

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# 1 and 2)
Potential Elements of the Performance:
 - identify the purpose of curriculum
 - identify elements of developmentally appropriate practice (DAP) for early years' curriculum
 - use a variety of observation tools/techniques to help design DAP environments and experiences, 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 documents used to plan curriculum 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
- examine provincial documents pertaining to curriculum planning and use these to evaluate curriculum approaches.

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. Card-stock paper folder, in solid colour
3. 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

4. Bisback, K. and Kopf-Johnson, L., (2010). ***An Introduction to School-Age Care in Canada.*** Toronto: Pearson Education Canada.
5. Crowther, I. (2011). ***Creating Effective Learning Environments. 2nd Edition.*** Toronto: Thomson Canada Ltd. (previously purchased)
6. Dietze, B. and Kashin, D. (2012) ***Playing and Learning in Early Childhood Education.*** Toronto: Pearson
7. Haig,, J., Raikes, G., Sutherland, V. (2003). ***Cites and Sources.*** Canada: Thomson Canada. (previously purchased)
8. College of Early Childhood Educators (2011) Professional Standards. Not available in the bookstore. Only portions will be used. It can be downloaded from <http://collegeofece.on.ca> (will be discussed in class)
9. Ontario Coalition for Better Child Care. (2010). ***A Guide to Child Care and Early Learning in Ontario.*** Toronto: Better Child Care Ontario
10. 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>.
11. 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>
12. ***Day Nurseries Act Early Childhood Educators (2nd ed.)***. Toronto: Nelson Publishing
13. **Membership in the ECE Resource Room is strongly recommended**

V. EVALUATION PROCESS/GRADING SYSTEM:**TESTS (1) 15%**

NOTE: Tests/Quizzes must be completed on the date scheduled. If unable to attend due to illness or extenuating circumstances, contact the professor at least one hour prior to the start of the test. If advance notice is NOT given to the Professor, the student will receive a mark of "0". It is the student's responsibility to make an alternative date with the professor that must be scheduled before the next class.

Students will be permitted into the class to write the test beyond the start time until the time at which other students have finished the test and left the room. The student will not be given extended time to complete the test. At that point, students will not be able to complete the test and will receive a mark of "0" for the test

IN-CLASS EXPERIENCES 25%

Students will engage in activities and discussions during regularly scheduled classes. The format and assessment of the activities will be discussed in class and posted on LMS.

ASSIGNMENTS 60%

Details of each assignment will be discussed in class and posted on LMS.

NOTE: All assignments must be submitted on the due date at the beginning of the class period unless otherwise specified by the professor. Late submissions will be deducted 5% per day which commences at the end of the class in which the assignment was due, Assignments will only be accepted after the due date for a period of 5 school days. At that point, the student will receive automatic an "0" for the assignment.. Students are encouraged to communicate with their instructor if extenuating circumstances exists and request an extension. Granting extensions is up to the discretion of the instructor.

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.