



DEPARTMENT OF HUMAN SERVICES  
COURSE OUTLINE - FALL 2019

CD 2050 MATH, SCIENCE AND SOCIAL KNOWLEDGE 3(5.5-0-0) 45 HOURS

*To be recognized for educational excellence in the fields of early learning & childcare and educational assistant training.*

**INSTRUCTOR:** Terrah Lindsay B.Sc., M.S.

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**OFFICE HOURS:** Wednesdays 10:00 - 11:30, Tuesdays/Thursdays: 12:00 - 12:30

**PREREQUISITE(S)/COREQUISITE:**

Successful completion of all first year courses OR consent of the department

**REQUIRED TEXT/RESOURCE MATERIALS:** The readings required for this course are available on moodle including:

Canadian Child Care Federation (2010). Foundations for numeracy: An evidence-based toolkit for early learning practitioners. Toronto: CCCF and CL/CLRN.

Early Mathematics Literacy for Preschoolers who are Blind or Visually Impaired. Janis Morrison and Susan Guilbault, Education Consultants for the Visually Impaired, AB Education 2010.

*\*\*There may be additional costs incurred for photocopying and materials for presentation assignments*

**CALENDAR DESCRIPTION:** This course introduces students to science, mathematical and social knowledge. The course emphasis is on integrating social, physical and logical mathematical experiences in the preschool child's environment. Students learn to use developmentally appropriate curriculum to facilitate the young child's construction of knowledge in these areas.

**CREDIT/CONTACT HOURS:** 3(5.5-0-0) / 45 hours

**DELIVERY MODE(S):**

Classroom instruction will include a combination of lectures, discussions, small and large group work. Audio-visual materials and other resources will also be used.

**OBJECTIVES:**

Students will gain an understanding of young children's development - specifically with physical, social and logical mathematical knowledge.

Students will learn about planning experiences that facilitate children's development in the above areas.

**LEARNING OUTCOMES:**

Upon successful completion of this course, the student will be able to:

- Describe/identify young children's development of physical, social, and logical mathematical knowledge
- use a developmentally appropriate approach to plan and implement a variety of experiences that will facilitate the child's development of physical, social, and logical mathematical knowledge

"Flight: Alberta's Early Learning and Care Framework", is a leading curriculum for the early learning and child care profession. Each course in GPRC's Early Learning and Child Care program will encompass at least one of the areas from the framework such as: the vision, values, purpose and guiding principles of the framework, the curriculum core concepts from the framework: (The Image of the Child: A Mighty Learner and Citizen, A Practice of Relationships: Your Role as an Early Learning and Child Care Educator which includes curriculum meaning making as co-learners, co-researchers and co-imager of possibilities, Mighty Learners: Nurturing Children's Dispositions to Learn, Co-inquiry, Responsive Environments: Time, Space, Materials and Participation, Transitions and Continuities: Supporting Children and Families through Change), discussion of Holistic Play-Based Goals for Children's Responsive Care, Play, Learning and Development and Children's Dispositions to Learn, Reflection and Planning Guides as well as Curriculum Learning Stories.

The concepts will be covered in a variety of different ways depending on the course and may include discussion, readings, and assignments.

**GRADING CRITERIA:**

| Alpha Grade | 4-point Equivalent | Percentage Guidelines |  | Alpha Grade | 4-point Equivalent | Percentage Guidelines |
|-------------|--------------------|-----------------------|--|-------------|--------------------|-----------------------|
| A+          | 4.0                | 90-100                |  | C+          | 2.3                | 67-69                 |
| A           | 4.0                | 85-89                 |  | C           | 2.0                | 63-66                 |
| A-          | 3.7                | 80-84                 |  | C-          | 1.7                | 60-62                 |
| B+          | 3.3                | 77-79                 |  | F           | 0.0                | 59-0                  |
| B           | 3.0                | 73-76                 |  |             |                    |                       |
| B-          | 2.7                | 70-72                 |  |             |                    |                       |

## **EVALUATIONS (How you get marks):**

**Pinterest Resource** 10%

### **MATH:**

**Kit (each individual must do)** 15%

**Assignment\*** 20%

**Science Assignment\*** 20%

**Social Knowledge Assignment\*** 20%

**Quizzes/In class assignments** 15%

You may choose to do the starred \* assignments with one or two other people - 3 people per group. ALL assignments must be completed in order to receive credit in the course.

## **STUDENT RESPONSIBILITIES:**

It is the right of the student and of the instructor to a favorable learning/teaching environment. It is the responsibility of the student and the instructor to engage in appropriate adult behaviors that positively support learning. This includes treating others with dignity and respect and following the expectations outlined below.

## **CLASSROOM**

### **Regular, PUNCTUAL attendance.**

- Learning from other students' notes or from Moodle is not optimal.
- If you are late to class, you miss important information about assignments, homework and quizzes. It is also disruptive to other students' learning.
- Remain in class for the duration.
- If you miss a class, refer to Moodle or check in with another student. You are responsible for your learning.

**Children are not considered to be part of the classroom learning environment, please make alternate arrangements for your child(ren).**

### **Turn off cell phones.**

- Studies indicate that cell phones not only interfere with your learning, but also the students around you.

## **QUIZZES/EXAMS**

### **Write in-class quizzes/exams on the date and time they are scheduled.**

- If an emergency arises that causes you to be unable to write the quiz, please call or email your instructor to leave a message BEFORE the exam begins.

## **ASSIGNMENTS**

**Hand in assignments via Moodle on the date indicated, by 12 midnight unless otherwise specified.**

- Instructors reserve the right to make exceptions to this rule in extenuating circumstances on a case by case basis.
- ALL assignments will be typed, double-spaced (or follow the provided template) and will include a cover page with your name, course number and assignment name.

### **OUTSIDE OF CLASS**

- Complete assigned readings and assignments, participate in group projects, check Moodle.
- Notes, handouts etc. are on Moodle. It is your responsibility to print these BEFORE class.
- **Email:** Students may contact the instructor by email or phone. Emails will be answered within one *business* day outside of stated office hours.
- **Email correspondence to your instructor must be sent from your GPRC student email account.** Emails should be professionally formatted and include a subject, correct spelling and grammar, and a reference to course material and/or textbook pages, etc.

It is the student's responsibility to become familiar with the basic student rights and responsibilities found in the College calendar.

### **STATEMENT ON PLAGIARISM AND CHEATING:**

Refer to Plagiarism and Cheating in the Policy on Student Misconduct: Academic and Non-Academic,. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Admission Guide at <https://www.gprc.ab.ca/about/administration/policies/index.html#POL68>

### **COURSE SCHEDULE/TENTATIVE TIMELINE:**

*Please see attached for course schedule (note, the schedule is tentative and subject to revision).*