

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Early Childhood Education Level 1

CHILD CARE AND SUPPORT SERVICES MANAGEMENT Code: 19.0708

Curriculum writing committee:
Beth Pavinich

Grade Level: 10th and 11th Grade

Date of Board Approval: _____ 2023 _____

Chapter Tests	25%
Professionalism/Clinical Skills	20%
Homework/Classwork	25%
Projects/Essays	30%
Total	100%

Curriculum Map

Overview:

This course along with subsequent courses 2 and 3 prepares students for a career educating young children and further higher education to pursue a bachelor's degree in early childhood education and child services careers. The course emphasizes learning experiences to gain knowledge and understanding of the intellectual, physical, social, and emotional development of children from birth to age 9. Students learn to prepare classroom curriculum and strategies for working with children. Students will have opportunities to apply their learning through participation and observation of children individually and in groups. Field experiences will occur at PA licensed early learning centers and other community programs. Students will identify and follow school, classroom and clinical rules and regulations. Students will obtain EMS Safety CPR, AED, and First Aid Certification for Childcare Providers.

This is a full-year course, 3 credits, 3 periods per day

Goals:

Marking Period 1 = 45 days

Working With Young Children Chapter 1:

- Understand how the family unit and composition has changed.
- Understand how employer attitudes and accommodations towards families with young children have changed.
- Identify the many careers ECE can benefit.
- Explain developmentally appropriate practices.
- Understand how DAP is supported by child developmental theories.
- Understand the role professional organizations play in professional development.
- Identify professional early childhood organizations.
- Explain the importance of teamwork and effective communication skills.

Development of Infants and Toddlers Chapters 4,5, and 31:

- Certified in Pediatric First Aid and Pediatric CPR and AED.
- Understand, explain, and recognize newborn involuntary reflexes.
- Understand, explain, and recognize motor sequences in toddlers.
- Understand, explain, and recognize cognitive development in each age group.
- Understand, explain, and recognize physical development in each age group.
- Understand, explain, and recognize social and emotional development in each age group.
- Explain and recognize stranger anxiety and attachment behavior.
- Understand, explain, and recognize physical disabilities and disorders and their individual needs.

Marking Period 2 = 45 days

Programs for Infants and Toddlers Chapter 29:

- Explain how to develop trust and encourage growth in infants and toddlers.
- Understand and explain the importance of a daily routine.
- Demonstrate and explain proper feeding of infants and toddlers.
- Explain proper diaper and potty-training methods.
- Identify and explain proper toy maintenance and cleaning.
- Identify appropriate infant toys and the benefits the child gets from playing with them.
- Identify toddler activity areas and the importance they have on all areas of learning.

Types of Programs Chapter 2:

- Explain the advantages and disadvantages of family childcare homes, early learning centers, Montessori schools, Head Start, Kindergarten programs, parent cooperatives, pre-kindergarten, and laboratory schools.
- Understand and explain the role of public, private, and employer sponsorship.
- Understand and explain the role and requirements of the NAEYC in center accreditation.
- Understand and explain the role and requirements of the Keystone Stars program.

Marking Period 3 = 45 days

Language and Literacy Chapter 20:

- Understand the role in education that storytelling plays.
- Identify and practice effective storytelling techniques.
- Identify the different types of children's literature and their purpose.
- Recognize appropriate content when selecting books for each age group.
- Identify age-appropriate vocabulary and illustrations.
- Understand the importance of avoiding stereotypes.
- Understand how to introduce a story and transition into another activity.
- Understand, explain, and implement the various methods and props for storytelling.
- Author and illustrate a beginner reading book.

Curriculum Chapter 18:

- Students will develop program goals.
- Indicate who participates in curriculum development.
- Cite the importance of assessment in curriculum planning.

- Create block plans for themes.
- Identify goals for activities.
- Write lesson plans for four themes for the preschool classroom.
- Create activities and worksheets.
- Become competent with researching activities and ideas online.
- Apply Pennsylvania State Standards to their activities and lessons.

Observation Chapter 17:

- Identify the reasons and guidelines for observing children.
- Describe what an assessment is and its purpose.
- Analyze the factors to consider in choosing a method of assessment.
- Analyze the advantages and disadvantages of various types of observation tools, including checklists, anecdotal records, participation charts, and rating scales.
- Analyze the use of portfolios for documenting children's growth and development.

Marking Period 4 = 45 days

Child Abuse and Liability Chapter 10:

- Understand how to identify signs of child abuse and neglect.
- Identify and explain the 4 types of child abuse: non-accidental physical injury, neglect, emotional abuse & sexual abuse.
- Explain how to report child abuse.
- Understand and explain the requirements of a mandated reporter, complete mandated reporter training.
- Understand and explain the legal responsibilities of a teacher/mandated reporter training.

Environment Chapter 8:

- Identify the necessary spaces required in a daycare or preschool setting.
- Understand the connection between physical space and effective learning.
- Understand the factors that aid effective learning in both indoor and outdoor areas.
- Explore the state requirements for the organization of a center.
- Identify safety measures required by the state.
- Identify the staff to student ratios mandated by Pennsylvania.

Nutrition Chapters 11 and 26:

- Summarize the value of food and nutrition experiences for children.
- Discuss and explain the Child and Adult food program guidelines for an early learning center. (CACFP)
- Explain why it is important to include multicultural foods in menus.
- Examine various eating problems encountered in young children.

Big Ideas:

Children grow and learn in understandable, observable patterns that can be recognized and optimized through consistent and stable family and community environments.

Families are the fundamental unit of society; strong families empower individuals to manage the challenges of living and working in a diverse, global society.

Textbook and Supplemental Resources:

Text: Working with Young Children, 10th Edition, Judy Herr, The Goodheart-Willcox Company, Inc., 2024.

Supplemental Books: Working with Young Children, 10th Edition, Judy Herr, The Good Heart-Wilcox Company

Student Workbook, 2024 Working with Young Children, 10th Edition, Judy Herr, The Good Heart-Wilcox Company

Observation Guide, 2024 Working with Young Children, 10th Edition, Judy Herr, The Good Heart-Wilcox Company

Instructors Edition, 2024 Working with Young Children, 10th Edition, Judy Herr, The Good Heart-Wilcox Company

Online Instructor Resources, 2024 Mastering CDA Competencies: Using Working with Young Children, Judy Herr, The Goodheart-Willcox Company, Inc., 2024.

Pennsylvania Learning Standards for Early Childhood (Infants-Toddlers), Pennsylvania Department of Education and Department of Public Welfare, 2014

Online companion website <http://www.g-wlearning.com/earlychildhoodeducation/9781631260247/student/index.htm>

[Academic Standards for Business, Computer, and Information Technology](#)

[PA State Standards and Anchors](#)

Guides 4 Learning Task List

Task	Description.
PA100	Orientation and Safety.
PA101	Follow school, classroom, and clinical rules and regulations.
PA200	Professionalism.

PA201	Compare and contrast different types of early learning programs.
PA202	Identify personal qualities for employment and career opportunities.
PA203	Develop a professional portfolio to include clearances.
PA204	Investigate the requirements of the CDA Credential and PA School-Age Credential.
PA205	Examine NAEYC Standards and the Code of Ethical Conduct.
PA207	Participate in a professional advocacy event or training.
PA208	Identify resources for professional development.
PA209	Identify state, national, and international models of early learning programs.
PA210	Investigate the Keystone Stars requirements.
PA300	Health and Safety.
PA301	Identify Department of Human Services regulations and PA Department of Education codes.
PA302	Obtain Pediatric First Aid and infant/child CPR certification.
PA303	Complete Mandated Reporter Training.
PA304	Identify communicable diseases and chronic medical conditions.
PA305	Identify characteristics of a safe, healthy environment.
PA306	Describe infection control procedures, sanitation practices and prevention of illness policies.
PA307	Identify nutritional requirements, including CACFP guidelines.
PA308	Plan nutritious meals and snacks.
PA309	Identify guidelines and procedures to care for the mildly ill child.

PA310	Comply with industry standard adult health regulations.
PA311	Complete a health and safety checklist and develop recommended changes for compliance.
PA312	Describe safe transportation practices in childcare settings.
PA313	Identify components of an emergency management plan for a childcare setting.
PA314	Identify liability issues of childcare workers regarding children's safety in a childcare setting.
PA315	Identify and describe program records, budgets, and reports.
PA316	Describe and apply best practices for reducing stress on children and caregivers in the early learning environment.
PA317	Complete industry required health and safety training.
PA400	Learning Environment (Physical Space)
PA401	Examine the value of play and use best practices to support children's play.
PA402	Examine the process and use best practices for developing children's creativity.
PA403	Examine, evaluate, and use culturally responsive learning centers and materials.
PA404	Evaluate and maintain the indoor and outdoor learning environments.
PA405	Investigate classroom environment rating tools, e.g., ITERS, ECERS, SACERS, TPOT.
PA500	Child Development (Social, Emotion, Physical, Intellectual, Language Development)
PA501	Identify educational theorists and their concepts.
PA502	Identify developmental stages and areas.
PA503	Identify the stages of artistic and musical development.
PA504	Identify characteristics of infant development.

PA505	Identify characteristics of toddler development.
PA506	Identify characteristics of preschool development.
PA507	Identify characteristics of school-age development.
PA508	Identify characteristics of children with special needs.
PA509	Define early language and literacy development for school success.
PA510	Integrate literacy/language development throughout all activities.
PA511	Investigate the needs of dual language learners.
PA600	Classroom Management and Positive Guidance.
PA601	Use positive methods to guide children's behavior.
PA602	Describe the influence of environment and caregiver management techniques on children's behavior.
PA603	Observe, supervise, and/or record the daily routines of children.
PA700	Standards, Curriculum, and Assessment.
PA701	Use basic tools and types of observations.
PA702	Observe, record, and assess children's learning and behavior.
PA703	Develop appropriate learning experiences based on observations.
PA704	Link the Pennsylvania Learning Standards for Early Childhood (infant-toddler, pre-kindergarten, and kindergarten) to all learning experiences.
PA705	Demonstrate the connections between learning standards, curriculum, and assessment.
PA706	Describe the elements of curriculum (individualized goals, family, and environment, learning environment, content resources).
PA800	Curriculum Development.

PA801	Investigate a variety of curriculum models.
PA802	Develop long and short-range curriculum goals.
PA803	Determine and write objectives.
PA805	Compile a resource of learning materials including culturally responsive and diverse experiences.
PA807	Plan weekly curriculum.
PA808	Develop daily lesson plans that link to the Pennsylvania Learning Standards for Early Childhood.
PA900	Learning Activities/Experiences.
PA901	Prepare, present, and reflect on self-care activities.
PA902	Prepare, present, and reflect on activities which promote a positive self-concept.
PA903	Prepare, present, and reflect on science activities.
PA904	Prepare, present, and reflect on music activities.
PA905	Prepare, present, and reflect on puppetry activities.
PA906	Prepare, present, and reflect on flannel board activities.
PA907	Prepare, present, and reflect on children's literature.
PA908	Prepare, present, and reflect on language and literacy activities.
PA909	Prepare, present, and reflect on math activities.
PA910	Prepare, present, and reflect on creative art activities.
PA911	Prepare, present, and reflect on food and nutrition related activities.
PA912	Prepare, present, and reflect on health and safety activities.
PA913	Prepare, present, and reflect on social studies activities.
PA914	Prepare, present, and reflect on fine motor activities.

PA915	Prepare, present, and reflect on gross motor activities.
PA916	Prepare, present, and reflect on transitions.
PA917	Prepare, present, and reflect on creative drama activities.
PA918	Prepare, present, and reflect on creative movement activities.
PA919	Prepare, present, and reflect on woodworking activities.
PA920	Identify steps to plan field trips as a learning experience.
PA921	Incorporate current technology in a developmentally appropriate way.
PA1000	Program Partnerships.
PA1001	Communicate with families through written documentation.
PA1002	Create a resource file of community services.
PA1003	Describe and implement best practices for supporting children and families during daily and age group transitions.
PA1004	Identify the family's role in developing individualized goal plans for children.
PA1005	Identify the role that cultures and values of the family play in children's upbringing and individualize experiences for children.
PA1100	Clinical Experience.
PA1101	Participate in an infant program.
PA1102	Participate in a toddler program.
PA1103	Participate in a preschool program.
PA1104	Participate in an elementary/primary school program.
PA1105	Participate in a special needs and/or inclusive program.

Unit: You Working With Young Children, Chapter 1

Time/Days 15 days

- **Standards (by number):**

PA Core: Speaking and Listening CC.1.5. 9-10 A,B,D,E,F,G

Writing CC.1.4.9-10 A,B,C,D,E,F,K,L,R,S,X

Career Education and Work 13.1.11.A,B,C,D,E,F,G,H;13.2.11.E; 13.3.11.A,B,E, F, G

- **Anchors:**

R11.A.2.1.1; R11.A.2.1.2; R11.A.2.2.2; R11.A.2.3.1; R11.A.2.4.1;R11.A.2.5.1; R11.B.1.2;

R11.B.1.2.1; R11.B.3.1; R11.B.3.3.3;

- **Eligible Content/Tasks:**

PA 101,200,201,202,203,204,205,921

Objectives:

Students will identify social and economic changes in society and how they affect early childcare. (DOK 1)

Students will compare the career opportunities that relate to working with children ages birth 9. (DOK 3)

Students will analyze developmentally appropriate practices, DAP's, and how they are used in early childhood education. (DOK 4)

Students will investigate the characteristics of a successful teacher. (DOK 3)

Core Activities and Corresponding Instructional Methods: (be specific, list activities related to materials/resources, include hot links, article titles etc.)

- Sharing activity: reasons for wanting to work with young children
- Direct instruction, discussion and questioning using [slides](#) – Social and economic changes that created a need for child care services and early childhood teachers
- Read Chapter 1
- Complete Chapter 1 Review Questions
- Word Wall Vocabulary
- Complete 1-1 “Is Teaching Really for Me?”
- Complete 1-2 “Career Match”
- Investigate the CDA www.cdacouncil.org –[complete worksheet](#) –class discussion
- Brainstorm to list things a teacher does and does not do, and things a teacher does and does not say and place on a poster using sticky notes
- Research professional organizations in the field of early childhood: chart p. 21
- EMS Safety Emergency Response for Childcare First Aid, CPR, and AED Training and certification
- Chapter 1 Test
- Develop a personal and professional Portfolio through out the course of the school year

Assessments:

- **Diagnostic:**
 - Brainstorming
 - Critical thinking questions
 - Prior knowledge of early childhood career opportunities
 - Responses to teacher driven questions
- **Formative:**
 - Chapter Review Questions
 - Chapter Workbook activities
 - Interactive quiz/companion website activities
 - Career Match
 - NAEYC code of ethical conduct
- **Summative:**
 - Chapter 1 test
 - Professional organization research essay
 - CPR Training and test to obtain certification

Unit: Understanding Children from Birth to age Two, Chapter 4
Understanding Two- and Three-Year Olds, Chapter 5
Guiding Children with Diverse Needs, Chapter 31

Time/Days 25 Days

- **Standards (by number):**

PA Core:

Speaking and Listening

CC.1.5. 9-10 A,B,D,E,F,G

Writing

CC.1.4.9-10 A,B,C,D,E,F,K,L,R,S,X

Science & Technology

S11.A.1.1.2; S11.B.1.1.2

Career Education and Work

13.1.11.D,G;; 13.2.11.C, D; 13.3.11.A,B,E

- **Anchors:**

R11.A.2.1.1; R11.A.2.1.2; R11.A.2.3.1;

R11.2.3.2; R11.A.2.4.1; R11.A.2.5.1;

R11.B.1.2; R11.B.1.2.1; R11.B.3.1; R11.B.3.1.1; R11.B.3.3.4

- **Eligible Content/Tasks:**

PA 101,200,203,402,504,505,508,601,921,1100,1101,1102,1105

Objectives:

The students will compare developmental differences between infants and toddlers. (DOK 2)

The students will differentiate between fine and gross motor skills and reflexes. (DOK 3)

The students will compare the 4 main areas of development in children. (DOK 3)

The students will investigate different developmental needs in special needs children. (DOK 3)

Core Activities and Corresponding Instructional Methods: (be specific, list activities related to materials/resources, include hot links, article titles etc.)

- The students will read chapter 4.
- The students will complete chapter 4 review questions.
- Word Wall Vocabulary.
- Chapter workbook activities.
- Direct Instruction using [slides](#). Discuss reflexes, motor sequence, developmental milestones, the four areas of development, and physical and cognitive disabilities.
- Complete Types of Development Activity Worksheet.
- Complete Activity C and D Encouraging Development.
- Research [visual stimulation](#) for infants and toddlers.
- Discuss SIDS and how to prevent SIDS in infants.
- Discuss Shaken Baby Syndrome and use [resources](#) and simulator from Real Care Baby.

- The students will read chapter 5 review questions.
- The students will complete review questions 5.1, page 121 and 5.2 page 129 in the textbook.
- Development of Two-Year Olds activity.
- Self Helps Skills match up two-three-year-olds activity.
- The students will observe two-three-year-olds at their current Early Learning Center.
- The students will read Chapter 31.
- The students will complete chapter 31 review questions.
- Direct Instruction on Individuals with Disabilities Education Act (IDEA)
<http://idea.ed.gov/>
- The students will research a special need and present findings to the [class](#).
- Chapter 4,5, and 31 test.
- Develop a personal and professional portfolio throughout the course of the school year.

Assessments:

- **Diagnostic:**
 - Brainstorming
 - Responses to teacher driven questions
- **Formative:**
 - Chapter Review Questions
 - Chapter Workbook activities
 - Interactive quiz/companion website activities
 - SIDS research
 - Early Learning Center student observations
- **Summative:**
 - Chapter 4,5 and 31 Test
 - Special needs research project and presentation

Unit: Types of Early Childhood Programs, Chapter 2
Programs for Infants and Toddlers, Chapter 29

Time/Days: 15 Days

Standards (by number):

State Standard(s) Covered:

Speaking and Listening

CC.1.5. 9-10 A,B,D,E,F,G

Writing

CC.1.4.9-10 A,B,C,D,E,F,K,L,R,S,X

Science & Technology

S11.A.2.1; S11.A.2.1.3

Career Education and Work

13.1.11.D,G; 13.2.11.D,E; 13.3.11.B,C, G

Anchors:

- R11.A.2.1.1; R11.A.2.1.2; R11.A.2.2.2;
- R11.A.2.3.1; R11.A.2.3.2; R11.A.2.4.1;
- R11.A.2.5.1; R11.B.1.2; R11.B.1.2.1;
- R11.B.3.1; RR11.B.3.1.1; R11.B.3.3.4

- **Eligible Content/Tasks**

PA 101,200,201,203,205,209,210,921,1100,1101,1102,1105

Objectives:

Students will investigate characteristics needed in a caretaker for infants and toddlers. (DOK 3)

Students will compare and contrast the different types of early learning programs. (DOK 3)

Students will summarize proper infants and toddler care. (DOK 2)

Students will analyze Keystone Stars and the requirements for the Early Learning centers. (DOK 4)

Core Activities and Corresponding Instructional Methods: (be specific, list activities related to materials/resources, include hot links, article titles etc.)

- Read Chapter 2
- Complete chapter 2 review questions
- Word Wall vocabulary
- Chapter Workbook activities
- Internet research to identify [Keystone Stars](#) requirements

- Direct instruction, discussion, and questioning using [slides](#) to define and explain the different types of early learning programs
- Workbook activities, chapter 2 and 29
- Research [The National Association for the Educations of Young Children](#)
- Create and present a poster on one of the types of early learning programs
 - Family Childcare homes, Head Start, Montessori Schools, Preschool, High School Child Care programs, Early Learning Centers, Laboratory Schools, Universal Pre-Kindergarten, Parent Cooperatives
- Review and discuss: *Standards of Quality for Early Childhood Programs*
- Direct instruction, discussion, and questioning using [slides](#) to discuss proper care for infants and toddlers
- Develop a personal and professional portfolio throughout the course of the school year

Assessments:

- **Diagnostic:**
 - Brainstorming
 - Prior knowledge of types of early learning programs
 - Responses to teacher driven questions
- **Formative:**
 - Chapter Review Questions
 - Chapter Workbook activities
 - Interactive quiz/companion website activities
- **Summative:**
 - Chapter 2 and 29 Test
 - Poster projects on Types of Programs

Unit: Guiding Storytelling and Language Experiences, Chapter 20

Time/Days: 20 days

- **Standards (by number):**

Speaking and Listening

CC.1.5. 9-10 A,B,D,E,F,G

Writing

CC.1.4.9-10 A,B,C,D,E,F,K,L,R,S,X

- **Anchors:**

R11.A.2.1.1; R11.A.2.1.2; R11.A.2.2.2;

R11.A.2.3.1; R11.A.2.4.1;R11.A.2.5.1;

R11.B.1.2; R11.B.1.2.1; R11.B.3.1; R11.B.3.3.3

- **Eligible Content/Tasks**

PA 101,200,203,403,200,509,509,510,511,906,907,908,921,1100,1101,1102,1105

Objectives:

The students will investigate different types of stories we read to children. (DOK 3)

The students will create a preschool age-appropriate beginning reader book. (DOK 4)

The students will construct props to help tell a story that they will read to the class. (DOK 4)

Core Activities and Corresponding Instructional Methods: (be specific, list activities related to materials/resources, include hot links, article titles etc.)

- Read chapter 20
- Answers chapter 20 review questions
- Word Wall vocabulary
- Chapter 20 Workbook activities
- Class activity: Reading children's books to each other for practice on proper technique
- Direct instruction, discussion and questioning using [slides](#) and books as examples
- Create props (felt board, puppets, storytelling bag, etc.) to go along with a preschool age-appropriate book and present to the class.
- Handwrite and illustrate a beginning reader book, focusing on rhyme and rhythm on a theme of choice.
- Discuss effective [story telling](#) techniques. Use these techniques during book and prop presentation.

Assessments:

- **Diagnostic:**

- Practicing reading children's books to classmates
- Brainstorming

- **Formative:**

- Chapter Review Questions
- Chapter Workbook activities
- Interactive quiz/companion website activities

- **Summative:**
 - Chapter 20 Test
 - Writing Childrens book
 - Prop book reading

Unit: Observing Children: A Tool for Assessment, Chapter 17 **Time/Days:** 20 days

- **Standards (by number):**

Speaking and Listening

CC.1.5. 9-10 A,B,D,E,F,G

Writing

CC.1.4.9-10 A,B,C,D,E,F,K,L,R,S,X

Career Education and Work

13.1.11.D,G; 13.2.11.D,E; 13.3.11.B,C, G

- **Anchors:**

R11.A.2.1.1; R11.A.2.1.2; R11.A.2.2.2;
R11.A.2.3.1; R11.A.2.3.2; R11.A.2.4.1;
R11.A.2.5.1; R11.B.1.2; R11.B.1.2.1;
R11.B.3.1; RR11.B.3.1.1; R11.B.3.3.4

- **Eligible Content/Tasks**

PA 101,200,203,504,505,508,701,702,703,805,921,1100,1101,1102,1105

Objectives:

The students will differentiate between objective and subjective statements when writing observations. (DOK 3)

The students will compare proper ways to observe children. (DOK 2)

The students will summarize the difference between different types of observations. (DOK 2)

The students will investigate how to use different observation methods in a clinical early learning center setting. (DOK 3)

Core Activities and Corresponding Instructional Methods: (be specific, list activities related to materials/resources, include hot links, article titles etc.)

