

1988-89

GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF
EARLY CHILDHOOD DEVELOPMENT

PROGRAMMING II

CD115

FALL 1988

GRANDE PRAIRIE REGIONAL COLLEGE

PROGRAMMING II

COMPETENCIES

1

Students will be able to set up and implement learning centres.

2

Students will be able to develop a schedule for a program for young children.

3

Students will be able to demonstrate an understanding of the nature of curriculum in an early childhood program.

4

Students will demonstrate an understanding of curriculum planning in programs for young children.

Students will be able to set up and implement learning centres.

Learning Tasks:

1. Define and discuss the value of learning centres.
2. Examine a variety of learning centres. Determine:
 - a) goals of the centre;
 - b) kinds of equipment, materials and activities which meet the developmental needs of children;
 - c) space requirements.
3. Discuss the elements involved in setting up and implementing learning centres i.e. procedures, planning and evaluating activities, sequencing of activities.
4. Set up a workshop of learning centres for fellow students:
 - a) Work with a group of students to set up a centre of their choice.
 - b) Discuss the procedures followed in setting up the centre and how it would be introduced to a group of children.
 - c) Develop and submit a checklist on arranging and equipping this learning centre.
 - d) Determine and submit the cost of setting up this centre.

Students will be able to develop a daily schedule for a program for young children.

Learning Tasks:

1. Discuss daily scheduling with regard to different time structures and different age groups.
2. Discuss adult planning of each segment of the daily schedule i.e. greeting, planning, group, etc.
3. Examine techniques for establishing routines and for effecting transitions.
4. Develop a schedule for a program for young children. Include:
 - a) a description of routines;
 - b) description of transition techniques; and
 - c) rationale for your schedule.

Students will be able to demonstrate an understanding of the nature of curriculum in an early childhood program.

Learning Tasks:

1. Discuss the meaning of:
 - a) curriculum; and
 - b) integrated curriculum.
2. Examine various subject areas of a curriculum. Choose a subject area and prepare a file box which is to include:
 - a) the specific skills and learning that occur in this area;
 - b) a list of activities which promotes the development of these skills.
3. Select an activity/learning centre and illustrate, through the use of a flow chart, its potential for learning in various curriculum areas.

Students will demonstrate an understanding of curriculum planning in programs for young children.

Learning Tasks:

1. Discuss the importance of planning short and long range curricular experiences for young children based on knowledge of child development.
2. Examine a variety of approaches to planning:
 - a) individualized programming;
 - b) flow chart;
 - c) theme, foci, unit plan;
 - d) daily, weekly;
 - e) planning in a team.
3. Develop a unit plan based on a chosen focus to be carried out in field placement.