

<p>B. Need for Early Childhood Education</p> <ol style="list-style-type: none"> 1. Importance of the child’s early years in later development 2. Changes in society 3. Changes in the economy 4. Child neglect and abuse 5. Support system to families <p>C. Planning an Early Childhood Education Program</p> <ol style="list-style-type: none"> 1. Program base <ol style="list-style-type: none"> a. Theoretical position b. Ecological perspective c. Philosophical position 2. Operational aspects <ol style="list-style-type: none"> a. Staffing b. Housing and equipping 3. Pedagogical component <ol style="list-style-type: none"> a. Children’s activities b. Assessing, recording, and reporting children’s progress c. Nutrition, health, and safety d. Family program 4. Evaluation of program 	<p>Brainstorming Session: Students break into groups and brainstorm: Why they think early childhood education is needed? Have each group write their “major need” on a poster.</p> <p>Carousel Brainstorming Session: Each group places their poster with the “major need” on the classroom walls. Each group rotates around the classroom to respond to the topics on the posters. Students write comments they would like to share about each of the topics on the poster in each of the four corners. After they have visited each poster, students discuss in a large group the five top reasons that early childhood programs are needed.</p> <p>PowerPoint Presentation: Planning an Early Childhood Education Program</p> <ul style="list-style-type: none"> • Program Base • Operational Aspects • Pedagogical Component • Evaluation of Program <p>Observational Log: Students keep a log that contains major components of an early childhood education program. Students will respond in writing to various questions as they view the virtual field trip/video/movie/or PowerPoint presentation.</p> <p>Table Talk: Students share their observations recorded in their Observational Log at various times throughout the course.</p>	<p>Web sites Lead Questions</p> <p>Lead Questions Poster Board Art Supplies</p> <p>Posters Lead Questions Art Supplies</p> <p>PowerPoint Presentation Computer CTX Lead Questions</p> <p>Guidelines for Observational Log Rubric Lead Questions for Log Entries Interne Virtual Field Trip/ Movie/Video Computer Internet</p> <p>Lead Questions Observational Logs</p>
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<p>D. Requirements of a Quality Early Childhood Education Program</p> <ol style="list-style-type: none"> 1. Staffing 2. Infant/Toddler daily program <ol style="list-style-type: none"> a. Ensure children will succeed in school b. Early literacy and reading readiness c. Develop social and behavioral skills 3. Disciplinary practices 4. Staff-Parent communication 5. Health information 6. Emergency procedures 7. Location 	<p>Group Investigation and Report: Students work in groups to determine factors that must be considered when planning an early childhood education program. Have each group develop a PowerPoint to share with class members.</p> <p>PowerPoint Presentation: Quality Early Childhood Education Programs</p> <ul style="list-style-type: none"> • Staffing • Infant/Toddler Daily Program • Disciplinary Practices • Staff/Parent Communication • Health Information • Emergency Procedures • Location <p>Each student is provided with a copy of the <i>Minimum Standards for Day Care Centers and Nighttime Centers Regulations and Procedures</i> from the Alabama Department of Human Resources.</p> <p>Read, Think, and Share: Students read section II.D. Child Care Program (pages 23-34). They discuss the information provided in response to providing a quality early childhood education program.</p> <p>Whole Group Talk: Provide students with copies of the resource <i>Choosing Child Care in Alabama: A Parent's Guide</i> from the State of Alabama Department of Human Resources Web site. The class discusses each of the 20 items on the checklist under the section "What Should I Look For?"</p>	<p>Guidelines for Group Investigation Lead Questions for Table Talk Computer Internet Resources Rubric Computers Web sites References</p> <p>PowerPoint Presentation Computer CTX</p> <p>Download sections of the <i>Minimum Standards for Day Care Centers and Nighttime Centers: Regulations and Procedures</i> for each student from the Department of Human Services, http://www.dhr.state.al.us.</p> <p><i>Minimum Standards for Day Care Centers and Nighttime Centers: Regulations and Procedures</i> Lead Questions</p> <p>Lead Questions <i>Choosing Child Care in Alabama: A Parent's Guide</i> from the Alabama Department of Human Resources Web site, http://www.dhr.state.al.us.</p> <p>Lead Questions Checklist: <i>What Should I Look For?</i> <i>Choosing Child Care in Alabama: A Parent's Guide</i> from the Alabama Department of Human Resources Web site, http://www.dhr.state.al.us.</p>
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<p>E. Grouping Patterns of Children</p> <ol style="list-style-type: none"> 1. Age <ol style="list-style-type: none"> a. Birth to Age Two b. Two- and Three-Year-Olds c. Four- and Five-Year-Olds d. Middle Childhood 2. Stages of Development <ol style="list-style-type: none"> a. Physical b. Cognitive c. Social d. Emotional 	<p>Field Trip: Students take a field trip to visit an early childhood education program. Have students complete the checklist and write any other observations in their log that were evident during the field trip.</p> <p>S.W.O.T Analysis: Using the completed checklist and observations made in the log during the field trip students conduct a S.W.O.T Analysis.</p> <p>Inside-Outside Circles: Students share their S.W.O.T. Analysis with each other.</p> <p>10 + 2 Discussion: Teacher discusses how grouping patterns are used to organize children so that learning is enhanced.</p> <p>Observation Activity and Report on Grouping: Students using their Observational Logs describe how students are grouped at the site of their observation. They write a report on “Why it is important to group children in an early childhood education program.” Share Out.</p> <p>Turn, Talk, and Share: Students turn and talk to another student about what changes they think occurs in children at various stages of growth and development. Share Out.</p> <p>Challenge Envelopes: Divide students into 4 groups. On four slips of paper write one of the following on a slip and place it in an envelope:</p> <ul style="list-style-type: none"> • Birth to Age Two 	<p>Make Arrangements for Field Trip Permission Slips Lead Questions Checklist Log Entries</p> <p>S.W.O.T Analysis Form Checklist Lead Questions for Activity</p> <p>Lead Questions</p> <p>Lead Questions</p> <p>Lead Questions Observational Log Questions Guidelines for Report Computers Internet Web sites References Observation Logs</p> <p>Lead Questions</p> <p>Slips of paper Envelopes</p>
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- Two- and Three-Year-Olds
- Four- and Five-Year-Olds
- Middle Childhood

