

ED 243
Curriculum Theory
3 Credits

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Reviewer: Joanne McDonald

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Alternate Delivery: Yes

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ED 243 Version: 18



Curriculum Theory

Calendar Description

This course is designed to enable students to apply observation skills, documentation, and curriculum approaches to develop program planning in early learning settings. It examines narrative descriptions and the implementation of an emergent curriculum through play with respect to a child centered and educator facilitated approach.

Rationale

This is a required course for Early Learning and Child Care diploma students. Graduates need to know how to develop a curriculum of activities for children based on their needs and interests. Students learn to do this by observing children, documenting, and developing skills in integrating their knowledge of children with what they have observed. This integration is used to expand skills in planning, implementing, reflecting, and evaluating developmentally appropriate play-oriented curriculum.

Prerequisites

Early Learning and Child Care Certificate

Co-Requisites

None

Course Learning Outcomes

Upon successful completion of this course, students will be able to

1. demonstrate effective observation recording skills and techniques.
2. compare emergent curriculum models and programs.
3. identify the components and steps required in the development of an inquiry project.
4. prepare, plan, implement and reflect upon projects that are developmentally appropriate for children.
5. use various documentation methods.
6. collaborate with children and peers to develop planning, implement plans and create documentation.

7. develop program planning to include families, diversity, intercultural experiences, and the community.
8. demonstrate the educator's role in an emergent, play-oriented program.

Resource Materials

Required Text:

Curtis, D. & Carter, M. (2013). *The art of awareness*. Redleaf Press.

Reference Text:

Helm, Harris, Judy, & Katz, Lilian. (2011). *Young investigators: The project approach in the early years* (2nd ed.). NAEYC.

Conduct of Course

The course is conducted both face-to-face in class and online using desire2learn. Implementing assignments with children is a requirement of this course. On-campus students observe, collaborate, implement experiences, and create documentation with the children in the child development centre.

Evaluation Procedures

Outdoor Inquiry Project	35%
Learning Story	20%
Provocation Assignment	20%
Digital Storytelling Assignment	25%

Grade Equivalents and Course Pass Requirements

A minimum grade of D (50%) (1.00) is required to pass this course.

Letter	F	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
Percent Range	0-49	50-52	53-56	57-59	60-64	65-69	70-74	75-79	80-84	85-89	90-94	95-100
Points	0.00	1.00	1.30	1.70	2.00	2.30	2.70	3.00	3.30	3.70	4.00	4.00

Students must maintain a cumulative grade of C (GPA - Grade Point Average of 2.00) in order to qualify to graduate.

Attendance

Regular attendance is essential for success in any course. Absence, for any reason, does not relieve a student of the responsibility of completing course work and assignments to the satisfaction of the instructor. Frequent absences may result in probation. Further absences may result in suspension from the program.

On-line attendance is demonstrated by keeping up with readings and assignments, participation in dialogue on the discussion board and completing course work assignments to the satisfaction of the instructor.

In cases where illness impedes participation, the student may be requested to submit a medical certificate.

Course Units/Topics

1. Emergent Curriculum
 - definitions
 - goals

2. Planning and Organizing for Emergent Curriculum
 - program planning process
 - observations
 - establishing the environment
 - inquiry and collaboration
 - documentation
 - reflection
 - components of planning
 - web making
 - invitations
 - play experiences & activities
 - provocations
 - daily plans
 - weekly plans
 - long term plans
 - projects
 - connect with experts
 - cultural connections
 - invited guests
 - site visits
 - field trips

3. Models of Emergent Curriculum
 - thematic approach
 - project approach
 - nature-based and outdoor learning approach
 - in practice: the Reggio Emilia approach

4. Starting and Cultivating Emergent Curriculum
 - planning process
 - representing the curriculum to others
 - documenting with children
 - exploring topics
 - connecting with resources

5. Implementing the Process
 - planning and implementing an inquiry project
 - applying observation and creating documentation
 - recognizing and exploring emergent curriculum
 - developing outdoor learning experiences
 - learning stories
 - designing provocations
 - digital storytelling through collaboration
 - making family, cultural and community connections

6. Evaluating the Process
 - reflective practice
 - effectiveness of documentation during planning and implementation
 - effectiveness of materials and supplies
 - child/educator, child/child interactions
 - assessing meaningfulness
 - making recommendations for development or closure



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