

Course Title: Early Childhood Education II

Unit: 1	Human Development
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 1. Develop a philosophy for an early childhood education program based on child development theories. 2. Explain to parents and other caregivers current trends in brain-based learning research and development of young children. 3. Assess circumstances and factors that contribute to child’s risk of developmental delays. 4. Collect observational data on growth and development of children in an early childhood education program.
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 1. Formulate a philosophy based on child development theories to guide in planning and implementing an early childhood education program. 2. Determine the current trends in brain-based learning research. 3. Explain to parents and caregivers the importance of understanding how brain-based research affects the growth and development of children. 4. Evaluate circumstances and factors that may contribute to developmental delays in a child’s growth and development. 5. Analyze scientific methods of observing the growth and development of children participating in an early childhood education program. 6. Utilize different types of observations to collect data on children participating in an early childhood education program.
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Essential Question(s):	<p>How does one’s philosophy about children impact his/her behavior in working with young children? What impact does brain-based learning research and development relate to a child’s learning? How does research impact child growth and development? What are the causes for developmental delays in a child’s growth and development? How is observational data collected related to a child’s growth and development?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>I. Human Development A. Developing a Philosophy</p>	<p>10 + 2 Discussion: How does one’s philosophy about the growth and development of children guide a teacher’s or caregiver’s decisions and behaviors in an early childhood education program?</p>	<p>Lead Questions</p>

<p>B. Brain-Based Learning Research</p>	<p>Brainstorming Session: What factors should be considered in developing a philosophy about working with young children?</p> <p>Philosophical Paper: Students write their philosophy about working with young children. Report Out.</p> <p>10 + 5 Discussion: What is brain-based learning research?</p> <p>Research Paper on Trends on Brain-Based Learning Research: Students write a research paper on the current trends in brain-based learning research. Report their findings to the class.</p> <p>10 + 5 Discussion: The teacher discusses the impact of brain-based learning research on children participating in the early childhood education lab.</p> <p>Challenge Envelopes: In pairs, students select an envelope that contains a scenario about the affect of current brain-based research on the growth and development of children. They respond to how this research impacts children participating in the program. Share Out.</p> <p>10 + 2 Discussion: The teacher discusses the importance of sharing current brain-based learning research with</p>	<p>Lead Questions</p> <p>Guidelines for Writing a Philosophy References Computers Internet Web sites References Lead Questions Rubric</p> <p>Lead Questions</p> <p>Guidelines for Research Paper Rubric for Research Paper Computers Internet Web sites References Lead Questions</p> <p>Lead Questions</p> <p>Envelopes Scenarios Guidelines</p> <p>Lead Questions</p>
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<p>C. Developmental Delays</p>	<p>caregivers and parents.</p> <p>PowerPoint Presentation: Brain-Based Research</p> <p>Scenarios on Brain-Based Research: Using scenarios, students develop a strategy to share brain-based research information with parents. Share Out. Scenarios are collected to form an <i>Information Guide for Parents and Caregivers</i>.</p> <p>10 + 5 Discussion: The teacher discusses why a child may be at risk of developmental delays?</p> <p>PowerPoint Presentation: Developmental Delays</p> <p>Buzz Session: Factors and circumstances that contribute to a child's risk of developmental delays are discussed.</p> <p>Research Report on Strategies Used to Assist Children with Developmental Delays: Students research and write a report on strategies that can be used to assist children with developmental delays. Report Out</p>	<p>PowerPoint Presentation Computer CTX</p> <p>Guidelines for Scenarios Rubric References Computer Internet Web sites Lead Questions Guidelines for Guide</p> <p>Lead Questions</p> <p>PowerPoint Presentation Computer CTX</p> <p>Lead Questions</p> <p>Guidelines for Research Paper Rubric for Research Paper Computers Internet Web sites References Lead Questions Notes</p>
<p>D. Observational Data</p>	<p>10 + 2 Discussion: Formal and informal assessment tools for observing children are discussed.</p>	<p>Lead Questions</p>

	<p>PowerPoint Presentation: Assessment Tools</p> <ul style="list-style-type: none"> • Formal • Informal <p>Research Report on Assessment Tools: Students complete a Quick Write on the following assessment tools:</p> <ul style="list-style-type: none"> • Anecdotal Records • Rating Scales • Sampling • Checklists • Participation Chart • Interviewing • Portfolios • Video-Taping <p>Share Out.</p> <p>Whole Class Activity: Students discuss how the various assessments are used to collect data on the growth and development of children.</p> <p>Observations of Children: Throughout the course, students use the assessment tools to assist them in making observations about the growth and develop of children. Observations are entered into their Observational Logs.</p>	<p>PowerPoint Presentation Computer CTX</p> <p>Guidelines for Research Report Rubric Computers Internet Web sites References Lead Questions</p> <p>Lead Questions</p> <p>Observational Labs Guidelines for Observational Labs Arrangements Made for Observations Observations Logs Lead Questions Assessment Tools for Class Observations</p>
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<p>Unit Assessment:</p>	<p>Philosophy, Brain-Based Research Report, Scenarios on Brain-Based Research, Research Report on Strategies Used to Assist Children with Developmental Delays, Information Guidebook for Parents, Research Report on Assessment Tools, Observations, Observational Log Entries, Class Discussion, and Rubrics</p>
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<p>Unit/Course CTSO Activity:</p>	<p>FCCLA members create games/therapies to be used with children with specific developmental delays. 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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Unit/Course Culminating Product:	Students visit an elementary school and play games or use strategies developed in class with students identified by teachers as having developmental delays. Games and/or strategies will be matched to specific areas of delayed development (social, physical, emotional, academic, etc.) Philosophical Paper Students develop an Information Guide on Brain-Based Research. The guide is written for parents and caregivers.
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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 II

Unit: 2	Business Practices
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 5. Interpret laws and legislation relating to early childhood education facilities. Examples: child abuse and neglect, liability 6. Analyze functions related to the organization and management of early childhood programs. Examples: personnel policies and procedures, rules and consequences for children, schedules 7. Develop a financial management system for maintaining early childhood programs. Examples: budgeting, accounting, compensation, purchasing
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 1. Interpret laws and legislation that impact the operation of an early childhood education program. 2. Analyze the ethical responsibilities involved in operating an early childhood education program. 3. Describe functions and responsibilities related to the organization and management of early childhood education programs. 4. Create a financial management system for maintaining an early childhood education program. 5. Develop a budget for an early childhood education program. 6. Determine personnel policies, classroom rules, and daily schedules for an early childhood education program.
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Essential Question(s):	<p>How do you finance, organize, manage, staff, implement, and assess a quality early childhood education program? What are the laws and legislation that are mandated for early childhood education facilities?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>II. Business Practices A. Laws and Regulations</p>	<p>10 + 2 Discussion: Why is it important for early childhood education programs to comply with laws and regulations in operating an early childhood education program?</p> <p>Quick Paper on Federal Laws: Students write a Quick Paper on federal laws and regulations that impact an early childhood education program. Share Out.</p>	<p>Lead Questions</p> <p>Guidelines for Quick Paper Rubrics Computers Internet Web sites</p>

