preschool and/or school-age children.
5. design and organize developmental-thematic curriculum units.
6. outline an overall program related to the children's developmental level, and, the school's educational purposes.

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III. TOPICS TO BE COVERED:

1. The changing role of the teacher in developing curriculum
2. Criteria involved in designing and organizing concrete learning materials, and, gross motor/physical education activities with young children
3. Developmentally appropriate practice in ECE.
4. Developmental characteristics of young children and how this relates to curriculum development
5. Designing developmental curriculum for birth to two, three to five, and, five to eight year olds.

IV. LEARNING ACTIVITIES/REQUIRED RESOURCES

Facilitation of the course material will be conducted through sessions on theory, practical applications and group work in the college classroom and college gym, assigned readings, student projects and presentations, observations/assignments in field placement, guest speakers, and different forms of media presentations. Attendance and participation are an essential element in this process.

Topic/Unit 1: Introduction to Curriculum Development  
The Changing Role of the Teacher in Developing Curriculum

Learning Activities:

1. review text
2. review course outline
3. review assignments/projects
4. discussion questions

Resources:

1. Wortham text, Chapter 1

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Topic/Unit 2: Criteria for designing concrete learning materials, and, gross motor/physical education activities

Learning Activities:

1. organizing a gross motor/physical education program
2. gym activities; gym presentations by students conducted throughout the semester during our weekly gym period
3. flannel boards and activities constructed and presented throughout the semester

Resources:

1. Wortham text, Chapter 8, pp. 296-311 and Chapter 11, pp. 434-443.
2. Handouts

Topic/Unit 3: Developmentally Appropriate Practice in ECE

Learning Activities:

1. a contemporary understanding of ECE
2. factors leading to inappropriate practices
3. providing developmentally appropriate instruction
4. discussion questions/activities

Resources:

1. Wortham text, Chapter 2, pp. 27-52.
2. Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8, pages to be assigned

Topic/Unit 4: Developmental Characteristics of Young Children and How This Relates to Curriculum Development

Learning Activities:

1. characteristics and competencies of: infants, toddlers, preschoolers, and, primary school-age children
2. developmental checklists
3. discussion questions/activities

Resources:

1. Wortham text, Chapter 3, pp. 65-96

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Topic/Unit 5: Designing Developmental Curriculum for birth to two, three to five, and, five to eight year olds

Learning Activities:

1. planning and managing infant-toddler developmental experiences
2. role of thematic curriculum for infants and toddlers
3. curriculum for infant-toddler programs
4. developmental-thematic curriculum for preschool programs
5. developmental-thematic curriculum for five to eight year olds
6. guest speakers/workshops on designing appropriate curriculum
7. group work on developing curriculum units

Resources:

1. Wortham: Chapter 4, pp. 123-131  
Chapter 5, 6, and 7  
Chapter 8, pp. 277-295  
Chapter 9,10 and 11
2. Handouts

V. EVALUATION METHODS

1. Participation and Discussion Questions/  
Annual Editions Readings assigned in class 5%
2. Developmental checklist and Curriculum Plan 10%  
Due: Friday, March 10  
Criteria explained in class
3. Language Learning Device 10%  
Due: Friday, Feb. 17  
Each student will construct a learning device that will enhance language development in preschoolers, and, include plans upon submission (Complete a "Learning Activity" form)

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4. Gym Program 10%  
(as scheduled during our Friday gym periods)  
Working with a partner, the students will present a 10-15 minute gross motor program for preschoolers and/or school-age children. Plans for activities must be presented to the instructor ONE WEEK prior to actual presentation. Plans for activities must include:
1. Suggested age and size of group
  2. Equipment required
  3. Detailed plan of procedure
  4. Specific goals of each activity
- Criteria will be explained in class
5. Flannel Board and Pieces 20%  
DUE Friday, March 24  
The student will construct a multi-purpose flannel board at least 2 feet X 3 feet. The board should be neat and easily portable (handles). Six flannel activities complete with lesson plans must be made to accompany the flannel board (3 alternative stories and 3 learning activities). This project will be presented in class; dates to be arranged by the instructor. (15% for flannel board and activities; 5% for presentation)  
Criteria will be explained in class
6. Curriculum Plan (group project) 20%  
DUE Wednesday, April 19  
Working in groups, the students will prepare preschool curriculum plans based on all information presented in this course.  
Criteria will be explained in class
7. Test #1 Friday, Feb. 24 10%  
Test #2 Wednesday, April 26 15%

COLLEGE GRADING POLICY

90 - 100% =	A+
80 - 89% =	A
70 - 79% =	B
60 - 69% =	C
BELOW 60% =	R

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VI. REQUIRED STUDENT RESOURCES

1. Early Childhood Curriculum - Developmental Bases for Learning by Wortham

RELATED STUDENT RESOURCES

1. Developmentally Appropriate Practice in Early Childhood Programs Serving Children by NAEYC
2. A Practical Guide to Early Childhood Curriculum by Eliason and Jenkins
3. Annual Editions - Early Childhood Education 94/95

VII. ADDITIONAL RESOURCE MATERIALS (Available from ECE Dept.)

1. A Child Goes Forth by Taylor
2. Authentic Assessment of the Young Child by Puckett and Black
3. Measurement and Evaluation in Early Childhood Education by Wortham
4. Play at the Center of the Curriculum by Van Hoorn, et al.
5. The Healthy Young Child by Edelstein
6. Total Learning by Hendrick
7. Many other resource materials are available on loan to assist students with assignments and presentations for this course

VIII. 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.

Once the student discloses his/her special need(s), the student must arrange to meet with the instructor to devise a written note documenting that the student has discussed his/her particular needs and accommodations with the instructor. This will act as an aid to assisting the student in successfully achieving the course objectives/outcomes.

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If a student is unable to write a test on the required date, the instructor must be called prior to the start of the test, or the student will be receive a "0". Written documentation must be provided to substantiate the reason for not attending to write a test. All assignments are due on the dates indicated by the instructor. The late policy of the E.C.E. department will be enforced (Refer to NQA Contact guidelines).

The instructor will use a particular assessment tool to anonymously 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 instructor, will receive a grade that is two full grades below the grade given for the group project. For example, the curriculum plan for a particular group 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 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.

Your instructor reserves the right to modify the course material, order of presentation, and dates of tests and assignments as he/she deems necessary to meet the needs of students. Adequate notification will be given.