

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

COURSE TITLE:           Preschool Education II

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COURSE NO.:           ED 102-3

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

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SEMESTER:           ~~Four~~ Two

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DATE:                  January 1991

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AUTHOR:                Bev Browning

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New:                    \_\_\_\_\_           Revision:              X  

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

DATE:           *Jan. 7/91*

Preschool Education II (ED 102-3)  
Instructor: B. Browning

COURSE PHILOSOPHY

This course is designed to help students develop an understanding of the interdependence of human relations and curriculum content, and to help students internalize the concept of the "whole" in the learning environment.

COURSE GOALS

1. To provide the student with knowledge of the teacher's role in facilitating children's learning through acting as mediator between the child and the environment.
2. To provide the student with knowledge and understanding of the wide scope for learning which play activities offer to children, while meeting their developmental needs.

COURSE OBJECTIVES

The student will:

1. Demonstrate an understanding of and ability to work as mediator between the child and learning environment.
2. Demonstrate a knowledge of how children learn and be able to apply this knowledge in specific learning encounters.
3. Present an organized "picture file" with cross references and ideas for use, relating to aspects of the young child's experience.
4. Present an organized "idea file" including art and snack recipes and ideas for art, movement, field trip activities and dramatic play kits, with cross references where applicable.

COURSE OBJECTIVES

Methodology

Lectures, assigned readings, discussions, seminars, and films will be used to fulfill the above objectives.

Preparation and presentation of teaching materials developed by the student will give him/her an opportunity to integrate theory and practice.

TEXTS

1. The Whole Child, (1st Canadian Ed.), Joanne Hendrick, Toronto: Merril Publishing Co., 1988.
2. Skills for Preschool Teachers, Janice Beaty, Columbus: Merril Publishing Company, 1984.

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SYLLABUS

Unit I - Fostering Social Skills

**Weeks 1 & 2**

- A. Intro. to Course
  - Explanation of Assignments
  - Learning Activities - Prerequisites
- B. Aggression: What to Do About It?
- C. Meaningful Experiences for Children
  - The Work/Play Conflict
- D. Readings: J.H. - Ch. 10 to 12  
Beaty - Ch. 8, 10
- E. Assignment: Sample Learning Activity  
Beaty - Question Sheet 8-A, 10-A

**Week 3**

- A. Prejudice & Non-Sexist Education
  - Values/Biases
- B. Self-Esteem & Individuality
- C. Readings: J.H. - Ch. 13  
Beaty - Ch. 7

UNIT II - FOSTERING CREATIVITY

**Week 4**

- A. Creativity
  - Definitions
  - Stages
- B. Readings: J.H. - Ch. 14  
Beaty - Ch. 3
- C. Assignment: Question Sheet 3-A

**Week 5**

- A. Purposes & Stages of Play
- B. Assessing Child Development - Checklists
- C. Readings: a) J.H. - Ch. 15  
b) Handouts  
c) Beaty - Ch. 9

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**Week 6 & 7**

- A. Dramatic Play  
- Creative Dramatics
- B. Dramatic Play Kits
- C. Readings: Handouts

**MARCH BREAK**

**UNIT III - COGNITIVE DEVELOPMENT**

**Week 8**

- A. Test #2
- B. The Learning Process  
- Information Processing
- C. Readings: Handouts  
Beaty - Advancing Communication Skills
- D. Assignment - Question Sheet 6-A

**Week 9**

- A. Divergent Thinking  
- Planning for individual/group activities
- B. Forms of Questioning
- C. Readings: Handouts  
J.H. - Ch. 16  
Beaty - Ch. 5
- D. Assignment - Question Sheet 5-A

**Week 10**

- A. Normal Speech and Language Development  
- Role of the teacher
- B. Promoting Communication Through Speech
- C. Readings: J.H. - Ch. 17

**Week 11**

- A. Cognitive Goals
- B. Concept Formation and Perception
- C. Readings: Handouts  
Beaty - Ch. 4
- D. Assignment - Question Sheet 4-A

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**UNIT IV - CURRICULUM AREAS**

**Week 12**

- A. Curriculum Goals/Objectives
- B. Expanding Learning Opportunities with Blocks
- C. Readings: Handouts  
Beaty Ch. 11 & 12
- D. Assignment - Question Sheet 11-A, 12-A

**Week 13 & 14**

- A. Sensory Experiences
- B. Math and science Experiences
- C. Cooking and Nutrition
- D. Readings: Handouts

**FINAL TEST**

**ASSIGNMENTS**

**1. Learning Activities**

Each student will present 5 different learning activities to small groups of children at placement. The presentation must be prearranged with the placement supervisor. The student will make 3 out of 5 concrete learning devices which are to be shown to the course teacher in class: the remaining two can be chosen materials available in the school.

