

## Early Childhood Education II (20.0211) (District)

District > 2016-2017 > Advanced > FACS > Early Childhood Education II (20.0211) (District) > Castle, Rachel; Greenwood, Marilyn; Mosher, Robyn; Naylor, Kristine; Roundy, Jennifer; Wilson, Diane  
 Wednesday, November 9, 2016, 2:16PM

Unit	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
<b>Intro to Early Childhood Education (6-8 days)</b> <i>(Week 1, 3 Weeks)</i>	<ul style="list-style-type: none"> <li>What is the impact of belonging to a professional organization?</li> <li>How did you learn differently as a child than now?</li> <li>How do things go better when I plan?</li> </ul>	<p><b><u>Family Career Community Leaders of America (FCCLA)</u></b></p> <ul style="list-style-type: none"> <li>FACS organization</li> <li>Step 1</li> </ul> <p><b><u>Developmentally Appropriate Practice</u></b></p> <ul style="list-style-type: none"> <li>Definition (a)</li> <li>Appropriate and inappropriate practice (a)</li> <li>Areas/domains of development</li> <li>DAP materials and activities (e)</li> <li>Positive questioning techniques (f)</li> </ul> <p><b><u>Curriculum Planning</u></b></p> <ul style="list-style-type: none"> <li>Daily schedule and routine</li> <li>Active vs. passive learning</li> <li>Transitions</li> <li>Components of a lesson plan</li> </ul>	<p><b><u>Family Career Community Leaders of America (FCCLA)</u></b></p> <ul style="list-style-type: none"> <li>Required Performance 1: Recognize characteristics of FCCLA.</li> </ul> <p><b><u>Developmentally Appropriate Practice</u></b></p> <ul style="list-style-type: none"> <li>Identify developmentally appropriate practice characteristics</li> <li>Compare/contrast appropriate and inappropriate practices</li> </ul> <p><b><u>Curriculum Planning</u></b></p> <ul style="list-style-type: none"> <li>Discuss the impact of routines and schedules in the preschool</li> <li>Construct basic elements of a lesson plan</li> <li>Identify responsibilities of high school</li> </ul>	<p><b><u>Family Career Community Leaders of America (FCCLA)</u></b></p> <ul style="list-style-type: none"> <li>FACS</li> <li>FCCLA</li> </ul> <p><b><u>Developmentally Appropriate Practice</u></b></p> <ul style="list-style-type: none"> <li>Developmentally Appropriate Practice (DAP)</li> <li>Development</li> <li>Social development</li> <li>Emotional development</li> <li>Cognitive/intellectual development</li> <li>Moral development</li> <li>Physical development</li> <li>Gross motor skills</li> <li>Fine motor skills</li> <li>Age appropriate</li> <li>Individual appropriate</li> <li>Multicultural</li> <li>Hands-on</li> <li>Concrete/real</li> <li>Relevant</li> </ul>	<p><b>Recognize FCCLA Characteristics</b>  <b>Formative: Other: Teacher Observation</b>                  Students will complete a teacher directed activity such as a scavenger hunt, internet research, matching game, classroom notes, bingo, beach ball toss, etc.</p> <p><b>Identify DAP</b>  <b>Formative: Performance: Lab Assignment</b>                  Students will identify, compare, and contrast developmentally appropriate and inappropriate activities.</p> <p><b>Routines and Responsibilities in a Preschool</b>  <b>Formative: Oral: Discussion</b>                  Students will participate in a classroom discussion.</p> <p><b>Lesson Plan Components</b>  <b>Formative: Performance: Authentic Task</b>                  Students will practice lesson planning using a lesson plan template or example.</p>

