Note: In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Course Description: Keeping in mind the importance of play and recognizing that children’s interests and abilities are key components of effective learning environments develop advanced skills in planning curriculum for children. Plan developmentally appropriate circles and group time activities to meet the interests and abilities of children.

Course Outcomes/Elements of Performance: When you have earned credit for this course, you will have demonstrated the ability to:

1.) Design a developmentally appropriate program that utilizes identified learning centres.
   1.1.) Describe characteristics of the block, science, woodworking, writing and technology learning areas.
   1.2.) Based on children’s identified interests and emerging skills, select materials and activities to create learning areas.
   1.3.) Complete a weekly planning chart.
   1.4.) Design a floor plan including all learning areas.

2.) Design developmentally appropriate group activities that support children's identified interests and emerging skills.
   2.1.) Plan a circle or large group gathering.
   2.2.) Plan small group activities.
   2.3.) Incorporate songs/finger plays into planned activities.

3.) Evaluating experiences.
   3.1.) Articulate and write personal reflections.
   3.2.) Reflect and describe the role of self when regarding team collaboration.

4.) Create a learning community among peers.
   4.1.) In small groups, plan and take a (virtual) field trip of mutual interest.
   4.2.) Collaborate to create interest and planning webs.
   4.3.) Facilitate a circle or large group gathering.
### Early Childhood Education

**VLO 1**
Design, implement and evaluate inclusive and play-based early learning curriculum and programs that support children's holistic development and are responsive to individual children's and groups of children's observed abilities, interests and ideas. (T,A)

**VLO 2**
Establish and maintain inclusive early learning environments that support diverse, equitable and accessible developmental and learning opportunities for all children and their families. (T,A)

**VLO 3**
Select and use a variety of screening tools, observation and documentation strategies to review, support and promote children's learning across the continuum of early childhood development. (R)

**VLO 4**
Establish and maintain responsive relationships with individual children, groups of children and families. (R)

**VLO 5**
Assess, develop and maintain safe, healthy and quality early learning environments which meet the requirements of current legislation, agency policies and evidence-based practices in early learning. (T,A)

**VLO 6**
Prepare and use professional written, verbal, nonverbal and electronic communications when working with children, families, colleagues, employers, and community partners. (T,A)

**VLO 7**
Identify, select and apply relevant legislation, regulations, College of Early Childhood Educators Standards of Practice and Code of Ethics, policies and evidence-based practice guidelines, and interpret their impact on a variety of early learning environment. (R)

**VLO 8**
Apply a developing personal philosophy of early learning in accordance with ethical and professional standards of early childhood education practice. (R)

**VLO 9**
Advocate for quality early learning environments and collaborate with members of the early learning team, families and community partners to establish and promote such settings. (R)

**VLO 10**
Engage in reflective practice, develop learning goals and maintain an ongoing professional development plan in accordance with evidence-based practices in early learning and related fields. (R)

**VLO 11**
Plan, implement and evaluate Aboriginal early learning curriculum, programs and environments that promote children’s, families and community knowledge of and respect for Aboriginal peoples and their cultures. (R)
Required Texts: This is available at the university bookstore.
ISBN 9780176531768.

Additional Recommended Program Resources & Materials:


Course Evaluations:

Discussion Posts (Song/Fingerplay, Math, Technology) 20%
Block Play Assignment 10%
Virtual Field Trip Presentation Part A 25%
Virtual Field Trip Presentation Part B & C 35%
Floor Plan 10%
Total 100%

Assignment Criteria:

Block Play Assignment (10%)

DUE DATE: Oct 25

To complete this assignment, students will work individually

1. Read the article Building With Blocks
2. Complete the following:

i. Identify 3 reasons why children may not be drawn to block play.

ii. As cited in Pankratz (2015), Fred Rogers states that, “Play is often talked about as if it were a relief from serious learning. But for children, play is serious learning. Play is really the work of childhood” (p. 66). Using PCCES, list the developmental benefits of block play.

iii. List and briefly describe the 4 important findings that Pankratz discovered from her anecdotal records.

iv. Reflect on how Pankratz’s observations improved the learning environment. How will this influence your practice as an RECE?

Responses must be in full sentences, include a title page, a reference page and in-text citations adhering to APA format.

Reference


PART A – Virtual Field Trip and Interest Rationale 25%

Due Date: October 11

You will complete this assignment either individually or in pairs.

To complete PART A of this assignment you will:

1. Decide on a location for a virtual field trip (a list of possible sites will be provided). The location should be a setting that you could take children to. You will be taking a virtual field trip to this location. Please note: class time has been allotted for this experience in Week 4

2. **Before** the virtual field trip, brainstorm about the learning that may happen during this experience. Complete the chart below:

<table>
<thead>
<tr>
<th>BEFORE THE FIELD TRIP:</th>
<th>AFTER THE FIELD TRIP:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What might children wonder about while on this field trip?</td>
<td>What might children wonder about while on this field trip?</td>
</tr>
<tr>
<td>What might educators wonder about while on this field trip?</td>
<td>What might educators wonder about while on this field trip?</td>
</tr>
</tbody>
</table>
What are some interests that may emerge?

