GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF EARLY CHILDHOOD DEVELOPMENT
CD1150
PROGRAMMING II

HOURS: 30   Credits 2

SEMESTER: _____

INSTRUCTOR: _____

PHONE: _____

TEXT: _____

COURSE DESCRIPTION:

This course examines techniques for planning developmentally appropriate programmes for young children. Various curriculum approaches as well as programme components such as routines and transitions are discussed.

COURSE OUTLINE REVISED: June 1995

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UNITS

Unit 1

The learner will demonstrate an understanding of some of the common approaches to curriculum development used in early childhood programmes.

Unit 2

The learner will be able to plan, implement and evaluate developmentally appropriate learning centres which will support children's growth and development.

Unit 3

The learner will demonstrate an understanding of the adult's role in structuring time within an early childhood setting.

Unit 4

The learner will demonstrate an understanding of short and long-term planning for an early childhood programme.

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Unit One: The learner will demonstrate an understanding of some of the common approaches to curriculum development used in early childhood programmes.

Objectives: Upon successful completion of this unit, the learner will be able to:

1. Define the term, curriculum, as it applies to early childhood programmes

2. Describe some of the common approaches to curriculum development in early childhood programmes.

3. Explain how each of these approaches supports or fails to support the goals of a child-centred programme.

4. Select curriculum approaches which will support the goals of a child-centred programme.

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Unit Two: The learner will be able to plan, implement and evaluate developmentally appropriate learning centres which will support children's growth and development.

Objectives: Upon successful completion of this unit the learner will be able to:

1. Define the term, learning centre.

2. Explain how learning centres can support the goals of a child-centred programme.

3. Develop goals and specific objectives of a learning centre which will meet the developmental needs of children.

4. State some of the principles to keep in mind when setting up a learning centre.

5. Design, establish, evaluate and extend learning centres in an early childhood programme.

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Unit Three: The learner will demonstrate an understanding of the adult's role in structuring time within an early childhood setting.

Objectives: Upon successful completion of this unit, the learner will be able to:

1. Explain the term, temporal environment, and discuss how it affects adults and children.

2. List the factors affecting the schedule in an early childhood programme.

3. Explain how daily routines and transition's can support children's growth and development.

4. Use developmentally appropriate routines and transitions.

5. Describe how group (circle) times can be used to support children's growth and development.

6. Plan, implement and evaluate developmentally appropriate group times for a specific group of preschool children.

7. Develop a schedule that meets the needs and interests of the children in a specific early childhood programme.

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Unit Four: The learner will demonstrate an understanding of short and long-term planning for an early childhood programme.

Objectives: Upon successful completion of this unit the learner will be able to:

1. Describe a variety of techniques which facilitate the planning of learning experiences.

2. Plan, implement and evaluate experiences designed to meet the needs of individual children.

3. Evaluate and extend developmentally appropriate learning experiences.

4. Develop, implement and evaluate daily, weekly and long-term plans which support the needs and interest of children in a specific early childhood programme.