**Professor:** Melodie Spencer  
**Email:** spencm17@mcmaster.ca  
**Office Hours:** By appointment  
**Lecture:** Wednesdays, 8:30 – 11:30 am, UH B116

**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:** Integrate and evaluate various curricula and theories of early learning. Reflect on the impact of diverse beliefs and values systems and the role in curriculum development.

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

1.) **CLO 1. Compare and contrast a variety of curriculum approaches in early learning and care settings.**
EOP 1.1. Define curriculum.  
EOP 1.2. Define components of a curriculum approach.  
EOP 1.3. Research elements necessary to operate a child care program reflecting specific curriculum approaches.

2.) **CLO 2. Describe in detail, the elements of one specific curriculum approach.**
EOP 2.1. Explain the history, philosophy, goals, and teacher qualifications of the assigned curriculum approach.  
EOP 2.2. Simulate the physical environment of the assigned curriculum approach.  
EOP 2.3. Demonstrate the social environment of the assigned curriculum.

3.) **CLO 3. Explain the influence of various curriculum approaches on one's professional philosophy.**
EOP 3.1. Reflect on one’s own professional philosophy.  
EOP 3.2. Compare and contrast one's professional philosophy with the philosophies of the curriculum approaches discussed.

**Required Texts:** N/A  
**Required Resources:** These are available on-line.  


Relationship to Vocational Learning Outcomes: This course contributes to your program by helping you achieve the following Vocational Learning Outcomes:

**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.

**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.

**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.

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

**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.

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

**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.

**Course Evaluation:**

1. **Curriculum Approaches Research Report (10%)**

   *To be completed individually. Due to the Drop Box: Week 3*

   Students will individually research information on the following curriculum approaches. Information on most of the approaches can be found in a number of internet sites.

   Students will write a brief summary, minimum of 2 pages single spaced of 5 of the approaches and submit the report to the A2L Drop Box by **January 23, 2019**.
A brief overview of information should be included on 5 of the following 8 approaches which should include; history, philosophy, environment and materials for each of the selected approaches.

1. High Scope  
2. Montessori  
3. Y Playing to Learn  
4. Reggio  
5. Kindergarten  
6. Waldorf  
7. Core Knowledge  
8. Forest Curriculum

**The purpose of the research is to provide some knowledge and insight into the various approaches to assist students in selecting a topic for the group presentation in class.**

2. **Self-Regulated Learning Activities (SRL) (10%)**

SRL #1 is due Week 4 (January 30, 2019) to the drop box.

Using one approach from your research report, discuss how this approach connects with the four foundations of How Does Learning Happen, Ontario’s Pedagogy for the Early Years (2014).

Minimum 200 words. Maximum 400 words.

SRL #2 is due at the end of class in Week 9 (March 13, 2019)

This one minute paper (100 word minimum) will reflect on the content shared by various curriculum model experts via video.

Students will submit this in either hard copy or to the drop box at the end of class.

Answering these questions;  
What one new thing did I learn today?  
What two things were reinforced?  
What three things will I incorporate into my practice (either new or reinforced)?

3. **Curriculum Approach Presentation (30%)**

*Group work for presentation and submission*  
*Due in class in Week 7 (Feb 27, 2019)*

Working in groups of 2 to 4 people, students will research information on one of the Curriculum Approaches listed below and present the information to the class in a presentation format. Details of this will be discussed in class.
Curriculum Approaches available to choose:

1. High Scope
2. Montessori
3. Y Playing to Learn
4. Reggio Emilia
5. Kindergarten
6. Waldorf
7. Core Knowledge
8. Forest Curriculum

The following elements must be included in your presentation:

The presentation should be conducted as if you are the ‘curriculum experts’ presenting a presentation to your peers/colleagues who have signed up for a professional development presentation on the curriculum approach of your group.