What might some follow up learning experiences be?

3. **While on your virtual field trip**, document your experience (write down any new information you have gained, take screenshots, write down anything that surprised you, that intrigued you, that made you excited to learn more)

4. **Following the field visit:**
   - Review the chart above and record additional information that you have gained while on your field trip
   - Brainstorm interests that have emerged from the virtual field trip experience
   - Create a detailed **Interest Web**
   - Choose **one** specific interest for planning purposes

5. Decide which age group (preschool or school-age) would be most appropriate for the interest you have chosen and create a **Planning Web** that includes the learning areas from this semester (*blocks/construction, woodworking, science, math, literacy, computers and outdoor/large motor*).

   *Large and small group experiences will be included on the planning web.*

   *Your planning web must be colour-coded to reflect focused areas of development (PCCES)*

6. **Prepare a presentation** (PowerPoint or your choice of program) highlighting your field trip experience. This presentation will include:
   - A description of where you visited
   - Completed table of questions (above)
   - Written rationale for the interest chosen (why do you believe this would be an interest that would emerge?)
   - Interest and planning webs
   - List of at least 4 references (books, articles, websites, videos, etc. that you used to aid you in your planning) using APA format.

Please submit Part A of your presentation to the Assignment – Part A Virtual Field Trip to the dropbox in A2L in a PDF, or .ppt file.

**Evaluation Criteria:** Please see rubric posted in A2L

**PART B – Virtual Field Trip: Weekly Curriculum Planning Chart & Large Group Experience (25%)**

Due Date: Dec 1

*You will complete this assignment either individually or in pairs.*

*Curriculum planning is done through observing children and then developing activities to support their interests, curiosity and development. For this Assignment - you will base your curriculum plan on the virtual field trip experience*
and the interest you have decided to focus on

To complete PART B of this assignment you will:

1. **Complete a Weekly Curriculum Planning Chart (15%) and 1 Large Group Experience (10%)**
   - Each student will be responsible for planning one learning area for one week (5 days), and one large group experience. Both of these planning forms must be based on the interest you have chosen after your virtual field trip. Please refer to the Learning Experience Plan template and Weekly Curriculum Planning Chart template provided on MyCanvas – you will be completing 1 Curriculum Planning Chart and 1 Learning Experience Plan. Please ensure all components of the templates are complete. *You do not need to complete the reflection that is usually completed after implementation.*

**PART C – Virtual Field Trip: Large Group Experience Reflection 10%**

Due Date: Dec 1

To complete PART C of this assignment you will:

You may find it helpful to read the following article to prepare to answer the following questions. You are also encouraged to reference content found within Module 5.

**Circle Time Revisited: How Do Preschool Classrooms Use This Part of the Day?**

Please respond to the following questions:

1. What do you think children would enjoy most about a large group experience? Give at least 3 detailed examples
2. What do you feel may be the biggest concerns/challenges during large group experiences? Give at least 3 detailed examples
3. What strategies can you use as an educator to engage children during a large group experience? Give at least 4 detailed examples

*Please answer in full sentences and submit a 1 1/2 -2 page (double-spaced) reflection of your responses to these questions. Please be sure to use in-text citations and a reference page following APA format.*

Please submit Part B & C of your presentation to the A2L Dropbox: Virtual Field Trip Assignment Part B&C

Evaluation Criteria: Assignment Rubric is posted in A2L

**Floor Plan Assignment (10%)**

Due Date: Dec 6

Students will complete this assignment either individually or in the same pairs as the Virtual Field Trip Assignment

To complete this assignment students will:

1. Create a Floor Plan for either a preschool or school-age classroom that includes all Learning Areas covered in Learning Environment 1 (Dramatic Play, Library, Music, Shelf Toy, Sensory & Creative Art) as well as this semester’s Learning Areas (Blocks/Construction, Woodworking, Science, Math,
This floor plan will include a legend that is easy to follow. The legend should include things like windows, carpeting, tables, chairs, shelving, etc.

2. Pay careful attention to space, proximity of learning areas to others (for example, grouping learning areas that are typically quiet, or placing dramatic play close to the block area to allow for the sharing of materials and cross-play). You may choose to include both an indoor and outdoor space.

You are welcome to draw your floor plan and upload a clear photo, or use a computer application that allows you to graphically represent your space.