	<p>Read, Talk, and Share: Provide students with the <i>Minimum Standards for Day Care Centers and Nighttime Centers Regulations and Procedures</i>.</p> <p>Students read Section I: Legal Authority (page 6). They discuss with other students at their table and then share responses with class.</p> <p>Read, Talk, and Share: Students read and discuss section: III. R. Alabama Law, pages 105-138.</p> <p>Quick Talk: Liability concerns of operating an early childhood education program are discussed.</p> <p>Liability and Insurance Policies Activity: Students are provided with various copies of Liability Insurance policies. They evaluate the policies and select a policy they would use to insure their early childhood education program.</p> <p>Project-Based Learning: Students develop a <i>Handbook for Operating a Quality Early Childhood Education Program in Alabama</i>. Divisions for the handbook include standards, regulations, and guidelines for:</p> <ul style="list-style-type: none"> • Procedures • Facilities 	<p>References Lead Questions List of Federal Laws and Regulations</p> <p>Lead Questions <i>Minimum Standards for Day Care Centers and Nighttime Centers Regulations and Procedures, State Department of Human Resources, http://www.dhr.state.al.us</i></p> <p><i>Minimum Standards for Day Care Centers and Nighttime Centers Regulations and Procedures, State Department of Human Resources, http://www.dhr.state.al.us</i> Lead Questions</p> <p>Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions Liability Insurance Policies</p> <p>Guidelines for Handbook References Computer Internet Web sites Collection of Handbooks from Early Childhood Education Programs Format/Template for Handbook</p>
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	<ul style="list-style-type: none"> • Transportation • Required Equipment List • Administration • Health and Safety • Staffing • Business • Records • Parents • Meal and Snack Patterns/Menus • Public Relations <p>10 + 2 Discussion: The teacher discusses planning facilities based on the understanding of how children develop and provide children with a nurturing and stimulating environment for them to learn and develop.</p> <p>Read and Think: Students are provided copies of the <i>Minimum Standards for Day Care Centers and Nighttime Centers Regulations and Procedures</i>.</p> <p>Students read and discuss section: II. C. Facilities (pages 16-21).</p> <p>Quick Write on Regulations: In their own words, students write a quick paper describing the following regulations:</p> <ul style="list-style-type: none"> • Fire Inspection • Health Inspection • Zoning Approval • Indoor Area • Outdoor Area • Swimming and Wading Center <p>Field Trip to Early Childhood Education Center: Students participate in a field trip. They observe facilities, indoor space, outdoor space,</p>	<p>Rubric for Handbook Laws and Regulations Relating to Topics</p> <p>Lead Questions</p> <p>Lead Questions</p> <p>Guidelines for Quick Write Rubric Lead Questions</p> <p>Observational Guidelines Arrangements for Field Trip Permission Slips Lead Questions</p>
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B. Organization and Management of an Early Childhood Education Program

furnishings, and equipment. They make entries into their Observational Logs on their observations.

Business Practices Project:

Students are provided with typical floor plans for indoor space and outdoor space for an early childhood education facility. Students design a early childhood education facility that meets Alabama's laws and regulations, is child-oriented, is comfortable for adults, is safe, addresses maximum enrollment, meets program objectives, is developmentally appropriate, and contains necessary learning centers for the age group, and is furnished with developmentally appropriate equipment and furnishings. The following areas must be included in the facility:

Inside Space

- Entry Area
- Exit Area
- Block Center/Area
- Dramatic Play Center
- Art Center
- Music Center
- Water and Sand Center
- Carpentry or Woodworking Center
- Science/Mathematics Center
- Table Activities Area
- Children's Lockers or Cubbies
- Feeding and Dining Areas
- Manipulative and Small Constructive Toy Center
- Literacy and Book Center
- Private Areas
- Special Interests Areas
- Kitchen
- Storage
- Floor Treatments
- Wall, Window, and Ceiling Treatments

Observational Logs

Guidelines for Project

Floor Plans

References

Computers

Web sites

Internet

Catalogs

Rubric for Project

Art Supplies

Graphic Paper

- Lighting
- Display Areas
- Reception Area
- Napping Area
- Restrooms
- Isolation Area
- Staff and Support Area

Outside Space:

- Enclosure
- Terrain
- Surface
- Shelter
- Storage
- Space for Child Initiated Movement
- Platforms
- Sand Areas
- Ladders/Slides
- Swinging Platforms
- Play Houses
- Open Area
- Road for Vehicles
- Gardens
- Water Areas

Read and Think:

Students read and discuss section: II. L. Required Equipment List (pages 68-71).

Quick Talk:

Discussion on required equipment for an early childhood education.

Continuation of Project:

After students plan the floor space for the early childhood center, they select furniture and place furniture templates on the floor plan.

Minimum Standards for Day Care Centers and Nighttime Centers Regulations and Procedures, State Department of Human Resources

Lead Questions

Lead Questions

Guidelines for Furniture Selection and Placement Activity
 Rubric for Furniture Selection and Placement
 Templates of Furniture
 Furniture Catalogs

	<p>Furniture:</p> <ul style="list-style-type: none"> • Chairs • Tables • Portable Drawing and Writing Surfaces • Soft Furniture • Stools and Benches • Dividers • Storage Units • Desks • Filing Cabinets • Learning Activity Centers • Computers • Dining Area • Kitchen (Equipment) <p>Continuation of Project: After students select furniture, the furniture templates are placed on floor plan. Now, they select equipment for indoor space and outdoor space.</p> <p>Project Presentation: Each student sets up a display of his/her project. They prepare a five minute presentation on their project. Divide the class in half. The first half presents and the second half visits project. Each student visits five projects. Students discuss each other's projects as a whole group.</p> <p>Observational Activities: Students enter observations in their Observational Logs.</p>	<p>Art Supplies Graph Paper Computers Web sites Internet References Floor Plans Lead Questions</p> <p>Guidelines for Selection of Equipment Rubric for Selection of Equipment Chart for Recording Equipment Needs Catalogs Computer Internet Web sites Resources Floor Plans Lead Questions</p> <p>Guidelines for Presentation Rubrics</p> <p>Arrangements for Observations Observational Logs Lead Questions</p>
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10 + 2 Discussion:

The staff is the single most determinant of a quality early childhood education program. The staff must meet minimal qualifications for their specific duties. Those selected must understand the program's goals and feel a personal ownership for and responsibility of the program.

Read, Think, and Share:

Students read and discuss section: II. F. Staff (pages 38 - 42).

Envelope Challenge:

Students work in pairs and select an envelope that has the name of a staff position for an early childhood education program. They research the staff position to determine qualifications, roles and responsibilities for the staff position in the early childhood education program.

Staff Positions:

- Director
- Early Childhood Associate Teacher
- Early Childhood Teacher
- Food Service Personnel
- Maintenance Staff
- Office Staff
- Transportation Staff
- Health Staff

Table Talk:

Students break into groups of seven based on the above staff positions. Each group shares their staff position report. After each group finishes this activity, they move to another group. Each group shares their reports. At the end of this activity, groups write a description for each staff position that includes qualifications, roles and responsibilities. Report Out.

