



**COURSE OUTLINE**

**ELCC 200**

**PROGRAM PLANNING - SCIENCE AREAS WITH YOUNG CHILDREN**

**45 HOURS**

**3 CREDITS**

PREPARED BY: Kate Swales

DATE: March 16, 2015

APPROVED BY: Andrew Richardson

DATE:

APPROVED BY ACADEMIC COUNCIL:

October 29, 2015

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Yukon College  
P.O. Box 2799  
Whitehorse, YT  
Y1A 5K4

**PROGRAM PLANNING - SCIENCE AREAS WITH YOUNG CHILDREN**

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<b>INSTRUCTOR:</b> Kate Swales	<b>OFFICE HOURS:</b> TBA
<b>OFFICE LOCATION:</b> A2105	<b>CLASSROOM:</b> TBA
<b>E-MAIL:</b> kswales@yukoncollege.yk.ca	<b>TIME:</b> 6:30 - 9:30 PM
<b>TELEPHONE:</b> (867) 668-8845 <b>FAX:</b> (867) 668-8805	<b>DATES:</b> Sept 8 - Dec 8, 2016

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**COURSE DESCRIPTION**

This course focuses on the nature and development of science, mathematics and social studies in the lives of young children in a Northern context. Students use experiments to assist in the conceptual understanding of these areas. Though traditionally approached as separate disciplines, the three areas are presented within a framework of integrated learning. Students develop, carry out, and evaluate relevant experiences that will meet the needs of children. Finally, the course investigates the nature and methods of long-term and short-term planning.

**PREREQUISITES**

Completion of ELCC certificate or permission from the instructor

**EQUIVALENCY/TRANSFERABILITY**

Please check the following link <http://www.yukoncollege.yk.ca/programs/info/ecl> for information about transferability of Early Learning and Child Care Courses.

**LEARNING OUTCOMES**

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

- plan and provide developmentally appropriate science, mathematics, and social studies experiences for young children that are relevant to the cultural background of the child and their community
- demonstrate their understanding of the social, physical, intellectual, creative, emotional, and spiritual stages of child development as they apply to planning in these curricular areas

- demonstrate an understanding of basic concepts, materials, terminology, and attitudes essential for successful exploration of and teaching in these areas
- recognize aspects of science, math, and social studies in children's play
- create curriculum webs that integrate science, math, and social studies with each other and with other curricular areas within a Northern context
- demonstrate an ability to reformulate or modify activities to meet the needs and interests of individual children

## **DELIVERY METHODS/FORMAT**

This 45-hour course will be delivered in the classroom setting and/or via web-conferencing. The presentation of information will be delivered primarily by the instructor and occasionally by guest speakers.

Each lesson will include a variety of teaching/learning strategies. These strategies may include: lecture, large and small discussion groups, in-class projects, experiences, simulations, role plays, observations, readings, audio-visual aids, guest speakers, and students' individual assignments.

To find information on Equipment/Software Requirements for Yukon College Systems please see the following link [https://www.yukoncollege.yk.ca/information-technology/pages/about\\_it/it\\_for\\_students](https://www.yukoncollege.yk.ca/information-technology/pages/about_it/it_for_students)

## **ASSESSMENTS**

### **Attendance and Participation**

Much of the learning is done in the classroom. Students learn from each other, as well as from the instructor; therefore, attendance and appropriate participation are essential.

Students are expected to attend and participate in all classes, are expected to be actively involved in discussions, and must take responsibility for their own learning. Their personal experience and thoughts will provide much of the material for discussion; therefore, it is expected that students are prepared for classes by having completed the required readings, assignments and other assigned work. Emphasis will be placed on learning by doing and on personal reflection on individual experiences.

It is the responsibility of the student to collect the information from classmates if they are absent from all or a portion of a class. Students are responsible for obtaining handouts and completing assignments for any classes missed.

Professional behavior is expected. The student must advise the instructor of any scheduled absences from class.

## Assignments

Each assignment is designed to help the student synthesize knowledge from class, readings, personal knowledge, and traditional knowledge to build greater understanding. Planned class discussions are enriched when students have completed assigned work at the appropriate time. Material from student assignments also plays an important role in helping the instructor design class activities and lectures to best suit the group of students; **therefore, handing in assignments on the due dates is very important.**

Assignments will be discussed at the beginning of the course and presented in writing with criteria clearly defined. All students are encouraged to contact the instructor if they have questions or concerns about assignments or their progress. In exceptional circumstances, students may discuss alternate arrangements with their instructor (such as late submission of assignments, etc.).

