ED243
Curriculum Theory
3 Credits

Instructor: Amanda Sargeant
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Original Developer: Pat Wasylik

Current Developer: Amanda Sargeant

Reviewer: Joanne McDonald

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Approval: 02/07/2019

Alternate Delivery: Yes

The Implementation Date for this Outline is 01/09/2019
ED243 Version: 17

Curriculum Theory

Calendar Description
This course is designed to enable students to apply observation skills and curriculum related knowledge to develop an integrated program. It examines narrative descriptions and deals with the emergent play-oriented curriculum with respect to the 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, and developing skills in integrating their knowledge of children with what they have observed. This integration is used to expand skills in planning, implementing, 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. research multicultural activities and customs to identify and integrate activities and experiences.
2. demonstrate effective observation recording skills and techniques.
3. compare emergent curriculum models and programs.
4. identify the components and steps required in the development of an inquiry project.
5. prepare, plan, implement and reflect upon projects that are developmentally appropriate for children.
6. demonstrate the educator's role in an emergent, play-oriented program.
Resource Materials

**Required Text:**


**Reference Text:**

Helm, Harris, Judy, & Katz, Lilian. (2011). *Young investigators: The project approach in the early years.* Washington D.C.: NAEYC.

Conduct of Course

The course is conducted on-line using Desire 2 Learn and face-to-face in class.

Evaluation Procedures

<table>
<thead>
<tr>
<th>Evaluation Category</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Multicultural Assignment</td>
<td>25%</td>
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<tr>
<td>Observation Assignment</td>
<td>25%</td>
</tr>
<tr>
<td>Provocation Workshop</td>
<td>30%</td>
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<tr>
<td>Learning Story</td>
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Grade Equivalents and Course Pass Requirements

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

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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. Multicultural Curriculum
   - intercultural experiences

3. Planning and Organizing for Emergent Curriculum
   - program planning process
     - observations
       - skills
       - formats
       - subjective vs objective language
     - creating the environment
   - components of planning
     - long term plans
     - weekly plans
     - daily plans
     - activity plans
     - field trips
     - scheduling

4. Models of Emergent Curriculum
   - thematic approaches
   - project approaches
   - in practice: the Reggio Emilia approach

5. Starting and cultivating emergent curriculum
   - planning process
   - representing the curriculum to others
   - revisiting the experience
   - sustaining and expanding the experience
6. Evaluating the Process

- 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

7. Practical applications

- planning and implementing a provocation workshop
- applying observation and documentation
- recognizing and exploring emergent curriculum
- learning stories
- reflection and evaluation