



## 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 VLO #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 VLO#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 VLO#2)  
Potential Elements of the Performance:
  - identify the purpose of curriculum
  - 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 developmentally appropriate, current and relevant
  - recognize and express the value of diversity in curriculum presentation

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 VLO#7*)

Potential Elements of the Performance:

- identify the relevant sections of the Day Nurseries Act related to curriculum planning
- identify how standards are used in curriculum planning

5. **act in a professional manner** (*Reflection of VLO #6 and Essential Employability Skills #1, 5 and 6*)

Potential Elements of the Performance:

- contribute one's own ideas, opinions and information while demonstrating respect of those of others
- communicate clearly, concisely, and effectively in written, spoken, and visual form
- work collaboratively with others
- take responsibility for one's own actions, decisions, and consequences
- apply an accepted standard of writing, grammar, spelling and format to all submitted documents.
- cooperate fully with policies and procedures outlined in the Student Code of Conduct and ECE Program Manual
- demonstrate reflective practice.

### 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

#### 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.
2. Use of a camera. Some placements require you to use their cameras. Cameras can be signed out at the Sault College library.

#### ***Texts purchased in other courses but used in this course***

3. Crowther, I. (2007). ***Creating Effective Learning Environments. 2<sup>nd</sup> Edition.*** Toronto: Thomson Canada Ltd. (previously purchased)
4. Haig,, J., Raikes, G., Sutherland, V. (2003). ***Cites and Sources.*** Canada: Thomson Canada. (previously purchased)
5. 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>
6. Kostelnik, M., Soderman, A., and Whiren, A. (2004) ***Developmentally Appropriate Curriculum. Best Practices in Early Childhood Education.*** N.J.: Pearson Education. (previously purchased)
7. 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>.
6. Ontario Ministry of Education. (2010). ***Full Day Early Learning – Kindergarten.*** It can be downloaded from: <http://www.edu.gov.on.ca/eng/curriculum/elementary/kindergarten.html>
7. Saifer, Steffen. (2003). ***Practical Solutions to Practically Every Problem.*** (Revised). Minnesota: Redleaf Press (previously purchased)
8. Wylie, Sally, (2004). ***Observing Young Children –A Guide to Early Childhood Educators*** (2<sup>nd</sup> ed.). Toronto: Nelson Publishing (previously purchased)
9. ***Day Nurseries Act Early Childhood Educators*** (2<sup>nd</sup> ed.). Toronto: Nelson Publishing
10. **Membership in the ECE Resource Room is strongly recommended**

**V. EVALUATION PROCESS/GRADING SYSTEM:**

**TESTS** **30%**

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Test #1 .....	15%
Test #2 .....	15%

**ASSIGNMENTS** **50%**

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1. **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.
  
2. **Field Planning Journal** 25 %  
 Students will submit their completed field planning journals, along with answers to a variety of questions about curriculum development.

**PROFESSIONAL PRACTICE** **20%**

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Students will design and use a rating scale that meets the professional skills required for the ECE field. Students will also reflect on their participation level, team building skills and other aspects of their learning.

**PLEASE NOTE:**

Regarding Student Progression through the three  
Co-Requisite Core ECE courses:  
*Teaching Methods IV, Seminar IV, Field Practice IV*

- Students must receive a minimum of a **“C” (2.0 G.P.A.)** in each semester’s ***Teaching Methods, and Seminar***, courses ***and receive an “S” Satisfactory in their Field Practice***, within the same semester, in order to successfully complete the requirements of these three co-requisite courses.
  
- In addition, **a minimum of an overall 2.0 Grade Point Average** must be maintained to graduate from the program..

**METHOD OF ASSESSMENT (GRADING METHOD):**

The following semester grades will be assigned to students

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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: 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:**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.

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, and 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>

ECE Program Manual:

Students are expected to be familiar with and adhere to the policies and practices outlined in the manual. This information will be reviewed at the beginning of the semester and will be posted on LMS.

Course Syllabus

Students are expected to be familiar with the details outlined in the course syllabus which will be handed out in class and posted on LMS

**VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located on the portal form part of this course outline.