

I. COURSE DESCRIPTION:

This course builds on concepts learned in Teaching Methods III. It will involve examining various aspects of curriculum planning and evaluation, both for groups and individuals, which will lead into actual practical application.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. ***Demonstrate a thorough understanding of child development and learning styles that becomes the framework for planning developmentally appropriate curriculum.*** (Reflection of CSAC Vocational #1)

Potential Elements of the Performance:

- identify developmental milestones and variations in children
- describe the implications of various learning style theories on planning curriculum.
- utilize developmentally appropriate and inclusive practices in all aspects of curriculum planning

2. **Utilize a variety of observation techniques to enhance curriculum planning.** (Reflection of CSAC Vocational #3)

Potential Elements of the Performance:

- select appropriate observation/data collection techniques
- utilize appropriate techniques to identify children's skills, abilities and interests

3. **Plan individual and group programs and curriculum to meet the developmental needs of children.** (Reflection of CSAC Vocational #2)

Potential Elements of the Performance:

- identify the purpose of curriculum
- describe various approaches to curriculum planning.
- identify elements of developmentally appropriate practice (DAP) for early years' curriculum
- design developmentally appropriate experiences, based on the results of observations, which enhance children's emerging skills and interests.
- use the results of new research, literature, and other resources, as appropriate, to develop curriculum and programs which are current and relevant
- recognize and express the value of diversity and commonality in curriculum presentation
- research and develop a curriculum unit

4. 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:

- identify relevant sections of the Day Nurseries Act
- identify how standards in Developmentally Appropriate Practices are used in curriculum planning

5. Communicate professionally (*Reflection of CSAC Vocational Standard #6, Generic Skills #1,#2,#5,*)

Potential Elements of the Performance:

- contribute one's own ideas, opinions and information while demonstrating respect of those of others
- communicate clearly, concisely, and correctly in the written, spoken, and visual form

III. TOPICS:

These topics are provided as a guideline and not as an exhaustive list. Some topics will overlap and may not be presented in the order that they are listed. Students are expected to do the required readings prior to class, bring materials with them and be prepared to discuss the identified topic/issue.

- Defining curriculum and the standards used in planning curriculum.
- Curriculum and how children learn
- Observing children to identify emerging skills and interests
- Curriculum planning basics
- Reflection

IV. REQUIRED RESOURCES / TEXTS / MATERIALS:

1. Curtis, D. and Carter, M. (1996). *Reflecting Children's Lives: A Handbook for Planning Child-Centered Curriculum*. N.J.: Pearson Education Inc.

Previously Purchased

2. Crowther, I. (2007). *Creating Effective Learning Environments. 2nd Edition*. Toronto: Thomson Canada Ltd.
3. Haig, J., Raikes, G., Sutherland, V. (2003). *Cites and Sources*. Canada: Thomson Canada.
4. Jamieson, J., Bertrand, J., & Ibrahim, E. (Eds.). (2005). *Science of Early Child Development*. [online resource]. Winnipeg, MB.: Red River College. Retrieved from <http://www.scienceofecd.com>
5. Kostelnik, M., Soderman, A., and Whiren, A. (2004) *Developmentally Appropriate Curriculum. Best Practices in Early Childhood Education*. N.J.: Pearson Education.

6. Ontario Ministry of Child and Youth Services. (2007). *Early Learning for Every Child Today: A framework for Ontario early childhood settings, January 2007*. Not available in the bookstore. Only portions will be used. It can be downloaded from. <http://www.gov.on.ca>.
7. Saifer, Steffen. (2003). *Practical Solutions to Practically Every Problem*. (Revised). Minnesota: Redleaf Press
8. Wylie, Sally, (2004). *Observing Young Children –A Guide to Early Childhood Educators* (2nd ed.). Toronto: Nelson Publishing
9. *Day Nurseries Act*

Membership in the ECE Resource Room is strongly recommended

V. EVALUATION PROCESS / GRADING SYSTEM:

TESTS 25%

Test #1	15%
Test #2	10%

IN-CLASS/WEEKLY ACTIVITIES 25%

Students are expected to participate in various course-related, in-class/weekly activities and discussions 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 the scheduled time, therefore students who are not prepared, choose not to participate, arrive late or leave early, or are absent for the entire class and consequently miss these participation components will be given a “0” for the identified activity. These activities will not be rescheduled for students. Details of the various activities will be discussed in class. In some cases students will be required to submit their work at the end of the class for evaluation.

ASSIGNMENTS 50%

- **Curriculum Portfolio** 25 %
Students will create a purposeful collection of information that will identify a child’s interests, development and growth. This information will be analyzed to assist in developing curriculum.
- **Curriculum Journal** 25 %
A variety of questions will help students reflect on curriculum development strategies. These will be submitted at various times throughout the semester.

V. EVALUATION PROCESS / GRADING SYSTEM (continued):**METHOD OF ASSESSMENT (GRADING METHOD):**

Students will be assessed on the basis of their summary work/research assignments, employment package, editing skills, oral presentation, and research/documentation skills.

The following letter grades will be assigned in accordance with college policy and the Language and Communication Department Guidelines:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
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.

Students may be assigned a mid-term grade of “F” for unsatisfactory performance.

NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI. SPECIAL NOTES

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 postsecondary institutions.

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.

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”,
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

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.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the Academic Assistant in the office of the Chair, Community Services (Room E2201), or from the course coordinator or academic assistant regarding a general education transfer request. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio. Contact the Student Services Office, E1101 for additional information.

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

Specific Class Information

Professors reserve the right to adjust the course delivery as they deem necessary to meet the needs of students.

Missed Classes

Students who miss a class are responsible for asking a classmate to take notes and pick up assignments and handouts. Students are responsible for work assigned during absences.

Tests/Quizzes:

Tests/Quizzes must be completed on the date scheduled. If unable to attend **due to illness or extenuating circumstances**, contact the professor prior to the start of the test. An alternative date must be arranged before the next class

Assignments:

- Major assignments (5% or more) must be submitted on the due date, at the beginning of class, unless otherwise specified by the professor. Late, major assignments **will be deducted 5% per day** (20% maximum deduction). Major assignments **more than one week late will not be accepted**. If major assignments are late, within the one week framework, both the following steps must be taken in order for the assignment to be evaluated;
 1. Major assignments that are late are to be handed in to Room E3209 (slip under the door, if the professor is not available).
 2. If not submitted directly to the professor, the student must notify the professor, through LMS that the assignment has been handed in. An attachment (in Microsoft Word format) of the completed assignment must be included. A reply will be sent back to the student indicating that the material has been received. A hard copy must still be submitted. The assignment will not be assessed if a hard copy is not submitted.
- All assignments are to be typed and stapled unless otherwise stated. All ideas and direct quotations must be documented using APA style. Please refer to the section above about Plagiarism.
- In-class or weekly assignments are due on the assigned date. These assignments will not be accepted after that date, as they are a part of class work and discussions.
- 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 (with assessment), so it can be recorded
- 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.

Learning Environment

- Students should be aware that the expectations for their conduct in class are outlined in the *Student Code of Conduct*.
- Students are expected to arrive to class on time. Late students are expected to quietly enter the classroom and sit in the nearest available seat. Notes and writing materials must be ready before entering class. If assignments and activities have begun, students are asked to wait until they are completed. Students are asked to wait until after class to speak to classmates about missed material.
- Students are to keep private conversations and other distracting behaviours out of the classroom.
- Leaving the room should be for emergency reasons only.