1. History of the Approach
2. Philosophy
3. Goals of Approach
4. Characteristics which distinguish this approach from others
5. Teacher’s Role
6. Materials
7. Room Environmental set-up
8. Educational requirements for teachers
9. Any other information that will make your presentation fun, interesting and informative.

Group Presentation Format

The group will present information on the chosen approach in a presentation format, approximately 30 minutes in length.

Presentations should include key components such as an introduction of the approach, content and a conclusion/summary.

Creative methods should be considered in sharing information and involving the class. Sample materials should be present that reflect the approach, including photographs, props, reference books, videos etc.

Remember: you are the ‘curriculum experts’ presenting a professional development presentation to your peers on your curriculum approach.

The following criteria will be considered in assigning a grade:

1. Organization
2. Thorough coverage of all of the required areas
3. Presentation techniques
4. Materials reflecting the approach
5. Opportunities for class involvement
6. Creativity, team work, professionalism

4. Philosophy Reflection (20%)
   
   Individual Assignment

   Due to the Drop Box Week 11 (March 27, 2019)

**Note:** To assist in the completion this assignment, students are encouraged to take notes during the in-class Curriculum Approach presentations.**

Referencing your personal philosophy from the Curriculum Foundations 1 course, students will complete a reflection outlining the following: (minimum 2 pages single spaced)

1. Using specific examples from the Curriculum Approaches discussed in class, explain how your philosophy/ views about children, teaching, learning and curriculum have been influenced. (reinforced or changed)
2. Describe any particular areas of interest related to the various approaches that may have been sparked as a result of new learning.

The following criteria will be used in assigning a grade:

- Specific examples provided from the various curriculum approaches to support how your philosophy/views regarding children, teaching, learning and curriculum have been influenced.
- Inclusion of areas of interest and new learning
- Spelling and grammar

5. Final Exam – Online during Exam Week (30%)

This will cover the various curriculum approaches and information regarding curriculum, philosophy and documentation covered during the full delivery of this course.

The exam will be open in exam week over a two day period to be completed in the specified time.

Exam available: Thursday, April 11 and Friday, April 12, 2019

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

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

Grading Policy:
The instructors reserve the right to adjust final marks up or down, on an individual basis, in the light of special circumstances and/or the individual’s total performance in the course. Students will be assigned a grade from the McMaster University Grading Scale between 0 and 12 based on an overall assessment by the professor on the work submitted. It is expected that to pass the course, the student will achieve a passing grade on both the Final Exam and the Term Project. All written work will be evaluated on grammar/spelling, clarity of writing, presentation, and organization.

Academic Integrity:
Attention is drawn to Statement on Academic Ethics and the Senate Resolutions on Academic Dishonesty as found in the Senate Policy Statements distributed at registration and available in the Senate Office. Any student who infringes one of these resolutions will be treated according to the published policy. Any instance of Plagiarism will be dealt with in the most severe terms allowable by the Senate Policy on such matters. For example, there may be some of you that choose accidently, or on purpose, to do very similar topics (e.g., visual contributions to speech, haptic influences on flavour, olfactory effects on mate selection). I will be reading every written presentation and any indication that identical work (images, words, figures, etc.) has been submitted by more than one student will be investigated. It is required that you reference all primary sources using APA format. It is also acceptable to acknowledge contributions from other class members in terms of feedback provided, ideas discussed, or even for moral support. You can do this through an acknowledgments section in your article, or through the reference section using the (personal communication) citation.

It is perfectly acceptable and encouraged to discuss your project with other students, just be sure that what you are submitting is your own work.

