

HS 182
Applied Curriculum
3 Credits

Instructor: Amanda Sargeant
Phone: 780 853 8786
Original Developer: Joanne McDonald
Current Developer: Amanda Sargeant
Reviewer: Joanne McDonald
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2602 - 59 Avenue, Lloydminster, Alberta, Canada T9V 3N7. Ph: 780 871 5700
5707 College Drive, Vermilion, Alberta, Canada T9X 1K5. Ph: 780 853 8400
Toll-free in Canada: 1 800 661 6490



HS 182 Version: 8



Applied Curriculum

Calendar Description

This course is an exploration of curriculum planning, implementation and evaluation in the areas of children's literature, language arts, math and science. Students have opportunity to research, design and implement interactive activities with children. Emphasis is placed on supporting the developmental needs of children in the preschool, school and community setting.

Rationale

This is a required course for the Early Learning and Child Care Certificate program. Language, literature, math, and science are integral parts of all programs for children. Students need to know the stages of development and strategies for assisting children in developing their skills. Students have the opportunity to observe children, plan, implement, and evaluate activities that enhance young children's listening, speaking, reading, writing, math, and science.

Prerequisites

HS 180

Co-Requisites

None

Course Learning Outcomes

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

1. describe the stages and patterns of child development for language, literacy, math, and science.
2. explain how literature, math, and science contribute to the development of the whole child.
3. utilize activity plans, and webbing as formats for planning activities for children.
4. identify and experience a variety of children's literature, math, and science manipulatives.
5. Observe, plan, prepare, and implement activities for children involving literature, math, and science.
6. reflect on the planning process and implementation of the activities with the children.

7. describe strategies to support children's learning in the curriculum areas of language, math, and science.

Resource Materials

Required Text(s):

Dietze, B., & Kashin, D. (2019). *Playing and learning in early childhood education* (2nd ed.).

Pearson.

Reference Text(s):

None

Conduct of Course

This course uses lectures, PowerPoint presentations, readings, small group discussions and videos to develop knowledge of the basic concepts. Assignments are planned to help students apply their knowledge of literature, math, and science concepts to their work with children. Students use their observations, planning, implementing, and reflecting skills while working with children to complete the assignments. Students require access to children to complete assignments.

Evaluation Procedures

Students must complete all assignments.

Storytime Activity Assignment	30%
Literature Analysis Assignment	30%
Math & Science Program Plan Assignment	<u>40%</u>
Total	100%

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 the student being put on probation. Further absences may result in suspension from the program.

In cases of repeated absences due to illness, the student may be requested to submit a medical certificate.

Instructors have the authority to require attendance in classes.

Course Units/Topics

1. Types of Children's Literature
 - a) Folktales
 - b) Contemporary
 - c) Poetry
 - d) Finger Plays
2. Value of Children's Literature
 - a) Experiences that promote literacy
 - i) reading to children
 - ii) pantomime
 - iii) fingerplays
 - iv) puppet plays
 - v) story telling
 - vi) story re-enactment
3. Presenting Children's Literature
 - a) Developmentally appropriate selections
 - b) Planning and preparation
 - c) Reading aloud
 - d) Storytelling
 - e) Using multi - media
 - f) Presenting finger plays
 - g) Using poetry
 - h) Puppet Play
 - i) Drama
 - j) Evaluating presentation
4. Language Development
 - a) Listening
 - i) helping children become effective listeners
 - b) Oral language

- i) vocabulary development
 - ii) promoting oral language growth
 - iii) expressive language
 - iv) language at home and at school
- c) Communicative Competence
- 5. Emergent Literacy
 - a) Components of emergent literacy
 - i) nature and forms of written language
 - ii) speech print relationships
 - iii) creating print rich environments
 - b) Pre-reading skills
 - c) Pre-writing skills
- 6. Reading Strategies
 - a) Comprehension Instruction
 - i) questions
 - ii) skills
 - iii) strategies
 - b) Word Identification Strategies
 - i) print cues
 - ii) context clues
 - iii) integrating context and print clues
 - iv) fluency
 - v) reading intervention
- 7. Writing Strategies
 - a) Forms of Writing
 - b) The Process of Composing
 - i) importance of talk
 - ii) drafting
 - iii) feedback
 - iv) presentation
 - c) Handwriting
 - d) Grammar, Punctuation, and Capitalization
 - e) Spelling
- 8. Mathematics
 - a) Definitions
 - b) Math concepts for children
 - i) shape
 - ii) size
 - iii) colour
 - iv) matching

- v) classification/grouping/sets
 - vi) seriation
 - vii) numerals
 - viii) numbers
 - ix) patterns
 - x) conservation
 - xi) temporal concepts and space
9. Science
- a) definitions
 - b) types of science
 - i) formal
 - ii) informal
 - iii) incidental
 - c) environmental awareness
 - d) science concepts
 - i) changes
 - ii) cause and effect
10. Math and Science Curriculum
- a) role of the educator
 - b) building on children's interests, needs and developmental levels
 - c) activity planning
 - d) environmental and safety considerations
11. Implementing Math and Science Experiences
- a) preparation
 - b) implementation
 - c) evaluation
 - d) extending the experience



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