Groups research characteristics of children in the age group and stages of development written on the slip of paper. They explain why children should be grouped according to the ages and stages of development researched. Report Out.

Student PowerPoint Presentation on Growth and Development of Children:

In groups, students develop a chart that describes the physical, cognitive, social, and emotional development of their assigned age group. Each group prepares a PowerPoint Presentation on information contained on their chart that would impact an early childhood education program for the assigned age group. Each chart will be distributed to students for their review and note taking. Groups present their PowerPoint Presentation to the class.

Teacher Talk:

After each group presentation the teacher emphasizes the milestones that are important in the development of children. Students will include this information on their chart.

Scenarios for Each Stage of Development:

At the end of each presentation, the teacher provides the four groups with scenarios of children from each of the age groups. Students list characteristics described that relate to stages of development and answer questions related to the scenario. Each group shares their scenarios with the class. Class members reflect on information presented.

Guidelines for PowerPoint
 Rubric for PowerPoint
 Guidelines for Presentation
 Rubric for Presentation
 Chart Template
 Guidelines for Research
 References
 Computers
 Internet
 Web sites
 Charts for each Student
 Logs

Notes on Milestones
 Lead Questions

Scenarios
 Lead Questions for Each Scenario
 Computers
 Internet
 Web sites
 References
 Rubric for Scenarios

<p>F. Types of Early Childhood Education Programs</p> <ol style="list-style-type: none"> 1. Private 2. Church 3. Public 4. Business/Industry setting 	<p>Field Trip: After each presentation, a field trip is conducted at an early childhood education program that serves the specific age group. Students complete an Observational Checklist after each visit. Students will discuss their observations.</p> <p>Children Visit Classroom: Children in various age groups visit the high school classroom. Students observe children and complete their Observational Checklist.</p> <p>School Lab: Students observe children attending their school lab and complete the Observational Checklist.</p> <p>10 + 5 Discussion: The teacher discusses the types of early childhood education programs in which children may attend.</p> <p>PowerPoint Presentation: Types of Early Childhood Education Programs</p> <p>Buzz Session: Students discuss types of early childhood education programs they attended or have visited.</p> <p>Quick Report on Types of Early Childhood Education Programs: Students write a quick report of the pros and cons of each type of early childhood education program. Report Out.</p>	<p>Field Trips Observational Checklists Lead Questions</p> <p>Contacts with Parents or Early Childhood Education Program Directors to Make Arrangements for Children to Visit Classroom Observational Checklist Lead Questions</p> <p>Schedule Students for Observation Lead Questions Observational Checklist</p> <p>Lead Questions</p> <p>PowerPoint Presentation Computer CTX Lead Questions</p> <p>Lead Questions</p> <p>Guidelines for Report Rubric Lead Questions Computers Internet Web sites References</p>
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	<p>Panel Discussion: A panel of directors from a private, church, public, and business/industry early childhood program discusses their programs. They address questions and identify similarities and differences of each type of program. Students develop questions to ask panel.</p> <p>Observational Log Entry: Students write in their logs the major differences of the types of early childhood education programs.</p> <p>Field Trips: Students participate in field trips of the various types of early childhood education programs. They summarize their observations in the Observational Logs. Share Out.</p> <p>Project-Based Learning Activity: Students plan a quality early childhood education program. They develop a brochure to use to market their program to the community. They present brochure to class.</p>	<p>Contact Panelist Student Developed Questions</p> <p>Observational Log Entry Lead Questions</p> <p>Arrangements for Field Trips Permission Slips Lead Questions Observational Logs</p> <p>Guidelines for Project Rubric Computers Internet Web sites References Art Supplies</p>
<p>Unit Assessment:</p>	<p>Research Report on Human Development Theory, Observational Log Entries, Group Investigation and Report, S.W.O. T. Analysis, Observational Activity on Grouping, Student PowerPoint on Growth and Development of Children, Scenarios for Each Stage of Development, Quick Report on Types of Programs, Project and Project Presentation, Class Participation, and Rubrics</p>	

<p>Unit/Course CTSO Activity:</p>	<p>Students participate in FCCLA STAR Event: Reading Story. FCCLA members baby-sit children during PTA/PTO meetings. Students participate in STAR Events – Teach and Train, Career Investigation, Applied Technology, Early Childhood, Entrepreneurship, Focus on Children, Interpersonal Communications, Job Interview, and Life Event Planning.</p>	
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<p>Unit/Course Culminating Performance:</p>	<p>Students design a quality early childhood education program based on child development theories. Students develop a brochure to market their early childhood education program.</p>	
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Course/ Program Credential(s): Credential Certificate Postsecondary Degree University Degree

Other: CDA - Child Development Assistant Credential

AAFCS Pre-Professional Assessments - Early Childhood Education and/or Education Careers