**ALL** assignments must also be submitted punctually. **Five percent will be deducted** for each calendar day that an assignment is late.

Please see additional comments about assignments in the assignment package.

## EVALUATION

Credit will be based on attendance at class meetings, assignments submitted on time, effort and quality of work seen in assignments, and demonstrated understanding of the course learning outcomes.

Students will have the opportunity to formally evaluate the course and instructor at midterm and at the end of the course.

ASSIGNMENT #	ASSIGNMENT NAME	VALUE
Assignment #1	“Other” Observation	5%
Assignment #2	Running Observation	10%
Assignment #3	Children’s Book Presentation	10%
Assignment #4	Science in a Bucket	10%
Assignment #5	Making the Invisible, Visible	20%
Assignment #6	Math in a Box or Bag	10%
Assignment #7	Personal Celebration	15%
Assignment #8	Regular Requested Responses	20%
Total		100%

## REQUIRED TEXTBOOKS AND MATERIALS

Shillady, A. (2013). *Spotlight on young children: Exploring science*. Washington, D.C.: National Association for the Education of Young Children.

Shillady, A. (2012). *Spotlight on young children: Exploring math*. Washington, DC: National Association for the Education of Young Children.

Koralek, D. (2006). *Spotlight on young children and social studies*. Washington, DC: National Association for the Education of Young Children.

## PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when students present the words of someone else as their own. Plagiarism can be the deliberate use of a whole piece of another person's writing, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material. Whenever the words, research or ideas of others are directly quoted or paraphrased, they must be documented according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Resubmitting a paper which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

## YUKON FIRST NATIONS CORE COMPETENCY

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see [www.yukoncollege.yk.ca/yfnccr](http://www.yukoncollege.yk.ca/yfnccr). ELCC 100 Cultural Competencies in ELCC meets the Yukon First Nations Core Competency requirement.

## ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon College Academic Regulations (available on the Yukon College website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or [lassist@yukoncollege.yk.ca](mailto:lassist@yukoncollege.yk.ca).

## WRITING CENTRE

All students are encouraged to make the Writing Centre a regular part of the writing process for coursework. Located in C2231 (adjacent the College Library), the Writing

Centre offers half-hour writing coaching sessions to students of all writing abilities. Coaching sessions are available in person and through distance technologies (e.g., email plus Skype or phone). For further information or to book an appointment, visit the Centre's website: [www.yukoncollege.yk.ca/student\\_info/pages/writing\\_centre](http://www.yukoncollege.yk.ca/student_info/pages/writing_centre).

## TOPIC OUTLINE/SYLLABUS

Week	Date	Directions	What's Due	TOPIC
#1				-Welcome and Introduction -Observations -Field Trip prep
#2		Bring rough notes.	Assignment 1 Mini Observation	-Field Trip in the Outdoors -Natural Playscapes
#3				-Body Mapping -Considering Whole Child & Curriculum Areas -Designing Effective Displays / Prep for #5
#4		Scan or photo & post rough obs notes	Assignment 2 Running Observation	-Matter? -Designing Visual Directions -ECERS of Science
#5		Send image 1 week ahead	Assignment 3 Children's Science in a Book Presentation	-Presentations -What is Math?
#6				-Blocks -Mapping -Time to work on # 5
#7		Send image 1 week ahead	Assignment 4 Science in a Bucket	-Presentations -Presentation Assignment (in-class) -Golden Mean
#8		Take 1 pic & 90 sec. video - upload week ahead	Assignment 5 Making the Invisible Visible	-Presentations -Presentation Assignment (in-class)
#9				-NAEYC Position Statement on Math -ECERS of Math
#10		Send image 1 week ahead	Assignment 6 Math in a Box	Presentations -What is Social Studies?
#11				-Race/Culture/Ethnicity -Stereotypes
#12				-ECERS of Social Studies
#13		Send image 1 week ahead	Assignment 7 Social Studies in a Bag	Presentations
#14			Assignment 7 Social Studies in a Bag	Presentation Assignment (in-class)