Lead Questions

Minimum Standards for Day Care Centers and Nighttime Centers Regulations and Procedures, State Department of Human Resources

Envelopes

Slips of Paper with Staff Position Written Guidelines for Research

References

Computer

Internet

Web sites

Lead Questions

Lead Questions

	<p>Copies of the reports are made for each group member to add to their handbook.</p> <p>10 + 2 Discussions: The process of screening and selecting applicants is discussed.</p> <p>Writing a Job Advertisement: Students write a job advertisement for the director and an early childhood education teacher. The descriptions must include such information as: job description, list of duties (essential functions), qualifications, pay scale, work hours, benefits, and skills required. Students place ads on the walls of the classroom. Students rotate around the room and read advertisements created by each other.</p> <p>Read and Think: Students are provided with sample job applications. They review the applications for content.</p> <p>Job Application Form Activity: Students develop an application form for an early childhood teacher. The application is placed in their handbook.</p> <p>10 + 5 Discussion: The process of hiring staff is discussed.</p> <p>PowerPoint Presentation: The Importance of Obtaining Documentation of Credentials of Applicants</p> <ul style="list-style-type: none"> • References • Employment Eligibility Verification • Criminal Record Checks 	<p>Copies of Reports</p> <p>Lead Questions</p> <p>Guidelines for Writing Advertisements Rubric Computers Internet Web sites References Lead Questions Art Supplies</p> <p>Lead Questions Sample Job Descriptions</p> <p>Guidelines for the Activity Rubric Lead Questions Computers Internet Web sites References</p> <p>Lead Questions</p> <p>PowerPoint Presentation Computer CTX Lead Questions</p>
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	<p>Read, Talk, and Share: Students read and discuss section: III. C. Mandatory Criminal History Check Notice (page 83).</p> <p>Read, Talk, and Share: Students read and discuss section: III. D. Medical report for persons giving care to children, (page 84).</p> <p>10 + 5 Discussion: Students discuss job interviews that they have participated in for employment.</p> <p>PowerPoint Presentation: The Job Interview</p> <p>Quick Write on Interview Questions: Students develop a list of at least ten questions to ask on an interview for the position of an early childhood education teacher.</p> <p>Role Play on Job Interviews: Using their interview questions, students role play conducting an interview with one of their classmates. The classmate provides the interviewer with a completed application with references. Students change roles. Based on the role play situations and the interview process, the class makes the final decisions as to hiring applicants described in the role playing situations. Students provide documentation for their decisions. Share Out.</p> <p>10 + 2 Discussions: The necessary paperwork for an employee to complete before they can be officially hired is discussed.</p>	<p><i>Minimum Standards for Day Care Centers and Nighttime Centers Regulations and Procedures, State Department of Human Resources</i></p> <p><i>Minimum Standards for Day Care Centers and Nighttime Centers Regulations and Procedures, State Department of Human Resources</i></p> <p>Lead Questions</p> <p>PowerPoint Presentation Computer CTX</p> <p>Guidelines for Activity Lead Questions</p> <p>Guidelines for Activity Rubric Role Play Situations Applications References Lead Questions</p> <p>Lead Questions</p>
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	<p>Research Paper on a Positive Environment: Students research the topic: Creating a positive and enriching environment for staff. They identify strategies as to how they can promote the following:</p> <ul style="list-style-type: none"> • Climate • Communicating Goals • Communication • Delegating Responsibilities • Managing <p>Share Out.</p> <p>Read, Think, and Share: Students read and discuss section: III. Sample operating polices (page 97).</p> <p>10+2 Discussion: Students discuss job situations where they were evaluated on their job performance.</p> <p>PowerPoint Presentation: Process of Staff Assessments</p> <p>Staff Assessment Activity: Students are provided with samples of staff assessment forms. They review the assessments as to their effectiveness in evaluating early childhood education staff. They develop an assessment form to be used to evaluate an early childhood education teacher. They team with a group of three students. They critique each other's assessment forms. As a group they develop an assessment form. They make copies of the assessment form and place it in their handbook. Share Out.</p>	<p>Guidelines for Research Paper Rubric Computers Web sites Internet References Lead Questions</p> <p><i>Minimum Standards for Day Care Centers and Nighttime Centers Regulations and Procedures, State Department of Human Resources</i></p> <p>Lead Questions</p> <p>PowerPoint Presentation: Computer CTX Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites Lead Questions References Staff Assessments</p>
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<p>Whole Group Discussion: Students discuss how the <i>Council for Professional Recognition CDA Competency Goals and Functional Areas</i> document can be used in the development of staff assessment forms.</p> <p>PowerPoint Presentation: Child Development Associate (CDA) National Credentialing Program</p> <p>Teacher Talk: The teacher discusses the importance of establishing appropriate expectations as a means of setting boundaries for desired behavior of children.</p> <p>Classroom Rules Activity: Students research and develop classroom rules for an early childhood education program. Share Out. Students develop rules for the early childhood education program in their in-school program.</p> <p>Research Report on Positive Guidance: Students research the topic on using positive guidance in an early childhood education program. They identify and describe strategies that promote positive guidelines. Strategies are included in handbook. Students share strategies with class.</p> <p>Role Play on Positive Guidance: Students role play situations using positive guidance strategies to react to children's behavior in an early childhood education program.</p>	<p>Staff Assessments Lead Questions <i>The Council for Professional Recognition CDA Competency Goals and Functional Areas</i></p> <p>PowerPoint Presentation Computer CTX Lead Questions</p> <p>Lead Questions</p> <p>Guidelines for Rules Rubric Computer Web sites Internet References Lead Questions</p> <p>Guidelines for Research Computer Internet Web sites References Lead Questions</p> <p>Role Play Situations Lead Questions Computers Internet Web sites References</p>
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	<p>PowerPoint Presentation: Classroom Features that Support Guidance and Self-Regulation that Benefits All Children</p> <ul style="list-style-type: none"> • Consistent behavior from teachers and staff • Routines established and maintained • A belief shared by all staff that children can and will learn • A partnership between teachers and children • Community and a culture of caring • Open communication between: <ul style="list-style-type: none"> . Children-children . Teacher-children . Children-teacher . Teacher-parents . Parents-teacher • Clear expectations and high expectations • Sufficient materials to support learning activities • A balance between cooperation and independent learning • An atmosphere of respect and caring <p>10 + 2 Discussion: What are the daily activities included in an early childhood education program?</p> <p>Research Report on Developmentally Appropriate Daily Activities: Students research developmentally appropriate daily activities that should be included in an early childhood education program. The following activities must be included in the report:</p> <ul style="list-style-type: none"> • Arrival • Greetings • Free Play • Story Time • Active Work and Play 	<p>PowerPoint Presentation Computer CTX Lead Questions Examples</p> <p>Lead Questions</p> <p>Guidelines for Research Report Rubric for Research Report Computers Web sites Internet References Lead Questions</p>
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- Outdoor Activities
- Music and Rhythmic activities
- Toileting
- Rest
- Nap Time
- Meals and Snacks
- Group Time
- Cleanup
- Farewells

Report Out.