- Brainstorm and discussion on “Why are observations, assessments, and portfolios important to the teaching professional.
- Read Chapter 17
- Answer Chapter 17 review questions
- Chapter 17 workbook activities
- Word Wall Vocabulary
- Direct instructions, discussion, and questioning using [slides](#) to explain why and how to observe children, along with the different types of observations.
- Students will assess [pictures](#) to determine how to properly observe children and record observations objectively
- Clinical observations
 - Anecdotal record
 - Checklists

- Rating Scale
- Participation chart
- Develop a personal and professional portfolio throughout the course of the school year

Assessments:

- **Diagnostic:**
 - Brainstorming
 - Observing children in the preschool and early learning centers
- **Formative:**
 - Chapter Review Questions
 - Chapter Workbook activities
 - Interactive quiz/companion website activities
- **Summative:**
 - Chapter 17 Test
 - Observation writings

Unit: The Curriculum, Chapter 18

Time/Days: 25 days

- **Standards (by number):**

Speaking and Listening

CC.1.5. 9-10 A,B,D,E,F,G

Writing

CC.1.4.9-10 A,B,C,D,E,F,K,L,R,S,X

- **Anchors:**

R11.A.2.1.1; R11.A.2.1.2; R11.A.2.2.2;

R11.A.2.3.1; R11.A.2.4.1; R11.A.2.5.1;

R11.B.1.2; R11.B.1.2.1; R11.B.3.1; R11.B.3.3.3

- **Eligible Content/Tasks**

PA101,200,316,403,500,502,504,505,508,511,601,700,703,704,705,706,800,801,802,
803,805,807,900,916,921,1100,1101,1102,1105

Objectives:

The students will investigate the Early Learning Standards through PA Keys. (DOK 3)

The students will differentiate between learning styles and types of learners. (DOK 3)

The students will compare Webs, Themes, and Objectives. (DOK 3)

Core Activities and Corresponding Instructional Methods: (be specific, list activities related to materials/resources, include hot links, article titles etc.)

- Read Chapter 18
- Answer Chapter 18 review questions
- Chapter 18 workbook activities
- Word Wall Vocabulary
- Direct instructions, discussion, and questioning using [slides](#) to explain different types of curriculum and what it contains
- Group brainstorming activity to discuss and list activities that meet each of the program goals listed in Chapter 18
- Create a sample block plan
- Write objectives [using Blooms Taxonomy](#)
- Choose a preschool age appropriate activity to create and write a [lesson plan](#) on to teach
- [Apply Early](#) Learning Standards to lesson plans

Assessments:

- **Diagnostic:**
 - Brainstorming
 - Direct vs. Indirect learning experience
- **Formative:**
 - Chapter Review Questions

- Chapter Workbook activities
 - Interactive quiz/companion website activities
- **Summative:**
 - Chapter 18 Test
 - Lesson Plans
 - Mini Bulletin Board Project

Unit: Promoting Children's Safety, Chapter 10

Time/Days: 20 Days

- **Standards (by number):**

Speaking and Listening

CC.1.5. 9-10 A,B,D,E,F,G

Writing

CC.1.4.9-10 A,B,C,D,E,F,K,L,R,S,X

- **Anchors:**

R11.A.2.1.1; R11.A.2.1.2; R11.A.2.2.2;

R11.A.2.3.1; R11.A.2.3.2R11.A.2.4.1;

R11.A.2.5.1; R11.B.1.2; R11.B.1.2.1;

R11.B.3.1; R11.B.3.3.3; R11.B.3.3.4.

- **Eligible Content/Tasks**

PA 100,101,200,303,304,309,312,313,314,316,921,1100,1101,1102,1105

Objectives:

Students will investigate the different types of abuse. (DOK 3)

Students will analyze what it means to be a mandated reporter and how that process works.
(DOK 4)

Core Activities and Corresponding Instructional Methods: (be specific, list activities related to materials/resources, include hot links, article titles etc.)

- Read Chapter 10
- Answer Chapter 10 review questions
- Word Wall vocabulary
- Complete Chapter 10 workbook activities
- Students will complete [the mandated reporter training](#)
- Direct instruction, discussion, and questioning using [slides](#) on early childhood safety procedures, neglect, abuse, and liability
- Guest speaker: School Social worker on abuse and mandated reporting
- [Care-Ageous Kids Book](#)
- Students will complete a brochure project on abuse and/or various safety topics

Assessments:

- **Diagnostic:**
 - Brainstorming
 - Pre-test on abuse
- **Formative:**
 - Chapter Review Questions
 - Chapter Workbook activities
 - Interactive quiz/companion website activities
 - Care-ageous kid's book
- **Summative:**
 - Chapter 10 Test
 - Brochure Project

Unit: Preparing the Environment, Chapter 8

Time/Days: 25 Days

- **Standards (by number):**

Speaking and Listening

CC.1.5. 9-10 A,B,D,E,F,G

Writing

CC.1.4.9-10 A,B,C,D,E,F,K,L,R,S,X

Career Education and Work

13.2.11.E; 13.3.A,B

- **Anchors:**

R11.A.2.1.1; R11.A.2.1.2; R11.A.2.2.2;

R11.A.2.3.1; R11.A.2.4.1; R11.A.2.5.1;

R11.B.1.2; R11.B.1.2.1; R11.B.3.1; R11.B.3.3.3;

- **Eligible Content/Tasks**

PA 100,101,301,305,316,400,404,405,921,1100,1101,1102,1105

Objectives:

Students will investigate the importance of a well-planned classroom environment. (DOK 3)

Students will create an indoor and outdoor classroom environment. (DOK 4)

Students will investigate the DPW requirements for infants/toddlers that affect space organizations using PA Chapter Code 3270. (DOK 3)

Students will assess local Early Learning Centers using the infant/Toddler environment rating scale, ITERS. (DOK 3)

Core Activities and Corresponding Instructional Methods: (be specific, list activities related to materials/resources, include hot links, article titles etc.)

- Read Chapter 8
- Answer Chapter 8 review questions
- Word Wall vocabulary
- Complete Chapter 8 workbook activities
- Direct instruction, discussion, and questioning using [slides](#) on Preparing the classroom environment inside and outside at an Early Learning center
- Brainstorming activity: Why makes one classroom more appealing than another
- Complete the chart denoting factors to consider in the indoor environment related to walls, floors, windows, doors, acoustics, temperature, humidity, and electrical outlets; then identify DPW requirements in each of these areas using [Pennsylvania Code Chapter 3270](#) Child Day Care Centers

- The students will plan a color scheme for an infant/toddler area of an Early Learning Center.
- Discussion and questioning of [ITERS](#) (Infant/Toddler Environmental Rating Scale)

Assessments:

- **Diagnostic:**
 - Brainstorming
 - Classroom environment requirements discussion
- **Formative:**
 - Chapter Review Questions
 - Chapter Workbook activities
 - Interactive quiz/companion website activities
- **Summative:**
 - Chapter 8 Test
 - ITERS activity
 - PA Chapter Code 3270

Unit: Planning Nutritious Meals and Snacks, Chapter 11
Guiding Food and Nutrition Experiences, Chapter 26

Time/Days: 15 days

- **Standards (by number):**
Speaking and Listening
CC.1.5. 9-10 A,B,D,E,F,G
Writing
CC.1.4.9-10 A,B,C,D,E,F,K,L,R,S,X
Career Education and Work
13.1.11.D,F,G; 13.2.D,E; 13.3.B,C,E
- **Anchors:**
R11.A.2.1.1; R11.A.2.1.2; R11.A.2.2.2;
R11.A.2.3.1; R11.A.2.3.2; R11.A.2.4.1;
R11.A.2.5.1; R11.B.1.2.1; R11.B.3.1.1;
- **Eligible Content/Tasks**
PA 100,101,200,307,308,403,911,921,1100,1101,1102,1105

Objectives:

Students will investigate goals for a healthy nutrition program at the Early Learning centers.
(DOK 3)

Students will summarize nutritional challenges that influence children's nutritional needs.
(DOK 2)

Students will summarize the Dietary Guidelines and MyPlate in helping children and their parents learn about healthy dietary patterns. (DOK 2)

Core Activities and Corresponding Instructional Methods: (be specific, list activities related to materials/resources, include hot links, article titles etc.)

- Read chapters 11 and 26
- Answer chapter 11 and 26 review questions
- Word Wall Vocabulary
- Complete Chapter 11 and 26 workbook activities
- Direct instruction, discussion, and questioning using [slides](#) on nutritional guidelines
- Students will investigate [MyPlate.gov](#) as a guide as a guide for teaching children and their families about planning healthful meals and snacks
- Create a 2 week menu for a toddler including breakfast, lunch and 2 snacks using the [CACFP](#) guidelines
- Students will discuss food allergies and food sensitivities in children
- Students will research multicultural foods and implement them in their menu planning

Assessments:

- **Diagnostic:**
 - Brainstorming
 - Prior knowledge of foods, food groups, and child safe foods
- **Formative:**
 - Chapter Review Questions
 - Chapter Workbook activities
 - Interactive quiz/companion website activities
 - Food discussion
- **Summative:**
 - Chapter 11 and 26 test
 - Menu Project for Infants and Toddlers

Please Go to Human Resources page on the Delaware Valley School District website for updated Payment form to be submitted.

<https://pa01001022.schoolwires.net/site/handlers/filedownload.ashx?moduleinstanceid=7055&dataid=16708&FileName=AUTHORIZATION%20FOR%20PAYMENT%20-%20SECURED.pdf>

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Early Childhood Education Level 2
Child Care and Support Services Management 19.0708

Curriculum writing committee:
Jill Farr-Bodnar

Grade Level: 11, 12

Date of Board Approval: 2023

Chapter Tests & Projects	40%
Clinical Labs/Professionalism	40%
Homework/Classwork	20%
Total	100%

Curriculum Map

Overview: This program of study follows the successful completion of Level 1 ECE, which continues to prepare students for a career in working with young children. It prepares students to further their education to pursue a Bachelor's degree in Early Childhood Education and child services careers. The course emphasizes learning experiences to gain knowledge and understanding of the cognitive, physical, social, and emotional development of preschool children. Students learn to prepare classroom curriculum and strategies for working with preschoolers. Students will have opportunities to apply their learning through participation and observation of children individually and in groups. Students will plan and teach theme activities two days a week to the children enrolled in the DVHS Preschool. American Heart Association Certification in Pediatric First Aid & CPR is available to students. Due to the competency-based nature of this course, students who move at an accelerated pace will be able to complete advanced tasks on a case by case basis. Seniors will take the NOCTI Assessment. State required physical education hours will be completed within this course.

Goals:

Marking Period 1 = 45 days

Understanding Four- and Five-Year Olds (Chapter 6):

- Describe the physical, cognitive, and social-emotional development of four- and five-year-olds.
- Explain how they as teachers can plan programs related to four- and five-year-olds in developmentally appropriate ways.

The Curriculum (Chapter 18):

- Develop program goals.
- Indicate who is involved in curriculum development.
- Cite the importance of assessment in curriculum planning.
- Explain the content and process centered approach to curriculum development.
- Describe factors to consider in curriculum planning.
- Explain the role of early learning standards.
- Illustrate the use of themes as a basis for planning curriculum.

Establishing Classroom Limits (Chapter 15):

- Explain the reasons for having classroom limits.
- List guidelines for establishing classroom limits.
- Describe methods for enforcing limits.
- List useful limits for various classroom areas and activities.

Marking Period 2 = 45 days

Handling Daily Routines (Chapter 16):

- Explain the importance of a daily schedule.
- Guide children successfully through the daily routines of dressing and undressing, eating, napping, toileting, and cleanup.
- Explain the use of transition techniques to move smoothly from one activity to another.

Preparing the Environment (Chapter 8)

- Explain the value of planned indoor and outdoor space.
- Name the basic activity areas in a center, along with the functions of each area.
- List criteria to consider when choosing playroom furniture and color schemes.
- Summarize factors that affect the organization of space in a center.
- Organize basic activity areas of the classroom and outdoor playground.

Selecting Toys, Equipment, and Educational Materials (Chapter 9)

- Explain guidelines for selecting developmentally appropriate toys, equipment, and educational materials.
- Describe safety factors to consider when purchasing toys and playground equipment.
- Explain how to report unsafe toys and equipment to the appropriate agencies.
- List sources and methods for purchasing toys and equipment.
- Identify toys and educational materials that teach children appreciation for people of all cultures.

Guiding Art, Block Building, and Sensory Experiences (Chapter 19)

- Explain how art experiences promote physical, social, emotional, and cognitive growth.
- Describe techniques for guiding art experiences.
- List the stages of art skill development.
- Compile a list of art supplies needed for a well-stocked classroom.
- Plan a variety of art, block building, sensory, and woodworking activities suitable for young children.

Marking Period 3 = 45 days

Guiding Storytelling and Language Experiences (Chapter 20)

- Explain the advantages of storytelling.
- List the four types of children's books.
- Discuss the process of choosing children's books.
- Outline the steps to follow when reading aloud to children.
- Explain a variety of storytelling methods.
- Describe how books should be displayed and integrated into all classroom areas.

Guiding Play and Puppetry Experiences (Chapter 21)

- Describe the stages of play.
- Explain the stages of material use in play.
- Summarize the benefits of social dramatic play.
- Prepare the classroom environment and guide socio dramatic play activities.
- Summarize the benefits of puppetry experiences.
- Make and use three types of puppets.
- Write and tell a puppet story.

Guiding Music and Movement Experiences (Chapter 27)

- Explain the benefits of music experiences.
- Design a music center.
- Outline the teacher's role in music experiences.
- Name a variety of rhythm instruments.
- Demonstrate the use and purpose of rhythm instruments in the program.
- List consideration for scheduling music activities.
- Plan a variety of music activities.
- Explain how to teach various movement activities.
- Describe movement activities that promote children's development.

Engaging Families (Chapter 32)

- List objectives for family engagement.
- Describe the importance of a positive caregiver family partnership.
- Cite the advantages and disadvantages of various methods for engaging families in the center.
- Design a center newsletter.
- Write a letter to families.
- Plan, conduct, and follow up on a parent teacher conference.
- Explain how to conduct a discussion group.
- Describe the process of recruiting and giving orientation to family volunteers.

Marking Period 4 = 45 days

Planning Nutritious Meals and Snacks (Chapter 11)

- List goals for a good nutrition program.
- Explain the importance of a healthful diet.
- Describe nutritional problems that can result from a poor diet.
- Identify two systems useful in planning healthful meals and snacks.
- Plan nutritious and appealing meals and snacks for children.

Guiding Food and Nutrition Experiences (Chapter 26)

- Explain the value of food and nutrition experiences.
- Conduct positive food and nutrition experiences for children that promote healthful eating habits.
- Give examples of ways to work with parents to best serve children's nutritional needs.
- List nutritional concepts to teach in early childhood settings.
- Outline the procedure for conducting cooking experiences.
- Select and prepare simple recipes for children to use in early cooking experiences.
- Explain why it is important to include ethnic foods in menus.
- Teach children to set a table, serve food, and clear up.
- Identify various eating problems encountered in young children.

Guiding Children's Health (Chapter 12)

- Describe the positive environmental factors that influence good health in children.
- Develop a workable health policy for a child care center.
- Explain the importance of sanitary control in early childhood programs.
- List steps for controlling the spread of foodborne illnesses.
- Explain the importance of first aid training.
- Identify various injuries and outline procedures for treating them.
- Explain how to care for children who become ill while in your care.
- Describe your responsibility when caring for children with special illness.

Big Ideas:

1. Children grow and learn in understandable, observable patterns that can be recognized and optimized through consistent and stable family and community environments.
2. Families are the fundamental unit of society; strong families empower individuals to manage the challenges of living and working in a diverse, global society.

Textbook and Supplemental Resources:

Textbook: Working with Young Children, 10th Edition, Judy Herr

ISBN: 978-1-68584-211-6

Publisher: The Goodheart-Willcox Company, Inc., 2024.

Supplemental Books:

Student Workbook, 2024 Working with Young Children, 10th Edition, Judy Herr, The Good Heart-Wilcox Company

Instructors Edition, 2024 Working with Young Children, 10th Edition, Judy Herr, The Good Heart-Wilcox Company

Online Instructor Resources, 2024 Working with Young Children 10th Edition, Judy Herr, The Goodheart-Willcox Company, Inc., 2024.

Online companion website

<http://www.g-wlearning.com/earlychildhoodeducation/9781631260247/student/index.htm>

Pennsylvania Learning Standards for Early Childhood (Kindergarten-Second grade), Pennsylvania Department of Education and Department of Public Welfare, 2014

CDA Essentials Textbook, 3rd Edition, Council for Professional Recognition, 2023

CDA Essentials Workbook. 3rd Edition, Council for Professional Recognition, 2023

CDA Competency Standards Preschool Edition 2.0, Council for Professional Recognition, 2013

Academic Standards for Business, Computer and Information Technology:

http://static.pdesas.org/content/documents/BCIT_standards.pdf

Pennsylvania State Standards and Anchors:

<https://www.pdesas.org/Page?pagelId=11&pagelId=11>

Task Grid:

Task	Description
PA100	Orientation and Safety
PA101	Follow school, classroom, and clinical rules and regulations.
PA200	Professionalism
PA201	Compare and contrast different types of early learning programs.
PA202	Identify personal qualities for employment and career opportunities.

PA203	Develop a professional portfolio to include clearances.
PA204	Investigate the requirements of the CDA Credential and PA School-Age Credential.
PA205	Examine NAEYC Standards and the Code of Ethical Conduct.
PA207	Participate in a professional advocacy event or training.
PA208	Identify resources for professional development.
PA209	Identify state, national, and international models of early learning programs.
PA210	Investigate the Keystone Stars requirements.
PA300	Health and Safety
PA301	Identify Department of Human Services regulations and PA Department of Education codes.
PA302	Obtain Pediatric First Aid and infant/child CPR certification
PA303	Complete Mandated Reporter Training.
PA304	Identify communicable diseases and chronic medical conditions.
PA305	Identify characteristics of a safe, healthy environment.
PA306	Describe infection control procedures, sanitation practices and prevention of illness policies.
PA307	Identify nutritional requirements, including CACFP guidelines.
PA308	Plan nutritious meals and snacks.
PA309	Identify guidelines and procedures to care for the mildly ill child.
PA310	Comply with industry standard adult health regulations.
PA311	Complete a health and safety checklist and develop recommended changes for compliance.
PA312	Describe safe transportation practices in childcare settings.

PA313	Identify components of an emergency management plan for a childcare setting.
PA314	Identify liability issues of childcare workers regarding children's safety in a childcare setting.
PA315	Identify and describe program records, budgets, and reports.
PA316	Describe and apply best practices for reducing stress on children and caregivers in the early learning environment.
PA317	Complete industry required health and safety training.
PA400	Learning Environment (Physical Space)
PA401	Examine the value of play and use best practices to support children's play.
PA402	Examine the process and use best practices for developing children's creativity.
PA403	Examine, evaluate, and use culturally responsive learning centers and materials.
PA404	Evaluate and maintain the indoor and outdoor learning environments.
PA405	Investigate classroom environment rating tools, e.g., ITERS, ECERS, SACERS, TPOT.
PA500	Child Development (Social, Emotion, Physical, Intellectual, Language Development)
PA501	Identify educational theorists and their concepts.
PA502	Identify developmental stages and areas.
PA503	Identify the stages of artistic and musical development.
PA504	Identify characteristics of infant development.
PA505	Identify characteristics of toddler development.
PA506	Identify characteristics of preschool development.
PA507	Identify characteristics of school-age development.
PA508	Identify characteristics of children with special needs.
PA509	Define early language and literacy development for school success.

PA510	Integrate literacy/language development throughout all activities.
PA511	Investigate the needs of dual language learners.
PA600	Classroom Management and Positive Guidance
PA601	Use positive methods to guide children's behavior.
PA602	Describe the influence of environment and caregiver management techniques on children's behavior.
PA603	Observe, supervise, and/or record the daily routines of children.
PA700	Standards, Curriculum, and Assessment
PA701	Use basic tools and types of observations.
PA702	Observe, record, and assess children's learning and behavior.
PA703	Develop appropriate learning experiences based on observations.
PA704	Link the Pennsylvania Learning Standards for Early Childhood(infant-toddler, pre-kindergarten, and kindergarten) to all learning experiences.
PA705	Demonstrate the connections between learning standards, curriculum, and assessment.
PA706	Describe the elements of curriculum (individualized goals, familyand environment, learning environment, content resources).
PA800	Curriculum Development
PA801	Investigate a variety of curriculum models.
PA802	Develop long and short-range curriculum goals.
PA803	Determine and write objectives.
PA805	Compile a resource of learning materials including culturally responsive and diverse experiences.
PA807	Plan a weekly curriculum.
PA808	Develop daily lesson plans that link to the Pennsylvania Learning Standards for Early Childhood.
PA900	Learning Activities/Experiences
PA901	Prepare, present and reflect on self-care activities.

PA902	Prepare, present and reflect on activities which promote a positive self-concept.
PA903	Prepare, present and reflect on science activities.
PA904	Prepare, present and reflect on music activities.
PA905	Prepare, present and reflect on puppetry activities.
PA906	Prepare, present and reflect on flannel board activities.
PA907	Prepare, present and reflect on children's literature.
PA908	Prepare, present and reflect on language and literacy activities.
PA909	Prepare, present and reflect on math activities.
PA910	Prepare, present and reflect on creative art activities.
PA911	Prepare, present and reflect on food and nutrition related activities.
PA912	Prepare, present and reflect on health and safety activities.
PA913	Prepare, present and reflect on social studies activities.
PA914	Prepare, present and reflect on fine motor activities.
PA915	Prepare, present and reflect on gross motor activities.
PA916	Prepare, present, and reflect on transitions.
PA917	Prepare, present and reflect on creative drama activities.
PA918	Prepare, present and reflect on creative movement activities.
PA919	Prepare, present and reflect on woodworking activities.
PA920	Identify steps to plan field trips as a learning experience.
PA921	Incorporate current technology in a developmentally appropriate way.
PA1000	Program Partnerships
PA1001	Communicate with families through written documentation.
PA1002	Create a resource file of community services.
PA1003	Describe and implement best practices for supporting children and families during daily and age group transitions.
PA1004	Identify the family's role in developing individualized goal plans for children.

PA1005	Identify the role that cultures and values of the family play in children's upbringing and individualize experiences for children.
PA1100	Clinical Experience
PA1101	Participate in an infant program.
PA1102	Participate in a toddler program.
PA1103	Participate in a preschool program.
PA1104	Participate in an elementary/primary school program.
PA1105	Participate in a special need and/or inclusive program.

Curriculum Plan

Unit Number: Unit Name Chapter 6: Understanding Four and Five Year Olds **Time/Days** 8 Days

- **Standards (by number):**

PA Core: Writing: CC.1.4.11-12A,E,F

PA Core: Speaking & Listening: CC.1.5.11-12.A,B,D,F,G

Career Education and Work: 13.1.11.G; 13.2.11.A-E

- **Anchors:** R11.A; R11.A.1.3.2; R11.A.2; R11.A.2.1

- **Eligible Content/Tasks:** 203, 401,402, 502, 506, 603, 701,702, 703, 704, 902, 921, 1103, 1105

Objectives:

- Identify the physical development of four and five year olds, including gross and fine motor skills and self help skills. (DOK 1)
- Summarize cognitive development of preschoolers, including language comprehension, receptive and expressive language, and math skills. (DOK 2)
- Analyze social emotional development of preschoolers, including gender stereotypes. (DOK 4)
- Prove how you as a teacher can plan programs to meet the developmental needs of preschool children. (DOK 4)

Core Activities and Corresponding Instructional Methods:

Introductory Activities

Have students chart the physical, cognitive, and social-emotional changes that occur from birth to age three years and predict how children might develop as four- and five-year-olds.