**Suggested Topics**

- 1. cooking and nutrition
- 2. science and nature
- 3. pre-math skills
- 4. language skills
- 5. sensory experiences (eg. sand, water, textured materials, olfactory stimuli)
- 6. movement activities
- 7. cognitive games

These five learning activities must be approved by the course teacher. For each activity the student will complete a Learning Activity Form and submit for evaluation on each Due Date.

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2. **Picture File**

This is a continuation from Semester One. An additional 50 pictures (minimum) must be collected and mounted. Ideas for use and detailed information will be written or typed on the back of each. Cross-references with other sections in the file, and with idea or song file will also be included.

3. **Idea File**

Also a continuation of the previous semester's assignment. A minimum of 100 ideas will be expected, to include cross-referencing with picture file, song file, reference books, etc.

EVALUATION

NOTE THAT ALL ASSIGNMENTS MUST BE COMPLETED AND GRADED IN ORDER FOR THE STUDENT TO BE SUCCESSFUL IN THIS COURSE!!

A. LEARNING ACTIVITIES

#1 - Due January 28, 1991	3
#2 - Due February 18, 1991	5
#3 - Due May 4, 1991	8
#4 - Due April 25, 1991	8
#5 - Due May 8, 1991	8
	32%

B. FILES

Pictures - Due March 25, 1991	10
Ideas - Due April 1, 1991	10
	20%

C. TESTS

#1 - Wednesday, February 20, 1991	10
#2 - Wednesday, March 27, 1991	10
#3 - Wednesday, April 10, 1991	20
	40%

D. QUESTION SHEETS

Due - April 3, 1991	8%
	100%

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POLICY REMINDERS

1. Tests

Students must complete all tests on the designated date. C.D.C. block students can complete tests in the LAC on their lunch hour but must indicate this to the teacher, in advance. If illness prevents a student from attending class for a test, the student must telephone prior to the test to make alternate arrangements.

2. Assignments

Are to be handed to the teacher in class on the due date. Extensions will be granted according to departmental policy. The student must then staple the signed extension sheet to the assignment and submit to the teacher.

3. Attendance

Regular class attendance is expected of each student. Students who arrive more than 10 minutes late will not be admitted to class.

4. Syllabus

This is to be used as a general guide. Dates for projects or tests may be revised depending upon course content/flow and/or by mutual agreement of the students and course faculty.

SPECIAL NEEDS NOTE

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 as he/she deems necessary to meet the needs of students.

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PROJECT:

PICTURE FILE

STUDENT:

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DATE:

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MARKS:

1) ORGANIZATION

- container	5
- order	5
- dividers	5
- categories, well-thought	10
- information, suggestions	15
- cross-reference	10

2) PICTURES

- good combinations	10
- good quality	10
- artfulness	10
- well-sorted	10
- quantity	10

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100

COMMENTS

ED 102-3: PRESCHOOL EDUCATION II

**PROJECT:**

**IDEA CARD FILE**

**DATE:**

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**MARKS:**

Order, container	10
Categories	20
Quantity	10
Special Ideas	10
Content	25
Cross-references	25

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100

**COMMENTS**



STUDENT'S NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

CHILDREN'S INITIALS	AGE	SCHOOL
_____	_____	_____
_____	_____	
_____	_____	
_____	_____	

LEARNING ACTIVITY: # \_\_\_\_\_ TITLE: \_\_\_\_\_

- 1. Learning Objectives
  - a)
  - b)
  - c)
  - d)

2. Prerequisite Skills:

3. Materials used and/or construction procedure:

4. New words/concepts to develop:

- 5. List Steps in Proposed Presentation:
  - a)
  - b)
  - c)
  - d)

You will need to use other sheets of paper to answer #6 and #7.

6. Description of actual presentation.

7. Evaluation: Do you meet your objectives? Do you recommend any changes in construction of the device or in the presentation to the children?

8. Variations of Follow-up Activities: (Minimum of six (6) Ideas)