Case Studies on Developmentally Appropriate Daily Activities:

Students are provided with case studies on daily activities implemented in an early childhood education program. They determine if the activities conducted are developmentally appropriate. They must justify their responses. Share Out.

Quick Talk:

What is a daily schedule? Why is a daily schedule important?

Read, Think, and Share:

Students read and discuss section: III. M. Sample schedule (page 98).

Daily Schedule Activity:

Students develop a daily schedule for early childhood education activities in an early childhood education program.

Guidelines for Activity
 Rubric
 Case Study
 Computers
 Internet
 Web sites
 References
 Lead Questions

Lead Questions
 Lecture

Minimum Standards for Day Care Centers and Nighttime Centers Regulations and Procedures, State Department of Human Resources
 Lead Questions

Guidelines for Activity
 Rubric
 Computers
 Internet
 Web sites
 Resources
 Lead Questions

<p>C. Financial Management Systems</p>	<p><i>Throughout the course, students will develop daily schedules as they plan activities for children in the early childhood education program.</i></p> <p>10 + 5 Discussion: The importance of keeping records of how money flows in and flows out of an early childhood education program is discussed.</p> <p>Quick Talk: Discuss possible sponsors for not-for profit and for-profit early childhood education programs:</p> <ul style="list-style-type: none"> • Public funds • Funds from charities • Fees charged • Fund-raising <p>10 + 2 Discussion: What is a budget?</p> <p>Teacher Talk: The teacher discusses an early childhood education program’s budget. A sample budget, explaining the concepts of estimating income, fixed expenditures, variable expenditures, optional expenditures, budget categories, and budget format is presented.</p> <p>Research on Costs of Operating an Early Childhood Education Program: Students research the estimated costs of operating an early childhood education program. Report Out.</p> <p>Challenge Envelopes: Students select a partner. Placed on slips of paper are sources of income and expenses of an</p>	<p>Lead Questions</p> <p>Lead Questions</p> <p>Lead Questions</p> <p>Lead Questions Sample Budgets</p> <p>Guidelines for Research Rubric for Research Computer Internet Web sites References Lead Questions</p> <p>Envelopes Blank Budget Form Computers Internet</p>
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	<p>early childhood education program. Students are given a blank budget form. They develop a budget using the items included in the envelope.</p> <p>Analysis of Budget: Students analyze their budgets by using an actual budget used in the activity to determine if income and expenditures were recorded correctly.</p> <p>Quick Talk: When pairs have finished their budgets they discuss how to analyze a budget?</p> <p>Pair and Share: Students in the same pairs analyze their budgets to determine costs per child and the break-even point. Report Out.</p>	<p>Web sites References</p> <p>Guidelines for Activity Budget Forms Copies of Actual Budget Lead Questions</p> <p>Lead Questions Sample Budgets Analysis of Budgets</p> <p>Lead Questions</p>
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Unit Assessment:	Quick Paper on Federal Laws, Liability and Insurance Policies Activity, Handbook for Operating a Quality Early Childhood Education Program in Alabama, Quick Write on Regulations, Business Practices Project, Observational Activities, Writing a Job Advertisement, Job Application Form, Interview Role Play Activity, Research Report on Positive Guidance, Research Paper on A Positive Environment, Staff Assessment Activity, Research Report on Developmentally Appropriate Daily Activities, Case Studies on Developmentally Appropriate Activities, Daily Schedule Activity, Research Report on Costs of Operating an Early Childhood Education Program, Analysis of Budget, Class Participation, and Rubrics
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Unit/Course CTSO Activity:	Entrepreneurship – FCCLA members develop a plan for a small business (early childhood education learning center) using sound business practices. 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:	Operating Guidelines Handbook for “Little Kids’ Learning Center” Business Practices Project
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<p>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</p>
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Course Title: Early Childhood Education II

Unit: 3	Teaching
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 8. Design a unit of thematic curriculum for various age groups and populations. Examples: diversity in the community, children with exceptionalities <ul style="list-style-type: none"> • Revising lesson plans based on positive and negative feedback 9. Create developmentally appropriate learning activities in language arts, mathematics, science, music, art, and for special events. 10. Utilize a variety of motivational techniques that encourage children to participate in an early childhood education program. 11. Evaluate classroom management strategies used in an early childhood education program.
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 1. Design units based on themes for an early childhood education curriculum for various age groups and populations. 2. Evaluate lesson plans based on positive and negative feedback. 3. Create developmentally appropriate learning activities in language arts. 4. Create developmentally appropriate learning activities in mathematics. 5. Create developmentally appropriate learning activities in science. 6. Create developmentally appropriate learning activities in music. 7. Create developmentally appropriate learning activities in art. 8. Create developmentally appropriate learning activities for special events. 9. Utilize a variety of motivational techniques that encourage students to participate in the early childhood education program. 10. Define the teaching process. 11. Teach lessons based on Block/Unit plans. 12. Revise lesson plans. 13. Assess classroom management strategies used in the early childhood education program to determine effectiveness.
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Essential Question(s):	<p>What is meant by the phrase “developmentally appropriate” in relation to an early childhood curriculum, learning activities, motivation, and classroom management? What is the process of creating developmentally appropriate curriculum and learning activities? How do you motivate children to participate in the early childhood education program? What knowledge and skills are necessary to successfully help children guide their own behavior?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>III. Teaching</p> <p>A. Thematic Curriculum</p>	<p>10 + 2 Discussion: How is instruction planned for an early childhood education program?</p> <p>Table Talk: Students discuss the concept of planning curriculum based on a theme.</p> <p>Research Report on Thematic Curriculum: Students research the topic “Thematic Curriculum.” They develop themes for:</p> <ul style="list-style-type: none"> • Two-and Three-Year Olds • Three- and Four-Years Olds • Four-and Five-Years Olds <p>Share Out.</p> <p>10 + 2 Discussion: The teacher discusses how themes are used in planning to help children make connections to their real world. These big ideas are known as concepts.</p> <p>Major Concept Activity: Students use the list of themes they developed and identify the major concepts that a child learns through the teaching of these thematic units. Report Out.</p> <p>10 + 2: Discussion: What is Unit Planning/Block Planning?</p> <p>Teacher Talk and Demonstration: Teacher provides students with copies of Block/Unit Plans. The components of a Block/Unit are discussed. The teacher demonstrates the process of developing Block/Unit Plans.</p>	<p>Lead Questions</p> <p>Lead Questions</p> <p>Guidelines for Research Rubric Computers Internet Web sites Lead Questions References</p> <p>Lead Questions</p> <p>Guidelines for Activity Rubric Lead Questions</p> <p>Lead Questions</p> <p>Copies of Block/Unit Plans Lead Questions Computer CTX</p>