Course Title: Early Childhood Education I

Unit: 2	Guidance of Children
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<p>Content Standard(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</p> <ol style="list-style-type: none"> 6. Demonstrate positive techniques for guiding the behavior of children in an early childhood education program. 7. Demonstrate communication skills and behaviors that support the building of self-esteem, self-help skills, and healthy practices. 8. Describe strategies for providing information to parents regarding issues and concerns that impact the child’s development. 9. Interpret local and state requirements for reporting suspected child abuse and neglect.
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<p>Learning Objective(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Define effective guidance of children. 2. Compare various positive techniques used for effective guidance of children. 3. Demonstrate positive techniques used in guiding the behavior of children. 4. Describe communication skills and behaviors that assist in building self-esteem, developing self help skills, and using health practices. 5. Demonstrate communication skills and behaviors that build self-esteem, develop self-help skills, and encourage healthy practices. 6. List personality traits of effective early childhood education teachers. 7. Describe principles of direct and indirect guidance of children. 8. Explain types of liability associated with reporting suspected child abuse and neglect. 9. Determine strategies used to involve parents in the early childhood education program.
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<p>Essential Question(s):</p>	<p>What positive techniques are used in an early childhood education program to guide behavior of children? What communication skills and behaviors support the building of self-esteem, self-help skills, and healthy practices in children? How is information on issues and concerns that impact their child’s development provided to parents? What are the local and state requirements for reporting suspected child abuse and neglect?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>II. Guidance of Children A. Positive Techniques for Guiding Behavior</p>	<p>10 + 2 Discussion: Teacher discusses how guiding behavior of children is a process of helping children to develop positive behaviors.</p>	<p>Lead Questions</p>

<p>B. Communication Skills and Behaviors</p> <ol style="list-style-type: none"> 1. Building of self-esteem 2. Self-help skills 3. Healthy practices 	<p>PowerPoint Presentation: Positive Techniques for Guiding Behavior</p> <p>Research Report on Child Behavior: Students select one of the positive strategies for guiding student behavior and write a three-page, typed report on the strategy. Students present their report to the class.</p> <p>Observational Log: Students observe children in the lab and write in their Observational Logs what they observed in relation to the children's behavior and the teacher's reactions to their behavior.</p> <p>Scenarios on Child Behavior: Students are provided with different scenarios on children's behavior in an early childhood education program. They describe how they would provide positive strategies to guide the behavior of the young children. Share Out.</p> <p>Communication Game: The teacher prepares two sets of geometric symbols (oval, triangle, hexagon, pentagon, circle, etc.) for the number of students to pair up as partners. Students select a partner. Students sit at a table and place a book or other item to serve as a barrier between each other. One student is the listener and the other is the communicator. The communicator asks the listener to listen to his/her directions and place each of the symbols on the table as per</p>	<p>PowerPoint Presentation CTX Computer Lead Questions</p> <p>Guidelines for Writing the Research Report Rubric for Research Report Resources Computer Internet Web sites Textbooks Guidelines for Presentation Rubric for Presentation</p> <p>Observational Log Lead Questions Schedule Observations</p> <p>Guidelines for Activity Rubric Scenarios Computers Internet Web sites References Lead Questions</p> <p>Two Sets of Geometric Symbols Pairing of Students Lead Questions Rules for Game</p>
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directions. The communicator cannot give clues or answer questions. After the activity is completed, the barrier is removed and students assess if the placement of the symbols are the same on each side of the barrier. Students respond to lead questions. This activity relates to the communication skills of listening and giving precise instructions or comments.

PowerPoint Presentation:

Necessary Communication Skills of Teachers

- Verbal Skills
- Non-Verbal Skills
- Writing Skills
- Technology Skills

Show Time:

Teacher plays a video or TV show, or uses the Lab as the setting for the students to observe the behavior of young children and their teachers' reactions to their behavior. Students describe in their Observational Logs what were positive and negative communication skills and behaviors observed.

Coloring Book Activity:

Students research the topics of building self-concept, assisting children with their self-help skills, and using healthy practices. They create a coloring book to show how the impact of using positive strategies in communicating and guiding behavior of children can encourage appropriate behavior in all three areas. Share Out.

Role Play Activity on Guiding Behavior:

Students are provided with role play situations of the behavior of children in an early childhood program. Students act out the role playing situations showing how the teacher would respond in helping children to build a positive

