

GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF EARLY CHILDHOOD DEVELOPMENT
CD2050
PROGRAMMING III

HOURS: 45

CREDITS: 3

SEMESTER: _____

INSTRUCTOR: _____

PHONE: _____

TEXT: _____

COURSE DESCRIPTION:

Programming III deals with theoretical and practical programming techniques that integrate social, physical and logical-mathematical knowledge into the young child's preschool experience.

COURSE OUTLINE REVISED: JUNE, 1995

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UNITS

UNIT 1

The learner will demonstrate an understanding of how young children develop physical, social and logico-mathematical knowledge.

UNIT 2

The learner will be able to use developmentally appropriate curriculum to facilitate the young child's construction of physical knowledge.

UNIT 3

The learner will be able to use developmentally appropriate curriculum to facilitate the young child's construction of logico-mathematical knowledge.

UNIT 4

The learner will be able to use a developmentally appropriate approach in planning early childhood curriculum which provides social knowledge to young children.

UNIT 5

The learner will demonstrate an understanding of the integrated curriculum and its role in facilitating the construction of physical, social and logical-mathematical knowledge.

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Unit One: The learner will demonstrate an understanding of how young children develop physical knowledge, social knowledge and logico-mathematical knowledge.

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

1. Define and explain the terms physical knowledge, social knowledge and logico-mathematical knowledge.
2. Explain the value and benefits for young children of an interactive approach to learning.
3. Compare and contrast different methods which facilitate children's learning in early childhood programmes.
4. Explain the role of play in children's construction of knowledge.

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Unit Two: The learner will be able to use developmentally appropriate curriculum to facilitate the young child's construction of physical knowledge.

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

1. Define the term, physical knowledge, and describe how to plan for children's construction of physical knowledge.
2. Identify curriculum areas which facilitate children's learning of physical knowledge.
3. Recognize developmentally appropriate practices which facilitate the young child's construction of physical knowledge.
4. Identify the adult's role in planning, implementing, evaluating and extending experiences which facilitate the young child's construction of physical knowledge.

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Unit Three: The learner will be able to use developmentally appropriate curriculum to facilitate the young child's construction of logico-mathematical knowledge.

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

1. Define the term, logico-mathematical knowledge and provide a rationale for helping children acquire this knowledge.
2. Identify and interpret children's logical-mathematical knowledge.
3. Assess developmentally appropriate practices which facilitate the young child's construction of logical-mathematical knowledge.
4. Identify the adult's role in planning programmes which facilitate the young child's construction of logical-mathematical knowledge.

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Unit Four: The learner will be able to use a developmentally appropriate approach in planning early childhood curriculum which provides social knowledge to young children.

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

1. Define social knowledge.
2. Provide a rationale for helping children to gain social knowledge relevant to their environment.
3. Identify the adult's role in planning, implementing and extending experiences which help young children gain social knowledge.

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Unit Five: The learner will demonstrate an understanding of the integrated curriculum and its role in facilitating the construction of physical, social and logico-mathematical knowledge.

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

1. Explain the importance of integrated learning.
2. Identify strategies which lead to the integration of physical, social and logical-mathematical knowledge throughout a preschool programme.
3. Identify the adult's role in planning, implementing, evaluating and extending developmentally appropriate experiences designed to promote the construction of physical and logical-mathematical knowledge and the transmission of social knowledge.