	<p>Block/Unit Plan Activity: Students are provided with blank Block Plans. They are to develop a Block Plan for one of the ages and themes conducted in their research. Students share their Block Plans with class.</p> <p><i>Throughout the course, students will develop Block/Unit Plans.</i></p> <p>10 + 5 Discussion: The teacher discusses the importance of developing lesson plans.</p> <p>Teacher Talk and Demonstration: Teacher provides students with sample lesson plans and defines and discusses each component of the lesson plan. Teacher demonstrates the process of developing a lesson plan</p> <p>Teacher Directed Practice: Students select a theme from a Block/Unit Plan. As a class, they develop a lesson plan.</p> <p>Group Development of Lesson Plans: Students are divided into groups of four. They are given a theme and as a group they develop lesson plans for preschoolers. Share Out.</p>	<p>Guidelines for Developing Block/Unit Plans Blank Block/Unit Plans Rubric Computers Internet Web sites References Lead Questions</p> <p>Lead Questions</p> <p>Sample Lesson Plans Lead Questions Lesson Plan Form</p> <p>Sample Lesson Plan Computer Internet Web sites References Lead Questions Themes Lesson Plan Form</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions Lesson Plan Form Rubric for Lesson Plans</p>
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<p>B. Developmentally Appropriate Learning Activities</p>	<p>Development of Lesson Plans: Students select themes and develop lesson plans for preschoolers. Share Out.</p> <p><i>Throughout the course students will develop lesson plans.</i></p> <p>10 + 2 Discussion: The importance of planning a developmental appropriate educational program is discussed.</p> <p>Teacher Talk: The teacher discusses characteristics of developmentally appropriate activities.</p> <p>Team Activity: Written on slips of paper are various activities that are developmentally appropriate for specific age groups. In teams, students select an activity and determine what age group the activity is most appropriate for in the early childhood education program.</p> <p>Guidebook on Developmentally Appropriate Activities: Students develop a <i>Guidebook of Developmentally Appropriate Activities to Guide Preschools in Their Learning</i>. Students research each of the content areas in an early childhood education program. They identify developmental appropriate activities to use with preschoolers. The guidebook will include the following areas:</p> <ul style="list-style-type: none"> • Language arts 	<p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions Lesson Plan Form Rubric for Lesson Plan</p> <p>Lead Questions</p> <p>Lead Questions Computer CTX Examples of Developmentally Appropriate Activities</p> <p>Guidelines for Activity Developmentally Appropriate Activities Lead Questions</p> <p>Guidelines for Guidebook Rubric Computer Internet Web sites References Lead Questions</p>
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<p>C. Revising Lesson Plans</p>	<ul style="list-style-type: none"> • Mathematics • Science • Music • Art • Social Sciences • Special Events <p>Share Out.</p> <p>Teacher Talk: The teacher reviews the components of a lesson plan. Students are provided with copies of lesson plans that include developmentally appropriate activities.</p> <p>Developmentally Appropriate Activities: Students use their guidebooks to develop lesson plans using developmentally appropriate activities.</p> <p>Pair and Share: Students pair and share their lesson plans with each other. After the lessons are shared, partners critique the activities to determine if they include developmentally appropriate activities.</p> <p><i>Throughout the course, students will develop developmentally appropriate lessons plans.</i></p> <p>10 + 5 Discussion: The importance of revising lesson plans when necessary is discussed.</p> <p>Revising Lesson Plans: Students are provided with sample lesson plans They review the lesson plans to determine if they think revisions are necessary based on</p>	<p>Lead Questions Samples of Lesson Plans with Developmentally Appropriate Activities</p> <p>Guidebook Computers Rubric Internet Web sites References Lead Questions Lesson Plan Form</p> <p>Lead Questions Lesson Plans Rubric</p> <p>Lead Questions</p> <p>Guidelines for Activity Sample Lesson Plans Rubric Lead Questions</p>
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<p>D. Motivational Techniques</p>	<p>what was taught in the units. They revise the lesson plans. They defend their revisions.</p> <p>10 + 2 Discussion: Definitions of motivation, internal motivation and external motivation are discussed.</p> <p>Research Report on Motivation Strategies: Students research strategies used to encourage preschoolers to learn. Report Out.</p> <p>Challenge Envelopes: Students select an envelop that contains a situation where a child is unmotivated to participate in an activity or learning experience. Students select a strategy that can be used to motivate the child. Students role play the situation using the motivational strategy.</p>	<p>Lead Questions</p> <p>Guidelines for Research Report Rubric Computers Internet Web sites References Lead Questions</p> <p>Envelopes Situations Computers Internet Web sites References Lead Questions</p>
<p>E. The Teaching Process</p>	<p>PowerPoint Presentation: The Teaching Process</p> <p>Teacher Demonstration: Using a lesson plan, the teacher models teaching. Students evaluate the lesson. They determine if any revisions need to be made in the lesson.</p> <p>Observation of Teaching: Using a rubric, students evaluate a teacher who is teaching a lesson in an early childhood education program. They write their observations in their Observational Log. Share Out.</p>	<p>PowerPoint Presentation Computer CTX Lead Questions</p> <p>Lesson Plan Rubric Lead Questions</p> <p>Schedule Observations Guidelines for Activity Observational Logs Rubric</p>