PowerPoint Presentation

CTX

Computer

Lead Questions

Video, TV Show, or Lab

Observational Log Entries

Lead Questions

Guidelines for Activity

Rubric

Computer

Internet

Web sites

Art Supplies

References

Guidelines for Role Play Activity

Rubric

Computer

Internet

Web sites

References

Role Play Situations

<p>C. Strategies for Providing Information to Parents</p>	<p>self-esteem, accomplish self-help skills, and use health practices. After each role play situation, students discuss the techniques used to address the children’s behavior. Students make entries into their Observational Logs on both positive and negative techniques observed in each role playing situation.</p> <p>Classroom Rules: Students work in pairs to develop a set of classroom rules for an early childhood education program. Share Out.</p> <p>Whole Class Activity: Using ideas expressed by classmates in their pairs, the class develops a set of classroom rules for an early childhood education program.</p> <p>10 + 5 Discussion: The teacher discusses the importance of parental involvement in the child’s early childhood education program.</p> <p>Four Corners Activity: Place a poster in each of the four corners of the room on one of the following topics:</p> <ul style="list-style-type: none"> • Media • Meetings • Parent Volunteerism • Parent Visitation <p>Students rotate to each corner. They list ideas or activities they can use to promote and encourage parental involvement. After rotating to each corner, a student at each corner reports out the information listed on the poster. Class discusses information presented.</p>	<p>Lead Questions Observational Logs</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions</p> <p>Lead Questions</p> <p>Lead Questions</p> <p>Four Posters Topics Markers Lead Questions</p>
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<p>D. Reporting Suspected Child Abuse and Neglect</p> <ol style="list-style-type: none"> 1. Local requirements 2. State requirements 	<p>Parental Involvement Activity: Students select one of the activities listed on a poster and develop the activity in detail. Students share activities with class.</p> <p>10 + 15 Discussion: The teacher discusses the responsibility of an early childhood education teacher to report suspected child abuse to the appropriate officials.</p> <p>PowerPoint Presentation:</p> <ul style="list-style-type: none"> • Types of Child Abuse • Signs of Child Abuse • Signs of Child Neglect • Laws on Reporting Child Abuse and Neglect <p>Quick Paper: Students write a Quick Paper on signs of each type of child abuse and neglect.</p> <p>Teacher Talk: The teacher discusses both the local and state requirements for reporting child abuse or neglect.</p> <p>Read, Think, and Share: Students are provided copies of Alabama Laws relating to child abuse and neglect. <i>R. APPENDICES - R. Alabama Law, Code of Alabama 1975, Title 26, Chapter 14, Reporting of Child Abuse or Neglect (page 117) and</i></p>	<p>Guidelines for Activity Rubric Art Supplies Internet Computer Web sites References Lead Questions</p> <p>Lead Questions</p> <p>PowerPoint Presentation Computer Internet Web sites References Lead Questions Examples of Child Abuse and Neglect</p> <p>Guidelines for Quick Paper Rubric for Paper Computers Internet Web sites References Lead Questions</p> <p>Lead Questions</p> <p>Lead Questions Copies of Alabama Law: <i>R. APPENDICES - R. Alabama Law, Code of Alabama 1975, Title 26, Chapter 14, Reporting of Child Abuse or Neglect (page 117) and Title 26, Chapter 15, Child Abuse Generally (page 122)</i></p>
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	<p><i>Title 26, Chapter 15, Child Abuse Generally (page 122)</i> Students enter in their Observational Logs the procedures for reporting of child abuse or neglect.</p> <p>Radio Spot: Students develop a 60-second radio spot on how to report child abuse. Students record their spot and play in class.</p> <p>Extra Credit Students contact local radio stations to see if they will run the spots on their stations, or they share spots during the announcement time at school.</p> <p>Multi-Media Presentation: Students create a multimedia presentation for parents of children enrolled in an early childhood education program. The presentation is on a topic or issue relating to the growth and development of children.</p>	<p>Download sections of the <i>Minimum Standards for Day Care Centers and Nighttime Centers: Regulations and Procedures</i> for each student from the Department of Human Services, http://www.dhr.state.al.us. Observational Logs</p> <p>Guidelines for Developing Radio Spot Rubric for Radio Spot Tape Recorder Tapes</p> <p>Documentation of Radio Spot Documentation of Announcements</p> <p>Guidelines for Presentation Rubric Computers Internet Web sites References Digital Camera Cam reorder Art Supplies</p>
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Unit Assessment:	Report on Child Behavior, Observational Log Entries, Scenarios on Child Behavior, Show Time, Coloring Book Activity, Role Play Activity on Guiding Behavior, Classroom Rules, Parental Involvement Activity, Quick Paper on Child Abuse and Neglect, Radio Spot, Multi-Media Presentation, Class Participation, and Rubrics
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Unit/Course CTSO Activity:	Students participate in STOP the Violence project. FCCLA members create a brochure for teachers informing them of the responsibilities of professionals to report suspected child abuse and neglect. Students participate in STAR Events – Teach and Train, Career Investigation, Applied Technology, Early Childhood, Entrepreneurship, Focus on Children, Interpersonal Communications, Job Interview, and Life Event Planning.
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**Unit/Course
Culminating
Product:**

Students prepare a multimedia presentation for parents of preschool children enrolled in an early childhood education program.
The presentation is on a topic/issue relating to the growth and development of children.

Course/Program Credential(s): Credential Certificate Postsecondary Degree University Degree
 Other: CDA - Child Development Assistant Credential
AAFCS Pre-Professional Assessment - Early Childhood Education and/or Education Careers

Course Title: Early Childhood Education I

Unit: 3	Learning Environment
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 10. Determine procedures for establishing and maintaining a safe, clean, and healthy learning environment for children. 11. Determine practices that relate to infectious disease control. 12. Describe techniques for encouraging healthy eating habits for children. 13. Demonstrate interpersonal skills by promoting productive relationships with children and their families. 14. Assess types of furnishings, equipment, technology, and supplies used in early childhood education facilities.
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 1. Evaluate components of a healthy early childhood education learning center. 2. Demonstrate methods of checking for illness and practicing infectious disease control of children participating in an early childhood education program. 3. Identify common safety hazards that might be found in an early childhood education facility. 4. Develop a plan to eliminate common safety hazards in an early childhood education facility. 5. Determine effective health and safety procedures to follow in an early childhood education program. 6. Describe common children’s health illnesses and diseases. 7. Plan nutritious meals and snacks for children participating in an early childhood education program. 8. Model professional behavior an interpersonal communication skills when communicating with children and parents. 9. Evaluate types of furnishings, equipment, technology, and supplies used in an early childhood education facilities.
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Essential Question(s):	<p>What procedures should be followed in an early childhood education program to ensure a safe, clean, and healthy learning environment for children?</p> <p>What are common children’s health illnesses and diseases?</p> <p>What foods constitute nutritious meals or snacks for children participating in an early childhood education program?</p> <p>Why is it important to be professional and use interpersonal skills that promote positive relationships with the children and their parents?</p> <p>How are furnishings, equipment, technology tools, and supplies selected for an early childhood education?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment, and Technology Resources
<p>III Learning Environment</p> <p>A. Establishing and Maintaining a Safe and Healthy Environment</p> <p>1. Reporting accidents</p>	<p>10 + 2 Discussion:</p> <p>The teacher discusses the importance of establishing and maintaining a safe and healthy environment for children and staff.</p>	<p>Lead Questions</p>