Evaluation Criteria: Assignment Rubric is posted in A2L

**Discussion Posts (20%)**

The following discussion posts will be submitted throughout the semester:

- Song/Fingerplay – Sept 27 (10%)
- Math – Nov 1 (5%)
- Technology – Nov 22 (5%)

Evaluation Criteria: Further details and discussion post rubrics will be posted in A2L

**Written Work and Late Submissions:**

All written work will be marked on grammar, clarity of writing, and organization, as well as content and analysis. More details about the marking scheme are posted on the course website. All assignments must be properly referenced, using APA style for referencing; examples can be found at McMaster University Library-Guides. Students are encouraged to visit the Centre for Student Development to improve their essay skills. For information about the Writing Clinic and the Centre’s other services, visit the Centre’s website: [http://csd.mcmaster.ca](http://csd.mcmaster.ca)

All written work must be submitted on the due date in the method indicated above. Do not submit assignments by email. Late assignments will be penalized 5% a day (weekends will count as one day). Late penalties will not be waived unless your Faculty/Program Office advises the instructor that you have submitted to that office the appropriate documentation to support your inability to submit the work by the due date.

In this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. Students will be expected to submit their work electronically to Turnitin.com and in hard copy so that it can be checked for academic dishonesty. Students who do not wish to submit their work to Turnitin.com must still submit a copy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, etc.). To see the Turnitin.com Policy, please go to [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity)

**McMaster University Statement on Inclusivity and Academic Integrity:**

The University values integrity, inclusiveness and teamwork, and strives to support the personal and collective growth of the McMaster student community.
These values are foundational to ensuring campus environments – both in-person and virtual – are conducive to personal wellbeing and academic success.

**Inclusivity and a Culture of Respect**

As a McMaster student, you have the right to experience and the responsibility to demonstrate respectful and dignified interactions within all of our living, learning and working communities. Expectations are described in Code of Student Rights & Responsibilities.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

Additional information about the Code and netiquette can be found here.

**Academic Integrity and Honesty**

As a McMaster student, you are expected to exhibit honesty and ethical behaviour in all aspects of the learning process. The academic credentials that you earn are rooted in the principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, (e.g., the grade of zero on an assignment, loss of credit with a notation on the transcript which reads: “Grade of F assigned for academic dishonesty”) and/or suspension of expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy.

Some helpful information can be found here.

**Academic Accommodation of Students with Disabilities:**

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University’s Policy for Academic Accommodation of Students with Disabilities.

**SCHEDULE**

**ONLINE (complete 1 module per week)**

**Module 1 (Week of Sept 7)**

**Learning Activity Details:**

- Introduction to course content and to course assignments
In-depth review of Song/Fingerplay Assignment

**Learning Activity Type:**
- Online content available on A2L: PowerPoint, Panopto Video
- Synchronous Zoom Session
- Reading: Course Outline, Learning Plan, Assignment outlines on MyCanvas, Planning Templates, Article: Environment is a Teacher, Video: Standards Matter – College of ECE

**Related Assessments and Due Dates:**
- September 27 – Song/Fingerplay Assignment (10%)

**Associate Learning Outcomes:** LO02, LO03

---

**Module 2 (Week of Sept 14)**

**Learning Activity Details:**
- In-depth review of Major Assignment: Part A, B, C
- Introduction of Virtual Field Trip Links and example

---

**Learning Activity Type:**
- Online content available on A2L: PowerPoint, Panopto Video
- Synchronous Session on Zoom
- Reading: Assignment outlines on A2L, Planning Templates, Video: CN Tower Field Trip

**Related Assessments and Due Dates:**
- October 11 – Virtual Field Trip Assignment Part A (25%)
- December 1 – Virtual Field Trip Assignment Part B & C (35%)

**Associated Learning Outcomes:** LO02, LO03

---

**Module 3 (Week of Sept 21)**

**Learning Activity Details:**
- Overview of Learning Environment
- Principles of Learning Environment
- Floor Plan Considerations: additional learning areas

**Learning Activity Type:**
- Online content available on A2L: PowerPoint, Panopto Video
- Synchronous Session on Zoom
- Reading: Textbook – Chapter 2, Dr. Shanker: Calm, Alert and Happy, Considerations for Arranging Learning Areas, Active Learning Checklist

**Related Assessments and Due Dates:**
- December 6 – Floor Plan Assignment (10%)

**Associated Learning Outcomes:** LO01,LO02

---

**Module 4 (Week of Sept 28)**

**Learning Activity Details:**
- This module is to provide you with time to complete your Virtual Field Trip and work on Part A of the assignment
Learning Activity Type:
- Online content available on A2L: PowerPoint, Panopto Video
- Synchronous Session on Zoom
- Reading: Review Assignment Instructions for Virtual Field Trip – Part A

Related Assessments and Due Dates:

Module 5 (Week of October 5)