Have students discuss why the term *preschooler* is used to describe four- and five-year-olds.

The Truth About Preschoolers, Activity A, WB. Before studying the chapter, have students determine whether each statement is true or false. Revisit this activity after studying the chapter to clarify any misconceptions.

Have students read chapter text.

Instructor's Presentations for PowerPoint®. Show students the slide presentation to review the chapter material.

Physical Development of Four- and Five-Year-Olds

Have students find photographs of themselves when they were four or five years old. Students should write paragraphs describing their physical appearance at that age.

Patterns of Physical Development, reproducible master 6-1, IR. Have students determine whether the traits listed are typical of newborns, the first year, one-year-olds, two-year-olds, three-year-olds, four-year-olds, or five-year-olds. (Students may refer to Appendix B to find the correct answers.)

Have students observe four- and five-year-olds and describe their motor skills. How are their

motor skills different from two- and three-year-olds?

Have students use a developmental scale to evaluate the motor skills of a four- or five-year-old.

Have students brainstorm a list of typical motor skills of four- and five-year-old children.

Have students observe a group of preschoolers in a childcare or preschool setting. Students should note self-help skills of the children and share their observations in class.

Cognitive Development of Preschoolers

Have students list routine questions that four- and five-year-old children can answer.

Have students observe four- or five-year-olds and record evidence of the children's thinking processes. Students should share their findings in class.

Reading and Math Fun, Activity B, WB. Have students use the forms to plan a reading activity and a math activity.

Social-Emotional Development of Preschoolers

Have students describe how four- and five-year-olds relate to each other. Students should discuss how these relationships may affect their roles as teachers.

Have students describe the relationships between four- and five-year-olds and adults. Students should discuss how these relationships may affect their roles as teachers.

Handling Emotions, Activity C, WB. Have students read an article on helping preschoolers cope with emotions and use the form to report on the article.

As a class, discuss the development of four-year-olds.

Teaching Four- and Five-Year-Olds

Behavioral Traits of Four-Year-Olds, reproducible master 6-2, IR. Use the handout to review the traits listed with the class. For each trait, have students discuss how they as teachers may need to interact with and react to four-year-olds.

Behavioral Traits of Five-Year-Olds, reproducible master 6-3, IR. Use the handout to review the traits listed with the class. For each trait, have students discuss how they as teachers may need to interact with and react to five-year-olds.

Behavior Review, reproducible master 6-4, IR. Have students review the traits listed and determine at what ages they are typical.

Have students list activities to promote physical, cognitive, and social-emotional development that four- and five-year-olds would enjoy.

Developing Activities, Activity D, WB. Have students suggest activities to promote areas of development using the forms provided.

Instructor's Presentations for PowerPoint®. Show students the slide presentation to review the chapter material.

Participation in clinical preschool activities.

Assessments:

- **Diagnostic:**
 - Brainstorming
 - Class Oral Responses
 - Graded Homework
- **Formative:**
 - Chapter Review Questions
 - Chapter Workbook Activities
 - Critical Thinking Questions
 - Chapter Interactive Quiz/Companion Website Activities
 - Companion Website
 - Preschool Clinical Lab
- **Summative:**
 - Unit Test -multiple choice, matching, true/false, short answer completion
 - Students will update their professional portfolio

- **Standards (by number):**

PA Core: Writing: CC.1.4.11-12A,E,F

PA Core: Speaking & Listening: CC.1.5.11-12.A,B,D,F,G

Career Education and Work: 13.1.11.G; 13.2.11.A-E

- **Anchors:** R11.A; R11.A.1.3.2; R11.A.2; R11.A.2.1
- **Eligible Content/Tasks:** 401, 502, 603 704, 902, 921, 1103, 1105

Objectives:

- Create program goals. (DOK 4)
- Create ways to meet program goals. (DOK 4)
- Identify who is involved in curriculum development. (DOK 1)
- Summarize how assessment is used in curriculum planning. (DOK 2)
- Define the content and process centered approach to curriculum development. (DOK 1)
- Analyze factors to consider when planning the curriculum. (DOK 4)
- Identify the role of early learning standards. (DOK 1)
- Summarize the role of emergent curriculum in planning the curriculum. (DOK 2)
- Apply concepts to illustrate the use of themes as a basis for planning curriculum. (DOK 4)
- Create a block plan and create a lesson plan for one week of a program. (DOK 4)
- Analyze ways the curriculum is evident in the learning environment. (DOK 4)
- Summarize the role of documentation in planning curriculum and practices to support all children. (DOK 2)

Core Activities and Corresponding Instructional Methods:

Introductory Activities

Have students discuss themes they think would be appropriate and fun for five-year-old children.

Have students read chapter text.

Instructor's Presentations for PowerPoint®. Show students the slide presentation to review the chapter material.

Developing Program Goals

Ask students to define *program goals*.

Review the program goals listed on page 437 of the textbook. Ask students to identify how each program goal relates to one or more of the four areas of development. Discuss why program goals are created with all four areas of development in mind.

Meeting Program Goals

Have students explain how program goals are met. As a class, discuss the importance of meeting program goals.

Have students discuss activities for meeting the following program goals.

Who Plans the Curriculum?

Have students identify people responsible for curriculum decisions.

As a class, discuss the advantages and disadvantages of using a pre-planned curriculum.

Assessment: An Important Step in Curriculum Planning

Have students discuss the assessment process.

Have students discuss the importance of assessment in planning curriculum.

In small groups, ask students to brainstorm children's products that could be assessed.

Have students identify and analyze observation forms from *The Observation Guide* that would be useful for assessment.

Have students find an observation form they like for their CDA portfolio.

The Content- and Process-Centered Curriculum

Ask students to describe the content- and process-centered curriculum approach.

Have students describe the physical environment in a classroom that has a content- and process-centered approach.

As a class, review the definition of *teachable moment*. Ask students to cite scenarios in which a teachable moment may occur.

Factors to Consider in Curriculum Planning

Have students list and discuss three questions that must be answered when selecting learning activities.

Planning the Curriculum, reproducible master 18-1, IR. Use this handout to introduce the framework or approach for planning curriculum.

As a class, discuss the differences between structured and unstructured activities.

Have students explain the differences between field-sensitive and field-independent learning styles.

Have students describe auditory learners and give examples.

Discuss with students how emergent curriculum relies mainly on the teacher's observation of the children's interests.

Have students brainstorm a list of themes appropriate for preschool children.

Discuss how children's interests in themes differ among children ages two, three, four, and five years of age.

Have students explain the cautions that must be exercised in planning holiday themes.

Have students discuss the relationship between children's attention spans and theme length.

Objectives for Apple Theme, reproducible master 18-4, IR. Have students complete their first preschool lab theme. After completing reproducible master 18-3, have students compare their objectives for their theme to the goals listed on this handout.

Apple Theme: Concepts for the Children to Learn, reproducible master 18-5, IR. Use this master as a guide for students in developing a list of concepts they want children to grasp as a result of their first preschool theme.

Learning Activities Related to a Theme on Apples, reproducible master 18-6, IR. Have students develop activities for each of the areas listed on this handout based on their preschool theme.

Sample Block Plan, reproducible master 18-7, IR. Use this sample block plan to review with students on the preparation of a block plan.

Have students complete a block plan for their thematic unit.

Have students prepare a written block plan for their one-week thematic preschool unit.

Ask students to describe the difference between block plans and lesson plans.

Have students list and describe the parts of a lesson plan.

Ask students to explain the purpose of developmental goals.

Learning Objectives, reproducible master 18-8, IR. Use this handout to discuss the parts of learning objectives and to show students examples of learning objectives.

Behaviors, Activity C, WB. Have students check the behaviors that could be used in a lesson plan. Students should then use six of the checked behaviors to write learning objectives.

Arrange for students to work as a think, pair, share activity to write two learning objectives on a theme of their choice.

Have students identify learning objectives using Bloom's Taxonomy Chart..

Writing a Lesson Plan, reproducible master 18-9, IR. Have students write a lesson plan for an activity to be taught in the preschool lab.

Curriculum Building, Activity D, WB. Have students complete the activity by filling in the spaces with the correct terms.

A Sample Lesson, Activity E, WB. Have students use the form to write their preschool lesson plan.

Assessing Curriculum, reproducible master 18-10, IR. Use this master to help students evaluate the appropriateness of a curriculum.

As a class, discuss the importance of the learning environment for the children and curriculum.

Arrange for students to work in pairs. Ask each pair to select a theme and describe how they would match the classroom learning environment to their theme. Have each pair share their ideas with the class.

Consider Early Learning Standards

Have students review and identify appropriate learning standards for preschool using 2014 Pennsylvania Learning Standards for Early Childhood - Prekindergarten.

<https://s35729.pcdn.co/wp-content/uploads/2017/11/2014-Pennsylvania-Learning-Standards-for-Early-Childhood-PreKindergarten.pdf>

Participation in clinical preschool activities.

Assessments:

- **Diagnostic:**
 - Brainstorming
 - Class Oral Responses
 - Graded Homework
- **Formative:**
 - Chapter Review Questions
 - Chapter Workbook Activities
 - Critical Thinking Questions
 - Chapter Interactive Quiz/Companion Website Activities
 - Companion Website
 - Preschool Clinical Lab
- **Summative:**
 - Unit Test -multiple choice, matching, true/false, short answer completion
 - Lesson Plan Writing - thematic Units
 - Five Day Thematic Unit Final
 - Students will update their professional portfolio

Unit Number: Unit Name Chapter 15: Establishing Classroom Limits **Time/Day** 10 days

- **Standards (by number):**

PA Core: Writing: CC.1.4.11-12A,E,F

PA Core: Speaking & Listening: CC.1.5.11-12.A,B,D,F,G

Career Education and Work: 13.1.11.G; 13.2.11.A-E

- **Anchors:** R11.A; R11.A.1.3.2; R11.A.2; R11.A.2.1
- **Eligible Content/Tasks:** 401, 502, 506, 603 704, 902, 921, 1103, 1105

Objectives:

- Summarize the reasons for establishing classroom limits. (DOK 2)
- List guidelines for establishing classroom limits. (DOK 1)
- Summarize methods for enforcing limits. (DOK 2)
- Distinguish among useful limits for various classroom areas and activities. (DOK 2)
- Summarize ways to communicate limits. (DOK 2)
- Analyze ways that teachers and care providers should evaluate limits. (DOK 4)

Core Activities and Corresponding Instructional Methods:

Introductory Activities

Ask students to describe the limits their parents have set at home. Then ask students to give reasons they think these limits were set.

Have students explain why they think there should be limits in the classroom.

Have the class work together to brainstorm a list of class limits for an early childhood classroom.

Classroom Limits, reproducible master 15-1, IR. Have students analyze the list of limits and discuss what would happen if these limits were not established. Discuss ways this list might differ for specific classrooms. Encourage students to identify other limits to add to the list.

Have students read chapter text.

Instructor's Presentations for PowerPoint®. Show students the slide presentation to review the chapter material.

Establishing Limits

Ask students to review the three reasons given in the text for establishing classroom limits. Have students discuss other possible reasons for establishing limits.

Have students explain how limits protect a child's health and safety.

Guidelines for Setting Limits

Ask students to explain why limits should be stated positively.

Stating the Positive, Activity A, WB. Have students restate the limits given in a positive form.

Arrange for students to work in pairs. Ask students to discuss the importance of reviewing limits periodically.

Limits, Activity B, WB. Have students complete the sentences by filling in the appropriate terms in the statements given.

Enforcing Limits

Have students discuss how establishing limits can be a form of limit enforcement in itself.

As a class, discuss the importance of consistently maintaining classroom limits.

Have students reflect on preschool to identify ways that the teacher enforces limits.

Know the Limits, Activity C, WB. Have students determine whether the statements about limits listed are true or false.

Limits for Specific Areas and Activities

Reflect on classroom limits from two centers they observed in level 1 to examine. Have students discuss the similarities and differences between these limits.

Arrange for students to work in pairs. Have students discuss possible dangers and problems that could occur in the sensory area. Then have each pair list limits to address these problems.

As a class, discuss the importance of keeping limits minimal in the dramatic play area.

In pairs, have students list limits for cooking activities and explain the importance of each limit.

Discuss the role of the teacher in ensuring that the book corner stays orderly and enjoyable for the children.

Have students discuss how playground limits can change as children grow.

Setting Limits Throughout the Classroom, reproducible master 15-2, IR. Have students work individually or in pairs to complete the chart by writing limits for each of the classroom areas listed.

Setting Limits, Activity D, WB. In this activity, students visit a center and record five of its most important limits. Students then list eight additional limits a center might have.

Communicating Limits

Ask students to review the three limits listed in Figure 15.10 on page 384 in the textbook. Have students discuss the advantages of dividing limits into these three categories.

As a class, brainstorm examples of limits under each of the three categories.

Discuss why limits in one child care center may differ from those in another center.

Participation in clinical preschool activities.

Assessments:

- **Diagnostic:**
 - Brainstorming
 - Class Oral Responses
 - Graded Homework
- **Formative:**
 - Chapter Review Questions
 - Chapter Workbook Activities
 - Critical Thinking Questions
 - Chapter Interactive Quiz/Companion Website Activities
 - Companion Website
 - Preschool Clinical Lab
- **Summative:**
 - Unit Test -multiple choice, matching, true/false, short answer completion
 - Students will update their professional portfolio

Unit Number: Unit Name Chapter16: Handling Daily Routines

Time/Day 9 days

- **Standards (by number):**

PA Core: Writing: CC.1.4.11-12A,E,F

PA Core: Speaking & Listening: CC.1.5.11-12.A,B,D,F,G

Career Education and Work: 13.1.11.G; 13.2.11.A-E

- **Anchors:** R11.A; R11.A.1.3.2; R11.A.2; R11.A.2.1
- **Eligible Content/Tasks:** 203, 401, 502, 506, 601, 602, 603 704, 901, 902, 916, 921, 1003, 1103, 1105

Objectives:

- Summarize the importance of a daily schedule including arrival time, large group activities, small group activities, self -selected activities, meals and snacks, and nap time. (DOK 2)
- Apply the concepts to guide children successfully through the daily routines of dressing and undressing, eating, napping, toileting, and cleanup. (DOK 4)
- Design and utilize transition techniques to move smoothly from one activity to another. (DOK 4)

Core Activities and Corresponding Instructional Methods:

Introductory Activities

As a class, brainstorm reasons for establishing routines in the classroom and in the home.

Ask students to describe their own daily routines. Then have students list benefits that these routines have for them.

Have students read chapter text.

Instructor's Presentations for PowerPoint®. Show students the slide presentation to review the chapter material.

The Daily Schedule

Have students discuss factors that need to be considered when planning a daily schedule.

Planning a Daily Schedule, Activity B, WB. Working in groups, students are to plan a schedule for an early childhood program.

Tips for Successful Group Times, reproducible master, 16-1, IR. Use this handout to share with students ways they can make large group activities with young children successful. Ask if students have any other suggestions.

Daily Routines

Your Style of Managing Daily Routines, Activity A, WB. Have students indicate whether they agree or disagree with the given statements about daily routines and explain their choices in the space provided. Then have students discuss their choices with the class.

Ask students to recall their experiences from level 1 in the child care centers and discuss various routines, how they are handled, and how children react to these routines.

Managing Conflicts, Activity C, WB. Have students read each of the given situations related to conflicts during routines. In small groups, have students discuss the situations and write suggestions for solving each of the conflicts in positive ways.

Daily Routines Puzzle, reproducible master 16-2, IR. Have students complete the word puzzle by filling in the names of the daily routines described in the given statements.

Have students discuss the importance of explaining teacher expectations to children.

Have students discuss the importance of teaching children to hang their own coats.

Instruct students to review preschool activities that promote buttoning, zipping, pulling on boots, tying shoes, putting on coats, and putting fingers in gloves.

Have students practice putting on their coats or sweaters using the technique described in the text.

As a class, discuss why flexibility is important in dealing with children during meals.

Ask students to explain the reasons for the eating limits given in the text.

Discuss the importance of having oral hygiene included in the child's daily routines.

Arrange for students to work in pairs. Ask each pair to brainstorm ways the children's toothbrushes can be labeled. Also discuss why toothbrushes should be stored bristles up and allowed to air-dry after use.

Discuss why fluoride toothpaste is recommended for children three years and older.

Ask students to identify toileting needs of preschool children.

In small groups, have students brainstorm and describe ways to help children maintain a positive attitude toward cleanup.

Transitions

Ask students to define the word *transition*. Then discuss why transitions are an important part of routines for preschoolers.

Have each student demonstrate a transition method, including props if needed, to the class.

Not-So-Smooth Transitions, reproducible master 16-3, IR. Have students write possible solutions to a teacher's problems with classroom transitions.

Participation in clinical preschool activities.

Assessments:

- **Diagnostic:**
 - Brainstorming
 - Class Oral Responses
 - Graded Homework
- **Formative:**
 - Chapter Review Questions
 - Chapter Workbook Activities
 - Critical Thinking Questions
 - Chapter Interactive Quiz/Companion Website Activities
 - Companion Website
 - Preschool Clinical Lab
- **Summative:**
 - Unit Test -multiple choice, matching, true/false, short answer completion
 - Students will update their professional portfolio

Unit Number: Unit Name Chapter 8: Preparing the Environment

Time/Day 13 days

- **Standards (by number):**

PA Core: Writing: CC.1.4.11-12A,E,F

PA Core: Speaking & Listening: CC.1.5.11-12.A,B,D,F,G

Career Education and Work: 13.1.11.G; 13.2.11.A-E

- **Anchors:** R11.A; R11.A.1.3.2; R11.A.2; R11.A.2.1
- **Eligible Content/Tasks:** 203, 401, 402, 403, 404, 405, 502, 506, 603, 701, 702, 703, 704, 921, 1103, 1105

Objectives:

- Summarize the value of planned indoor and outdoor space. (DOK 2)
- Summarize the areas of physical space in the center, along with the functions of each. (DOK 2)
- Analyze criteria to consider when choosing playroom furniture. (DOK 4)
- Identify factors to consider about color choices for early childhood centers. (DOK 1)
- Analyze factors that affect the organization of indoor space in a center. (DOK 4)
- Summarize the basic organization of activity areas and the arrangement of activity areas in the space. (DOK 2)
- Analyze factors that affect the organization of outdoor space for a center. (DOK 4)
- Construct a classroom environment using ECERS-R. (DOK 3)

Core Activities and Corresponding Instructional Methods:

Introductory Activities

Prepare some pictures or slides of different classroom arrangements to show to the class. Ask students which ones they like and why.

Ask students to think about their homes. Ask them to describe their favorite room. Ask what it is about that room that makes it their favorite.

Have the class brainstorm a list of reasons some early childhood classrooms are more appealing than others.

Have students read chapter text.

Instructor's Presentations for PowerPoint®. Show students the slide presentation to review the chapter material.

Value of Planned Space

Value of Activity Areas, reproducible master 8-1, IR. Have students review the values listed for each activity area. Students should discuss how arrangement of the areas would enhance the ability to achieve full value in each area.

Have students list the goals of planning space and give an example of how each goal can be met through space arrangement. Have students discuss why safety is the most important concern in planning physical space.

Have students discuss how the physical space or the preschool lab meets the text goals for a well-planned space.

Have students observe the preschool outdoor playground and determine how the positioning of the outdoor equipment meets goals for a well-planned space.

Have students discuss how physical space arrangement affects the amount of time needed to maintain the space.

Meeting the Goals of a Well-Planned Space, Activity A, WB. Students are asked to pretend they have been hired to direct a new child care center. They are asked to provide input into the design of the physical space. Under each of the goals listed in the activity, students are asked to give two examples of how they would meet each goal in designing the physical space.

Physical Space

Have students identify and describe the seven general areas included in a center's space.

Have students discuss the appearance of the entrance.

Have students explain the best location for the director's office. Have them discuss why this is the best location for the office.

Have students explain the importance of the isolation area.

Have students discuss ways to determine the appropriate size of a center kitchen.

Have students discuss the relationship between the staff room and the quality of teaching and care at a center.

Have students discuss the relationship between the quality of preschool space and children's development.

Have students design an ideal preschool room. Students should describe the features of the playroom and find images online or in magazines to illustrate some of the prominent features. Students should justify their reasoning for their design choices.

Have students discuss the importance of acoustics in the playroom.

Permanent Fixtures and Space, reproducible master 8-2, IR. Have students discuss how the arrangement of the permanent fixtures listed may affect the arrangement of playroom space. Students should discuss when they might consider changing the permanent fixtures to improve space arrangement.

Furniture

Have students visit a website or a store that specializes in storage units and analyze a unit that would be appropriate for a child care center.

Have students complete a list of furniture to purchase for a preschool room using a specified budget.

Color Choices for Child Care Centers

Psychological Impact of Color, reproducible master 8-3, IR. Discuss with the students the psychological effects listed for each color on the master. Students should note whether they agree or disagree with the effects listed. Students should also be encouraged to add other possible effects of these colors.

Responses to Color, Activity B, WB. Students are asked to record their responses and the responses of a preschooler to each color listed in the chart.

Factors That Affect Space Organization

Have students discuss the importance of having organized space.

Have students read the licensing requirements for their state and discuss how these requirements can be met in space arrangements.

<https://www.pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/055/chapter3270/chap3270toc.html>

Have students discuss the impact of licensing on the organization of space.

Have students discuss how group size affects the organization of space.

Have students identify classroom furniture that should be scaled to the children's level. Students should discuss the importance of having these furniture pieces scaled for children.

Arranging Space Crossword, reproducible master 8-4, IR. Have students complete the crossword by choosing the best word to fill in the blanks in the statements related to space arrangement.

Organizing Basic Activity Areas

Organizing Activity Areas, reproducible master 8-5, IR. Use this handout to introduce the section on organizing basic activity areas.

Arranging Basic Activity Areas, reproducible master 8-6, IR. Have students place various specific activity areas as they would fall along the continuum.

Have students draw a room arrangement in which nine activities are grouped according to whether they are dry, wet, active, or quiet.

Have students list three ways of introducing the environment.

Have students explain the purpose of using labels and signs in the classroom.

Have students discuss the placement of the block building, art, dramatic play, sensory, woodworking, sleeping, small manipulative, library, music, private, science, technology, writing, and eating areas.

Activity Area Responsibilities, reproducible master 8-7, IR. Have students read the handout and discuss the teacher's responsibilities related to each area in the classroom.

Outdoor Play Environments

Have students describe the proper location, purpose, and content of a storage shed.

Have students discuss the physical arrangement of stationary equipment, a sandbox, a water play area, and an animal shelter.

Activity Areas, Activity C, WB. Students are asked to list 10 basic activity areas found in most classrooms. They are then asked to name their functions and describe where each area should be placed in the classroom.

ECERS-R

Students will view and rate sample preschool environments using ECERS-R.

Participation in clinical preschool activities.