<ul style="list-style-type: none"> 2. Emergency drills 3. Playground and transportation safety 4. Medication Administration 5. Isolation 6. Poisoning 	<p>The teacher provides each student with a copy of the <i>Minimum Standards for Day Care Centers and Nighttime Centers Regulations and Procedures</i> from the State of Alabama Department of Human Resources. They read the various sections and summarize the information provided.</p> <p>Read, Think, and Share: Section: II. D. Child Care Program, Emergency Procedures (page 34). Students read the procedures and summarize the information in their Observational Logs. Share Out.</p> <p>Teacher Talk: The teacher reviews emergency procedures and policies for the In-School Lab so that all students will follow them in case of an emergency situation in the class or lab.</p> <p>Role Play on Emergencies: Students role play emergency situations and act out how to respond in the emergency using established procedures and policies. Students react to each situation to determine if proper procedures and polices were followed.</p> <p>Observational Log Entry: Students write in their Observational Logs what they learned from the role play situations.</p> <p>Read, Think, and Share: Students read section II. F. Transportation (pages 35-37). They summarize information in their Observational Logs. Share Out.</p> <p>Read, Think, and Write: Students read section III. APPENDICES O. Transportation checklists (page 103).</p>	<p>Download sections of the “<i>Minimum Standards for Day Care Centers and Nighttime Centers: Regulations and Procedures</i>” for each student from the Department of Human Services, http://www.dhr.state.al.us.</p> <p><i>Minimum Standards for Day Care Centers and Nighttime Centers: Regulations and Procedures</i> Lead Questions</p> <p>Lead Questions Copies of School Emergency Procedures and Policies</p> <p>Role Pay Situations Guidelines for Activity Computers Internet Web sites Lead Questions References</p> <p>Lead Questions Observational Log</p> <p><i>Minimum Standards for Day Care Centers and Nighttime Centers: Regulations and Procedures</i> Lead Questions Observational Log</p> <p><i>Minimum Standards for Day Care Centers and Nighttime Centers: Regulations and Procedures</i></p>
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	<p>They summarize information in their Observational Logs. Share Out.</p> <p>Brainstorming Session: Students discuss rules pertaining to transportation provided by the early childhood education center and provided by parent, guardian, or designated persons.</p> <p>Read, Think, and Write: Students read section II. H. 6. Documents to be posted in a conspicuous place in the center (page 58). They summarize information in their Observational Logs. Share Out.</p> <p>Posting Safety Documents Activity: Students are provided with a floor plan of an early childhood education facility. They mark and label where documents should be posted. Report Out.</p> <p>Read, Think, and Write: Students read section III. APPENDICES I – Authorization for administering medication (page 94). They summarize information in their Observational Logs.</p> <p>Table Talk: Students develop rules for administering medication. Students summarize the information in their Observational Log. Report Out.</p> <p>10 + 2 Discussion: The teacher discusses when children need to be isolated from other children.</p> <p>Quick Paper on Isolation: Students research the topic of when isolation of children may be necessary and the procedures for isolating children. Share Out.</p>	<p>Lead Questions Observational Log</p> <p>Lead Questions</p> <p><i>Minimum Standards for Day Care Centers and Nighttime Centers: Regulations and Procedures</i> Lead Questions</p> <p>Guidelines for Activity Rubric Floor Plans Emergency Documents Lead Discussion</p> <p><i>Minimum Standards for Day Care Centers and Nighttime Centers: Regulations and Procedures</i> Lead Questions Observational Log</p> <p>Lead Questions Observational Log</p> <p>Lead Questions</p> <p>Guidelines for Paper Rubric Computers Internet</p>
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	<p>Read, Think, and Write: Students read section III. APPENDICES J. Injury/illness report form (page 95). They summarize the information in their Observational Logs.</p> <p>Pair, Read, and Talk: Students work in pairs to review samples of accident report forms. They discuss what relevant information was included on the forms. Share Out.</p> <p>Role Play of Potential Accidents: Students are provided role play situations where children are injured or ill. They act out how a teacher would properly respond to the role play situations. Students summarize information in their Observational Logs.</p> <p>Chart on Poisonous Substances: In groups of two, students research the National Poison Control Center and develop a chart of poisonous substances, reactions, and treatments. Students share information included on charts.</p> <p>Role Play Situations Relating to Poisoning: Students role play situations where children have eaten something found in the early childhood education facility that is poisonous. They role play the teacher's appropriate response.</p>	<p>Web sites References Lead Questions</p> <p><i>Minimum Standards for Day Care Centers and Nighttime Centers: Regulations and Procedures</i></p> <p>Lead Questions Samples of Accident Reports Lead Questions</p> <p>Role Play Situations Lead Questions Observational Logs Guidelines for Activity Computers Internet Web sites</p> <p>Guidelines for Research Chart References Computer Internet Web site References Poisonous Substances Chart Lead Questions</p> <p>Lead Questions Role Pay Situations Guidelines for Research Chart References Computer Internet</p>
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<p>B. Practices that Relate to Infectious Disease Control</p>	<p>10 + 2 Discussion: The teacher leads a discussion on the importance of following certain health procedures when working with children.</p> <p>Read, Think, and Write: Students read section III. Appendices Q. Alabama Notifiable Disease/Conditions. They summarize the information in their Observational Logs.</p> <p>Teacher Demonstration: The teacher demonstrates procedures for controlling infectious diseases.</p> <p>Poster on a Practice of Infectious Disease Control: Students research and develop a poster on one of the following procedures. They explain the importance of the procedure being used in an early childhood education program.</p> <ul style="list-style-type: none"> • Handwashing • Disinfecting • Diapering • Using Disposable Gloves • Waste Disposal <p>Art Show: Students tape their posters to the classroom walls. Students walk around the room and read information on the posters.</p>	<p>Web site References Lead Questions</p> <p>Lead Questions</p> <p><i>Minimum Standards for Day Care Centers and Nighttime Centers: Regulations and Procedures</i> Lead Questions Observational Log</p> <p>Procedures for Controlling Infectious Diseases Supplies</p> <p>Computer Web sites Internet Resources Art Supplies Lead Questions</p> <p>Posters Art Supplies</p>
<p>C. Healthy Eating Habits for Children</p>	<p>10 +2 Discussion: The class discusses how hunger and malnutrition of children affects their physical and biological growth and development.</p>	<p>Lead Questions</p>

