

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

COURSE TITLE: CURRICULUM DESIGN IN CHILD CARE SETTINGS

CODE NO.: ED 265

SEMESTER: FOUR

PROGRAM: EARLY CHILDHOOD EDUCATION

AUTHOR: LORNA CONNOLLY BEATTIE

DATE: JANUARY 1996 **PREVIOUS OUTLINE DATED:** JAN. 1995

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

Jan. 6/96
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.



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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 LEARNING OUTCOMES:

Upon completion of this course, the student will demonstrate the ability to:

1. interpret the developmental curriculum components which reflect appropriate planning for specific age groups.
2. devise developmentally appropriate plans and learning materials for implementation in a variety of curriculum areas.
3. devise a comprehensive curriculum plan for implementation in a child care setting.

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

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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

**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

Resources:

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

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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.

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

Topic/Unit 5: Designing Developmental Curriculum

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. group work on developing curriculum units

Resources:

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

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V. EVALUATION METHODS:

1. Resource Kit 10%
Due: Friday, February 16
Each student will construct a resource kit related to a specific topic chosen by the student. Specific criteria will be explained in class.
2. Developmental Checklist and Curriculum Plan 15%
Due: Wednesday, March 6
Each student will complete a developmental checklist with a preschool child, and, then from this information make appropriate curriculum suggestions. Specific criteria will be explained in class.
3. Gym Program 10%
(as scheduled during our Friday gym periods)
Working with a partner, the students will present a 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 activityCriteria will be explained in class
5. Curriculum Learning Materials 20%
Due: Friday, March 8
Complete A. and B1 or B2.

A. Each student will make four flannel activities complete with lesson plans (2 alternative stories and 2 learning activities)

B1. Construct a multi-purpose flannel board at least 2 feet X 3 feet. The board should be neat and easily portable (handles).
or
B2. Construct a Resource Kit (different from the previous kit)
This project will be presented in class on due date (15% for materials; 5% for presentation)

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| 6. | Curriculum Plan (group project) | 20% |
| | DUE Wednesday, April 17 | |
| | 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 Wednesday, Feb. 28 | 10% |
| | Test #2 Friday, April 26 | 15% |

COLLEGE GRADING POLICY

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

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". All assignments are due on the date assigned by the instructor. The late policy of the ECE Department will be enforced (Refer to NQA Contract Guidelines). Failure to present on a scheduled date will result in a mark of "0" for that particular assignment.

The instructor 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 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.

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VI. REQUIRED STUDENT RESOURCES:

1. Early Childhood Curriculum - Developmental Bases for Learning by Wortham
2. Students must wear running shoes during our Friday gym sessions. Marks will be deducted for failure to comply.

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

VII. 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 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.