Assessments:

- **Diagnostic:**
 - Brainstorming
 - Class Oral Responses
 - Graded Homework

- **Formative:**
 - Chapter Review Questions
 - Chapter Workbook Activities
 - Critical Thinking Questions
 - Environmental Floor Plan
 - Chapter Interactive Quiz/Companion Website Activities
 - Companion Website
 - Preschool Clinical Lab
- **Summative:**
 - Unit Test -multiple choice, matching, true/false, short answer completion
 - Students will update their professional portfolio

Unit Number: Unit Name Chapter 9: Selecting Toys, Equipment, and Educational Materials

Time/Day 11 days

- **Standards (by number):**

PA Core: Writing: CC.1.4.11-12A,E,F

PA Core: Speaking & Listening: CC.1.5.11-12.A,B,D,F,G

Career Education and Work: 13.1.11.G; 13.2.11.A-E

- **Anchors:** R11.A; R11.A.1.3.2; R11.A.2; R11.A.2.1
- **Eligible Content/Tasks:** 203, 401, 402, 403, 404, 405, 502, 506, 701, 702, 703, 704, 921, 1103, 1105

Objectives:

- Summarize criteria for selecting developmentally appropriate toys, equipment, and educational materials. (DOK 2)
- Identify toys and educational materials that are gender-neutral and teach children appreciation for people of all cultures. (DOK 1)
- Analyze how to use technology in the classroom. (DOK 4)
- Analyze safety factors to consider when purchasing toys. (DOK 4)
- Summarize how to select and maintain safe playground equipment. (DOK 2)
- List sources and methods for purchasing toys, consumable supplies, and equipment. (DOK 1)

Core Activities and Corresponding Instructional Methods:

Introductory Activities

Ask students to identify toys they liked and enjoyed when they were younger. Ask what about the toys that appealed to them.

Have the class discuss what they think makes a toy interesting to a child.

Make a display of a variety of toys from toy catalogs. Ask students whether each toy is safe for children aged two, three, or four years. Students should explain their reasoning.

Have students read chapter text.

Instructor's Presentations for PowerPoint®. Show students the slide presentation to review the chapter material.

Selection Criteria

Have students identify and discuss criteria for selecting toys and equipment.

Have students discuss possible consequences of not planning toy and equipment purchases carefully.

Have students explain the relationship between program goals and classroom equipment and materials.

Toys Meeting Goals, Activity A, WB. Have students complete the charts by listing toys that are appropriate for various classroom goals.

Ask students how much influence they think the budget has on purchasing decisions and why.

Have students explain the importance of considering space when purchasing equipment.

Have students define the term *supervision* and discuss the selection of toys. Ask students to give examples of toys that require close supervision.

Have students discuss how considering maintenance before purchasing toys and equipment can save time later.

Have students evaluate three pieces of equipment that are similar in function but vary in construction.

Equipment Construction: Advantages and Disadvantages, reproducible master 9-1, IR. Use this handout to help students determine the advantages and disadvantages of various types of equipment construction. Ask students to describe examples of various types of equipment made of metal, plastic, or wood.

Have students explain the importance of choosing durable toys. How can choosing durable toys affect the budget of a center?

Have students differentiate between quantity and *quality*.

Have students analyze Figure 9.5 and discuss whether they would add to or subtract from the specific items listed and why.

Have students give examples of toys that encourage children to explore, manipulate, and create.

Have students name five types of open-ended toys and discuss the benefits to children of playing with open-ended toys.

Developmentally Appropriate Toys

Age-Appropriate Equipment, Activity B, WB. Have students match the toys listed with the ages of the youngest children who should use them.

Toy and Equipment Worksheet, reproducible master 9-2, IR. Have students complete the worksheet by listing equipment appropriate for various types of development.

Choosing Age-Appropriate Puzzles, reproducible master 9-3, IR. Use this handout to discuss what types of puzzles are appropriate for two-, three-, four-, five-, and six-year-olds.

Ask students to explain the benefits of multicultural materials in early childhood classrooms. What problems might occur without these materials?

Divide the class into small groups. Have each group choose one type of classroom material in which diversity could be reflected.

Discuss with students that a variety of cultures should be represented in the classroom materials even when all the children are from the same cultural group.

Using Technology in the Classroom

Ask students to debate the benefits and dangers of using technology in the early childhood classroom.

Selecting Computer Software, reproducible master 9-4, IR. Use this handout to introduce criteria for selecting computer software for preschool children.

Selecting Safe Toys

Have students describe the best toys for children. Students should justify their answers.

Have students describe the process of reporting unsafe products.

Have students review the Consumer Product Safety Commission website.

<https://www.cpsc.gov/>

Have students research one item on the recall list at CPSC to present to the class.

Using Figure 9.12 as a guide, discuss the advantages and disadvantages of different surfacing materials. Which surfacing materials do students prefer?

Selecting Playground Equipment

Have students observe the preschool playground and evaluate the safety of the equipment in it.

Have students list and describe basic playground equipment dangers.

Actions to Take, Activity C, WB. Have students complete the chart by listing actions they can take to improve the toy or equipment features listed.

Selecting Toys and Equipment, reproducible master 9-5, IR. Have students fill in the blanks to complete statements about selecting toys and equipment.

Criteria for Selecting Materials and Equipment, reproducible master 9-6, IR. Review the criteria listed with the class. Then have students use the checklist to evaluate a toy as a class.

Playground Equipment Dangers, reproducible master 9-7, IR. Review the playground equipment

dangers that can cause harm to children.

Have students look through equipment catalogs and note the variety of equipment available.

Comparing Prices, Activity D, WB. Have students complete the charts by comparing prices of different items from three different sources. As a class, discuss the reasons for cost differences among vendors.

Sources for Toys and Equipment

Have students discuss different approaches for obtaining consumable supplies.
Participation in clinical preschool activities.

Assessments:

- **Diagnostic:**
 - Brainstorming
 - Class Oral Responses
 - Graded Homework
- **Formative:**
 - Chapter Review Questions
 - Chapter Workbook Activities
 - Critical Thinking Questions
 - Chapter Interactive Quiz/Companion Website Activities
 - Companion Website
 - Preschool Clinical Lab
- **Summative:**
 - Unit Test -multiple choice, matching, true/false, short answer completion
 - Students will update their professional portfolio

Unit Number: Unit Name Chapter 19: Guiding Art, Block Building, and Sensory Experiences

Time/Day 12 days

- **Standards (by number):**

PA Core: Writing: CC.1.4.11-12A,E,F

PA Core: Speaking & Listening: CC.1.5.11-12.A,B,D,F,G

Career Education and Work: 13.1.11.G; 13.2.11.A-E

- **Anchors:** R11.A; R11.A.1.3.2; R11.A.2; R11.A.2.1
- **Eligible Content/Tasks:** 203, 401, 402, 403, 502, 503, 506, 701, 702, 703, 704, 705, 706, 803, 805, 807, 808, 902, 910, 914, 921, 1103, 1105

Objectives:

- Identify how art experiences promote physical, social emotion, and cognitive growth. (DOK 1)
- Analyze strategies for guiding art experiences. (DOK 4)
- Identify the stages of art skill development. (DOK 1)
- Create a list of art supplies needed for a well stocked classroom. (DOK 4)
- Design a variety of painting activities using a number of painting mediums. (DOK 4)
- Design a variety of molding activities using clay, doughnuts, and other molding materials. (DOK 4)
- Create cutting and collage activities using a variety of materials. (DOK 4)
- Analyze ways to display children's work. (DOK 4)
- Analyze the benefits of block building. (DOK 4)
- Identify the benefits of sand and water play for children. (DOK 1)
- Design woodworking activities suitable for young children, including safety and types of equipment and materials. (DOK 4)

Core Activities and Corresponding Instructional Methods:

Introductory Activities

Ask students to list types of art activities, such as painting or drawing. Then ask students which forms of art they enjoy doing and why.

Have students discuss the meaning of creativity and its relationship to art activities.

Have students read chapter text.

Instructor's Presentations for PowerPoint®. Show students the slide presentation to review the chapter material.

The Importance of Art Experiences

Value of Art Experiences, reproducible master 19-1, IR. Before using the handout, lead a discussion on what students feel is the value of art experiences for young children.

Have students describe the value of art activities in relationship to physical, cognitive, social, and emotional development.

Strategies for Guiding Art Experiences

Discuss how teachers can take precautions to only help children with art activities when they need help.

Arrange for students to work in pairs or small groups. Have students role-play situations in which positive techniques are used in guiding children's art experiences.

Stages of Art Skill Development

Ask students to describe the stages of art skill development.

Art Stages, reproducible master 19-2, IR. Use this handout to introduce stages of children's art.

Collect drawings done by children of different ages. Have the class determine the stage of art development represented in each drawing.

Have students duplicate the characteristics of children's artwork for the scribbles, basic forms, and pictorial drawings stages.

Have students identify the color preferences of children.

Stages of Artwork, Activity A, WB. Have students match the stages of artwork with the given descriptions.

Characteristics of Children's Art, Activity B, WB. Have students complete the chart by describing children's artwork for each stage listed.

Art Supplies and Tools

Ask students to brainstorm sources of inexpensive art supplies.

Sources of Free Art Materials, Activity C, WB. Have students complete the chart by listing free materials that might be available from each of the sources given.

Have students brainstorm a list of objects that could be used for printing activities.

Tips for Buying Art Supplies, Activity D, WB. Have students complete the supply form by marking whether they, as child care center directors, would purchase art supplies or acquire supplies through donations. If donations are selected as a source, students are asked to indicate the sources of donated items.

Have students explain how to purchase and mix tempera paint.

Ask students to explain how age relates to the types of brushes used by children for painting.

Ask students to brainstorm types of paper that can be used for art activities.

Have students debate the merit (or lack of merit) of using coloring books in an art program.

Paste Recipes, reproducible master 19-3, IR. Arrange for students to work in groups. Have students prepare the four paste recipes and compare their qualities, including ease of preparation.

Have students review the space and storage space in the preschool art area.

Painting Activities

Ask students to explain the role of the teacher in guiding painting activities.

Arrange for students to work in groups of three. Ask each group to brainstorm various methods for painting activities. Have each group share their ideas with the class.

Painting Activities, reproducible master 19-4, IR. Have students try the different painting activities given. Ask students to compare the types of senses used, enjoyment of the processes, and results of the activities.

Ask students to explain procedures for guiding children during easel painting.

Direct students to Figure 19.11 on page 481 of the textbook. Have students prepare the three finger paint recipes given and compare their qualities.

Finger Paint Recipes, reproducible master 19-5, IR. Have students prepare the finger paint recipes given and compare their qualities, ease of preparation, and cost.

Molding

Have students reflect on molding activities observed in the preschool environment.

Rating Play Dough, Activity E, WB. Have students prepare the play dough recipes listed in Figure 19.12 on page 483 of the text and rate them using the form provided.

Have students list materials that could be added to play dough for variety.

Cutting

Ask students to articulate the process by which children learn to cut.

Gather different types of paper and scissors. Have students evaluate the appropriateness of each item for cutting activities for children.

Collages

As a class, brainstorm a list of materials that can be used to make collages.

Have students collect a variety of collage materials and organize them in a storage container.

Block Building

Demonstrate and identify the various stages of block building among children.

Set up a display of various types of blocks and accessories.

Displaying Children's Work

Arrange for students to work in pairs. Have each pair brainstorm ways to display children's work so all are given equal prominence.

The Benefits of Block Building

Have students observe children block building and identify the stage.

Sensory Experiences: Sand and Water Play

Explain why moist sand is preferable to dry sand.

Have students make a list of various utensils that would be fun for children to use at the water table.

Woodworking

Have students describe how tools should be selected for use in the woodworking area.

Participation in clinical preschool activities.

Assessments:

- **Diagnostic:**
 - Brainstorming
 - Class Oral Responses
 - Graded Homework
- **Formative:**
 - Chapter Review Questions
 - Chapter Workbook Activities
 - Critical Thinking Questions
 - Chapter Interactive Quiz/Companion Website Activities
 - Companion Website
 - Preschool Clinical Lab
- **Summative:**
 - Unit Test -multiple choice, matching, true/false, short answer completion
 - Students will update their professional portfolio

Unit Number: Unit Name Chapter 20: Guiding Storytelling and Language Experiences

Time/Day 12 days

- **Standards (by number):**

PA Core: Writing: CC.1.4.11-12A,E,F

PA Core: Speaking & Listening: CC.1.5.11-12.A,B,D,F,G

Career Education and Work: 13.1.11.G; 13.2.11.A-E

- **Anchors:** R11.A; R11.A.1.3.2; R11.A.2; R11.A.2.1
- **Eligible Content/Tasks:** 203, 401, 403, 502, 506, 509, 510, 701, 702, 703, 704, 705, 706, 803, 805, 807, 808, 906, 907, 908, 914, 921, 1103, 1105

Objectives:

- Summarize the importance and advantages of storytelling. (DOK 2)
- Identify the four types of children's books. (DOK 2)
- Summarize the process for selecting children's books. (DOK 2)
- List the steps to follow when reading aloud to children. (DOK 1)
- Identify a variety of storytelling methods. (DOK 1)
- Summarize how to display and integrate books into all classroom areas. (DOK 2)
- Create a bibliography of 10 preschool appropriate books covering various topics. (DOK 4)
- Create a presentation on a famous children's author. (DOK 4)

Core Activities and Corresponding Instructional Methods:

Introductory Activities

Ask students to recall the titles of storybooks they liked as young children. Have students discuss what they liked about those stories.

Have students discuss whether they think stories are important to children and why or why not.

Discuss with students different ways in which stories can be told.

Have students read chapter text.

Instructor's Presentations for PowerPoint®. Show students the slide presentation to review the chapter material.

The Importance of Storytelling

Why Use Stories and Books? reproducible master 20-1, IR. Use this handout as a basis for discussion to explain why teachers use stories and books in the classroom.

Ask students to give examples of stories that help children explore and wonder about their world.

As a class, discuss the interrelationship of listening, speaking, reading, and writing.

Storytelling, Activity A, WB. Ask students to read the statements about storytelling and indicate whether they are true or false.

Books as a Source of Stories

As a class, review the types of books listed in the text. Ask students to name and describe qualities of each type of book.

Have students discuss how age affects the types of books chosen for children.

Selecting Children's Books

Have students explain how book reviews can be used in the process of selecting books for children.

Discuss with students the importance of illustrations and children's reactions to them in selecting books for children.

Age and Children's Books, reproducible master 20-2, IR. Use the handout as a basis for discussion of books that are appropriate for children of different ages.

Choosing Books for Children, Activity B, WB. Have students use the form to list tips for parents on choosing books for children of various ages.

Have students define *sexism*.

Ask students to give examples of gender, cultural, and age stereotypes in stories.

Discuss with students why sexism should be avoided in children's books.

Have students select a book they would consider appropriate for reading to a group of children and explain to the class why they chose it.

Book Evaluation Form, reproducible master 20-3, IR. Have students use the form to evaluate a book that they might select for reading to a group of children.

Story Comparisons, Activity C, WB. Students should compare three books that a teacher might read to children.

Reading Stories to Children

Effective Storytelling Techniques, reproducible master 20-4, IR. Use this handout to introduce effective storytelling techniques.

Have students describe how they should prepare to read a story.

As a class, discuss methods for introducing a story.

Have students select a prop that could be used for telling a story and share the prop with the class.

Discuss with students ways to handle story interruptions.

Have students describe methods of ending stories.

Evaluate Your Storytelling Technique, Activity D, WB. Have students choose a partner and select a book to read to a small group of children. Have partners evaluate one another using the checklist provided.

Have students practice reading a story to the class.

Students will read a story to a group of children in the preschool environment.

Achieving Variety in Storytelling

As a class, discuss the advantages and disadvantages of using a variety of methods to tell stories.

Have students list and describe the variations of storytelling.

Types of Storytelling, reproducible master 20-5, IR. Use the handout as a basis for discussion of the various methods of storytelling.

Have students construct a flannel board for their thematic unit.

Displaying Books

Have students describe an ideal location for a reading area.

Discuss with students how books should be displayed.

Have students create an Author Web Hunt and presentation on a children's author.

Have students prepare a bibliography of children's books with books listed according to the age groups for which they are appropriate for their CDA portfolio.

Participation in clinical preschool activities.

Assessments:

- **Diagnostic:**
 - Brainstorming
 - Class Oral Responses
 - Graded Homework
- **Formative:**
 - Chapter Review Questions
 - Chapter Workbook Activities
 - Critical Thinking Questions
 - Chapter Interactive Quiz/Companion Website Activities
 - Companion Website
 - Preschool Clinical Lab
- **Summative:**
 - Unit Test -multiple choice, matching, true/false, short answer completion
 - Author Web Hunt & Presentation
 - CDA Bibliography
 - Students will update their professional portfolio

Unit Number: Unit Name Chapter 21: Guiding Play and Puppetry Experiences

Time/Day 10 days

- **Standards (by number):**

PA Core: Writing: CC.1.4.11-12A,E,F

PA Core: Speaking & Listening: CC.1.5.11-12.A,B,D,F,G

Career Education and Work: 13.1.11.G; 13.2.11.A-E

- **Anchors:** R11.A; R11.A.1.3.2; R11.A.2; R11.A.2.1
- **Eligible Content/Tasks:** 203, 401, 403, 502, 506, 509, 510, 701, 702, 703, 704, 705, 706, 803, 805, 807, 808, 902, 905, 910, 914, 917, 921, 1103, 1105

Objectives:

- Summarize the stages of play. (DOK 2)
- Summarize the stages of material use in play. (DOK 2)
- Summarize the benefits of socio- dramatic play. (DOK 2)
- Analyze and demonstrate how to use three types of puppets. (DOK 4)
- Design and create a puppet appropriate for preschool. (DOK 4)
- Design and create a dramatic play kit. (DOK 4)

Core Activities and Corresponding Instructional Methods:

Introductory Activities

Have students describe the types of fantasy play they engaged in as young children.

Discuss with students the value of fantasy play.

Ask students if any of them have ever seen a puppet show. If so, ask them to describe the show and its value for young children.

Playtime Match, Activity A, WB. As a pretest, have students match the given terms and definitions.

Have students read chapter text.

Instructor's Presentations for PowerPoint®. Show students the slide presentation to review the chapter material.

Stages of Play

Have students describe and give examples of solitary play, parallel play, and cooperative play.

Stages of Material Use in Play

Have students describe the three stages children move through in using play materials.

Discuss with students how the stage of material use affects the types of props the teacher should provide for play.

Socio-Dramatic Play

Have students explain the value of socio-dramatic play for young children.

Dramatic Play, reproducible master 21-1, IR. Use this reproducible to introduce questions that stimulate children's thinking during socio-dramatic play.

Dramatic Play Themes and Props, reproducible master 21-2, IR. For each theme listed, have students list ideas for props that could be used with the theme.

Have students describe the teacher's role in encouraging socio-dramatic play.

Discuss with students the importance of adult modeling.

Have students identify the difference between *coaching* and *reinforcing*.

Discuss with students the best time for scheduling dramatic play.

Encouraging Socio-Dramatic Play, Activity B, WB. Have students use the form to develop prop boxes for various themes.

Have students explain the purpose of a prop box.

Ask students to brainstorm a list of prop box materials for a doctor, painter, baker, and carpenter.

Have students Think, Pair, Share prop box/dramatic play kit materials for their thematic unit. Have students state the purpose of a costume corner.

Have students describe the physical appearance of a housekeeping area.

Ask students to make a plan for the arrangement and appearance of a housekeeping area.

Puppetry

Have students discuss the value of using puppets in the child care program.

Value of Puppets, reproducible master 21-3, IR. Use the master as a basis for discussion of how puppets can be used in all areas of the curriculum.

Have students describe the different types of puppets.

Ask students to explain how puppets can be created.

Materials to Make Puppets, reproducible master 21-4, IR. Use the list as a resource for creating their own puppets.

Design a Puppet, Activity C, WB. Students are asked to design a puppet for use with preschool children.

Students will create a puppet appropriate for their individual thematic unit

Discuss with students the steps in writing puppet stories.

Writing Puppet Stories, Activity D, WB. Have students use the form to develop and write a puppet story related to their theme.

Have students practice making various movements, such as running and falling, with a puppet.

Ask students to describe how to prepare children for a puppet story.

Ask students to prepare a puppet play and present it to the class.

Participation in clinical preschool activities.

Assessments:

- **Diagnostic:**
 - Brainstorming
 - Class Oral Responses
 - Graded Homework
- **Formative:**
 - Chapter Review Questions
 - Chapter Workbook Activities
 - Critical Thinking Questions
 - Chapter Interactive Quiz/Companion Website Activities
 - Companion Website
 - Preschool Clinical Lab
- **Summative:**
 - Unit Test -multiple choice, matching, true/false, short answer completion
 - Puppet project
 - Dramatic play kit project
 - Students will update their professional portfolios

Unit Number: Unit Name Chapter27: Guiding Music and Movement Experiences

Time/Day 13 days

- **Standards (by number):**

PA Core: Writing: CC.1.4.11-12A,E,F

PA Core: Speaking & Listening: CC.1.5.11-12.A,B,D,F,G

Career Education and Work: 13.1.11.G; 13.2.11.A-E

- **Anchors:** R11.A; R11.A.1.3.2; R11.A.2; R11.A.2.1
- **Eligible Content/Tasks:** 203, 401, 403, 502, 506, 510, 701, 702, 703, 704, 705, 706, 803, 805, 807, 808, 902, 904, 908, 914, 915, 916, 918, 921, 1103, 1105

Objectives:

- Summarize the importance of music experiences for children. (DOK 2)
- Design a music center. (DOK 4)
- Investigate the teacher's role in music experiences. (DOK 3)
- Analyze and demonstrate the use and purpose of rhythm instruments in an early childhood program. (DOK 4)
- Create an instrument. (DOK 4)
- Analyze considerations for scheduling music activities. (DOK 4)
- Create a variety of music activities, including listening, singing, mouthing, and chanting. (DOK 4)
- Summarize how to teach various movement activities. (DOK 2)
- List movement activities that promote children's development. (DOK 1).

Core Activities and Corresponding Instructional Methods:

Introductory Activities

Ask students to name the types of music to which they like to listen. Have students discuss how they feel when they listen to that music.

Gather a variety of types of music. Have students discuss the moods created by the different types of music. Students should also discuss which types of music they liked and disliked, and why.

Have students brainstorm a list of items that could be used to make instruments.

Musical Truths, Activity A, WB. As a pretest to the chapter, have students determine whether the statements given are true or false.

Have students read chapter text.

Instructor's Presentations for PowerPoint®. Show students the slide presentation to review the chapter material.

Importance of Music and Movement Experiences

Have students discuss how music can be used to introduce vocabulary words.

Value of Music Activities, reproducible master 27-1, IR. Have students discuss the benefits listed and give examples of each.

Music Center

Ask students to list the contents of a music center.

Have students create an attractive, functional display of music instruments.

The Teacher's Role in Music Experiences

Have students describe how the teacher encourages discovery.

Have students discuss ways of encouraging children who do not want to participate in music activities.

Selecting Songs, reproducible master 27-2, IR. Use the reproducible master as a basis for discussing criteria for selecting songs.

Have students create a song using the melody of "Twinkle, Twinkle, Little Star" or "Mary Had a Little Lamb."

Review the three methods of teaching songs discussed in the text. Ask students to explain the three methods used to teach songs.

Have students select a song and teach it to the class.

Ask students to select a song and teach in the preschool environment.

Have students describe methods of accompanying singing.

Rhythm Instruments

Purpose of Rhythm Instruments, reproducible master 27-3, IR. Use the master as an overview of the purpose of using rhythm instruments.

Have students describe how rhythm instruments should be introduced.

Have students construct two or three rhythm instruments.

Rhythm Instruments, Activity B, WB. Students are asked to choose a rhythm instrument and to develop and perform a demonstration on how to make and use the instrument.

Scheduling Music

Discuss with students when music experiences should occur.

Have students discuss suggestions for group music activities.

Ask students to explain the importance of individual music activities.

Music Activities

Ask students to name four musical activities that are included in a good curriculum.

Have students brainstorm a list of sounds that can be recorded to teach children listening skills.

Have students prepare a binder of songs and fingerplays.

Educational Value of Fingerplays, reproducible master 27-4, IR. Use this master to point out the value of fingerplays.

Favorite Fingerplays, reproducible master 27-5, IR. Have students try some of the fingerplays given as a class.