<p>D. Interpersonal Skills to Promote Productive Relationships</p> <ol style="list-style-type: none"> 1. Children 2. Children's families 	<p>Read, Think, and Write: Students read section II. Regulations M. Meal and Snack Patterns (pages 72-73). They summarize information in their Observational Logs.</p> <p>Think-Ink-Pair-Share: Students break into groups and research the nutritional needs of children at:</p> <ul style="list-style-type: none"> • Birth – 3 months • 4 – 7 Months • 8 – 11 Months • Ages 1-2 • Ages 3-5 • Ages 6-12 <p>Students Report Out findings.</p> <p>Menu Planning Activity: After completing their research, students plan menus for a five day period that includes breakfast, midmorning snacks, lunch, and midafternoon snacks for children in the age groups listed above. Students present research to class. They make entries in their Observational Logs.</p> <p>10 + 2 Discussion: The class discusses the importance of promoting positive relationships with children participating in the program and their families.</p> <p>Show Time: View Video or DVD on establishing positive professional relationships with children and their families. Students make entries into their logs. Class discussion</p> <p>Role Play on Productive Relationships: Students role play situations where the teacher</p>	<p>Lead Questions <i>Minimum Standards for Day Care Centers and Nighttime Centers: Regulations and Procedure</i></p> <p>Guidelines for Research References Computer Internet Web Sites References Lead Questions</p> <p>Lead Questions Chart for Recording Menus Lead Questions Guidelines for Activity Computer Internet Rubrics Web Sites</p> <p>Lead Questions</p> <p>Lead Questions Video or DVD Projector</p> <p>Role Play Situations Lead Questions Guidelines for Research</p>
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<p>E. Early Childhood Education Program Facilities</p> <ol style="list-style-type: none"> 1. Furnishings 2. Equipment 3. Technology 4. Supplies 	<p>interacts with children to promote productive relationships.</p> <p>10 + 2 Discussion: The class discusses the importance of promoting productive relationships with the children’s families.</p> <p>Brainstorm Session: Students identify strategies used to promote productive relationships with the children’s families.</p> <p>Challenge Envelopes: Students select a scenario for “Challenge Envelopes” and respond to how to develop productive relationships with the child’s family in the scenario. Students complete the Scenario Assignment Sheet. Share Out.</p> <p>10 + 5 Discussion: Class discusses how furnishings, equipment, technology, and supplies used in an early childhood education program should be selected based on child-child, child-material, and child-adult interactions.</p> <p>Read, Think, and Write: Students read section II. Regulations L Required Equipment List (pages 68 - 71). They summarize information in their Observational Logs.</p> <p>Furnishing an Early Childhood Education Facility: Using a floor plan for an early childhood</p>	<p>References Computer Internet Web Sites References</p> <p>Lead Questions</p> <p>Lead Questions</p> <p>Challenge Envelopes Lead Questions Scenarios Scenario Assignment Sheet Computers Internet Web Sites References</p> <p>Lead Questions</p> <p><i>Minimum Standards for Day Care Centers and Nighttime Centers: Regulations and Procedures</i> Lead Questions Observational Log</p> <p>Guidelines for Activity Rubric Floor Plan</p>
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	<p>education center, students design the floor space and identify and place equipment and furnishings included in an early childhood education facility.</p> <p>Research on Furnishing an Early Childhood Education Program Activity: Each student will research furnishings, equipment, technology, and supply needs for an early childhood education program for the following age groups:</p> <ul style="list-style-type: none"> • 0 up to 18 months • 18 months up to 2 1/2 years • 24 months up to 36 months • 2 1/2 years up to 6 years • 6 years and older <p>Report Out.</p> <p>Field Trip to Early Childhood Education Program: Students visit an early childhood education program and observe the classroom's furnishings, equipment, technology, and supplies used in the program. They enter information on the Facility Checklist.</p> <p>Panel Discussion: The school's Risk Manager, nurse, health science teacher, and transportation director discuss their role in providing a quality learning environment. Students generate questions to ask panel.</p> <p>Health and Safety Display: Students create a Health and Safety Display for an early childhood education program and exhibit it at the annual Healthcare and Technology Health Fair or at their school.</p>	<p>Computer Internet Web Sites References Lead Questions</p> <p>Lead Questions Guidelines for Research Research Rubric Computers Internet Web sites References</p> <p>Field Trip Lead Questions Facility Checklist</p> <p>Make Contact with Panelist Lead Questions</p> <p>Guidelines for Project Rubric for Project Art Supplies Computers Internet Web Sites References Lead Questions</p>
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Unit Assessment:	Role Play on Emergencies, Observational Log Entries, Posting Safety Documents on Activity, Quick Paper on Isolation, Role Play of Potential Accidents, Chart on Poison Substances, Role Play Situations Relating to Poisoning, Poster on Practice of Infectious Disease Control, Think-Ink-Pair-Share on Nutritional Needs, Menu Planning Activity, Role Play on Productive Relationships, Furnishing an Early Childhood Education Facility, Research on Furnishing and Early Childhood Education Program Activity, Health and Safety Display, Class Discussion, and Rubrics
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Unit/Course CTSO Activity:	FCCLA members volunteer to work with the county's emergency preparedness team to simulate a disaster giving local emergency professionals practice handling emergencies. Students participate in STAR Events – Teach and Train, Career Investigation, Applied Technology, Early Childhood, Entrepreneurship, Focus on Children, Interpersonal Communications, Job Interview, and Life Event Planning.
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Unit/Course Culminating Product:	Students create a display on Health and Safety procedures followed in an early childhood education program. The display is exhibited in the community. Students design space and select furnishings and equipment for an early childhood education program.
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Course/Program Credential(s): <input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input checked="" type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input checked="" type="checkbox"/> Other: CDA - Child Development Assistant Credential AAFCS Pre - Professional Assessments - Early Childhood Education and/or Education Careers

