

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

**HOURS:** 45

**CREDITS:** 3

**SEMESTER:** \_\_\_\_\_

**INSTRUCTOR:** \_\_\_\_\_

**PHONE:** \_\_\_\_\_

**TEXT:** None

**COURSE DESCRIPTION:**

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

**COURSE OUTLINE REVISED: JUNE, 1992**

**CD2050**  
**PROGRAMMING III**  
**COMPETENCIES**

**COMPETENCY 1**

The student will demonstrate an understanding of the meaning of physical, social and logico-mathematical knowledge within the context of child development.

**COMPETENCY 2**

The student will know how to programme for physical knowledge experiences with preschool children.

**COMPETENCY 3**

The student will know how to develop number concepts in a variety of situations in a preschool programme.

**COMPETENCY 4**

The student will know how to develop, integrate and evaluate relevant experiences in social studies in a preschool programme.

**COMPETENCY 5**

The student will demonstrate a knowledge of the adult's role in a child development curriculum in which children engage in physical, logico-mathematical and social studies experiences.

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**COMPETENCY 1**

The student will demonstrate an understanding of the meaning of physical, social and logico-mathematical knowledge as it pertains to child development.

**Sub-topics:**

1. Types of knowledge: physical, social and logico-mathematical;
2. Children's construction of knowledge through participating in physical, social and logico-mathematical experiences.
3. Importance of play and its influence on learning and overall development.

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**COMPETENCY 2**

The student will know how to programme for physical knowledge experiences with preschool children.

**Sub-topics**

1. Definition of and rationale for using physical knowledge activities.
2. Science education's approach to physical knowledge activities.
3. Appropriate physical knowledge activities for pre-operational children that focus on observation activities and movement of objects.

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#### COMPETENCY 3

The student will know how to develop number concepts in a variety of situations in a preschool programme.

#### Sub-topics

1. Principles of "teaching" number referring to the following perspectives:
  - a) Creation of all kinds of relationships
  - b) Quantification of objects
  - c) Social interaction with peers, teachers and others
2. Situations which stimulate children's numerical thinking and promote incidental learning. (i.e. Observations of children gaining number concepts during play situations in a preschool setting.)
3. Critical examination of boardgames, kits and workbooks in teaching, introducing and reinforcing number concepts.

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**COMPETENCY 4**

The student will know how to develop, integrate and evaluate relevant experiences in social studies in a preschool program.

**Sub-topics**

1. Objectives for assisting children's acquisition of social knowledge.
2. Appropriate social studies activities for the preschool child.
3. Value of group games in early education.
4. Discussion issues:
  - a) Can competition in games really be harmless?
  - b) What does it mean in the reality of the classroom to reduce adult power "as much as possible"?
  - c) Is it true that social interaction among children is essential for children's moral and intellectual development?

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**COMPETENCY 5**

The student will demonstrate a knowledge of the adult's role in a child development curriculum in which children engage in physical, logico-mathematical and social studies experience.

**Sub-topics:**

1. Environments conducive to the development of autonomy and initiative.
2. Fostering an independent experimental attitude in children which decreases the teacher's involvement while promoting physical, logico-mathematical and social learning.
3. Adult's role while children engage in physical, logico-mathematical and social studies experiences during play time, group time and play time outdoors.