Fingerplays, Activity C, WB. Have students use the form to develop a fingerplay that could be taught to a child.

Have students describe the term *mouthing*.

Have students recite chants they know.

The Teacher's Role in Movement Experiences

Ask students to list objectives for movement activities.

Have students describe body percussion activities.

Have students practice a movement activity in front of a full-length mirror.

Teaching Movement, Activity D, WB. Have students resolve each situation listed by providing an appropriate solution.

Movement Activities

Ask students to list and describe four types of movement activities.

Movement Activities, reproducible master 27-6, IR. Have students practice each of the movement activities listed.

Ask students to explain pantomiming as it is used in the preschool classroom.

Have students select a movement activity and introduce it to their class members.

Participation in clinical preschool activities.

Assessments:

- **Diagnostic:**
 - Brainstorming
 - Class Oral Responses
 - Graded Homework
- **Formative:**
 - Chapter Review Questions
 - Chapter Workbook Activities
 - Critical Thinking Questions
 - Chapter Interactive Quiz/Companion Website Activities
 - Companion Website
 - Preschool Clinical Lab
- **Summative:**
 - Unit Test -multiple choice, matching, true/false, short answer completion
 - Instrument Project
 - Song and Fingerplay Project
 - Students will update their professional portfolio

Unit Number: Unit Name Chapter 32: Engaging Families

Time/Day 10 days

- **Standards (by number):**

PA Core: Writing: CC.1.4.11-12A,E,F

PA Core: Speaking & Listening: CC.1.5.11-12.A,B,D,F,G

Career Education and Work: 13.1.11.G; 13.2.11.A-E

- **Anchors:** R11.A; R11.A.1.3.2; R11.A.2; R11.A.2.1
- **Eligible Content/Tasks:** 203, 805, 921, 1001, 1002, 1003, 1004, 1005, 1103, 1105

Objectives:

- List objectives for family engagement. (DOK 1)
- Cite evidence for strategies on engaging families in the center through written communication. (DOK 3)
- Create a newsletter. (DOK 4)
- Create an introduction letter. (DOK 4)
- Apply concepts to plan, conduct, and follow up on a parent teacher mock conference. (DOK 4)
- Summarize why home visits are essential to the teacher, child, and family. (DOK 2)
- List the benefits of sunshine calls in building positive relationships with families. (DOK 1)
- Summarize the advantages and disadvantages of discussion groups. (DOK 2)
- Summarize how to promote family capacity building practices. (DOK 2)
- Create a problem solving file. (DOK 4)
- Create a bulletin board. (DOK 4)
- Assess the importance of providing take home activities in building family engagement. (DOK 3)
- Summarize the process of recruiting and giving orientation to family volunteers. (DOK 2)
- Analyze the importance of building trusting respectful relationships with children and their families. (DOK 4)

Core Activities and Corresponding Instructional Methods:

Introductory Activities

Ask students to give reasons parents and families should be involved in early childhood programs.

Family Relationships, reproducible master 32-1, IR. Have students consider how much communication they will want with family members when they are teachers.

Have students discuss the differences and similarities between parent education and parent and family engagement.

Getting Family Involved, Activity A, WB. As a chapter preview, have students fill in the blanks in the statements using the words listed.

Have students read chapter text.

Instructor's Presentations for PowerPoint®. Show students the slide presentation to review the chapter material.

Objectives for Parent and Family Engagement

Have students discuss the value of the objectives for parent engagement listed in the text.

Have students discuss ways of building positive relationships with parents and other family members.

Written Communications

Have students write an introduction letter using the active voice.

Collect newsletters from several centers. Have students analyze them for content.

Have students create a newsletter for the preschool class.

Family Letters, Activity B, WB. Have students write a letter to families using the instructions provided.

Have students brainstorm a list of occasions or special events that could be communicated to families using the daily news flash.

Happy-Gram, reproducible master 32-2, IR. Use this reproducible to illustrate one method of sharing a child's accomplishments with his or her parent(s).

Teacher-Family Conferences

Parent-Teacher Conference Summary Form, reproducible master 32-3, IR. Have students complete the form using children they have observed.

Have students discuss the questions parents most frequently ask at conferences.

Ask students to list and discuss five ways of scheduling time for parent-teacher conferences.

Have students role-play situations in which teachers work with timid, worried, egotistical, and critical parents.

Have students explain how to effectively end a parent-teacher conference.

Checklist for a Good Conference, reproducible master 32-4, IR. Have students work in pairs to conduct mock parent-teacher conferences. Students should use the checklist to critique their actions.

Home Visits

Some parents might consider a home visit with apprehension. Discuss how caregivers might convince reluctant parents that a home visit would be beneficial to the child.

Sunshine Calls

Have students discuss guidelines for talking to children's family members on the phone.

Ask students to role-play teachers making sunshine calls to family members.

Discussion Groups

Have students state the purpose of family discussion groups and discuss the advantages and disadvantages of this technique.

Family Discussion Groups, Activity C, WB. Have students evaluate the value of family discussion groups by completing the chart and answering the questions.

Have students explain techniques for helping family members relax at a discussion meeting.

Ask students to list the steps in preparing for a discussion group.

Have students brainstorm a list of family discussion topics.

Family Capacity Building Practices

Have students create a bibliography of books that would be appropriate for a lending library.

Class Problem-Solving File, reproducible master 32-5, IR. As a class project, have students create brochures to include in a problem-solving file.

Have students design a parent bulletin board and thematic bulletin board.

Take-Home Activities

Have students explain how a traveling backpack can promote parents' involvement in their children's education.

Have students develop a list of equipment and materials for a four- to five-year-old child's traveling backpack.

Discuss what events might be video-recorded for parents.

Family Volunteers

Suggestions for Family Volunteers, reproducible master 32-6, IR. Review the suggestions listed for family volunteers.

Have students describe characteristics that parent volunteers need.

Teacher Hotline, Activity D, WB. Have students answer the questions as if they were writing for a teacher hotline.

Respecting Parent and Family Differences

Discuss with students what factors might affect how teachers interact with families.

Participation in clinical preschool activities.

Assessments:

- **Diagnostic:**
 - Brainstorming
 - Class Oral Responses
 - Graded Homework
- **Formative:**
 - Chapter Review Questions
 - Chapter Workbook Activities
 - Critical Thinking Questions
 - Chapter Interactive Quiz/Companion Website Activities
 - Companion Website
 - Preschool Clinical Lab
- **Summative:**
 - Unit Test -multiple choice, matching, true/false, short answer completion
 - Newsletter
 - Introduction Letter
 - Problem Solving Brochure
 - Thematic Unit Bulletin Board
 - Students will update their professional portfolio

Unit Number: Unit Name Chapter 11: Planning Nutritious Meals and Snacks

Time/Day 10 days

- **Standards (by number):**

PA Core: Writing: CC.1.4.11-12A,E,F

PA Core: Speaking & Listening: CC.1.5.11-12.A,B,D,F,G

Career Education and Work: 13.1.11.G; 13.2.11.A-E

- **Anchors:** R11.A; R11.A.1.3.2; R11.A.2; R11.A.2.1
- **Eligible Content/Tasks:** 203, 307, 308, 506, 701, 702, 805, 911, 1001, 1103

Objectives:

- Apply concepts regarding goals for a healthy nutrition program. (DOK 4)
- Summarize nutritional challenges that influence children's nutritional needs. (DOK 2)
- Summarize *The Dietary Guidelines for Americans* and *My Plate* in helping children and their parents learn about healthy dietary patterns. (DOK 2)
- Create a menu of healthy meals and snacks using Child and Adult Care Food Program, food appeal, food preferences, and developmental readiness. (DOK 4)
- Identify ways to include multicultural experiences when planning meals and snacks. (DOK 1)

Core Activities and Corresponding Instructional Methods:

Introductory Activities

Ask students to list all the foods included in their favorite meals. Then ask students whether they think these meals meet guidelines for nutritious, appetizing meals.

Discuss with students what they think good nutrition means.

Nutrition Program Goals, reproducible master 11-1, IR. Use the handout to discuss with students the nutrition program goals given in the text.

Have students read chapter text.

Instructor's Presentations for PowerPoint®. Show students the slide presentation to review the chapter material.

Nutrition

Have students define the term nutrition in their own words.

Have students explain why proper nutrition is important to physical, cognitive, social, and emotional development.

Have students describe nutrients and their functions.

Have students discuss the effects of undernutrition and malnutrition.

Have students discuss problems identified with overeating.

Have students read newspaper, magazine, or journal articles related to children's nutrition and share the articles with the class.

Fruit and Vegetable Sources of Vitamin A, Vitamin C, and Iron, reproducible master 11-2, IR. Use the handout to emphasize to students fruits and vegetables that can be served to children and are high in vitamin A, vitamin C, or iron.

Have students discuss factors that influence the planning of nutritious meals for young children.

Nutrients and Their Functions, Activity A, WB. Students are to match the statements with the correct nutrients.

Nutrition, Activity B, WB. Have students complete the sentences by choosing the correct words to fill in the blanks.

Identifying the Sources, Activity D, WB. Students are to write the name of the major nutrient they have in common.

Nutritional Challenges

Discuss with students challenges of keeping even trace amounts of an allergen away from an allergic child while this food is safe, or even desirable, to serve other children.

Discuss what precautions should be taken to keep the allergic child safe?

Child and Adult Care Food Program

Have students research the Child and Adult Care Food website indicating resources and menu requirements for preschoolers. <https://www.fns.usda.gov/cacfp>

Have students research MyPlate.gov for preschool family resources. Have students find 3 resources to add to their professional portfolio. <https://www.myplate.gov/>

ChooseMyPlate.gov, reproducible master 11-3, IR. Use this reproducible to show students how the different food groups work together to form a nutritious diet.

MyPlate, Activity C, WB. Have students place the food items given under the appropriate food groups in the chart provided.

Multicultural Experiences

Have students brainstorm how families can participate in multicultural food experiences.

Serving Meals and Snacks

Have students discuss the importance of using serving sizes that are appropriate for a child's age.

Have students discuss what has influenced their own food preferences.

Have students discuss ways of planning meals to satisfy the food preferences of a variety of children.

Have students describe factors that influence the planning of meals for young children.

Have students discuss the purpose of breakfast.

Serving Breakfast and Lunch, reproducible master 11-4, IR. Use this handout to discuss with students what makes a nutritious meal and which food groups should be emphasized during breakfast and lunch meals at a childcare center.

Breakfast Foods Children Can Easily Make, reproducible master, 11-5, IR. Use this handout as a source of nutritious breakfast ideas.

Have students brainstorm interesting breakfasts that would be appropriate for a group of three-year-olds.

Have students give guidelines for offering snacks in a childcare center.

Choosing Nutritious Snacks, reproducible master 11-6, IR. Have students check the nine snacks that would be most nutritious.

Have students prepare a list of lunch foods appropriate for children, including desserts.

Have students plan a one-week breakfast, lunch, and snack menu for a group of three- and four-year-olds.

Discuss with students the importance of safety when planning meals and snacks. Participation in clinical preschool activities.

Assessments:

- **Diagnostic:**
 - Brainstorming
 - Class Oral Responses
 - Graded Homework
- **Formative:**
 - Chapter Review Questions

- Chapter Workbook Activities
 - Critical Thinking Questions
 - Chapter Interactive Quiz/Companion Website Activities
 - Companion Website
 - Preschool Clinical Lab
- **Summative:**
 - Unit Test -multiple choice, matching, true/false, short answer completion
 - One Week Menu Project
 - Students will update their professional portfolio

- Standards (by number):

PA Core: Writing: CC.1.4.11-12A,E,F

PA Core: Speaking & Listening: CC.1.5.11-12.A,B,D,F,G

Career Education and Work: 13.1.11.G; 13.2.11.A-E

- Anchors: R11.A; R11.A.1.3.2; R11.A.2; R11.A.2.1
- Eligible Content/Tasks: 203, 307, 308, 506, 701, 702, 805, 911, 1001, 1103

Objectives:

- Summarize the value of food and nutrition experiences for children. (DOK 2)
- Analyze the impact of local and state regulations on the food environment. (DOK 4).
- Identify ways to work with parents to best serve children's nutritional needs. (DOK 1)
- Summarize nutrition activities to use with young children. (DOK 2)
- List the procedure for conducting cooking experiences. (DOK 1)
- Evaluate why it is important to include multicultural foods in menus. (DOK 3)
- Create lessons for children to set a table, serve food, and clean up. (DOK 4)
- Investigate various eating problems encountered in young children, including food insecurity, challenging appetites, and food refusals. (DOK 3).

Core Activities and Corresponding Instructional Methods:

Introductory Activities

Ask students to list foods they like. Students should discuss reasons they like these foods, such as taste, appearance, or smell.

Ask students to name foods that they have eaten from other cultures. Students should discuss what they liked or disliked about these foods.

Have students discuss foods they associate with happy, warm feelings. Students should discuss how the atmosphere in which foods are presented could affect children's acceptance of the foods.

Have students read chapter text.

Instructor's Presentations for PowerPoint®. Show students the slide presentation to review the chapter material.

The Importance of Food and Nutrition Experiences

Discuss with students how food and nutrition experiences benefit children.

Ask students to brainstorm food and nutrition experiences that benefitted them during childhood.

Have students discuss methods of introducing nutrition concepts to children through food experiences.

Nutrition Concepts for Young Children, reproducible master 26-1, IR. Use the master as a basis for discussion of nutrition concepts that can be taught to children.

Teaching Nutrition, Activity A, WB. Have students use the form provided to develop a chart that depicts basic nutrition concepts through simple drawings.

Impact of Regulations on the Food Environment

Have students investigate and list the federal guidelines through Child and Adult Program (CACFP) <https://www.fns.usda.gov/cacfp>

Working with Families

As a class, have students collect materials that could be placed in a nutrition lending library and organize the materials.

Nutrition Activities

Have students create a MyPlate diagram representing healthy foods.

Have students create a chart with Anytime, Sometimes, Once in a While headings for food choices to use in the preschool classroom.

Cooking Experiences

Chocolate Chip Cookies Language Experience Chart, reproducible master 26-2, IR. Use this reproducible to show students how a language experience chart can be used to promote food experiences.

Have students brainstorm a list of basic concepts that children can learn by participating in cooking experiences.

Discuss with students cooking safety and precautions that need to be taken to maximize learning.

Collecting Recipes, Activity B, WB. Have students use the forms provided to record two recipes and describe the steps for those recipes.

Have students plan a classroom cooking activity, conduct the activity with the preschool students, and evaluate the results of the activity.

Ask students to read through cookbooks and find five recipes to use with children.

Sensory Experiences with Food, reproducible master 26-3, IR. Have students list four food activities for each sensory experience.

Recipes for Young Children, reproducible master 26-4, IR. Students can use these recipes to guide children through cooking experiences.

Multicultural Cooking Experiences

Discuss with students how multicultural and ethnic cooking experiences encourage acceptance of human differences.

Have students bring in and share child-appropriate recipes for multicultural or ethnic foods.

Setting the Table, Activity C, WB. Have students describe a place mat for teaching children how to set the table.

Have students brainstorm a list of centerpieces that could be used as conversation pieces. Ask students to explain why small servings should be used at meals and snacks.

Discuss with students why sitting face-to-face with children during eating provides opportunities for teachable moments.

Have students practice encouraging children to respect others during eating.

Serving and Eating

Have students describe how independence should be encouraged at mealtime.

Ask students to describe how and when milk should be served.

Have students describe the role of children during cleanup.

Mealtime Tips Puzzle, reproducible master 26-5, IR. Have students complete the puzzle by filling in the appropriate terms in the statements related to food experiences.

Eating Challenges

Have students discuss how children learn appropriate food habits.

Promoting Good Eating Habits, reproducible master 26-6, IR. Use the master to discuss methods of promoting good eating habits.

Have students describe how a child's activity level may affect eating habits.

Have students identify four reasons a child may appear to lack an appetite at mealtime.

Have students discuss how a child who is always tired at mealtime should be handled prior to eating.

Have students discuss why children may refuse to eat food.

Participation in clinical preschool activities.

Assessments:

- **Diagnostic:**
 - Brainstorming
 - Class Oral Responses
 - Graded Homework
- **Formative:**
 - Chapter Review Questions
 - Chapter Workbook Activities
 - Critical Thinking Questions
 - Chapter Interactive Quiz/Companion Website Activities
 - Companion Website
 - Preschool Clinical Lab
- **Summative:**
 - Unit Test -multiple choice, matching, true/false, short answer completion
 - Students will update their professional portfolio

- **Standards (by number):**

PA Core: Writing: CC.1.4.11-12A,E,F

PA Core: Speaking & Listening: CC.1.5.11-12.A,B,D,F,G

Career Education and Work: 13.1.11.G; 13.2.11.A-E

- **Anchors:** R11.A; R11.A.1.3.2; R11.A.2; R11.A.2.1
- **Eligible Content/Tasks:** 203, 301, 304, 305, 306, 309, 310, 311, 313, 314, 315, 316, 317, 506, 701, 702, 912, 921, 1001, 1002, 1103

Objectives:

- Investigate and complete health and safety education. (DOK 3)
- Analyze the positive environmental factors that influence good health in children, including heredity and environment, and objectives for guiding children's health. (DOK 4)
- Create a workable health policy for an early childhood center. (DOK 4)
- Identify the importance of sanitary control in early childhood programs. (DOK 1)
- Analyze guidelines for controlling the spread of foodborne illnesses. (DOK 4)
- Summarize how to prepare a kit of basic first aid supplies and treat various types of medical emergencies. (DOK 2)
- Construct ways to promote proper oral hygiene and handle dental emergencies. (DOK 2)
- Analyze the caregiver's or teacher's responsibility when caring for children with certain illnesses, including allergies, asthma, diabetes, epilepsy, human immunodeficiency virus (HIV), and disease due to air pollution. (DOK 4)
- Identify why it is essential to monitor air quality before taking children outside. (DOK 1)

Core Activities and Corresponding Instructional Methods:

Students will complete the mandated "Get Started with Center Based Care Revised 2022" 10 hour course. <https://extension.psu.edu/programs/betterkidcare>

Introductory Activities

Ask students to list illnesses they have had. Have them discuss the symptoms and treatments of these illnesses.

Have students give examples of ways to make the classroom environment more healthful.

Discuss with students signs of illness they may notice in others or in themselves.

Health Match, Activity A, WB. As a pretest of their health knowledge, have students match the given terms and definitions.

Have students read chapter text.

Instructor's Presentations for PowerPoint®. Show students the slide presentation to review the chapter material.

Healthy Children

Discuss the different definitions of health.

Have the students discuss why poor nutrition and inactivity lead to obesity.

Health Policies

Have students define the term policy in their own words.

Ask students to explain the purpose of preadmission medical examinations.

Immunizations for Young Children, reproducible master 12-1, IR. Use the handout as a basis for discussion of immunizations required for children attending a center.

Have students discuss the possible consequences of not enforcing immunization policies.

Ask students to discuss the importance of having and enforcing attendance policies related to health.

Ask students to find out and discuss your state's licensing requirements related to medication.

<https://www.pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/055/chapter3270/chap3270toc.html>

Ask students to describe a daily informal health inspection.

Infection Symptoms, reproducible master 12-2, IR. Use this handout to discuss with students various signs of infection teachers may note among the children in their care.

Communicable Diseases, Activity B, WB. Have students complete the chart by listing the symptoms and incubation period for each disease listed.

Have students discuss policies related to contacting parents when their children become ill.

Have students discuss the importance of requiring employees to have complete physical examinations.

When Is Hand Washing Needed? reproducible master 12-3, IR. Use this reproducible to discuss with students all the times when staff and children should wash their hands.

Have students create hand washing posters to be used in the preschool environment.

Cleaning, Sanitizing, and Disinfecting

Ask students to describe the difference between sanitizing and disinfecting.

Have students identify what items need disinfecting and sanitizing in a child care center.

Standard Precautions to Prevent Transmission of Bloodborne Diseases, reproducible master 12-5, IR. Use this handout to inform students about precautions to follow when they come into contact with blood in various situations related to child care centers.

Controlling Foodborne Illness

Safety Rules for Avoiding Food Contamination, reproducible master 12-6, IR. Use this handout to review rules for safe food preparation, handling, and storage.

Have students explain safe dishwashing procedures.

First Aid

Ask students to explain the importance of first aid training.

First Aid Kit Scramble, Activity C, WB. Use this activity to introduce the recommended contents of a center's first aid kit.

Have students locate the preschool first aid kit and examine it for appropriateness.

Emergency Medical Care, reproducible master 12-7, IR. Have students describe how they would handle each of the medical emergencies listed.

Ask students to explain the difference between closed and open wounds. Then describe the types of open wounds.

Ask students to describe how rabies is transmitted.

Ask students to explain the differences among first-degree, second-degree, and third-degree burns.

Have students discuss ways of preventing sunburn among young children at a child care center.

Burns, Activity D, WB. Have students identify the given descriptions as first-degree, second-degree, or third-degree burns.

Have students explain how to remove a splinter.

Have students discuss why it is not recommended to put ointment or antiseptic on a splinter that cannot be removed.

Ask students to describe the symptoms of allergic reactions to insect stings.

Discuss the importance of being trained to aid choking victims.

Oral Hygiene

Discuss with students different methods of storing children's toothbrushes to prevent contamination.

Ask students to explain procedures to follow for when a child has a toothache.

Have students explain emergency treatment for a knocked-out permanent tooth.

Have students discuss how to check for head lice in children and describe the most effective way to get rid of head lice.

Have students discuss the importance of notifying all parents if one child becomes infected with head lice.

Caring for Children Who Become Ill

Ask students to discuss the purpose of an isolation room.

Have students list the incubation periods for communicable diseases.

Have students discuss why foods should not be given to children after vomiting.

Have students explain reasons for slight normal deviations in children's temperatures.

Review with students the teacher's responsibilities if a child has a fever.

Discuss with students the hazards of mercury thermometers.

Ask students to list common allergies and physical reactions to allergies.

Have students explain how asthma affects a child.

Have students describe the symptoms and treatment for an insulin reaction.

Ask students to discuss the importance of administering medication accurately if a child has epilepsy.

Air Pollution and Illness

Have students identify symptoms of pollution irritation in children.

Have students investigate the Air Quality Index (AQI) Basics

<https://www.airnow.gov/aqi/aqi-basics/>

Participation in clinical preschool activities.

Assessments:

- **Diagnostic:**
 - Brainstorming
 - Class Oral Responses
 - Graded Homework

- **Formative:**
 - Chapter Review Questions
 - Chapter Workbook Activities
 - Critical Thinking Questions
 - Chapter Interactive Quiz/Companion Website Activities
 - Companion Website
 - Preschool Clinical Lab
- **Summative:**
 - Unit Test -multiple choice, matching, true/false, short answer completion
 - Better Kid Care Certification
 - Hand Washing Poster
 - Students will update their professional portfolio

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Early Childhood Education Level 3
Child Care and Support Services Management 19.0708

Curriculum writing committee:
Jill Farr-Bodnar

Grade Level: 12

Date of Board Approval: _____2023_____

Chapter Tests & Projects	40%
Clinical Labs/Professionalism	40%
Homework/Classwork	20%
Total	100%

Curriculum Map

Overview: This program of study along with successful completion of levels 1 and 2 continues to prepare students for a career educating young children and further higher education to pursue a Bachelor's degree in early childhood education and child services careers. The course emphasizes learning experiences to gain knowledge and understanding of the intellectual, physical, social, and emotional development of children from birth to age 9. Students learn to prepare classroom curriculum and strategies for working with children. Students will have opportunities to apply their learning through participation and observation of children individually and in groups. Field experiences will occur at Delaware Valley Elementary School. American Heart Association Certification in Pediatric First Aid & CPR is available to students. Due to the competency-based nature of this course, students who move at an accelerated pace will be able to complete advanced tasks on a case by case basis. Students will complete the course work for the CDA certification. Students who complete all of the competencies for this course may have the opportunity to be engaged in a capstone placement for some of their senior year. State required physical education hours will be completed within this course.