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			students in the preschool	<u>Curriculum Planning</u> <ul style="list-style-type: none"> <li>• Lead teacher</li> <li>• Support teacher</li> <li>• Routine</li> <li>• Theme</li> <li>• Objective</li> <li>• Concept</li> <li>• Procedures</li> <li>• Transitions</li> <li>• Active learning</li> <li>• Passive learning</li> </ul>	
<b>Preschool Management (5-6 days)</b> <i>(Week 3, 3 Weeks)</i>	<p>Why do children misbehave?  How should teachers treat children when they misbehave?  Why is it important to practice food safety in a preschool?  What should be included in a healthy snack for preschoolers?  How do observations help you learn about the child's developmental areas.  How do observations help you with your curriculum planning?</p>	<p><u>Positive Guidance</u></p> <ul style="list-style-type: none"> <li>• Common reasons for misbehavior (a)</li> <li>• Positive guidance techniques (b)</li> </ul> <p><u>Food Safety and Sanitation</u></p> <ul style="list-style-type: none"> <li>• Healthy snack options (a)</li> <li>• Food safety (b)</li> </ul> <p><u>Observation</u></p> <ul style="list-style-type: none"> <li>• Observation Techniques</li> </ul>	<p><u>Positive Guidance</u></p> <ul style="list-style-type: none"> <li>• Recognize examples of misbehavior</li> <li>• Create examples of positive statements</li> <li>• Demonstrate and discuss guidance techniques</li> </ul> <p><u>Food Safety and Sanitation</u></p> <ul style="list-style-type: none"> <li>• Compare snack options</li> <li>• Brainstorm healthy snacks for preschoolers</li> <li>• Identify food safety guidelines</li> </ul> <p><u>Observation</u></p>	<p><u>Positive Guidance</u></p> <ul style="list-style-type: none"> <li>• Positive guidance</li> <li>• Discipline</li> <li>• Natural consequences</li> <li>• Logical consequences</li> <li>• Positive statements</li> <li>• Redirection</li> <li>• Limited choices</li> <li>• Time out</li> <li>• Positive reinforcement</li> <li>• Modeling</li> <li>• Child-directed</li> <li>• Problem-solving</li> <li>• Natural curiosity</li> <li>• Revenge</li> <li>• Power</li> </ul>	<p><b>Recognize Reasons for Misbehavior</b>  <b>Formative: Oral: Discussion</b>  Students will participate in classroom discussion.  <b>Practice use of positive statements and techniques</b>  <b>Formative: Project: Personal</b>  Students will rewrite positive statements and illustrate techniques.  <b>Healthy Snacks</b>  <b>Formative: Oral: Discussion</b>  Compare and contrast the value of different snack options.  <b>Food Safety Guidelines</b>  <b>Summative: Other: Quiz</b>  Students will demonstrate understanding of food safety guidelines by participating in a written, oral, or group quiz, etc.  <b>Child Observation</b></p>

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			<ul style="list-style-type: none"> <li>Assess a child with an observation technique</li> </ul>	<p><b><u>Food Safety and Sanitation</u></b></p> <ul style="list-style-type: none"> <li>Nutrition</li> <li>Allergies</li> <li>Food Handler's Guidelines</li> <li>Sanitation</li> </ul> <p><b><u>Observation</u></b></p> <ul style="list-style-type: none"> <li>Observation Techniques</li> <li>Formal Assessment</li> <li>Informal Assessment</li> <li>Objective/Factual Statement</li> <li>Subjective/interpretive Statement</li> </ul>	<p><b>Formative: Performance: Lab Assignment</b> Students will complete an observation technique. Including but not limited to a formal assessment, informal assessment, and objective/subjective assessment.</p>
<p><b>Literacy (2-3 days)</b> <i>(Week 6, 5 Weeks)</i></p>	<p>Why do schools focus on literacy development? Why is it important to begin literacy in preschool? What are pre-literacy skills and supporting activities?</p>	<p><b><u>Language/Literacy</u></b></p> <ul style="list-style-type: none"> <li>Students will learn the importance of using finger plays and stories as a teaching method.</li> </ul>	<p><b><u>Language/Literacy</u></b></p> <ul style="list-style-type: none"> <li>Plan and present a DAP finger play learning experience for children.</li> <li>Plan and produce a children's story using a DAP strategy.</li> <li>Required Performance 10: Develop and</li> </ul>	<p><b><u>Language/Literacy</u></b></p> <ul style="list-style-type: none"> <li>Literacy</li> <li>Finger Play</li> </ul>	<p><b>Finger Play</b> <b>Formative: Performance: Lab Assignment</b> Students will plan and present a finger play. <b>Children's Story</b> <b>Formative: Performance: Lab Assignment</b> Students will plan and produce a child's story using a DAP strategy.</p>

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			<p>implement a developmentally appropriate language/literacy activity (5.02a)</p> <p><b><u>Preschool Lab (Week 6-10)</u></b></p> <ul style="list-style-type: none"> <li>• Students will develop and implement age appropriate curriculum.</li> <li>• Students will create DAP Learning Experiences.</li> </ul>		
<p><b>Math (1-2 days)</b> <i>(Week 11, 6 Weeks)</i></p>					
<p><b>Science (1-2 Days)</b> <i>(Week 16, 6 Weeks)</i></p>					
<p><b>Creative Arts (1-2 days)</b> <i>(Week 21, 4 Weeks)</i></p>					

