

SEP 18 2000

GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF EARLY CHILDHOOD
CD2050 SCIENCE, MATH AND SOCIAL KNOWLEDGE

DATES: Fall 2000: September 7th - December 14th, 2000

HOURS: 45

CREDITS: 3

CLASS TIMES: Monday 1:00 p.m. - 3:30 p.m.
Thursday 9:00 a.m. - 12:00 p.m.

INSTRUCTOR: Cindy Carter, MEd.
Office: H210
Office Hours: Tuesday 1:00 p.m. - 4:00 p.m.
Friday 9:00 a.m. - 12:00 p.m.
Or by appointment
Phone: 539-2041, E-mail: carter@gprc.ab.ca

TEXT: None

PREREQUISITES: CD1010, CD1050, CD1100, CD1150 or consent of Department

COURSE DESCRIPTION:

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

CLASS FORMAT:

Class time will be comprised of lecture, discussion, small group work, group presentation and independent tasks.

COURSE OBJECTIVES:

1. The learner will demonstrate an understanding of how young children develop physical, social and logical-mathematical knowledge.
2. The learner will be able to use developmentally appropriate curriculum to facilitate the young child's construction of physical and logical mathematical knowledge.
3. The learner will be able to use a developmentally appropriate approach in planning early childhood curriculum which provides social knowledge to young children.
4. The learner will demonstrate an understanding of anti-bias curriculum in an early childhood setting and its relationship to the transmission of social knowledge.
5. The learner will demonstrate an understanding of integrated and emergent curriculum to promote the child's construction of physical and logical mathematical knowledge and the transmission of social knowledge.
6. The learner will demonstrate an understanding of the adult's role in setting the stage to facilitate the child's construction of knowledge.

COURSE REQUIREMENTS AND STUDENT EVALUATION**Assignments**

1. **A Piece of the Earth** 15%
Individual project carried out throughout the term.
Due Date:
2. **Presentation/Workshop** 30%
20% Group
10% Individual
Students will be divided into three groups. Each group will be responsible for researching, developing and presenting a workshop on one of the following topics:
Social Knowledge
Physical Knowledge
Logical-Mathematical Knowledge
Due Date:
3. **In Class Assignment**
Based on class presentations 25%
Due Date:

4. **Emergent/Integrated Curriculum** 20% Due Date:

The development of a curriculum web/map based on identified interests of young children that integrates physical, social and logical-mathematical knowledge.

Guidelines for each assignment outlining the submission requirements will be distributed within the first week of classes.

In-Class Tasks 10%

Throughout the semester, there will be a number of in-class tasks which will be graded. Students who miss the class in which the task is complete may be required to complete it outside of class time.

The tasks may include:

- answering and discussing questions related to articles.
- presenting concepts discussed in class to classmates.
- completing short quizzes which apply material currently being discussed in class.
- providing concrete examples to demonstrate core concepts.
- participating in role plays to demonstrate understanding of communication strategies.

ATTENDANCE:

Much of the learning in this class is experiential. Therefore attendance and appropriate participation are essential. If you miss any classes, please arrange for another student to inform you of in-class experiences.

Students are responsible for lectures delivered, readings assigned, in-class tasks completed, obtaining handouts and for any announcements made in class. If a student is unable to attend a particular class, it will be his/her responsibility to find out what was missed.

LATE POLICY:

Assignments must be received by 4:30 p.m. on the day which they are due. Late assignments will incur an initial 5% loss and then a 5% loss per week.

Extensions may be granted for exceptional circumstance without penalty if the request is made prior to the due date.

ASSIGNMENT STANDARDS:

The student should read and utilize the guidelines for assignments as outlined in the Early Childhood Development Student Handbook.

GRADES:

The following stanine system will be used to determine the final course mark.

9	90-100%	4	50-56%
8	80-89%	3	45-49%
7	72-79%	2	26-44%
6	65-71%	1	0-25%
5	57-64%		

CLASS CONDUCT:

It is the right of the student and instructor to a favorable learning/teaching environment. It is the responsibility of both the instructor and student to engage in appropriate adult behaviour that positively supports learning.

CLASS SCHEDULE

*Note: The schedule is tentative and may be subject to change in order to accommodate student learning needs.

Date:	Topic:
September 7 ✓	Introduction to CD2050 Class schedule, Assignments, Course Requirements, Required Readings
September 11 14 21	An introduction to constructivision, physical, logical-mathematical and social knowledge Forming groups for presentations
October 16 18 19	Review of previous classes Group work/preparation for group presentation
October 23	Planning the environment to promote the construction of physical, mathematical, social knowledge
October 26	Physical knowledge - presentation
October 30	Logical mathematical knowledge - presentation
November 2	Social knowledge - presentation
November 27	Review previous work - integrating the curriculum
December 1	In class assignment

December 4	Integrating the curriculum - emergent curriculum
December 7	A Piece of the Earth Assignment due - class discussion Adults role in integrating the curriculum
December 11	Planning for the construction of physical, logical-mathematical and social knowledge based on children's interests.
December 14	Summing up - what have we learned, where do we go from here?