Marking Period 1 = 45 days

Goals:

Understanding Middle Childhood (Chapter 7)

- Describe the physical, cognitive, and social emotional development of school age children.
- Summarize potential health concerns of middle childhood.
- Explain moral development during childhood.

Developing Guidance Skills (Chapter 13)

- Identify goals of effective guidance.
- List personality traits of effective early childhood teachers.
- Describe principles of direct and indirect guidance.
- Explain various techniques for effective guidance.
- Summarize ways to promote a positive self concept in each child.

Understanding Behavior Challenges (Chapter 14)

- Identify situations and feelings that cause tension in children.
- Describe behavior problems that result from tension.
- Guide children as they learn appropriate social emotional skills.
- Describe the effects of family stressors on children and families.

Marking Period 2 = 45 days

Goals:

Guiding Manuscript Writing Experiences (Chapter 22)

- Define manuscript writing.
- List reasons for encouraging the development of writing skills in preschool settings.
- Explain activities that help children develop writing skills.
- Make letters following the Zaner Bloser system.
- Outline the sequence children follow in learning alphabet letters.
- Discuss guidelines for helping children develop writing skills.

Guiding Mathematical Experiences (Chapter 23)

- List objectives of early math experiences.
- Use two basic assessments to determine math skills of children.
- Recognize a variety of three dimensional objects that can be used to promote math experiences.
- Identify math experiences that promote the development of key math concepts.
- Design math experiences that stress specific math concepts.

Guiding Science and Technology Experiences (Chapter 24)

- Explain what is meant by the terms science and technology.
- Discuss reasons for studying science and technology.
- Outline the procedure for planning science and technology activities.
- List a variety of science and technology activities and sources for supplies.
- Explain the role of the teacher in guiding science and technology experiences.
- Identify methods for using children's senses to teach science concepts.
- Name and explain various ways to reach science concepts.
- Describe how technology can be integrated throughout the environment, curriculum, and daily routines.

Marking Period 3 = 45 days

Goals:

Guiding Social Studies Experiences (Chapter 25)

- Explain the importance of social studies experiences.

- Outline the role of the teacher in designing and guiding social studies experiences.
- Describe ways to include multicultural and intergenerational studies, democracy, ecology, geography, community living, current events, and holiday concepts in the curriculum.
- Explain the importance of morning meetings.
- Explain the role of the teacher in promoting the development of friendships.

Child Development Principles and Theories (Chapter 3)

- Describe the areas and principles of development.
- Define windows of opportunity as related to brain development.
- Explain the historical influences on educating young children.
- Summarize how theories about development and learning can be used as practical guides to early care and education.
- Contrast the developmental theories of Erikson, Piaget, Vygotsky and Gardner.

Guiding Children with Diverse Needs (Chapter 31)

- Contribute to the development of an Individualized Education Plan for a child with special needs.
- Develop individualized learning objectives and teaching strategies for a child.
- Explain the role of the teacher in working with children who have special needs.
- Describe methods for identifying and working with special needs that may be encountered in the early childhood program; hearing, communication, vision, physical, health, intellectual, and behavioral disorders.
- Explain the special needs of children who are gifted and how these needs can be met.
- Describe methods of integrating children with special needs into a typical program.

Marking Period 4 = 45 day

Goals:

Guiding Field Trip Experiences (Chapter 28)

- Describe the importance of field trips.
- Explain points of consideration for first field trip experiences.
- Explain the types and purposes of theme walks.
- Outline the process for selecting a field trip.
- List ways to promote safety on field trips.
- Plan a field trip from pre-trip planning to follow up activities.
- Describe the process of making and taking virtual field trips.

Programs for School Age Children (Chapter 30)

- Describe the three basic program models used in school age care.
- Identify the characteristics of an effective teacher in a school age program.
- Discuss how to arrange indoor and outdoor space in a school age care environment.

- Explain ways to assess children's interest for curriculum planning.
- List the components of a typical daily schedule in a school age program.

Your Career in Early Childhood Education (Chapter 33)

- Explain how interests, abilities and values affect career choices.
- Compile your Resume.
- Write a cover letter.
- List various methods for seeking employment.
- List questions to ask during an interview.
- Explain the basic interviewing process.
- Prepare a teaching portfolio.
- Describe illegal questions and how to respond to them.
- Describe the rights and responsibilities of employees and employers.
- Summarize the importance of finding balance among family, work, and community roles.

Big Ideas:

1. Children grow and learn in understandable, observable patterns that can be recognized and optimized through consistent and stable family and community environments.
2. Families are the fundamental unit of society; strong families empower individuals to manage the challenges of living and working in a diverse, global society.

Textbook and Supplemental Resources:

Textbook: Working with Young Children, 10th Edition, Judy Herr

ISBN: 978-1-68584-211-6

Publisher: The Goodheart-Willcox Company, Inc., 2024.

Supplemental Books:

Student Workbook, 2024 Working with Young Children, 10th Edition, Judy Herr, The Good Heart-Wilcox Company

Instructors Edition, 2024 Working with Young Children, 10th Edition, Judy Herr, The Good Heart-Wilcox Company

Online Instructor Resources, 2024 Working with Young Children 10th Edition, Judy Herr, The Goodheart-Willcox Company, Inc., 2024.

Online companion website

<http://www.g-wlearning.com/earlychildhoodeducation/9781631260247/student/index.htm>

Pennsylvania Learning Standards for Early Childhood (Kindergarten-Second grade), Pennsylvania Department of Education and Department of Public Welfare, 2014

CDA Essentials Textbook, 3rd Edition, Council for Professional Recognition, 2023

CDA Essentials Workbook. 3rd Edition, Council for Professional Recognition, 2023

CDA Competency Standards Preschool Edition 2.0, Council for Professional Recognition, 2013

Academic Standards for Business, Computer and Information Technology:

http://static.pdesas.org/content/documents/BCIT_standards.pdf

Pennsylvania State Standards and Anchors:

<https://www.pdesas.org/Page?pageId=11&pageId=11>

Task Grid:

Task	Description
PA100	Orientation and Safety
PA101	Follow school, classroom, and clinical rules and regulations.
PA200	Professionalism
PA201	Compare and contrast different types of early learning programs.
PA202	Identify personal qualities for employment and career opportunities.
PA203	Develop a professional portfolio to include clearances.
PA204	Investigate the requirements of the CDA Credential and PA School-Age Credential.
PA205	Examine NAEYC Standards and the Code of Ethical Conduct.
PA207	Participate in a professional advocacy event or training.
PA208	Identify resources for professional development.

PA209	Identify state, national, and international models of early learning programs.
PA210	Investigate the Keystone Stars requirements.
PA300	Health and Safety
PA301	Identify Department of Human Services regulations and PA Department of Education codes.
PA302	Obtain Pediatric First Aid and infant/child CPR certification
PA303	Complete Mandated Reporter Training.
PA304	Identify communicable diseases and chronic medical conditions.
PA305	Identify characteristics of a safe, healthy environment.
PA306	Describe infection control procedures, sanitation practices and prevention of illness policies.
PA307	Identify nutritional requirements, including CACFP guidelines.
PA308	Plan nutritious meals and snacks.
PA309	Identify guidelines and procedures to care for the mildly ill child.
PA310	Comply with industry standard adult health regulations.
PA311	Complete a health and safety checklist and develop recommended changes for compliance.
PA312	Describe safe transportation practices in childcare settings.
PA313	Identify components of an emergency management plan for a childcare setting.

PA314	Identify liability issues of childcare workers regarding children's safety in a childcare setting.
PA315	Identify and describe program records, budgets, and reports.
PA316	Describe and apply best practices for reducing stress on children and caregivers in the early learning environment.
PA317	Complete industry required health and safety training.
PA400	Learning Environment (Physical Space)
PA401	Examine the value of play and use best practices to support children's play.
PA402	Examine the process and use best practices for developing children's creativity.
PA403	Examine, evaluate, and use culturally responsive learning centers and materials.
PA404	Evaluate and maintain the indoor and outdoor learning environments.
PA405	Investigate classroom environment rating tools, e.g., ITERS, ECERS, SACERS, TPOT.
PA500	Child Development (Social, Emotion, Physical, Intellectual, Language Development)
PA501	Identify educational theorists and their concepts.
PA502	Identify developmental stages and areas.
PA503	Identify the stages of artistic and musical development.
PA504	Identify characteristics of infant development.
PA505	Identify characteristics of toddler development.

PA506	Identify characteristics of preschool development.
PA507	Identify characteristics of school-age development.
PA508	Identify characteristics of children with special needs.
PA509	Define early language and literacy development for school success.
PA510	Integrate literacy/language development throughout all activities.
PA511	Investigate the needs of dual language learners.
PA600	Classroom Management and Positive Guidance
PA601	Use positive methods to guide children's behavior.
PA602	Describe the influence of environment and caregiver management techniques on children's behavior.
PA603	Observe, supervise, and/or record the daily routines of children.
PA700	Standards, Curriculum, and Assessment
PA701	Use basic tools and types of observations.
PA702	Observe, record, and assess children's learning and behavior.
PA703	Develop appropriate learning experiences based on observations.
PA704	Link the Pennsylvania Learning Standards for Early Childhood (infant-toddler, pre-kindergarten, and kindergarten) to all learning experiences.
PA705	Demonstrate the connections between learning standards, curriculum, and assessment.

PA706	Describe the elements of curriculum (individualized goals, family and environment, learning environment, content resources).
PA800	Curriculum Development
PA801	Investigate a variety of curriculum models.
PA802	Develop long and short-range curriculum goals.
PA803	Determine and write objectives.
PA805	Compile a resource of learning materials including culturally responsive and diverse experiences.
PA807	Plan a weekly curriculum.
PA808	Develop daily lesson plans that link to the Pennsylvania Learning Standards for Early Childhood.
PA900	Learning Activities/Experiences
PA901	Prepare, present and reflect on self-care activities.
PA902	Prepare, present and reflect on activities which promote a positive self-concept.
PA903	Prepare, present and reflect on science activities.
PA904	Prepare, present and reflect on music activities.
PA905	Prepare, present and reflect on puppetry activities.
PA906	Prepare, present and reflect on flannel board activities.
PA907	Prepare, present and reflect on children's literature.
PA908	Prepare, present and reflect on language and literacy activities.

PA909	Prepare, present and reflect on math activities.
PA910	Prepare, present and reflect on creative art activities.
PA911	Prepare, present and reflect on food and nutrition related activities.
PA912	Prepare, present and reflect on health and safety activities.
PA913	Prepare, present and reflect on social studies activities.
PA914	Prepare, present and reflect on fine motor activities.
PA915	Prepare, present and reflect on gross motor activities.
PA916	Prepare, present and reflect on transitions.
PA917	Prepare, present and reflect on creative drama activities.
PA918	Prepare, present and reflect on creative movement activities.
PA919	Prepare, present and reflect on woodworking activities.
PA920	Identify steps to plan field trips as a learning experience.
PA921	Incorporate current technology in a developmentally appropriate way.
PA1000	Program Partnerships
PA1001	Communicate with families through written documentation.
PA1002	Create a resource file of community services.
PA1003	Describe and implement best practices for supporting children and families during daily and age group transitions.

PA1004	Identify the family's role in developing individualized goal plans for children.
PA1005	Identify the role that cultures and values of the family play in children's upbringing and individualize experiences for children.
PA1100	Clinical Experience
PA1101	Participate in an infant program.
PA1102	Participate in a toddler program.
PA1103	Participate in a preschool program.
PA1104	Participate in an elementary/primary school program.
PA1105	Participate in a special needs and/or inclusive program.

Curriculum Plan

Unit Number: Unit Name Chapter 7: Understanding Middle Childhood

Time/Day 11 days

- **Standards (by number):**

PA Core: Writing: CC.1.4.11-12A,E,F

PA Core: Speaking & Listening: CC.1.5.11-12.A,B,D,F,G

Career Education and Work: 13.1.11.G; 13.2.11.A-E

- **Anchors:** R11.A; R11.A.1.3.2; R11.A.2; R11.A.2.1
- **Eligible Content/Tasks:** 401, 502, 507, 603 704, 902, 921, 1103, 1104, 1105

Objectives:

- Summarize the characteristics of physical development in middle childhood. (DOK 2)
- Analyze potential health concerns of middle childhood. (DOK 4)

- Compare aspects of cognitive development during middle childhood, including attention and memory, mental operations, and language and literacy. (DOK 2)
- Summarize the characteristics of social emotional development in middle childhood, including self concept, understanding others, friendships, aggression, and peer group activities. (DOK 2)
- Analyze the roles of peer group activities in social emotional and cognitive development during middle childhood. (DOK 4)
- Summarize moral development during childhood. (DOK 2)

Core Activities and Corresponding Instructional Methods:

Introductory Activities

Have students bring in photographs of themselves when they were between 6 and 12 years of age. Ask students to describe how their appearance changed during this age span.

Understanding Middle Childhood Terms, Activity A, WB. Use this matching activity to help students review terms that will be introduced in this chapter.

Have students read chapter text.

Instructor's Presentations for PowerPoint®. Show students the slide presentation to review the chapter material.

Physical Development

Have students discuss the gender differences in physical development during middle childhood.

Have students discuss why weight may double between ages 6 and 12.

Have students collect handwriting samples of school-age children. Ask them to describe the improvement of fine-motor skills.

Health Concerns

Have students interview a doctor or nurse to learn about the health concerns of school-age children.

Discuss how permanent hearing loss can impact learning. Have students discuss teaching strategies for working with hearing-impaired children.

Have students brainstorm signs of children who may have vision or hearing problems. How is this information important to a teacher?

Have students differentiate between being overweight and being obese. Have students discuss how to create a healthful environment for students and encourage healthful habits.

Have students discuss how being obese can impact a child's emotional health.

Health Dilemmas, Activity C, WB. Have students divide into small groups and discuss possible approaches to each health dilemma.

Cognitive Development

Have students define concrete operations. How do the ideas of children in this stage differ from younger children?

Review the handout Conservation Tasks, reproducible master 7-1, IR.

Have students demonstrate the conservation of liquids, length, number, and mass.

Have students brainstorm a list of objects that could be used for seriation activities.

Have students design three classification activities.

Testing Mental Operations, Activity D, WB. Students are to design their own activities to test the concepts of conservation, seriation, and classification.

Have students brainstorm a list of jokes and riddles that school-age children tell.

Social-Emotional Development

Have students describe the process of social comparison. Discuss how social comparisons may impact self-esteem.

Judgments of Self-Esteem, reproducible master 7-2, IR. Students are asked to identify ways that subtle messages by adults and peers can undermine a child's self-esteem in five areas.

Peer Group Activities

Friendships During the School-Age Years, reproducible master 7-3, IR. Students are asked to complete sentences regarding friendship during the school-age years.

Have students brainstorm a list of ways to promote school-age children's self-esteem.

Handling Peer Rejection, reproducible master 7-4, IR. Students are asked to read a case study about a school-age child who has few friends. They are then asked to describe ways the teacher can help the child develop social skills.

Have students identify traits of school-age children who are well liked by other children. Ask them how teachers can help children develop these traits.

Have students discuss what children learn from interacting with their peers.

Check Your Gender IQ, Activity B, WB. Students are asked to indicate which statements generally describe girls and which generally describe boys.

Have students visit an elementary school to observe peer group activities. Ask them to describe the gender differences they observe.

Have students list and describe the organized games they enjoyed during middle childhood.

Team Sports, reproducible master 7-5, IR. Use this handout to review the benefits to children of participating in competitive sports. Then ask students to identify drawbacks to participating in team sports and add them to the handout.

Moral Development

Ask students to define moral development and morality. Why is moral development important?

Have students discuss how children learn moral behavior.

Beliefs About Middle Childhood, Activity E, WB. Students are asked to read each statement about middle childhood and circle the response that matches their beliefs.

Participate in clinical labs including preschool and elementary school.

Assessments:

- **Diagnostic:**

- o Brainstorming
- o Class Oral Responses
- o Graded Homework
- **Formative:**
 - o Chapter Review Questions
 - o Chapter Workbook Activities
 - o Critical Thinking Questions
 - o Chapter Interactive Quiz/Companion Website Activities
 - o Companion Website
- **Summative:**
 - o Unit Test -multiple choice, matching, true/false, short answer completion
 - o Students will update their professional portfolio
 - o Preschool & Elementary School Clinical Lab

Unit Number: Unit Name Chapter 13: Developing Guidance Skills

Time/Day 19 days

- **Standards (by number):**

PA Core: Writing: CC.1.4.11-12A,E,F

PA Core: Speaking & Listening: CC.1.5.11-12.A,B,D,F,G

Career Education and Work: 13.1.11.G; 13.2.11.A-E

- **Anchors:** R11.A; R11.A.1.3.2; R11.A.2; R11.A.2.1
- **Eligible Content/Tasks:** 203, 316, 601, 602, 603, 701, 702, 703, 921, 1004, 1005, 1103, 1104, 1105

Objectives:

- Distinguish the differences between guidance versus punishment. (DOK 2)
- List personality traits of effective early childhood teachers. (DOK 1)
- Summarize why it is important for a teacher to be culturally competent. (DOK 2)
- Categorize the principles of both direct and indirect guidance. (DOK 2)
- Differentiate among various techniques for effective guidance. (DOK 3)
- Summarize ways to promote a positive self concept in children. (DOK 2)

Core Activities and Corresponding Instructional Methods:

Introductory Activities

Ask students to define the term guidance in their own words. Discuss how guidance is an ongoing process in the classroom.

Have students give examples of different types of guidance they have experienced throughout life.

Guidance on the Spot, reproducible master 13-1, IR. Ask students to discuss each scenario and explain how they would handle the situation.

Have students read chapter text.

Instructor's Presentations for PowerPoint®. Show students the slide presentation to review the chapter material.

Discipline: Guidance Versus Punishment

As a class, discuss the differences between the terms discipline, guidance, and punishment.

In small groups, ask students to discuss the effects of punishment on children. Why does punishment not help young children learn positive ways for controlling their behaviors?

Goals of Guidance

Ask students to describe the goals of guidance.

Have students give examples of prosocial behaviors.

Guidance and You

Encourage students to find research articles on early childhood teacher behavior and share them with the class.

Have students discuss how teacher behavior affects children.

Discuss the importance of using open-ended questions when interacting with children to develop a positive environment.

Ask students to explain the difference between closed-ended questions and open-ended questions. Then have students write three open-ended questions.

Comparing Closed- and Open-Ended Questions, reproducible master 13-2, IR. Use this handout to discuss with students how to rephrase closed-ended questions to make them open-ended.

Preparing for Guidance

Have students discuss the content of observations.

Have students practice writing observations by having a group of two or three students role-play a classroom play situation while another student records his or her observations.

Culturally Appropriate Variations

Have students define culturally appropriate variations

Have students identify cultural elements

Principles of Direct and Indirect Guidance

Ask students to define and give examples of direct guidance.

Have students list and explain eight guidance principles.

Have students discuss the importance of using simple language with children.

A Teacher's Speech and Voice Should:, reproducible master 13-3, IR. Use the handout to review guidelines for speech techniques to use with children.

Ask students to explain the importance of using a relaxed voice when speaking to children.

Suggestions for Talking with a Child, reproducible master 13-4, IR. As a class, review and discuss the suggestions listed.

Have students practice verbal guidance techniques by showing a child how to use a puzzle.

Building Positive Skills, reproducible master 13-5, IR. Use the handout to review with students guidelines for building positive guidance skills. Have students discuss situations in which each

guideline might apply.

Arrange for students to work in groups. Have groups role-play situations in which they use positive guidance skills.

Positive Guidance, Activity B, WB. Have students rewrite the statements in a positive manner so that children will know what behavior is expected of them.

As a class, ask students to give examples of situations in which children should and should not be offered choices.

Have students write four examples of ways to encourage independence in children.

Ask students to explain the influence of the physical setup of the classroom on children's behavior.

Discuss the importance of the environment in relation to the development of children.

Direct and Indirect Guidance, Activity A, WB. Have students determine whether the statements listed describe indirect or direct guidance techniques.

Techniques for Effective Guidance

Putting Effective Guidance into Practice, Activity C, WB. Students are asked to describe situations where various guidance techniques could be used.

Have students brainstorm a list of tips for using praise effectively.

Arrange for students to work in groups. Have each group give examples of each of the following techniques: praising, suggesting, prompting, persuading, redirecting, modeling, listening, ignoring, warning, and encouraging.

Guidance Techniques, Activity D, WB. Have students match each statement to the guidance technique it describes.

Ask students to debate the value of using time-out as a guidance technique. Have students explain when and how to use time-out appropriately in the classroom.

Promoting a Positive Self-Concept

Ask students to give examples of how they can promote a positive self-concept among children.

Have students role-play situations in which they, as teachers, promote the self-concept of a child.

Participate in clinical labs including preschool and elementary school.

Assessments:

- **Diagnostic:**
 - Brainstorming
 - Class Oral Responses
 - Graded Homework
- **Formative:**
 - Chapter Review Questions
 - Chapter Workbook Activities
 - Critical Thinking Questions
 - Chapter Interactive Quiz/Companion Website Activities
 - Companion Website
- **Summative:**
 - Unit Test -multiple choice, matching, true/false, short answer completion
 - Students will update their professional portfolio.
 - Preschool & Elementary School Clinical Lab

Unit Number: Unit Name Chapter 14: Understanding Behavior Challenges

Time/Day 15 days

- **Standards (by number):**

PA Core: Writing: CC.1.4.11-12A,E,F

PA Core: Speaking & Listening: CC.1.5.11-12.A,B,D,F,G

Career Education and Work: 13.1.11.G; 13.2.11.A-E

- **Anchors:** R11.A; R11.A.1.3.2; R11.A.2; R11.A.2.1
- **Eligible Content/Tasks:** 203, 316, 601, 602, 603, 701, 702, 703, 902, 921, 1103, 1004, 1005

Objectives:

- Identify situations and feelings that cause tension and challenging behaviors in children. (DOK 1)
- Analyze the impact of stress on children's behavior, including teacher and family stressors, effects of stress, and signs of stress. (DOK 4)
- Summarize ways to communicate with families about stress. (DOK 2)
- Identify ways to help children cope with stress. (DOK 1)
- Compare specific behavior challenges and strategies for handling challenges in the early childhood classroom, including negativism, stealing, temper tantrums and anger, biting, tattling, body exploration, thumb-sucking, and fear and anxiety. (DOK 2)

Core Activities and Corresponding Instructional Methods:

Introductory Activities

Ask the class to brainstorm a list of possible guidance problems in the classroom.

Have each student think about a child that he or she knows. Encourage students to think about what causes these children to misbehave.

Have students read chapter text.

Instructor's Presentations for PowerPoint®. Show students the slide presentation to review the chapter material.

Tension and Challenging Behaviors

Ask students to list ways of controlling overstimulation.

Arrange for students to work in pairs. Have each pair prepare a checklist for teachers to use to avoid overstimulation in the classroom.

Have students discuss the importance of consistent routines as a way to control guidance problems.

Ask students how breaks in their own daily routines can affect their attitudes and activities.

Have students discuss how noise level may be related to overstimulation.

Have students work in groups to determine methods of reducing waiting time in the classroom.