Learning Activity Details:
- Planning Large Group Experiences
- Review of Learning Experience Plan

Learning Activity Type:
- Online content available on A2L: PowerPoint, Panopto Video
- Synchronous Session on Zoom
- Reading: Circle Time Revisited Article, Video: Large Group Experience, Part C of Virtual Field Trip Assignment Instructions

Related Assessments and Due Dates:
- December 1 – Virtual Field Trip Assignment C (15%)

Associate Learning Outcomes: LO01, LO02

Break Week (Week of October 12)

- No classes

Module 6 (Week of October 19)

Learning Activity Details:
Block Play/ Construction & Woodworking Learning Areas
- Ages & Stages
- Setting up the learning area
- Overview of Weekly Curriculum Planning Chart
- Planning Large & small group

Learning Activity Type:
- Online content available on A2L: PowerPoint, Panopto Video
- Synchronous Session on Zoom
- Reading: Textbook – Chapter 7 & 14, Building With Blocks Article (Pankratz, 2015), Video: Block Play, Video: Woodworking With Children, Block Play Assignment Instructions

Related Assessments and Due Dates:
- October 25 - Block Play Assignment (10%)

Associate Learning Outcomes: LO01, LO02, LO03

Module 7 (Week of October 26)

Learning Activity Details:
Math Learning Area

- Ages & Stages
- Setting up the learning area
- Overview of Weekly Curriculum Planning Chart
- Planning Large & small group

**Learning Activity Type:**
- Online content available on A2L: PowerPoint, Panopto Video
- Synchronous Session on Zoom
- Reading: Developing Math Skills Early Childhood, Building Blocks of Math Skills, Video: Students Demonstrating Mathematical Thinking, Math Discussion Post Assignment

**Related Assessments and Due Dates:**
- November 1 – Math Discussion Post (5%)

**Associate Learning Outcomes:** LO01, LO02, LO03

---

**Module 8 (Week of November 2)**

**Learning Activity Details:**

Science/Discovery Learning Area

- Ages & Stages
- Setting up the learning area
- Overview of Weekly Curriculum Planning Chart
- Planning Large & small group

**Learning Activity Type:**
- Online content available on A2L: PowerPoint, Panopto Video
- Synchronous Session on Zoom
- Reading: Textbook – Chapter 13, Article – Supporting the Development of Scientific Thinking, Exploring Light Tables, Sensory vs. Science, Video: Boat Experiment, Video: STEM

**Related Assessments and Due Dates:**

**Associate Learning Outcomes:** LO01, LO02, LO03

---

**Module 9 (Week of November 9)**

**Learning Activity Details:**

Literacy Learning Area

- Ages & Stages
- Setting up the learning area
- Overview of Weekly Curriculum Planning Chart
- Planning Large & small group

**Learning Activity Type:**
- Online content available on A2L: PowerPoint, Panopto Video
- Synchronous Session on Zoom
- Reading: Textbook – Chapter 9, Writing Skills, Video: Writing Learning Area, Rock Painting Ideas to Promote Literacy (website)

**Related Assessments and Due Dates:**

**Associated Learning Outcomes:** LO01, LO02, LO03
Module 10 (Week of November 16)

Learning Activity Details:
Computers/Technology Learning Area
- Ages & Stages
- Setting up the learning area
- Overview of Weekly Curriculum Planning Chart
- Planning Large & small group

Learning Activity Type:
- Online content available on A2L: PowerPoint, Panopto Video
- Synchronous Session on Zoom
- Reading: Highscope Extension Article: Using Technology Appropriately, NAEYC – Using Technology and Media, Video: Technology Use in a Preschool Classroom, Technology Discussion Post

Related Assessments and Due Dates:
- November 22 – Computer/Technology Discussion Post (5%)

Associated Learning Outcomes: LO01, LO02, LO03

Module 11 (Week of November 23)

Learning Activity Details:
Gross Motor/Outdoor Learning Area
- Ages & Stages
- Setting up the learning area
- Overview of Weekly Curriculum Planning Chart
- Planning Large & small group

Learning Activity Type:
- Online content available on A2L: PowerPoint, Panopto Video
- Synchronous Session on Zoom
- Reading: Exploring Nature with Children, Outdoor Learning Environment, Canadian Guidelines – Activity, Video: Outdoor Play

Related Assessments and Due Dates:

Associate Learning Outcomes: LO01, LO02, LO03

Module 12 (Week of November 30)

Learning Activity Details:
- Course Summary

Learning Activity Type:
- Online content available on A2L: PowerPoint, Panopto Video
- Synchronous Session on Zoom
- Reading:
Related Assessments and Due Dates:

Associate Learning Outcomes: LO01, LO02, LO03, LO04

Module 13 (Week of December 7)

Learning Activity Details:

- Exam Week – There is no exam for our course