<p>F. Classroom Management Strategies</p>	<p>Teaching a Lesson: Students develop a lesson plan and teach the lesson to the class. They are video-taped so that they can review the lesson.</p> <p><i>Throughout the course, students will teach lessons in the classroom as well as in the childhood education program.</i></p> <p>10 + 5 Discussion: Why it is important to guide children’s behavior and help them become responsible?</p> <p>Table Talk: Students discuss the causes of behavior problems in an early childhood education program.</p> <p>Brainstorming Session: Students brainstorm problems that they have observed in an early childhood education setting.</p> <p>Pair and Share: Students work in pairs. They select a behavior problem. They research the problem to determine possible causes and strategies for dealing with this particular problem. They create an information card on the behavioral problem and guidelines for addressing the problem in the early childhood education program. Students share their information cards with class.</p> <p>Role Play: Students role play situations where children are exhibiting behavioral problems. Students determine the problems and strategies to deal with the problems.</p>	<p>Guidelines for Activity Rubric Computers Internet Web sites References Video-Tape Cam recorder</p> <p>Lead Questions</p> <p>Lead Questions</p> <p>Lead Questions</p> <p>Guidelines for Activity Computers Internet Web sites References Lead Questions Cards</p> <p>Guidelines for Role Play Role Play Situations Lead Questions Computers Internet Web sites</p>
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	<p>Quick Paper Guiding a Child’s Behavior: Students write a short paper in their Observation Logs on “My Basic Beliefs about Guiding Children’s Behavior.” Share Out.</p> <p>10 + 2 Discussion: Why is knowing how children grow and develop the foundation for guiding their behavior?</p> <p>Quick Paper on Maslow’s Hierarchy: Students write a paper on Maslow’s Hierarchy and its impact on guiding children’s behavior. Share Out.</p> <p>10 + 2 Discussion: Why is it important that children learn that they are primarily responsible for their own behavior and that pleasure and rewards for appropriate behavior come from within?</p> <p>Research Report on Changing or Modifying Behavior: In pairs, students research strategies for helping children learn new behaviors and change or modify their old behaviors. Students share strategies.</p> <p>Case Studies on Changing Behavior: Students are provided with case studies describing situations where they need to use a strategy so that children learn new behaviors and change or modify their old behaviors.</p>	<p>References</p> <p>Guidelines for Paper Rubric Computers Internet Web sites References Lead Questions</p> <p>Lead Questions</p> <p>Guidelines for Paper Rubric Computers Internet Web sites References Lead Questions</p> <p>Lead Questions</p> <p>Guidelines for Research Report Rubric Computers Internet Web sites References Lead Questions</p> <p>Guidelines for Activity Rubric Case Studies Computers Internet</p>
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	<p>10 + 2 Discussion: How the environment of the classroom makes appropriate behavior possible is discussed.</p> <p>Challenge Envelopes: In envelopes are slips of paper that identify guidelines to create a classroom that helps children to do their best and be their best.</p> <ul style="list-style-type: none"> • Make classroom comfortable, safe, and attractive. • Locate materials so that child can easily retrieve them. • Establish a system so that materials are easily stored and so that children can easily put them away. • Have an open area. • Create center areas that are well-defined and accessible to children and have abundant materials. • Provide for all kinds of activities, both quiet and loud. <p>Students describe how the guidelines can be used in the classroom to help children to do their best.</p> <p>Field Trip: Students observe classroom management strategies used in an early childhood education program. They enter in their Observational Logs what they observed in relation to classroom management. What strategies did they see? What strategies were positive? What strategies were negative? How did the environment impact classroom management? What changes would they suggest in the environment to better manage the classroom? Students share their observations.</p>	<p>Web sites References Lead Questions</p> <p>Lead Questions</p> <p>Guidelines for Activity Envelopes Guidelines Computers Internet Web sites References Lead Questions</p> <p>Arrangements for Field Trip Permission Slips Observational Activities Observational Logs Lead Discussion</p>
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Unit Assessment:	Research Paper on Thematic Curriculum, Major Concept Activity, Block/Unit Activity, Block/Unit Plans, Lesson Plans, <i>Guidebook of Developmentally Appropriate Activities to Guide Preschoolers in Their Learning</i> , Developmentally Appropriate Activities, Revising Lesson Plans, Research Report on Motivation Strategies, Teaching a Lesson, Video-taped Lesson, Quick Paper on Guiding a Child's Behavior, Quick Paper on Maslow's Hierarchy, Research Paper on Changing or Modifying Behavior, Case Studies on Changing Behavior, Class Participation, and Rubrics
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Unit/Course CTSO Activity:	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:	Guidebook on Developmentally Appropriate Activities Block/Unit Plans Lesson Plans Teaching Videos
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Course/Program Credential(s): <input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input type="checkbox"/> University Degree <input checked="" type="checkbox"/> Other: CDA - Child Development Assistant Credential AAFCS Pre-Assessments - Early Childhood Education and/or Education Careers
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	<p>PowerPoint Presentation: <i>MyPyramid</i></p> <p>Menu Planning Activity: Students are provided with copies of <i>MyPyramid For Kids</i>. Students plan a week's menu for children in an early childhood education program, including meals and snacks.</p> <p>Pair and Prepare: With a classmate, students identify nutritious snacks from each Food Group for preschoolers for one week. They prepare one of the nutritious snacks for the class. Share Out.</p> <p>Cookbook: Students create a simple cookbook with recipes for fun and nutritious snacks that are developmentally appropriate for children of different ages.</p>	<p>References Art Supplies Poster Board Lead Questions</p> <p>Power Point Presentation <i>MyPyramid</i> Computer CTX</p> <p>Copies of <i>MyPyramid for Kids</i> Menu Chart for a Week Lead Questions Computers Internet Web sites References Cookbooks</p> <p>Guidelines for Activity Rubric Computer Internet Nutrition Books Web sites Cookbooks References Lead Questions Grocery List Food Preparation Plan</p> <p>Guidelines for Cookbook Rubric Computers Internet Web sites Cookbooks References Lead Questions</p>
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B. Basic Health Practices and Prevention Procedures

Throughout the course, students will plan and prepare nutritious snacks and meals for the early childhood education program.

10 + 5 Discussion:

The importance of having basic health practices and prevention procedures in place in an early childhood education program is discussed.

Slips of paper with the name of a communicable disease are placed in a bowl. Students draw a disease and research the disease. Share Out.

Quick Paper on Illnesses of Children:

Students research symptoms and treatments of illnesses of young children. They record the information on the Illnesses of Children Chart. Report Out.

10 + 5 Discussion:

The importance of informal daily health checks of children when arriving at the center is discussed.

Teacher Talk:

The teacher discusses when to contact parents about the possible illness of their child or when their child is exposed to a communicable disease.

Lead Questions

Bowl
Slips of Paper
Guidelines for Research
Lead Questions
Computers
Internet
Web sites
References
Rubric

Research Guidelines
Lead Questions
Rubric
Illnesses of Children Chart
Computers
Internet
Web sites
References

Lead Questions

Lead Questions
Examples

<p>C. Emergency Evacuation Procedure Drills</p>	<p>Research Report on Health Prevention Procedures: Students research health prevention procedures to follow in an early childhood education facility.</p> <p>Teacher Demonstration: Teacher demonstrates the use of ten basic health practices and prevention procedures commonly used in an early childhood education center</p> <p>Case Studies on Basic Health Practices and Prevention Procedures: Students are provided with case studies of situations in an early childhood education program that require basic health practices or prevention procedures to ensure the health and safety of children and staff. They determine what action they would take if they were the teacher or director. Share Out.</p> <p>10 + 2 Discussion: Why it is important to practice emergency evacuation procedure drills with both staff and children is discussed.</p> <p>PowerPoint Presentation: Emergency Evacuation/Procedures and Drills</p> <p>Guided Practice: Teacher and students follow procedures for Evacuation/Emergency Drills.</p> <p>Field Trip: Students visit an early childhood education program. They determine if the facility has</p>	<p>Guidelines for Research Paper Rubric Computers Internet Web sites References Lead Questions</p> <p>Lead Questions Supplies Products</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Case Studies Lead Questions</p> <p>Lead Questions</p> <p>PowerPoint Presentation Computer CTX Evacuation Charts Lead Questions</p> <p>Lead Questions Schedule for Drills</p> <p>Arrangements for Field Trip Permission Slips Observational Activities</p>
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D. Reporting and Explaining the Behavior of Children

posted procedures for Evacuation/Emergency Drills. They develop a set of questions to use to ask the teacher about emergency and evacuation procedures. They interview the teacher to determine the procedures used in the early childhood education program. Students enter information in their Observational Logs.

Read, Think, and Share:

Students are provided with copies of observation forms, accident reports, enrollment forms, health forms, etc. commonly used in early childhood education learning centers. They discuss information included on the forms. They analyze the forms to determine if more information should be obtained.

10 + 5 Discussion:

The importance of initial assessments and ongoing assessments of children participating in the early childhood education program is discussed.

Guest Speaker:

Director or a teacher of an early childhood education program discusses the importance of initial and ongoing assessment of children participating in an early childhood education program and how he/she reports or explains behavior of children.