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in 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 (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or 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, located at: www.mcmaster.ca/academicintegrity

The following illustrates only three forms of academic dishonesty:
1. Plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.
**MCMASTER UNIVERSITY GRADING SCALE**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Equivalent Percentages</th>
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<tbody>
<tr>
<td>A+</td>
<td>12</td>
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<tr>
<td>A-</td>
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<td>80 – 84</td>
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<td>B+</td>
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<td>B-</td>
<td>7</td>
<td>70 – 72</td>
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<td>C+</td>
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<td>C</td>
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<td>63 – 66</td>
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<td>D+</td>
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<td>50 – 52</td>
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**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.
# Brief Outline of Learning Activities for HUMBEHV 3003

Upon successful completion of the course, the student will reliably demonstrate the ability to:

<table>
<thead>
<tr>
<th>LO01</th>
<th>Compare and contrast a variety of curriculum approaches in early learning and care settings.</th>
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<tbody>
<tr>
<td>LO02</td>
<td>Describe in detail, the elements of one specific curriculum approach.</td>
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<tr>
<td>LO03</td>
<td>Explain the influence of various curriculum approaches on one's professional philosophy.</td>
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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activity Type</th>
<th>Activity Details</th>
<th>Resource Bank</th>
<th>Associated Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 9</td>
<td>2 hours in class</td>
<td>Course and Assignment Overview Review of Developmentally Appropriate Practice Linking Curriculum Foundations 1 HDLH in relation to curriculum</td>
<td>A2L Notes</td>
<td>LO01</td>
</tr>
<tr>
<td>2</td>
<td>Jan 16</td>
<td>2 hours in class</td>
<td>Why do we use curricula? How do we choose curricula? Theories of curriculum, planning, implementation and assessment.</td>
<td>A2L Notes</td>
<td>LO01</td>
</tr>
<tr>
<td>3</td>
<td>Jan 23</td>
<td>Blended Learning</td>
<td>Brief overview of curriculum approaches. Curriculum approach “history” in ECE. Selection of Presentation Topics and Groups Curriculum Approaches Report Due 10%</td>
<td>A2L Notes</td>
<td>LO01</td>
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<tr>
<td>4</td>
<td>Jan 30</td>
<td>3 hours in class</td>
<td>Philosophy changes over time. Curriculum Approach - Faculty Provided Time allotted for group work in class SRL #1 Due – 5%</td>
<td>A2L Notes</td>
<td>LO01, 03</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Activity</td>
<td>Description</td>
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<td>5</td>
<td>Feb 6</td>
<td><strong>Blended Learning</strong></td>
<td>Work on presentations.</td>
<td>LO02</td>
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<tr>
<td>6</td>
<td>Feb 13</td>
<td><strong>In class</strong></td>
<td>Group Presentations 30%/In class work on presentations</td>
<td>LO02, 03</td>
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<td><strong>Mid-Term Recess. No Classes Feb 16-23</strong></td>
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<td>7</td>
<td>Feb 27</td>
<td><strong>In class</strong></td>
<td><strong>Group Presentations- 30%</strong></td>
<td>LO02, 03</td>
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<tr>
<td>8</td>
<td>March 6</td>
<td>3 hours in class</td>
<td>Emergent Curriculum in Family Support Programs &amp; Documentation Panels</td>
<td>A2L Notes</td>
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<td>9</td>
<td>March 13</td>
<td><strong>Blended Learning</strong></td>
<td>SRL #2 One Minute Paper Due- 5%</td>
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<td>10</td>
<td>March 20</td>
<td>2 hours in class</td>
<td>Curriculum Approaches (TBD)</td>
<td>A2L Notes</td>
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<td>1 hour Blended</td>
<td>Philosophy from Curriculum Foundations 1 discussion and reflection with understanding on approaches.</td>
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<tr>
<td>11</td>
<td>March 27</td>
<td><strong>Blended Learning</strong></td>
<td>Philosophy approach assignment work.</td>
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<td>Reflection assignment due – Philosophy 20%</td>
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<td>12</td>
<td>April 3</td>
<td>TBD</td>
<td>Exam Review</td>
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**Classes End Tuesday, April 9, 2019**
| Exam Date       | Exam Week         | 30% - online  
<table>
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<tbody>
<tr>
<td>April 11/12</td>
<td>Online Final Exam</td>
<td>Exam open from 12 am Thursday, April 11 to 11:59 pm Friday, April 12, 2019</td>
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