



School of Health, Education and Human Services  
**ELCC 200**  
**Program Planning- Science Areas with Young Children**  
Term: Fall Term  
Number of Credits: 3

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## Course Outline

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**INSTRUCTOR:** Maggie Powter and Shawna Hindson  
**E-MAIL:** [mpowter@yukonu.ca](mailto:mpowter@yukonu.ca)  
**Dates:** Thursday September 9-Thursday December 9

**CLASSROOM:** Online by Zoom  
**OFFICE HOURS:** On request  
**TIME:** 6:30 pm-9:20 pm

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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.

### COURSE REQUIREMENTS

Prerequisite(s): Completion of ELCC certificate or permission from instructor

### EQUIVALENCY OR TRANSFERABILITY

Receiving institutions determine course transferability. Find further information at:  
<https://www.yukonu.ca/admissions/transfer-credit>

### YUKON FIRST NATIONS CORE COMPETENCY

Students who successfully complete this course will have achieved core competency in knowledge of Yukon First Nations. By the end of this course, students will have greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination. For details, please see [www.yukonu.ca/yfnccr](http://www.yukonu.ca/yfnccr)

### 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 community
- demonstrate the 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 and teaching in these areas
- recognize areas of science, math, and social studies ion children’s play
- create curriculum webs that integrate science, math and social students with each other and other curricular areas within a Northern context
- demonstrate an ability to reformulate or modify activities to meet the needs and interest of individual children

**Compelling Question:**

How does inquiry guide learning in the science areas?

Supporting questions:

- What are ways the environment invites curiosity?
- How do different frameworks identify learning in the science areas?
- How does the natural world lend itself to inquiry?
- In what ways can we make learning visible?
- How can we capture multiple perspectives?

**COURSE FORMAT**

**Weekly breakdown of instructional hours**

This 45-hour course will be delivered via zoom. Special guests and resource people will support the delivery of the course information. Each lesson will include a variety of teaching and learning activities. This may include lecture, large and small discussion groups, group projects, observations, readings, audio-visual aids, guest speakers and students’ individual assignments.

**Delivery format**

This course will be delivered in a blended format. Students will be required to attend online weekly sessions via zoom and complete an assortment of synchronous and asynchronous activities.

**EVALUATION**

Contribution to learning community	20 %
Linking Frameworks to Practice	25 %
Cycle of Inquiry	25 %
Inquiry project	30 %
Total	100%

**COURSE WITHDRAWAL INFORMATION**

Refer to the YukonU website for important dates.

## **TEXTBOOKS & LEARNING MATERIALS**

Weekly readings will be assigned, no textbook is required.

## **ACADEMIC INTEGRITY**

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

Please refer to Academic Regulations & Procedures for further details about academic standing and student rights and responsibilities.

## **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 University Academic Regulations (available on the Yukon University website). It is the student's responsibility to seek these accommodations by contacting the Learning Assistance Centre (LAC): [LearningAssistanceCentre@yukonu.ca](mailto:LearningAssistanceCentre@yukonu.ca).