Ask students to list causes of frustration in children. Then have students discuss how they can set up the classroom environment to help prevent frustration.

Have students brainstorm a list of health problems in children and the possible effects of these problems on behavior.

Stress and Behavior Changes

Have students list possible stressors for young children that can result from child care. For each stressor listed, ask students to brainstorm ways to relieve this stress.

Family Stressors, reproducible master 15-1, IR. Use this handout as an overview of the section on family stressors.

Ask students to describe the effects of family crises on children and families.

As a class, discuss how diversity among families and family roles is often reflected in children's behavior.

Ask students to offer examples that illustrate ways in which a family's beliefs, customs, and culture affect children's behavior.

Have students explain the effects of abuse and neglect on brain development.

Communicating with Families About Stress

Divide the class into pairs. Have each pair prepare a skit in which a teacher talks with a parent about family stressors.

Helping Children Cope

Have students list strategies to help children cope.

Specific Behavior Challenges

Have students discuss how expressions of anger differ with children of various ages.

Discuss the need to react carefully to a young child's exploration of his or her own body.

As a class, ask students to list typical fears of children.

Have students interview teachers to find out about ways of handling children's fears.

Have study research and create a brochure for parents on handling challenging behaviors: negativism, stealing, anger, biting, exploring the body, thumbsucking, and fear.

Guidance Advice, reproducible master 14-2, IR. Have students write replies to questions about handling guidance problems.

Guidance Match, Activity A, WB. Have students match the terms related to guidance problems with the given descriptions.

Guidance Tips, Activity B, WB. Students determine whether the guidance statements are true or false.

Dialing for Answers, Activity D, WB. Have students use the given clues and numbers to complete the statements related to guidance problems.

Participate in clinical labs including preschool and elementary school.

Assessments:

- **Diagnostic:**
 - Brainstorming
 - Class Oral Responses
 - Graded Homework
- **Formative:**
 - Chapter Review Questions
 - Chapter Workbook Activities
 - Critical Thinking Questions
 - Chapter Interactive Quiz/Companion Website Activities
 - Companion Website
- **Summative:**
 - Unit Test -multiple choice, matching, true/false, short answer completion
 - Students will update their professional portfolio
 - Preschool & Elementary School Clinical Lab

Unit Number: Unit Name Chapter 22: Guiding Manuscript Writing Experiences

Time/Day 14 days

- **Standards (by number):**

PA Core: Writing: CC.1.4.11-12A,E,F

PA Core: Speaking & Listening: CC.1.5.11-12.A,B,D,F,G

Career Education and Work: 13.1.11.G; 13.2.11.A-E

- **Anchors:** R11.A; R11.A.1.3.2; R11.A.2; R11.A.2.1
- **Eligible Content/Tasks:** 203, 510, 701, 703, 803, 808, 908, 914, 921, 1103, 1104, 1105

Objectives:

- Summarize emergent writing, including stages children go through as they develop writing skills. (DOK 2)
- Analyze prewriting skills and what children need to learn about the concept of print. (DOK 4)
- Compare writing systems and tools necessary for children to develop writing skills. (DOK 3)
- Summarize basic guidelines that help children develop writing skills. (DOK 2)
- Construct strategies that promote print awareness for children. (DOK 3)
- Summarize how a teacher uses environmental print to promote print awareness.(DOK 2)
- Investigate how a teacher creates a print rich environment to encourage children to develop writing skills, including techniques for writing, group experiences, space for writing, and documentation boards. (DOK 3)

Core Activities and Corresponding Instructional Methods:

Introductory Activities

Ask students to recall how and when they learned to write. Students may share some early experiences involving writing with the class.

Prepare a display of different types of writing to share with the class. Have students discuss the different styles.

Have students write their name using their non-dominant hand. Then have students discuss the difficulties a child might have in learning to write.

Have students read chapter text.

Instructor's Presentations for PowerPoint®. Show students the slide presentation to review the chapter material.

Emergent Writing

Ask students to explain why visual discrimination skills are important for writing.

Discuss with students the teacher's role in calling attention to the printed word.

Pre-writing Skills

Ask students to identify the two prewriting skills.

Discuss with students the teacher's role in developing pre-writing skills.

Have students brainstorm a list of fine-motor activities.

Have students divide into groups and develop a list of hand-eye coordination activities.

Ask students to observe children involved in fine- motor and hand-eye coordination activities and to observe the range of skills at various ages.

Manuscript Writing Systems

Zaner-Bloser's Six Simple Strokes, reproducible master 22-1, IR. Use this reproducible to introduce the six simple strokes included in the Zaner-Bloser writing system.

Practicing the Zaner-Bloser Writing System, reproducible master 22-2, IR. Have students practice writing by tracing over the given letters.

Have students make preschooler's name tags using well-formed letters.

Discuss with students the types of materials that children should use as they learn writing skills.

Have students discuss reasons the Zaner-Bloser sequence should be used when teaching children to write letters.

Developing Writing Skills

Have students explain the relationship between coordination and letter size.

Gather some samples of children's writing. Have students classify the samples as having

sufficient or insufficient line quality.

Have students identify the letters that children frequently reverse and explain how to guide children and correct the reversals.

Have students describe techniques to identify children's hand preferences.

Print Awareness

Have students list developmentally appropriate strategies to develop print awareness in children.

Environmental Print Show-and-Tell

A Print-Rich Environment, Activity A, WB. Students should list ways that early childhood educators can create a print-rich environment to encourage the development of writing skills.

Early Experiences in Writing

Discuss with students techniques for encouraging writing.

Have students make a set of sandpaper letters.

Ask students to prepare a list of materials and tools that could be used in a writing center.

Have students explain the value of a chalkboard.

Ask students to make labels for equipment and fixtures in the classroom.

Have students plan a handwriting activity to try with children.

Manuscript Writing, Activity B, WB. Have students write the correct term in the blank and answer the questions that follow.

Participate in clinical labs including preschool and elementary school.

Assessments:

- **Diagnostic:**

- o Brainstorming
- o Class Oral Responses
- o Graded Homework
- **Formative:**
 - o Chapter Review Questions
 - o Chapter Workbook Activities
 - o Critical Thinking Questions
 - o Chapter Interactive Quiz/Companion Website Activities
 - o Companion Website
- **Summative:**
 - o Unit Test -multiple choice, matching, true/false, short answer completion
 - o Students will update their professional portfolio
 - o Preschool & Elementary School Clinical Lab

Unit Number: Unit Name Chapter 23: Guiding Mathematical Experiences

Time/Day 12 days

● **Standards (by number):**

PA Core: Writing: CC.1.4.11-12A,E,F

PA Core: Speaking & Listening: CC.1.5.11-12.A,B,D,F,G

Career Education and Work: 13.1.11.G; 13.2.11.A-E

- **Anchors:** R11.A; R11.A.1.3.2; R11.A.2; R11.A.2.1
- **Eligible Content:** 203, 402, 510, 701, 703, 803, 808, 909, 911, 914, 921, 1103, 1104, 1105

Objectives:

- Identify goals and objectives of early math experiences. (DOK 1)
- Apply the use of two basic assessments to determine the math skills of children.(DOK 4)
- Analyze a variety of three-dimensional objects that promote math experiences. (DOK 4)
- Compare and contrast math experiences that promote the development of key math concepts. (DOK 2)

Core Activities and Corresponding Instructional Methods:

Introductory Activities

Ask students to give examples of math concepts used in everyday life, such as size, space, and time.

Ask students what math concepts they find hardest to understand. Students should then discuss what math concepts children might find difficult to understand.

Have students explain how they would teach the math concept of volume to young children.

Math Match, Activity A, WB. As a chapter pretest, have students match the terms with their definitions. Complete a teacher-created unit test.

Have students read chapter text.

Instructor's Presentations for PowerPoint®. Show students the slide presentation to review the chapter material.

Goals of Early Math Experiences

Ask students to list the math concepts to be included in the preschool curriculum.

Have students identify the types of math experiences that should be included in the curriculum.

Assessing Math Ability

Ask students to describe the two forms used for assessing math ability.

Have students provide examples of specific task assessment.

Math Equipment

Have students try to explain a math concept without using any materials. The students should then try explaining the same math concept using some form of equipment.

Ask students to look through early childhood equipment catalogs or websites to find examples of math equipment that can be purchased.

Have students prepare a list of equipment that can be used to teach space concepts.

Mathematical Classroom Materials, reproducible master 23-1, IR. For each material listed, have students write how it might be used to help teach math concepts.

Mathematical Activities

Ask students to list the skills children should develop from participating in mathematical activities.

Have students observe a teacher conducting a math activity in the classroom and record their observations.

Discuss with students the development of color concepts.

Have students describe and give examples of the ways color concepts can be taught.

Color, Shape, and Counting Concepts, Activity B, WB. Students are asked to write original ways to teach color, shape, and counting concepts to young children.

Have students explain how children develop shape concepts.

Ask students to brainstorm a list of activities that could be used to teach the identification of shapes.

Have students explain the process by which children develop classification skills.

Ask students to explain the difference between matching and sorting.

Ask students to define the term sets as it is used mathematically with young children.

Have students develop a list of common items that are in sets of two, three, and four.

Have students plan three activities to teach children the concept of an empty set at snack time.

Ask students to explain why counting concepts should be included in the curriculum.

Have students describe and provide examples of the two counting stages.

Discuss with students methods of helping children understand space, size, and volume concepts.

Discuss with students ways of making time concepts easier for children to understand.

Have students create a fraction book/wheel using the die cut machine.

Teaching Space, Size, Volume, and Time, Activity C, WB. Have students write original ways each of the concepts listed could be taught to children.

Using Recipes to Teach Math Concepts, Activity D, WB. Have students find two recipes that could be used to teach children math concepts.

Have students plan an activity to teach one of the math concepts listed in the text.

Graphing, reproducible master 23-2, IR. Use this reproducible to introduce graphing as a method of visually communicating information.

Math Terms and Techniques, reproducible master 23-3, IR. Students are asked to complete statements by writing terms in the blanks.

Guest Speaker - DV Math Specialist - review teaching math to middle childhood students.

Participate in clinical labs including preschool and elementary school.

Assessments:

- **Diagnostic:**
 - Brainstorming
 - Class Oral Responses
 - Graded Homework
- **Formative:**
 - Chapter Review Questions
 - Chapter Workbook Activities
 - Critical Thinking Questions
 - Chapter Interactive Quiz/Companion Website Activities
 - Companion Website
- **Summative:**
 - Unit Test -multiple choice, matching, true/false, short answer completion
 - Student created fraction book/circle.
 - Students will update their professional portfolio
 - Preschool & Elementary School Clinical Lab

Unit Number: Unit Name Chapter 24: Guiding Science and Technology Experiences

Time/Day 19 days

- **Standards (by number):**

PA Core: Writing: CC.1.4.11-12A,E,F

PA Core: Speaking & Listening: CC.1.5.11-12.A,B,D,F,G

Career Education and Work: 13.1.11.G; 13.2.11.A-E

- **Anchors:** R11.A; R11.A.1.3.2; R11.A.2; R11.A.2.1
- **Eligible Content/Tasks:** 203, 402, 510, 701, 703, 803, 808, 903, 911, 914, 921, 1103, 1104, 1105

Objectives:

- Summarize the meanings of the terms science and technology. (DOK 2)
- Name the procedure for planning science activities, including the role of the teacher. (DOK 1)
- Summarize the procedure for planning the technology area and activities, equipment and materials, and the role of the teacher. (DOK 2)
- Summarize how to integrate science and technology throughout the classroom environment, curriculum, and daily routines. (DOK 2)
- Summarize methods for using children's senses to teach science concepts. (DOK 2)
- Summarize ways that teachers can incorporate the science of color into everyday experiences. (DOK 2)
- Design ways to teach science through the use of elements and objects, including water, air, the environment, weather, magnets, wheels, and children's growth. (DOK 4)
- Summarize various ways to teach science concepts through field trips and guided walks. (DOK 2)

Core Activities and Corresponding Instructional Methods:

Introductory Activities

Discuss with students what kinds of topics and experiments they enjoy related to science or technology. Students should discuss what makes them enjoyable.

Have students discuss what kinds of science and technology topics and activities they think young children might enjoy.

Have students discuss science and technology concepts that are evident in everyday life.

Students should discuss how these concepts can become a part of classroom experiences with children.

Have students read chapter text.

Instructor's Presentations for PowerPoint®. Show students the slide presentation to review the chapter material.

What Are Science and Technology?

Have students define the terms science, observing, measuring, comparing, classifying, predicting, and discovering using a dictionary as a reference.

Ask students to explain why observation is important to an effective science program.

Discuss with students the benefits to children of studying science.

Science Processing Skills, reproducible master 24-1, IR. Use this reproducible to introduce the thinking skills needed to learn science concepts.

Discuss with students how technology differs from science.

Have students explain why technology concepts are important for young children to learn.

Planning Science Activities

Discuss with students ways to make unplanned activities a part of classroom science curriculum.

Have students discuss why having children use science equipment themselves would be more effective than demonstrating science experiments to children.

Science Activities, reproducible master 24-2, IR. Use the master as you discuss the opportunities that science activities should offer children.

Science Overview, Activity A, WB. Have students answer the questions about science and science-related activities.

Have students brainstorm a collection of materials that could be placed on a science table.

Ask students to list the contents of a science center, including equipment.

Have students brainstorm a list of sources of science supplies and equipment.

Sources of Science Supplies and Equipment, reproducible master 24-3, IR. Have students investigate the costs of items listed or prospects of getting items listed for free.

Role of the Teacher

Ask students to prepare a list of centerpieces for the lunch table that could be used to foster science concepts.

Have students role-play teachers asking young children open-ended questions about science activities.

Forming Open-Ended Questions, Activity B, WB. Students are asked to rewrite several closed-ended science questions to make them open-ended.

Ask students to list and describe the five basic process skills. Ask them to give examples of activities that would help promote these skills.

Planning Technology Activities

Have students brainstorm what equipment and materials should be part of a technology area.

Discuss with students the advantages and disadvantages of using the technologies listed in Figure 24.25 of the text.

Role of the Teacher

Discuss with students why selecting appropriate software/apps is essential for providing children with technology experiences.

Integrating Technology into the Classroom

Integrating Technology, Activity D, WB. Students should list examples of ways they can integrate technology into classroom lessons.

Teaching Science Through the Senses

Have students brainstorm a list of activities that could be used to promote the sense of touch.

Discuss with students the importance of developing the sense of smell in relationship to science learning.

Have students design an activity to help children build visual observation skills.

Have students create a list of foods that would help children become exposed to different flavors.

Ask students to think of science activities that target more than one of the senses.

Using Color to Teach Science Concepts

Discuss with students the relationship of color to science activities.

Ask students to create an activity in which colors are mixed to create new colors.

Using Elements and Objects to Teach Science

Have students list the science concepts that can be taught with water.

Ask students to brainstorm items for a water table.

Have students write plans for five activities using water.

Using Air to Teach Science Concepts

Have students prepare a bubble solution and practice using it to teach the concept that air takes up space.

Ask students to brainstorm props that could be used to teach children about the wind.

Using Magnets to Teach Science Concepts

Have students list the concepts that children can learn through activities with magnets.

Ask students to make a list of different types of magnets.

Using Wheels to Teach Science Concepts

Ask students to list the concepts children can learn from activities involving wheels.

Have students plan a science activity using wheels and try it with a group of students in the class.

Ask students to create a Google Slide of pictures of items that do and do not have wheels.

Using the Child's Own Body to Teach Science Concepts

Have students practice identifying their own features in pictures of themselves.

Ask students to create an original growth chart.

Teaching Science Through Field Trips and Guided Walks

Have students brainstorm a list of field trips that would supply opportunities for discovery.

Using Foods to Teach Science Concepts

Have students review recipes from books and magazines and create recipe files containing activities that children could use to participate in both processing and creating a product.

Ask students to create a list of themes and foods that could be coordinated with the themes.

Learning Science Through Cooking Experiences, reproducible master 24-4, IR. Students should write a recipe & supplies that could be used for cooking with young children.

Using Gardening to Teach Science Concepts

Have students plant seeds with the preschool children.

Have students plant bean, corn, and radish seeds and observe how they grow.

Using Animals to Teach Science Concepts

Have students explain the value of pets.

Ask students to list the types of animals that can be housed in early childhood centers.

Pet Care, Activity C, WB. Have students indicate whether each statement related to animal care is true or false.

Science, reproducible master 24-5, IR. Have students complete the statements related to science and science activities.

Participate in clinical labs including preschool and elementary school.

Assessments:

- **Diagnostic:**
 - Brainstorming
 - Class Oral Responses
 - Graded Homework
- **Formative:**
 - Chapter Review Questions
 - Chapter Workbook Activities
 - Critical Thinking Questions
 - Chapter Interactive Quiz/Companion Website Activities
 - Companion Website
- **Summative:**
 - Unit Test -multiple choice, matching, true/false, short answer completion
 - Students will update their professional portfolio
 - Preschool & Elementary School Clinical Lab

Unit Number: Unit Name Chapter 25: Guiding Social Studies Experiences

Time/Day 12 days

- **Standards (by number):**

PA Core: Writing: CC.1.4.11-12A,E,F

PA Core: Speaking & Listening: CC.1.5.11-12.A,B,D,F,G

Career Education and Work: 13.1.11.G; 13.2.11.A-E

- **Anchors:** R11.A; R11.A.1.3.2; R11.A.2; R11.A.2.1
- **Eligible Content/Tasks:** 203, 402, 510, 701, 703, 803, 808, 913, 911, 914, 921, 1103, 1104, 1105

Objectives:

- Summarize the importance of social studies experiences. (DOK 2)
- Critique the role of the teacher in designing and guiding social studies experiences. (DOK 3)
- Analyze ways to include multicultural and intergenerational studies, democracy, ecology, change, gender-neutrality, community living, current events, celebrations concepts, and friendships in the curriculum. (DOK 4)
- Cite evidence of the importance of morning meetings. (DOK)

Core Activities and Corresponding Instructional Methods:

Introductory Activities

As a class, have students develop a list of concepts that they think should be included in a social studies curriculum.

Discuss with students their everyday roles, such as student, daughter/son, and community member.

Lead a class discussion on ways to teach children to respect themselves and others.

Have students read chapter text.

Instructor's Presentations for PowerPoint®. Show students the slide presentation to review the chapter material.

Importance of Social Studies

Have students discuss the skills that children should acquire from social studies.

Social Studies Activities, Activity A, WB. Have students write activities to promote learning in areas that are developed by the social studies curriculum.

The Teacher's Role in Social Studies

Ask students to explain the role of observation in developing a social studies curriculum.

Have students discuss the importance of selecting developmentally appropriate materials and activities for a social studies curriculum.

Discuss with students developmental characteristics and their implementations for planning a social studies curriculum.

Have students develop a checklist for the social skills of three and four year-olds.

Ask students to identify instructional tools that can be successfully used to teach social studies concepts.

Social Studies Themes, reproducible master 25-1, IR. For the theme ideas given, have students discuss activities that could be used to promote each theme.

Halloween Theme, reproducible master 25-2, IR. Discuss the ideas for various activity areas related to a Halloween theme.

Valentine Theme, reproducible master 25-3, IR. Have students work as a class to develop learning experiences related to a Valentine theme.

Using a Theme in Planning, Activity B, WB. Have students plan a theme of their choice. Then have them describe several learning experiences for each of the activity areas listed.

Have students prepare a list of community resources, including museums, art galleries, stores, and services, that are available for social studies curriculum.

Discuss with students incidental learning that could teach social studies concepts.

Building Social Studies Concepts

Have students discuss how social studies concepts are built.

Discuss with students the benefits of developing social studies concepts.

Have students discuss the influences young children have on the formation of social studies concepts.

Goals for a Multicultural Perspective, reproducible master 25-4, IR. Use this to discuss the goals for a multicultural perspective.

Have students explain why family members are vital resources for promoting a multicultural perspective in the child care setting.

Ask students to give examples of stereotyping and omission in society and ways to avoid it.

Have students plan an activity to promote a multicultural perspective.

Ask students to describe goals for an intergenerational curriculum.

Have students brainstorm a list of activities that could be done in conjunction with a retirement home or senior center.

Ask students to develop a checklist for choosing materials to teach gerontology to children.

Discuss with students activities that develop political concepts.

Ask students to find current articles about ecology and discuss them as a class.

Discuss with students activities to teach ecology concepts.

Ask students to explain children's concepts of time.

Have students brainstorm a list of ways to teach children about change.

Have students review CandyLand and how it helps prepare children to read maps.

Social Studies Terms, reproducible master 25-5, IR. Have students complete the statements related to social studies.

Ask students to list possible field trips throughout the community that would be appropriate for young children.

Use a calendar daily in the preschool environment.

Have students design a bulletin board for current events.

Ask students to brainstorm a list of activities for teaching current events.

Ask students to explain precautions that should be followed when introducing holiday concepts to preschool children.

Have students select and plan an activity for a holiday or special event.

Ask students to research and compile a list of cultural and international holidays.

Have students give examples of occasions for which classroom celebrations would be appropriate.

Discuss with students why friendships are valuable for young children.

As a class, role-play situations in which students coach young children in friendship concepts.

Morning Meetings

Have students identify concepts taught through the use of a morning meeting.

Participate in clinical labs including preschool and elementary school.

Assessments:

- **Diagnostic:**
 - Brainstorming
 - Class Oral Responses

- o Graded Homework
- **Formative:**
 - o Chapter Review Questions
 - o Chapter Workbook Activities
 - o Critical Thinking Questions
 - o Chapter Interactive Quiz/Companion Website Activities
 - o Companion Website
- **Summative:**
 - o Unit Test -multiple choice, matching, true/false, short answer completion
 - o Students will update their professional portfolio
 - o Preschool & Elementary School Clinical Lab

Unit Number: Unit Name Chapter 3: Child Development Principles and Theories

Time/Day 12 days

- **Standards (by number):**

PA Core: Writing: CC.1.4.11-12A,E,F

PA Core: Speaking & Listening: CC.1.5.11-12.A,B,D,F,G

Career Education and Work: 13.1.11.G; 13.2.11.A-E

- **Anchors:** R11.A; R11.A.1.3.2; R11.A.2; R11.A.2.1
- **Eligible Content/Tasks:** 203, 501 502, 701 702, 1103, 1104, 1105

Objectives:

- Analyze the areas and principles of child development. (DOK 4)
- Summarize key factors about brain development, including nature and nurture, adverse childhood experiences (ACE), environment of relationships, self regulation, and windows of opportunity. (DOK 2)
- Summarize the historical influences on educating young children. (DOK 2)
- Summarize how theories about development and learning are used as practical guides to early care and education. (DOK 2)
- Create theorist presentations. (DOK 4)

Core Activities and Corresponding Instructional Methods:

Introductory Activities

Have students discuss the meaning of the term development.

Have students read chapter text.

Instructor's Presentations for PowerPoint®. Show students the slide presentation to review the chapter material.

Child Development

Have students explain the differences among the areas of development.

Understanding Development, Activity A, WB. Have the student identify the correct term to complete each of the statements.

Have students explain in their own words: cephalocaudal principle, proximodistal principle, and maturation.

Characteristics of Development, reproducible master 3-1, IR. Use this handout to review and discuss the characteristics of development with the class.

Brain Development

Discuss with students why both nature and nurture are critical to brain development.

Brain Research Tells Us..., reproducible master 3-2, IR. Review the handout and have students describe the ideal environment for a young child.

Have students discuss types of overstimulation that might produce high levels of cortisol.

Have students explain how warm, nurturing, consistent, and responsive care causes positive changes in the brain.

Have students describe the type of caregiver needed to promote emotional control.

