



**Early Childhood Education
ECED 405**

**Foundations of Curriculum and Instruction in Early Childhood Education (3.0)
Course Outline**

Evaluation for the online course: to be confirmed

COURSE DESCRIPTION

This online course provides students with foundational knowledge of the principles of curriculum and instruction in early childhood education, focusing on children aged 3-8 years. Historical, philosophical, and cultural roots of contemporary programs will be surveyed. Consideration will be given to the basic principles involved in the development of curricula for young children including the relationship between the physical, social, emotional, and intellectual growth and development of young children and how it relates to different curriculum areas, such as math, literacy, science, and expressive arts.

COURSE OBJECTIVES

To gain knowledge about the major curriculum approaches and issues in early childhood programs.

To define, clarify, and examine important concepts relevant to curriculum and instruction in early childhood education.

To identify and evaluate underlying theoretical frameworks in early childhood curriculum.

To compare and contrast various ECE curriculum models and approaches.

To consider how subject areas and developmental domains are addressed in early childhood/primary programs.

To integrate information from discussions forums and readings with personal perspectives on classroom practices.

To develop curriculum plans for early childhood/primary classrooms based on theory, research, and examination of approached and models of early childhood curricula.

- There is no textbook for this course. However, there is a list of readings for each week (articles). Some of the articles are available online and some will be provided in a custom course package

Students are required to have a computer, access to the Internet, and a Campus Wide Login ID and password to access the website for ECED 405. Don't have a CWL account?

Register at: <http://www.cwl.ubc.ca>

Technical Requirements

You must have a computer capable of running at least Netscape Navigator 6.2 or Microsoft Internet Explorer 6.0 or higher and access to the Internet at a connection speed of at least 56.6 kbps.

Extension Library Resources (if required): Register at: <http://www.library.ubc.ca/extension/>

Textbooks and Learning Materials

Call the UBC Bookstore to order: (604) 822-4742 Toll free: 1 800-661-3889 or visit:

<http://www.bookstore.ubc.ca/>

Click on [Distance Education and Technology \(DE&T\) Course Material Ordering](#) and follow the instructions.

- Custom course package

COURSE OVERVIEW

Week 1: Early Childhood Curriculum: Roots and tensions: How has early childhood curriculum evolved historically? What have been the main themes in early childhood education throughout history?

Week 2: What is a curriculum? What distinguishes early childhood curriculum from other levels of education? What is developmentally appropriate curriculum? What is the role of play in ECE curriculum development?

Week 3: Developmental and Learning Theories: What do the theories of child development, constructivism, multiple intelligences, socio-cultural theory, and brain-based research offer to ECE curriculum development?

Week 4: What can we learn from early childhood models and approaches? (i.e. The Project Approach, Montessori Method, Reggio Emilia, High/Scope)

Week 5: Who is the Young Child? How do we construct an image of the child? What are some of the assumptions we have about the characteristics of young children? What does it mean to plan a curriculum for the 'whole child'? How do areas of development affect each other?

Week 6: The Teacher's Role: What makes the early childhood educator's role complex? What are the relationships between teaching and learning? How can teachers plan a curriculum alongside and with young children?

Week 7: How observation informs practice: Why is observation an important teaching tool? How can observation enrich early childhood curriculum and instruction?

Week 8: Creating Responsive Environments: What criteria are used in planning the early childhood environment? How can materials and equipment enrich children's learning and experiences? What classroom arrangements and support learning and development?

Week 9: Physical Development, Dance and Movement: What should the teacher of young children consider when planning for physical/motor development? How does physical development and movement relate to other areas of the ECE curriculum?

Week 10: Intellectual Development: How can teachers extend children's thinking? How can subject areas be integrated to facilitate learning and development across domains (what is the 'big idea'?)

Week 11: Language Development: What does research tell us about children's early language and literacy? What is the teacher's role in supporting and extending language and literacy development in young children?

Week 12: Aesthetic Development and Creativity: What is the importance of art and creativity in the early years? Can art be viewed as 'a way of learning'? In what ways can teachers appreciate and extend children's artistic expression and creativity?

Week 13: Emotional, Social, and Spiritual Growth: How can the ECE curriculum support young children social and emotional development? What can teachers do to support the development of empathy, perspective taking, and appreciation for diversity?



ECED 405 Textbooks and Learning Materials Order Form

There are five ways to order your textbooks from the UBC Bookstore: <http://www.bookstore.ubc.ca/>
http://w4.bookstore.ubc.ca/cgi-bin/det/det_selector.cgi

1. In Person

Ensure the shelf tag has the correct course number and section number. Purchase EPLT texts only; other course sections may use different texts.

2. Phone

Phone orders are accepted Monday to Friday between 9:30am and 5:00pm.
 Locally: call 604-822-2665. Out-of-town: call 1-800-661-3889.
 Identify yourself as a Distance Education student.

3. Fax

Dial 604-822-2111 and send this completed form.

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Send this completed form to:
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