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<b>Dramatic Play/Free Play (1-2 days)</b> <i>(Week 24, 3 Weeks)</i>	Why is play important to children? What can children learn from play? What were some of your favorite things to play as a child?	<p><b><u>Play</u></b></p> <ul style="list-style-type: none"> <li>• Is how children learn</li> <li>• Affects all areas of development</li> <li>• The difference between gross and fine motor skills</li> </ul> <p><b><u>Areas of Play</u></b></p> <ul style="list-style-type: none"> <li>• Unoccupied Behavior</li> <li>• Onlooker Behavior</li> <li>• Solitary Play</li> <li>• Parallel Play</li> <li>• Associative Play</li> <li>• Cooperative Play</li> </ul> <p><b><u>Type of Play</u></b></p> <ul style="list-style-type: none"> <li>• Blocks</li> <li>• Passive Play</li> <li>• Free Play</li> <li>• Dramatic Play</li> </ul>	<p><b><u>Play</u></b></p> <ul style="list-style-type: none"> <li>• Required Performance #15 - Develop and appropriate activity that builds social/emotional skills and improves self-concepts.</li> </ul> <p><b><u>Preschool Lab (Week 24-26)</u></b></p> <ul style="list-style-type: none"> <li>• Students will incorporate the different types of play into their lesson plans to involve preschoolers.</li> </ul>	<p><b><u>Play</u></b></p> <ul style="list-style-type: none"> <li>• Gross Motor</li> <li>• Competition</li> <li>• Small Motor</li> </ul> <p><b><u>Areas of Play</u></b></p> <ul style="list-style-type: none"> <li>• Unoccupied Behavior</li> <li>• Onlooker Behavior</li> <li>• Solitary Play</li> <li>• Parallel Play</li> <li>• Associative Play</li> <li>• Cooperative Play</li> </ul> <p><b><u>Type of Play</u></b></p> <ul style="list-style-type: none"> <li>• Blocks</li> <li>• Passive Play</li> <li>• Free Play</li> <li>• Dramatic Play</li> </ul>	<p><b>The Importance of Play</b></p> <p><b>Formative: Performance: Lab Assignment</b></p> <p>High school students will complete an observation on preschoolers play. They will observe the types of play preschoolers are participating in and will identify how play effects a child's development.</p>
<b>Music &amp; Movement (1-2 days)</b> <i>(Week 27, 4 Weeks)</i>	How does music help a child express creativity? How does music enrich your life? How do we teach music to young children?	<p><b><u>Music Program Includes</u></b></p> <ul style="list-style-type: none"> <li>• Singing Songs</li> <li>• Listening To Music</li> <li>• Transitions</li> <li>• Movement Experiences</li> </ul>	<p><b><u>Music</u></b></p> <ul style="list-style-type: none"> <li>• Required Performance #14 - Develop and implement an appropriate music and</li> </ul>	<p><b><u>Music</u></b></p> <ul style="list-style-type: none"> <li>• Tempo: Fast &amp; Slow</li> <li>• Dynamics: Soft &amp; Loud</li> <li>• Sound &amp; Tone: Changing the</li> </ul>	<p><b>Music &amp; Movement Activity</b></p> <p><b>Formative: Performance: Lab Assignment</b></p> <p>Students will create and teach a developmentally appropriate music and movement activity for preschoolers.</p>

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<p><b>Space Arrangement</b> (Week 31, 4 Weeks)</p>	<p>How can music effect the mood in your room?</p>	<ul style="list-style-type: none"> <li>• Playing Instruments</li> </ul> <p><b><u>Elements of Music</u></b></p> <ul style="list-style-type: none"> <li>• Tempo: Fast &amp; Slow</li> <li>• Beat &amp; Rhythm: Clapping</li> </ul> <p><b><u>Music</u></b></p> <ul style="list-style-type: none"> <li>• How to choose songs</li> <li>• Strategies to teach songs to children</li> <li>• Creative movement</li> <li>• Identifying &amp; moving body parts</li> </ul>	<p>movement activity.</p> <p><b><u>Preschool Lab (Week 27-29)</u></b></p> <ul style="list-style-type: none"> <li>• Students will teach a music &amp; movement lesson to preschoolers.</li> </ul>	<p>sound of your voice</p> <ul style="list-style-type: none"> <li>• Beat &amp; Rhythm: Clap to the beat of clapping different sequences.</li> </ul>	
<p><b>Resume, Careers, &amp; Employment (1-2 days)</b></p>	<p>What careers deal or work with children? What skills/characteristics should a person posses if they want a career with children?</p>	<p><b><u>Child Care</u></b></p> <ul style="list-style-type: none"> <li>• Categories of Child Care <ul style="list-style-type: none"> <li>○ Custodial</li> <li>○ Develop mental</li> </ul> </li> </ul>	<p>Students will generate or modify a personal resume with a focus in child care.</p>	<p><b><u>Child Care</u></b></p> <ul style="list-style-type: none"> <li>• Custodial</li> <li>• Developmental</li> <li>• Comprehensive</li> <li>• Types of Child Care</li> </ul>	

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(Week 35, 3 Weeks)		<ul style="list-style-type: none"> <li>○ Comprehensive</li> <li>• Types of Child Care:</li> <li>• Hourly On-site</li> <li>• Home care Day care centers</li> <li>• Laboratory schools</li> <li>• Montessori</li> <li>• Headstart</li> <li>• Preschool</li> <li>• Childcare Standards &amp; Laws               <ul style="list-style-type: none"> <li>○ Current State licensing standards and laws</li> <li>○ Qualifications for directors and teachers</li> <li>○ Confidentiality issues</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Hourly On-site</li> <li>• Laboratory Schools</li> <li>• Montessori</li> <li>• Headstart</li> <li>• Preschool</li> <li>• Resume</li> </ul>	
		<b><u>Employment Skills</u></b>			
		<ul style="list-style-type: none"> <li>• Employment characteristics for a career with children.</li> <li>• Effective communication skills between parents, teachers, and students.</li> </ul>			

