HS182 Version: 6

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 plan, implement, and evaluate activities that enhance young children's listening, speaking, reading, writing, math, and science.

Prerequisites

HS180

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. 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):**

**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 planning, implementing, and reflecting skills while working with children to complete the assignments.

**Evaluation Procedures**

Students must complete all assignments.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Children's Literature Assignment</td>
<td>30%</td>
</tr>
<tr>
<td>Literature Analysis Assignment</td>
<td>30%</td>
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<tr>
<td>Learning Environments Assignment</td>
<td>40%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></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.*

<table>
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<th>Letter</th>
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<th>D</th>
<th>D+</th>
<th>C-</th>
<th>C</th>
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<th>B-</th>
<th>B</th>
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<td>1.70</td>
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<td>2.70</td>
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<td>3.70</td>
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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 the student being 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) Pantomine
   i) Puppet Play
   j) Drama
   k) 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