

COURSE NAME: ECE228 Specialty Curriculum and Theory

Credit Value: 2
Total Course Hours: 27
Prerequisite Course(s): None
Corequisite Course(s): None

COURSE DESCRIPTION

Curriculum and theory are the major foundation for all aspects of education. In this course the student will be introduced to recent and popular curricula in the profession of Early Learning. Students will review the theoretical foundations of these curricula and integrate them into their educational experiences.

PLAR INFORMATION

This course is eligible for Prior Learning Assessment and Recognition. Students are advised to discuss options with their program coordinator.

COURSE LEARNING OUTCOMES

Upon completion of this course, the student will have reliably demonstrated the ability to:

- 1.0 Identify common curricula.
 - 1.1 Identify the history of the various curricula.
 - 1.2 Compare and contrast the histories of the various curriculum. (EG. Reggio, Montessori, High/Scope, the Project Approach, Emergent)
 - 1.3 Demonstrate understanding of the theoretical influences of the various curriculum.
 - 1.4 Identify the concepts of the Ontario's Ministry of Education "How Does Learning Happen?"
- 2.0 Outline the methods and procedures of these curricula.
 - 2.1 Demonstrate the understanding the guiding principles of various curriculum.
 - 2.2 Compare the differences of approach between the curriculums.
 - 2.3 Demonstrate a reflection upon your own personal curriculum philosophy and professional judgement
- 3.0 Summarize the basic concepts and programs in each curriculum.
 - 3.1 Define the different types of education professionals within the various curriculum.
 - 3.2 Explore the various philosophy of guiding and supporting children.
 - 3.3 Interpret the role of the teacher, materials and environmental set-up
- 3.4 Compare the roles of educators in the various curriculum.
- 3.5 Relate the environment as a third teacher within the curriculum.
- 4.0 Demonstrate a basic knowledge of each curriculum.
 - 4.1 Demonstrate how documentation and observation ought to be used within the various aspects of each curriculum.
 - 4.2 Define and describe the different approaches to varied curriculum
 - 4.3 Describe the many relationships involved within a curriculum.
- 5.0 Compare and contrast each curriculum framework in order to be measured by quality indicators of the early learning profession.
 - 5.1 Acknowledge and evaluate curriculum and their quality indicators.
 - 5.2 Gain an understanding of one's own professional teaching philosophy
- 6.0 Demonstrate the ability to meet course requirements and display professional skills required within the field of Early Childhood Education
 - 6.1 Consistently and punctually attend all classes as scheduled
 - 6.2 Comprehensively complete all tasks

assigned in the course, according to the deadlines as outlined

6.3 Demonstrate professional and presentable conduct conducive to working with those of a vulnerable sector, at all times

6.4 Display the capabilities of safely and competently engaging with young children and

their perspective agencies

6.5 Demonstrate the ability to follow the College of Early Childhood Educators Code of Ethics and Standards of Practice within the classroom setting

6.6 Display the ability to work collaboratively and effectively with peer groups and professors

GENERAL EDUCATION

This is not a General Education course.

PROGRAM VOCATIONAL OUTCOMES

This course contributes to the following Ministry of Training, Colleges and Universities approved program vocational learning outcomes (PVLO):

Early Childhood Education

1. design, implement and evaluate inclusive and play-based early learning curriculum and programs that support children's holistic development and are responsive to individual children's and groups of children's observed abilities, interests and ideas.
3. select and use a variety of screening tools, observation and documentation strategies to review, support and promote children's learning across the continuum of early childhood development.
10. engage in reflective practice, develop learning goals and maintain an ongoing professional development plan in accordance with evidence-based practices in early learning and related fields.

ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES

This course contributes to the following Ministry of Training, Colleges and Universities approved essential employability skills (EES) outcomes:

1. Communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfils the purpose and meets the needs of the audience.
2. Respond to written, spoken, or visual messages in a manner that ensures effective communication
5. Use a variety of thinking skills to anticipate and solve problems
7. Analyse, evaluate, and apply relevant information from a variety of sources.
8. Show respect for the diverse opinions, values, belief systems, and contributions of others
9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
10. Manage the use of time and other resources to complete projects.
11. Take responsibility for one's own actions, decisions, and consequences.

EXTERNAL COURSE ACCREDITATIONS AND CONDITIONS

COURSE EVALUATION

Assignment 25%

Assignment 25%

Assignment 25%

Exam 25%

PROGRAM SPECIFIC GRADING

Per College Grading System

GRADING SYSTEM

A+:	90-100%	B+:	77-79%	C+:	65-69%	D:	50-54%	S - Satisfactory
A:	85-89%	B:	73-76%	C:	60-64%	F:	0-49%	I - Incomplete
A-:	80-84%	B-:	70-72%	D+:	55-59%			F - Repeat course

*For a complete detailed description please refer to the College website.

LEARNING RESOURCES

Required:

Recommended: Textbooks and resources based on a variety of core curriculum used in children's learning environments

Resources listed on the course outline support the achievement of learning outcomes, and may be used throughout the course to varying degrees depending on the instructor's teaching methodology and the nature of the resource.

LEARNING ACTIVITIES

Class discussion, comparisons and critical thinking of curriculum/assessment development

DELIVERY MODE

Lecture

Hands-on application

ACADEMIC POLICIES

- Academic Integrity
- Academic Appeal
- Academic Attendance
- Grading and Assessment

For academic policies please see: <http://www.canadorecollege.ca/about-us/corporate-policy-manual>.

COLLEGE POLICIES

- Protecting human rights in support of a respectful college community

For college policies please see: <http://www.canadorecollege.ca/about-us/college-policies>.

STUDENT SUCCESS SERVICES

YOUR SUCCESS MATTERS!

We offer comprehensive, student-focused services designed to help you succeed. Canadore is committed to Student Success and offers CONFIDENTIAL services to help you in your studies. We offer:

- Study skills workshops
- Peer tutoring
- Career guidance
- Mental health and wellness tips and strategies
- Resource centre
- Assistive devices

The ultimate goal of Student Success Services is to support students so they can achieve success academically, in their career aspirations, and in their personal lives. Please don't hesitate to drop by C262 or to book an appointment please call 1-705-474-7600 ext. 5205.

FIRST PEOPLES' CENTRE:

We offer a culturally safe environment where our student focused services provide you with the following CONFIDENTIAL services:

- One on one counselling
- Elder in residence
- Peer tutoring
- Peer mentorship
- Lunch & learn workshops on study skills, self-care, life skills
- Resource Centre

Drop by our offices at C254 College Drive, E101 Commerce Court or call 705 474 7600 Ext. 5961 College Drive / 5647 Commerce Court.

WAIVER OF RESPONSIBILITY

Every attempt is made to ensure the accuracy of this information as of the date of publication. The college reserves the right to modify, change, add, or delete content.

HISTORICAL COURSE OUTLINES

Students use course outlines to support their learning. Students are responsible for retaining course outlines for future use in applications for transfer of credit to other educational institutions.