Quick Write on Confidentiality:

Students research and write a Quick Paper on the importance of keeping observations confidential. Report Out.

Observational Logs
Lead Questions

Lead Questions
Copies of Observation Forms,
Accident reports
Enrollment Forms
Health Forms

Lead Questions

Arrangements for Guest Speaker
Lead Questions

Guidelines for Quick Write
Rubric
Computers
Internet
Web sites
References
Lead Questions

	<p>Scenarios on Reporting Student Behavior: Students will be provided scenarios of situational information on the behavior of young children in an early childhood education program. They will complete various forms to report the child's behavior based on the situations included in the scenarios. Report Out.</p> <p>Handbook on Reporting and Explaining the Behavior of Children: Students develop a handbook on reporting and explaining the behavior of children. The handbook is for program staff as well as for parents. Report Out.</p>	<p>Guidelines for Activity Rubric Scenarios Computers Internet Web sites References Various Reporting Forms Lead Questions</p> <p>Guidelines for Handbook Rubric Computers Internet Web sites References Lead Questions</p>
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Unit Assessment:	Posters on Nutrients, Menu Planning Activity, Cookbook, Quick Paper on Illnesses of Children, Research Report on Prevention Procedures, Case Studies on Basic Health Practices and Prevention Procedures, Quick Write on Confidentiality, Scenarios on Reporting Student Behavior, Handbook for Reporting and Explaining the Behavior of Children, Class Participation, and Rubrics
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Unit/Course CTSO Activity:	FCCLA Chapter Service Project - Plan, prepare, and serve nutritious snacks to children during preschool parent meetings during the school year. 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:	Chart on Symptoms and Treatment of Childhood Illnesses Cookbook Handbook for Reporting and Explaining the Behavior of Children
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<p>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 Education and/or Careers Credential</p>

Course Title: Early Childhood Education II

Unit: 5	Professionalism
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 16. Analyze early childhood education professional associations to determine their importance to teaching. 17. Demonstrate skills needed to communicate with all early childhood education stakeholders.
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 1. Determine characteristics of an early childhood professional. 2. Describe why it is important for early childhood education staff to become members of professional associations related to teaching and working with children. 3. Compare early childhood education professional associations to determine which associations are most beneficial in meeting the needs of early childhood education staff. 4. Identify stakeholders of early childhood education programs. 5. Determine skills needed to communicate effectively to early childhood education stakeholders. 6. Demonstrate strategies used to communicate with early childhood education stakeholders.
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Essential Question(s):	<p>Why is it important for early childhood education staff to become members of professional associations? What are some essential skills needed to communicate effectively with early childhood education stakeholders?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>V. Professionalism A. An Early Childhood Education Professional</p>	<p>10 + 2 Discussion: Who are professionals in the field of early childhood education?</p> <p>Poster on the Characteristics of Early Childhood Education Professionals: Students research characteristics of professionals in the field of early childhood education. They create a poster that describes these characteristics. Report Out.</p>	<p>Lead Questions</p> <p>Guidelines for Research Report Guidelines for Poster Computers Internet Web sites References Art Supplies</p>

	<p>Read, Think, and Share: Students read the <i>NAEYC Code of Ethical Conduct</i>. Students share their thoughts about the behaviors addressed in the code.</p> <p>Code of Ethics Activity: Using their research and the <i>NAEYC Code of Ethical Conduct</i>, students develop a Code of Ethics for professional early childhood education teachers. Share Out.</p> <p>Whole Group Activity: As a group, students develop a Code of Ethics to follow as members of the class, observers in early childhood education programs, and as they teach and assume other responsibilities in the early childhood education program.</p> <p>Brochure on a Professional Association: On slips of paper are written the names of professional associations affiliated with the education of young children. Students draw a slip. They research the association identified on the slip and develop a brochure that describes the association. Students share their brochures with the class.</p> <p>Panel Discussion: Officers or members of various professional associations discuss with the class the value of their associations to education and the growth and development of children.</p>	<p>Led Questions</p> <p>National Association for the Education of Young Children's <i>Code of Ethical Conduct Statement of Commitment</i> Lead Questions</p> <p>Guidelines for Developing a Code of Ethics Rubric Computer Internet Web sites References Lead Questions</p> <p>Lead Questions Guidelines for Developing Code of Ethics</p> <p>Guidelines for Research Guidelines for Brochure Slips of Paper Names of Associations Art Supplies Computers Internet Web sites References Lead Questions</p> <p>Arrangements for Panel Lead Questions</p>
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<p>B. Communication Skills</p>	<p>Observational Log: Students identify professional associations that they would join as an early childhood professional and describe the associations' impact to the field of education and child growth and development.</p> <p>10 + 2 Discussion: Why early childhood education stakeholders are important to an early childhood education program?</p> <p>Brainstorming Session: Students brainstorm what community agencies, community leaders, and government officials in their community support and provide services to families and children. They make a list of these stakeholders.</p> <p>10 + 2 Discussion: Why is it important to communicate clearly with stakeholders?</p> <p>PowerPoint Presentation: Communication Skills Needed by Early Childhood Education Professionals</p> <p>Role Play on Communication Skills: Students role play situations where teachers/directors must communicate with stakeholders.</p> <p>Guidelines for Communicating with Parents and Other Stakeholders: Students research communication skills necessary for working in an early childhood education program. They develop communication guidelines for early childhood education program staff.</p>	<p>Lead Questions Observational Activities Observational Logs</p> <p>Lead Questions</p> <p>Lead Questions</p> <p>Lead Questions</p> <p>PowerPoint Presentation Computer CTC Lead Questions</p> <p>Guidelines for Role Play Role Play Situations Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions</p>
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	<p>Challenge Envelopes on Communication: The teacher writes on slips of paper strategies that can be used to communicate with stakeholders. Students work in pairs and select a slip of paper. They research the strategy and then develop a product or demonstrate the strategy as a tool to communicate with stakeholders. They present product or strategy to class.</p> <p>10 + 2 Discussion: Becoming an Advocate For Children</p> <p>Guest Speakers: Advocates for early childhood education discuss with the class the role of advocates in promoting issues that impact the field of early childhood education.</p> <p>Advocate Project: Students select an issue or concern that impacts education, teaching, or early childhood education. They develop a marketing plan to become an advocate for the issue or concern.</p>	<p><i>FCCLA</i> Marketing Tool Kits Computers Internet References Web sites Envelopes Strategies Lead Questions</p> <p>Lead Questions</p> <p>Arrangements for Speaker Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions</p>
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<p>Unit Assessment:</p>	<p>Poster on Characteristics of an Early Childhood Education Professionals, Code of Ethics Activity, Brochure on a Professional Association, Observational Log Entries, Guidelines for Communicating with Parents and Other Stakeholders, Challenge Envelopes on Communication, Advocate Project, Class Participation, and Rubrics</p>
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<p>Unit/Course CTSO Activity:</p>	<p>FCCLA STAR Event Illustrated Talk - A team of FCCLA members develop and present a program to preschool parents on storytelling, the importance of reading to young children, child abuse and neglect, childhood nutrition, or some other topic pertinent to child development or early childhood education.</p> <p>Students participate in other 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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Unit/Course Culminating Product:	Membership in Professional Association Code of Ethics Guidelines for Communicating with Parents and Stakeholders
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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 II