Have students review the approximate windows of opportunity in Chart 3.8 and discuss experiences that could promote brain development in each window.

Have students describe the types of activities that could be used to promote brain connections related to math.

Historical Influences & Theories of Development

Have students describe the meaning of the term theory.

Have students become familiar with the Historical Influences Chart 3.9 page 70-71

Ask if students are familiar with the four major theories discussed in the text. Have students list anything they know about these theories or the theorists.

Erikson's Psychological Theory

Have students describe the four stages of Erikson's psychosocial theory that occur during the early childhood years.

Erikson's Psychosocial Theory, Activity B, WB. Have students write brief descriptions of the first four stages of Erikson's psychosocial theory.

Piaget's Cognitive Development Theory

Applying Piaget's Theory of Cognitive Development, reproducible master, 3-3, IR. Use the handout to discuss Piaget's theory with students.

Have students discuss the difference between assimilation and accommodation.

Have students compare Piaget's stages of development.

Piaget's Theory, Activity C, WB. Have students use the word bank to complete the statements regarding Piaget's theory.

Montessori Method

Have students create a Montessori shelf activity.

Vygotsky's Sociocultural Theory

Have students provide examples of Vygotsky's zone of proximal development.

John Dewey: Progressive Teaching Theory

Have students describe Dewey's Approach.

Gardner's Multiple Intelligences Theory

Gardner's Multiple Intelligences, reproducible master 3-4. Have students discuss this handout and try to identify their strongest intelligence. Have students brainstorm activities that would help promote each of the intelligences.

Have students discuss how Gardner's theory has helped teachers.

Have students assess his or her learning strengths.

Applying Multiple Intelligence Theory, Activity D, WB. Have students match the needs of children with their intelligence type.

Check Your Theory IQ, Activity E, WB. Have students indicate whether statements about development theories are true or false.

Making the Pieces Fit

Have students break into groups. Have each group suggest ways they would incorporate the four theories discussed in the text in providing care for young children.

Students will complete a theorist presentation, brochure/handout, and review game.

Participate in clinical labs including preschool and elementary school.

Assessments:

- **Diagnostic:**
 - Brainstorming
 - Class Oral Responses
 - Graded Homework
- **Formative:**
 - Chapter Review Questions
 - Chapter Workbook Activities
 - Critical Thinking Questions
 - Chapter Interactive Quiz/Companion Website Activities
 - Companion Website
- **Summative:**
 - Unit Test -multiple choice, matching, true/false, short answer completion

- Theorist presentation, brochure/handout, and review game
- Students will update their professional portfolio
- Preschool & Elementary School Clinical Lab

Unit Number: Unit Name Chapter 31: Guiding Children with Diverse Needs

Time/Day 21 days

- **Standards (by number):**

PA Core: Writing: CC.1.4.11-12A,E,F

PA Core: Speaking & Listening: CC.1.5.11-12.A,B,D,F,G

Career Education and Work: 13.1.11.G; 13.2.11.A-E

- **Anchor:** R11.A; R11.A.1.3.2; R11.A.2; R11.A.2.1
- **Eligible Content/Tasks:** 203, 301, 508, 510, 603,701, 702, 703, 803, 805, 808, 921, 1002, 1004, 1103, 1104, 1105

Objectives:

- Summarize the role of the Individuals with Disabilities Act (IDEA) in meeting the needs of children with disabilities. (DOK 2)
- Analyze the role of the teacher and parents or guardians in developing Individualized Education Plans and working with children who have disabilities. (DOK 4)
- Identify methods and strategies for working with children who have hearing loss or who are deaf. (DOK 1)
- Summarize types of communication disorders, how to identify them, and strategies for working with children who have communication disorders. (DOK 2)
- Critique types of visual impairments, how to identify them, and strategies for working with children who have visual impairments. (DOK 4)
- Connect types of physical disabilities and strategies for teaching children with physical disabilities. (DOK 4)
- Summarize health conditions that may impact children and strategies for meeting their health needs. (DOK 2)
- Identify intellectual disabilities and their impact on children. (DOK 1)
- Summarize learning disabilities, their impact on children, and strategies for working with children. (DOK 2)
- Critique behavior disorders and their impact on children, including attention deficit disorder and attention deficit hyperactivity disorder. (DOK 4)

- Summarize autism spectrum disorder, how it impacts children, and strategies for working with children who have this disorder. (DOK 2)
- Synthesize the concept giftedness, how to identify giftedness, and strategies teachers can use to support learning for children who are gifted. (DOK 4)
- List strategies for integrating children with disabilities into a typical program. (DOK 1)

Core Activities and Corresponding Instructional Methods:

Introductory Activities

Ask students to discuss any experiences they may have had with children (or adults) who have diversified needs.

Ask students to define the term *diversified needs*.

Have the class brainstorm different types of disabilities.

Diversified Needs Match, Activity A, WB. As a chapter pretest, have students match the terms and definitions.

Have students read chapter text.

Instructor's Presentations for PowerPoint®. Show students the slide presentation to review the chapter material.

Education Plans for Children with Disabilities

Ask students to list and explain the six components of an IEP.

Have students practice writing IEPs based on children with various special needs.

Role of the Teacher

Have students discuss the teacher's role in guiding children with disabilities and special needs.

Ask students to describe three techniques of collecting observational data on children.

Discuss with students the possible effects of labeling children with special needs.

Hearing Loss

Have students describe the behavior of a child with a hearing loss.

Have students list suggestions for working with children who have hearing impairments.

Have students practice speaking to a person in the way they would speak to someone who has a hearing impairment.

Communication Disorders

Ask students to explain how to observe and identify children with speech impairments.

Have students review Figure 31.9, *Developmental Order for Speech Sounds*. Discuss possible reasons for sound skills developing in the order presented.

Ask students to practice modeling effective listening and speaking skills to a child with a speech or language impairment.

Have students use online resources to research a communication disorder.

Visual Impairments

Have students list common visual impairments and describe their symptoms.

Discuss with students methods of identifying visual impairments.

Discuss with students methods of teaching children who have visual impairments.

Special Communication Needs, Activity B, WB. Have students answer the questions related to communication problems.

Physical Disabilities

Have students explain the differences among severe, mild, and moderate physical impairments.

Ask students to describe cerebral palsy and spina bifida.

Have students select a type of physical disability and list adjustments that would be made to the facility to accommodate that disability.

Health Conditions

Discuss with students common allergies in young children.

Ask students to prepare a list of items found in a child care center that could cause an allergic reaction in children.

Have students make a chart describing the symptoms, special needs, and care for the following health impairments: allergy, arthritis, asthma, cystic fibrosis, diabetes, epilepsy, hemophilia, and leukemia.

Discuss with students special concerns and responsibilities for teachers when caring for children with diabetes or epilepsy.

Physical and Health Needs, Activity C, WB. Have students complete the chart by explaining the symptoms and problems related to each physical and health need listed.

Intellectual Disabilities

Ask students if they have ever interacted with a person who has an intellectual disability. How did their treatment of and interaction with this person differ from that with a person who does not have an intellectual disability? In what ways did they change their behavior? In what ways should they *not* have changed their behavior?

Learning Disabilities

Have students define the term *learning disabilities*.

Identifying Children with Learning Disabilities, reproducible master 31-1, IR. Use this reproducible to help students identify common traits of children with learning disabilities.

Behavioral Disorders

Have students research symptoms and strategies for teaching children with ADD.

Autism Spectrum Disorder

Have students research support groups for families of children with autism spectrum disorder.

Giftedness

Have students discuss the six areas in which children may be gifted.

Identifying the Child with Gifts, reproducible master 31-2, IR. Use this reproducible to review the characteristics that might identify a child who is gifted.

Have students compare and contrast acceleration and enrichment.

Brainstorm with students a list of activities that could be used in an enrichment program for a four-year-old.

Integrating Children with Diverse Needs

Ask students to create a list of resources available to help teachers successfully integrate children with special needs into a child care program.

Have students practice methods of informing children about children with special needs who are in their programs.

Helping Children Who Have Special Needs, Activity D, WB. Have students report on a newspaper, magazine, or online article that relates to handling children with special needs in an inclusionary classroom.

Participate in clinical labs including preschool and elementary school.

Assessments:

- **Diagnostic:**
 - Brainstorming
 - Class Oral Responses
 - Graded Homework
- **Formative:**
 - Chapter Review Questions
 - Chapter Workbook Activities
 - Critical Thinking Questions
 - Chapter Interactive Quiz/Companion Website Activities
 - Companion Website
- **Summative:**
 - Unit Test -multiple choice, matching, true/false, short answer completion
 - Students will update their professional portfolio
 - Preschool & Elementary School Clinical Lab

Unit Number: Unit Name Chapter 28: Guiding Field Trip Experiences

Time/Day 10 days

- **Standards (by number):**

PA Core: Writing: CC.1.4.11-12A,E,F

PA Core: Speaking & Listening: CC.1.5.11-12.A,B,D,F,G

Career Education and Work: 13.1.11.G; 13.2.11.A-E

- **Anchors:** R11.A; R11.A.1.3.2; R11.A.2; R11.A.2.1

- **Eligible Content/Tasks:** 203, 305, 312, 315, 510, 602, 603, 701, 803, 805, 920, 921, 1001, 1002, 1103, 1104, 1105

Objectives:

- Identify the importance of field trips. (DOK 1)
- Summarize points of consideration for first field trip experiences, including safety and reducing children's fears. (DOK 2)
- Identify the process for selecting a field trip. (DOK 1)
- Create a field trip from pre-trip planning to follow-up activities. (DOK 4)
- Summarize the process of making and taking virtual field trips. (DOK 2)
- Analyze the importance of creating field trip albums and displays. (DOK 4)

Core Activities and Corresponding Instructional Methods:

Introductory Activities

Ask students to recall their favorite school field trips. Have students discuss what they liked about the trips.

Discuss with students the value of field trips for young children.

Have the class brainstorm a list of places in the community where they would take children for a field trip.

Have students read chapter text.

Instructor's Presentations for PowerPoint®. Show students the slide presentation to review the chapter material.

The Importance of Field Trips

Have students explain reasons for adding field trips to the curriculum.

Value of Field Trips, reproducible master 28-1, IR. Use the master as a basis for discussion of the purpose of field trips.

First Field Trips

Discuss with students reasons field trips might make children nervous or uncomfortable.

Have students explain the importance of emphasizing the daily routine when children are taken on first field trips.

Ask students to list places that would be good for children's early field trips.

Ask students to describe theme walks.

Have students brainstorm a list of possible themes for theme walks.

Selecting Trips

Community Field Trips, Activity A, WB. Have students complete the chart by listing community field trips that children might enjoy and themes related to these field trips.

Have students describe the relationship between children's ages and the appropriateness of field trips.

Ask students to explain the importance of calculating costs of a field trip.

Have students discuss the advantages and disadvantages of using public transportation for field trips.

Resource People, reproducible master 28-2, IR. Have students discuss ways the resource people listed could be used in an early childhood program.

Have students brainstorm a list of local resource people.

Have students brainstorm a list of unusual thank-yous that children could give to resource people.

Planning a Field Trip

Ask students to explain the purpose of a field trip.

Have students explain why field trips should be scheduled for midmorning.

Discuss with students the criteria for determining the ideal adult-child ratio.

Have students explain the importance of trip limits and behavioral expectations.

Ask students to list behavioral expectations for a field trip.

Have students discuss methods of keeping the children together in a group on a field trip.

Educational Goals, reproducible master 28-3, IR. Have students complete the chart by writing goals for the field trips listed.

Have students describe when preparation for a field trip should begin.

Ask students to explain methods of preparing parents for field trips.

Pretrip and Post Trip Activities, reproducible master 28-4, IR. Have students determine whether the activities listed would be appropriate for pre-trip, posttrip, or both.

Have students plan a list of pretrip and post trip activities for trips to the bank and to the bakery.

Planning the Trip, Activity B, WB. Have students select a field trip and answer the questions given about the field trip.

Before and After the Field Trip, Activity C, WB. Have students brainstorm pre-trip preparations and follow-up activities for a trip to the local post office.

Field Trip Checklist, reproducible master 28-5, IR. Have students plan a field trip using the checklist.

Completing the Trip, Activity D, WB. Have students complete the given statements by filling in the blanks with the correct words from the list.

Virtual Field Trips

Have students brainstorm virtual field trips they could take with children.

Ask students to compare the advantages and disadvantages of virtual field trips versus non-virtual field trips.

Have students research and find virtual field trips to take the class on.

Classroom Field Trip Albums and Displays

Have students brainstorm a list of objects they could include in a display board.

Participate in clinical labs including preschool and elementary school.

Assessments:

- **Diagnostic:**

- Brainstorming
- Class Oral Responses
- Graded Homework
- **Formative:**
 - Chapter Review Questions
 - Chapter Workbook Activities
 - Critical Thinking Questions
 - Chapter Interactive Quiz/Companion Website Activities
 - Companion Website
- **Summative:**
 - Unit Test -multiple choice, matching, true/false, short answer completion
 - Virtual Field Trip
 - Students will update their professional portfolio
 - Preschool & Elementary School Clinical Lab

Unit Number: Unit Name Chapter 30: Programs for School Age Children

Time/Day 10 days

- **Standards (by number):**

PA Core: Writing: CC.1.4.11-12A,E,F

PA Core: Speaking & Listening: CC.1.5.11-12.A,B,D,F,G

Career Education and Work: 13.1.11.G; 13.2.11.A-E

- **Anchors:** R11.A; R11.A.1.3.2; R11.A.2; R11.A.2.1
- **Eligible Content/Tasks:** 201, 203,210, 301, 305, 308, 401, 403, 404, 405, 804, 921, 1002, 1103, 1104, 1105

Objectives:

- Identify the characteristics of quality school-age programs for children. (DOK 1)
- Identify the three basic program models used in school-age care. (DOK 1)
- Identify the characteristics of an effective teacher in a school-age program. (DOK 1)
- Create a model indoor and outdoor space in a school-age care environment. (DOK 4)
- Summarize ways to assess children's interests for curriculum planning. (DOK 2)
- Create activities and the schedule to use in a school-age program. (DOK 4)

Core Activities and Corresponding Instructional Methods:

Introductory Activities

Ask students to explain why there is a need for school-age child care programs.

Have students discuss ways they think school-age programs might differ from preschool programs.

Quality School-Age Programs, Activity A, WB. Have students answer the yes-or-no questions about quality school-age programs.

Have students read chapter text.

Instructor's Presentations for PowerPoint®. Show students the slide presentation to review the chapter material.

Quality School-Age Programs

Have students brainstorm factors to consider when selecting a program for school-age children.

Types of School-Age Programs

Explain the three program models used as curriculum formats in school-age child care programs.

Have students work with partners to brainstorm a list of curriculum themes that would appeal to school-age children enrolled in a unit-based program.

Discuss with students why the quality of school-age programs is enhanced when the adult-child ratio is adequate.

Characteristics of School-Age Program Staff

Have students list characteristics of well-trained staff in a school-age program.

Have students describe how teachers can promote prosocial behaviors, such as taking turns, helping, cooperating, negotiating, and talking through interpersonal problems.

Ask students to list potential rules for social living appropriate for school-age programs.

Have students role-play a discussion between a teacher and a school-age child about planning curriculum and choosing activities.

Invite each student to bring in an item from another culture or find a picture on line; have each student suggest a way his or her item could be used to teach respect for cultural diversity to school-age children.

Show students several examples of children's storybooks, videos, posters, and puzzles showing people from different cultures in a variety of positive roles.

School-Age Children's Environments

Show students pictures of different classroom arrangements for school-aged programs. Discuss the advantages and disadvantages of the different arrangements.

Have students write a list of suggestions for preparing the environment in a shared space, such as a library, cafeteria, gym, or religious building to house a school-age program.

Have each student draw a floor plan of the indoor space for a school-age child care program to compare and contrast showing similarities and differences.

My Ideal Environment, Activity B, WB. Have students pretend they are 10 years old. Ask them to describe their ideal environment for an after-school program.

Curriculum

Have students explain why children, parents, and staff should all be included in planning the curriculum for a school-age program.

Design a Survey, Activity C, WB. Have students design a survey they could use to assess the interests of school-age children.

Scheduling School-Age Program Activities

Have students brainstorm greetings and comments teachers could use when school-age children enter a classroom.

Have students research simple recipes for foods from various cultures that school-age children can prepare during mealtime.

Ask students to list low-key activities appropriate for school-age children during rest time.

Games for Fostering Development, Activity D, WB. Have students break into small groups and brainstorm a list of board, ball, indoor, and outdoor games that would foster development of school-age children.

Online Safety Agreement, reproducible master 30-1, IR. Use this master to overview a written agreement school-age children should be asked to sign regarding their use of technology in the program.

School-Age Child Care Advice, reproducible master 30-2, IR. Have students answer the letters from teachers of school-age programs about their concerns.

Participate in clinical labs including preschool and elementary school.

Assessments:

- **Diagnostic:**
 - Brainstorming
 - Class Oral Responses
 - Graded Homework
- **Formative:**
 - Chapter Review Questions
 - Chapter Workbook Activities
 - Critical Thinking Questions
 - Chapter Interactive Quiz/Companion Website Activities
 - Companion Website
- **Summative:**
 - Unit Test -multiple choice, matching, true/false, short answer completion
 - Students will update their professional portfolio
 - Preschool & Elementary School Clinical Lab

Unit Number: Unit Name Chapter 33: Your Career in Early Childhood Education & The Child Development Associate Certification

Time/Day 20 days

- **Standards (by number):**

PA Core: Writing: CC.1.4.11-12A,E,F

PA Core: Speaking & Listening: CC.1.5.11-12.A,B,D,F,G

Career Education and Work: 13.1.11.G; 13.2.11.A-E; 13.1.11.A-F

- **Anchor:** R11.A; R11.A.1.3.2; R11.A.2; R11.A.2.1
- **Eligible Content/Tasks:** 202, 203, 204, 205, 207, 208, 302, 921, 1003, 1103, 1104, 1105

Objectives:

- Analyze interests, skills, and values affect career choices. (DOK 4)
- Create a résumé. (DOK 4)
- Create a cover letter. (DOK 4)

- Summarize various methods for seeking employment. (DOK 2)
- Summarize the basic interviewing process. (DOK 2)
- Identify the rights and responsibilities of employees and employers. (DOK 1)
- Identify right and wrong ways to leave a job. (DOK 1)
- Summarize the importance of finding a balance among family, work, and community roles. (DOK 2)
- Identify practices and demonstrate proficiency in Pediatric First Aid and CPR certification. (DOK 4)
- Identify the elements needed for Child Development Associate certification. (DOK 1)
- Create a Child Development Associate Portfolio. (DOK 4)

Core Activities and Corresponding Instructional Methods:

Introductory Activities

Ask students to write a paragraph explaining which jobs they are interested in pursuing and why.

Assessing Your Abilities, Activity A, WB. Have students complete this opinion survey as an introduction to self-assessment.

Have students describe any experiences they have had looking and interviewing for jobs. What parts of the process did they feel comfortable handling? Were there any aspects of the job search or interview for which they felt unprepared?

Know How to Job Hunt, Activity B, WB. Have students determine whether the statements about job hunting are true or false.

Have students read chapter text.

Instructor's Presentations for PowerPoint®. Show students the slide presentation to review the chapter material.

Choosing a Career

Ask students to explain how interests, abilities, values, professional priorities, and family obligations affect career choices. Have each student write a journal entry reflecting on how these factors will affect his or her career decisions.

Have students review the career opportunities in early childhood described in Chapter 1 of the text. Ask students to research how the demands and rewards of these careers will vary. How does the level of education, training, and experience required for the job relate to the demands and rewards?

Values Are Personal, reproducible master 33-1. Have students examine their values as they complete this worksheet.

Brainstorm with students what preparation tasks a person should complete when striving for a career in early childhood education.

Preparing a Résumé

Have students list the components of a résumé.

Review with students what key information needs to be included on a résumé.

Résumé Outline, reproducible master 33-2, IR. Use the reproducible to guide students through the process of writing a résumé as a class.

Résumé Checklist, reproducible master 33-3, IR. Have students write résumés and use the checklist to evaluate them.

A Job Application, Activity C, WB. Have each student complete the job application form. Then have students evaluate the completed forms in small groups.

Cover Letters

Discuss with students the purpose of a cover letter, what information it should contain, and why each cover letter should be tailored to the position for which a person is applying.

Guidelines for Cover Letters, reproducible master 33-4, IR. Have each student write a cover letter in answer to an ad using the master as a guide.

Avenues for Seeking Employment

Have students search online for information about openings for child care positions.

Ask students to describe the purpose of college or school placement agencies.

Have students investigate how active membership in professional organizations can help them in their job searches.

Have students list meetings and events at which they would be able to network with child care professionals.

Discuss with students the importance of good record keeping during a job search.

The Interview

Have students discuss methods of building a positive attitude as they prepare for job interviews.

Interview Inventory, reproducible master 33-5, IR. Have students record the information about themselves requested on the master in preparation for interviewing.

Preparing for Interviews, reproducible master 33-6, IR. Have students list their strengths and weaknesses.

Have students brainstorm questions they might ask during an interview.

Ask students to prepare answers to each of the interview questions listed in the text. Students should practice stating their answers aloud with a partner.

Discuss with students what constitutes a legal or an illegal interview question.

Ask students to write a thank-you letter that would be an appropriate follow-up to an interview.

Employee Rights and Responsibilities

Have students refer to the excerpts from the *Code of Ethical Conduct* written by NAEYC in Appendix A of the text. Ask students to identify which of the listed principles refer to employee responsibilities. According to the *Code*, what ethical responsibilities do early childhood employers have to their employees?

Rights Balance Responsibilities, reproducible master 33-7, IR. Use this master to discuss common rights and responsibilities of employees.

Ask students to give examples that illustrate the connection between employee rights and employer responsibilities.

Ask students to explain reasons attendance and punctuality are so important in child care careers. Brainstorm ways people can work to improve their attendance and punctuality.

Ask students to share ways they can tell if a person has a positive attitude. What can a person do to improve his or her attitude, especially in relation to work?

Terminating Employment

Have students practice writing letters of resignation.

Balancing Multiple Roles

Discuss with students the challenges of managing multiple family, community, and wage-earner roles.

CDA Portfolio

Using CDA Workbook, students compile resources 1-6 and competency statements 1-6 along with their professional philosophy statement.

Guest Speaker: CDA Specialist

Have students recertify for Pediatric First Aid and CPR.

Guest Speaker: CTE Literacy Coach

Participate in clinical labs including preschool and elementary school.

Assessments:

- **Diagnostic:**
 - Brainstorming
 - Class Oral Responses
 - Graded Homework
- **Formative:**
 - Chapter Review Questions
 - Chapter Workbook Activities
 - Critical Thinking Questions
 - Chapter Interactive Quiz/Companion Website Activities
 - Companion Website
- **Summative:**
 - Unit Test -multiple choice, matching, true/false, short answer completion
 - Pediatric First Aid and CPR Certification
 - Students will update their professional portfolio
 - Student created résumé and cover letter
 - Student created Child Development Associate Portfolio
 - Preschool & Elementary School Clinical Lab

Checklist to Complete and Submit:
(Scan and email)

- _____ Copy of the curriculum using the template entitled "Planned Instruction," available on the district website.
- _____ The primary textbook form(s).
- _____ The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document.

Each principal and/or department chair has a schedule of First and Second Readers/Reviewers. Each Reader/Reviewer must sign & date below.

First Reader/Reviewer Printed Name _____

First Reader/Reviewer Signature _____ Date _____

Second Reader/Reviewer Printed Name _____

Second Reader/Reviewer Signature _____ Date _____