Course Title: Early Childhood Education I

Unit: 4	Teaching and Learning
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<p>Content Standard(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</p> <ol style="list-style-type: none"> 15. Develop units or thematic lesson plans that include developmentally appropriate activities for an early childhood education program. Examples: sensory integration, physical and cognitive development, language and literacy, creative social play, recreational activities 16. Design developmentally appropriate activities for special needs students and a diverse population. 17. Practice evidence-based teaching strategies used in teaching young children. 18. Create across-the-curriculum developmental teaching aids for early childhood education programs. 19. Assess ways technology is used to impact an early childhood education program. 20. Analyze career options related to the field of early childhood education.
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<p>Learning Objective(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Explain the learning styles of children. 2. Plan thematic units and lessons that include developmentally appropriate activities. 3. Determine characteristics for developmentally appropriate activities for early childhood education programs. 4. Plan developmentally appropriate activities for special needs students and a diverse population. 5. Demonstrate evidence-based teaching strategies used in teaching young children. 6. Determine across-the curriculum developmental teaching aids used in an early childhood education program. 7. Develop unit plans using a theme that include developmentally appropriate activities, evidenced-based teaching strategies, developmental teaching aids and technology. 8. Develop lesson plans that include developmentally appropriate activities, evidenced-based teaching strategies, developmental teaching aids and technology. 9. Identify sources of instructional resources that can be used in an early childhood education program. 10. Determine ways technology is used in an early childhood education program to impact learning. 11. Analyze career options related to the field of early childhood education.
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<p>Essential Question(s):</p>	<p>How do you plan developmentally appropriate activities for young children? What are evidenced-based teaching strategies used to teach young children How do teachers create across-the-curriculum developmental teacher aids? How is technology used to impact the teaching and learning processes in an early childhood education program? What are the career options in the field of early childhood education?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
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<p>IV. Teaching and Learning</p> <p>A. Developmentally Appropriate Units/ Thematic Lesson Plans</p> <ol style="list-style-type: none"> 1. Sensory integration 2. Physical development 3. Cognitive development 4. Language and literacy development 5. Creative social play 6. Recreational activities 	<p>10 + 5 Discussion: When planning learning experiences for an early childhood education program, a teacher plans developmentally appropriate lessons using themes.</p> <p>PowerPoint Presentation: Thematic Lesson Planning</p> <p>Thematic Planning Activity: Students are given a calendar for 12 months. They select a thematic unit for each month. Students share calendars with class.</p> <p>10 + 2 Discussion: Teacher discusses why it is important to plan curriculum that is developmentally appropriate for children who are participating in an early childhood education program.</p> <p>PowerPoint Presentation: Learning Styles of Children</p> <p>15 + 10 Discussion: Teacher leads a discussion on how sensory integration, physical development, cognitive development, language and literacy development, creative and social play, and recreational activities need to be considered when planning developmentally appropriate lessons.</p> <p>PowerPoint Presentation: Developmentally Appropriate Activities</p> <ul style="list-style-type: none"> • Sensory Integration • Physical Development • Cognitive Development 	<p>Lead Questions</p> <p>PowerPoint Presentation CTX Computer</p> <p>Lead Questions Guidelines for Activity Rubric for Activity Calendar</p> <p>Lead Questions</p> <p>PowerPoint Presentation Computer CTX Lead Questions</p> <p>Lead Questions</p> <p>Research Guidelines Rubric for Research Resources Computer Internet Web sites</p>
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<p>B. Developmentally Appropriate Activities</p> <ol style="list-style-type: none"> 1. Special needs students 2. Diverse populations 	<ul style="list-style-type: none"> • Language and literacy Development • Creative Social Play • Recreational Activities <p>Developmentally Appropriate Activities: Students research developmentally appropriate activities for the sensory integration, physical development, cognitive development, language and literacy, social play and recreational activities for kindergarteners. Based on their research they plan two developmentally appropriate activities for each area of development.</p> <p>Show and Tell: Students share their research and developmentally appropriate activities with the class.</p> <p>15 + 5 Discussion: Teacher discusses how instruction for special needs students and diverse populations should be included in an early childhood education program.</p> <p>PowerPoint Presentation: Developmentally Appropriate Activities</p> <ul style="list-style-type: none"> • Special Needs Students • Diverse Populations <p>Pair, Ink, and Share: Students pair up and select an Application Card that identifies a type of special needs student that might be in an early childhood education program. Students will research the type of special needs student. They complete the Special Needs Chart that identifies the behavior of the special needs students and developmentally appropriate activities that can be used with the student. The students will plan two</p>	<p>Lesson Plan Form Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions</p> <p>Lead Questions</p> <p>Lead Questions</p> <p>PowerPoint Presentation CTX Computer Lead Questions</p> <p>Lead Questions Special Needs Chart</p>
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<p>C. Evidenced-Based Teaching Strategies</p>	<p>developmental activities that relate to a specific type of leaning.</p> <p>10 + 2 Discussion: Teacher defines evidenced-based teaching strategies.</p> <p>Evidenced-Based Teaching Strategies Activity: An evidenced-based teaching strategy is written on a slip of paper. Students draw a strategy and research the strategy selected. They share their strategy with the class. The class as a whole develops a list with definitions of evidenced-based teaching strategies. Students develop a set of Information Cards. One set lists names of evidenced-based strategies and the other set defines strategies.</p> <p>Information Card Game: Students are provided two sets of Information Cards. They play a card game of matching the strategy with the appropriate definition. The first student to match all cards is the winner.</p> <p>Lesson Planning: Students plan a lesson using at least two evidenced-based teaching strategies. Share Out.</p>	<p>Lead Questions</p> <p>Application Cards Guidelines for Activity Computer Internet Web sites References</p> <p>Lead Questions Information Cards Définitions Rules for Playing Game</p> <p>Guidelines for Activity Computers Web sites References Lead Questions Lesson Plan Form</p>
<p>D. Across-the-Curriculum Developmental Teaching Aids</p>	<p>10 + 2 Discussion: Teacher discusses what is meant by across-the-curriculum developmental teaching aids.</p> <p>PowerPoint Presentation: Developing Across-the-Curriculum Teaching Aids</p>	<p>Lead Questions</p> <p>PowerPoint Presentation CTX Computer Lead Questions</p>