Unit: 6	Technology and Careers
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 18. Utilize technology to manage, organize, and teach in an early childhood education program 19. Analyze the field of early childhood education for career options, entrepreneurial opportunities, and required credentials.
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 1. Utilize technology and software to manage and organize an early childhood education program. 2. Utilize technology and software as a teaching tool. 3. Utilize technology and software as a learning tool for children. 4. Utilize technology and software as a tool for playtime. 5. Evaluate software to determine if it is appropriate to meet instructional goals. 6. Assess personal interests, abilities, values, and priorities related to career choices. 7. Analyze career options and educational requirements for a variety of early childhood education careers.
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Essential Question(s):	<p>How do you use technology and software in the management and operation of an early childhood education center?</p> <p>How can technology and software be used as teaching tools in the early childhood education program?</p> <p>What career options, entrepreneurial opportunities, and credentials are available 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
<p>VI. Technology</p> <p style="padding-left: 20px;">A. Technology and Software</p> <ol style="list-style-type: none"> 1. Manage and organize an early childhood education program 2. As a teaching tool 3. As a learning tool 4. For playtime 	<p>10 +2 Discussion: How technology impacts the early childhood education program is discussed.</p> <p>Read, Think, and Share: Students are provided with a copy of NAEYC’s position statement on technology and young children. They read the position statement and share information that they learned concerning technology and children. Share Out.</p>	<p>Lead Questions</p> <p>Copies of NAEYC’s Position Paper Lead Questions Guidelines for Activity</p>

	<p>Guidelines for Using Technology in an Early Childhood Education Program: Students write a research paper on the impact of technology on an early childhood education program. They develop guidelines that early childhood education staff should follow when using technology as teaching, learning, and play tools. Share Out.</p> <p>Brainstorming Session: Students brainstorm technology available for use in an early childhood education program.</p> <p>Guest Speaker: The Technology Coordinator for the district/school discusses with the class how technology is used in the early childhood education programs within the district.</p> <p>Technology Center: Students research and design a technology center for an early childhood education program.</p> <p>Using Technology in the Early Childhood Education Program: Through small group instruction and individual instruction, students learn how to operate various technologies used in the early childhood education classroom. Self-assessment.</p> <ul style="list-style-type: none"> • Computers • Printers • Scanners • Fax Machine • Digital Camera 	<p>Guidelines for Activity Rubric Computers Web sites Internet References Lead Questions</p> <p>Lead Questions</p> <p>Arrangements for Guest Speaker Lead Questions</p> <p>Guidelines for Activity Rubric Computers Web sites Internet References Art Supplies Templates Catalogs</p> <p>Guidelines for Activity Lead Questions Technology Software Computers Internet References Self Assessments Web sites</p>
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- Video Camera
- CTX Machine

PowerPoint Presentation:

Types of Software Available for Use in an Early Childhood Education Program

Software Search:

Students research software available for use in an early childhood education program. They list the software, describe its use, identify its cost, and software company distributor on the Technology Chart. Share Out.

Teacher Talk:

Teacher discusses guidelines for selecting software to be used in an early childhood education program.

Lesson Plan Using Technology:

Students develop lesson plans that integrate technology into the daily activities.

PowerPoint Presentation:

Using Technology to Manage an Early Childhood Education Program

PowerPoint Presentation
Computer
CTX
Lead Questions

Guidelines for Search
Rubric
Computers
Internet
Web sites
References
Catalogs
Technology Chart

Lead Questions

Guidelines for Activity
Rubric
Lesson Plan Form
Computers
Internet
Web sites
References
Catalogs
Lead Questions

PowerPoint Presentation
Computer
CTX
Software
Technology
Lead Questions

<p>B. Career Options, Entrepreneurial Opportunities, and Credentials</p>	<p>Guest Speaker: An early childhood education teacher discusses how technology and software are used to manage and organize an early childhood education program.</p> <p>Field Trip: Students visit an early childhood education program and observe how technology is being used as a management tool, teaching tool, learning tool, and play tool. Information is entered in their Observational Logs.</p> <p><i>Throughout the course, students will utilize technology to manage, design lesson plans, plan instruction, and teach.</i></p> <p>10 + 2 Discussion: There are many exciting career options related to the profession of early childhood education.</p> <p>Personal Interest Inventory: Students participate in a self-analysis to determine personal interests and career choice.</p> <p>Research on Career Options and Entrepreneurial Opportunities: Each student researches career options and entrepreneurial opportunities in early childhood education. They select one career or entrepreneurial opportunity and complete a Career Profile on that career choice. Career Profiles are shared with class. Career Profiles are saved in a file on the Management System so they can be used for future reference.</p> <p>Career Profile: Students create a career profile on a career in early childhood education that they are interested in pursuing. Information is described on a Career Profile Card. Career Profile Cards are</p>	<p>Arrangements for Speaker Lead Questions</p> <p>Arrangements for Field Trip Permission Slips Observational Activities Observational Logs Lead Questions</p> <p>Lead Questions</p> <p>Personal Interest Inventory</p> <p>Lead Questions Guidelines for Career Profile Computer Internet References</p> <p>Guidelines for Career Profile Rubric Computers Internet Web sites</p>
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	<p>collected and placed in a Career Profile File. Share Out.</p> <p>Teacher Talk: The teacher discusses the importance of credentials for staff and accreditation requirements for early childhood education programs.</p> <p>Credentialing and Accreditation Agencies: Students break into two groups. One group researches credentials available to staff employed by an early childhood education program and the other group researches accreditation agencies for programs. Information is described on the Credential and Accreditation Chart. Share Out.</p> <p>Paper on Career Choice: Students write a paper on why they are pursuing a career in early childhood education.</p>	<p>References Lead Questions Career Profile Card Career Profile File</p> <p>Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Credential and Accreditation Chart Lead Questions State Department of Education Certification Requirements NAEYC CDA National Board Certification Southern Association of Colleges and Schools</p> <p>Guidelines for Paper Rubric Computers Internet Web sites References Lead Questions</p>
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<p>Unit Assessment:</p>	<p>Guidelines for Using Technology in an Early Childhood Education Program, Technology Center, Using Technology in the Early Childhood Education Program, Self Assessments, Software Search, Lesson Plan Using Technology, Personal Interest Inventory, Observational Logs, Research on Career Options and Entrepreneurial Opportunities, Career Profile, Credentialing and Accreditation Agencies, Paper on Career Choice, Class Participation, and Rubrics</p>
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Unit/Course CTSO Activity:	<p>FCCLA STAR Event Applied Technology – FCCLA members will create a scrapbook with digital photos printed on the computer, newspaper articles, journal entries, work samples, etc. throughout the school for presentation to parents at the end of the year.</p> <p>Students participate in other 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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Unit/Course Culminating Product:	<p>Guidelines for Using Technology in an Early Childhood Education Program Paper on Career Choice</p>
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<p>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 Assessment - Early Childhood Education and/or Education Careers</p>