<p>E. Ways Technology is Used in Early Childhood Education Programs</p>	<p>Teaching Aid Activity: Students research developing across-the-curriculum teaching aids used to teach kindergarten. They develop five across-the-curriculum teaching aids. Share Out.</p> <p>10 + 2 Discussion: Teacher leads a discussion on the use of technology in an early childhood education program.</p> <p>PowerPoint Presentation: Technology as a Teaching/Learning Tool in an Early Childhood Education Program</p> <p>Research Paper on Technology: Students write a Quick Paper on the use of technology in an early childhood education program. Report Out.</p> <p>Technology Activity: Students develop an activity using a piece of technology. Students present activity to class.</p> <p>Lesson Plans: Students write lesson plans based on units/themes that include developmentally appropriate activities, evidenced-based strategies, teaching aids and technology. Lesson plans will be shared with class and then taught to children.</p>	<p>Guidelines for Activity Rubric Computer Internet Web sites References Lead Questions</p> <p>Lead Questions</p> <p>PowerPoint Presentation CTX Computer Lead Questions</p> <p>Guidelines for Activity Rubric Computer Internet Web sites Resources Lead Questions</p> <p>Guidelines for Activity Rubric Computer Internet Web sites Resources Lead Questions</p> <p>Guidelines for Activity Rubric Computer Internet Web sites Resources Lead Questions</p>
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<p>F. Career Options Related to the Field of Early Childhood Education</p>	<p>10 + 2 Discussion: Class discusses career options available in the field of early childhood education.</p> <p>Research on Career Options: Students research career options in early childhood education. They complete the Career Search Activity Form.</p> <p>Career Fair: Students plan and conduct a Career Fair on career opportunities in early childhood education. Students will be invited to attend the Career Fair. Students evaluate the success of the Career Fair.</p>	<p>Lead Questions</p> <p>Guidelines for Research Paper Rubric for Research Paper Computer Internet Web sites References Lead Questions</p> <p>Guidelines for Activity Rubric Computer Internet Web sites References Lead Questions Rubric for Presentation</p>
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Unit Assessment:	Thematic Planning Activity, Planning Developmentally Appropriate Activities, Evidenced-Based Teaching Strategies Activity, Teaching Across-the Curriculum Activity, Quick Paper on Technology, Technology Activity, Research on Career Options, Career Fair, Rubrics, and Class Participation
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Unit/Course CTSO Activity:	FCCLA members develop plans for language and literacy activities to be used in lessons. Students participate in STAR Events – Teach and Train, Career Investigation, Applied Technology, Early Childhood, Entrepreneurship, Focus on Children, Interpersonal Communications, Job Interview, and Life Event Planning.
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Unit/Course Culminating Product:	Students develop units/thematic lesson plans that are developmentally appropriate. Students teach developmentally appropriate units/thematic lessons. Students sponsor a Career Fair.
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Course/Program Credential(s):	<input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input checked="" type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input checked="" type="checkbox"/> Other: CDA - Child Development Assistant Credential AAFCS Pre-Professional Assessments - Early Childhood Education and/or Education Careers
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