

East Penn School District  
Secondary Curriculum

A Planned Course Statement  
for

**Child Development III**

Course # 820

Grade(s) 11, 12

Department: Family & Consumer Science

Length of Period (mins.) 40

Total Clock Hours: 60

Periods per Cycle: 6

Length of Course (yrs.) 0.5

Type of Offering:  required  elective

Credit: 0.5

Adopted: \_\_\_\_\_

Developed by:

Anne Beal

## Description of Course

### Course Title:

Child Development III - # 820

### Description:

This course will expand on the knowledge and experience gained in Child Development II. Students will continue their interaction and participation in the on-site preschool for 3, 4, and 5 year olds. Students will evaluate preschooler's physical, intellectual, emotional, and social development using NAEYC developmental norms. They will conduct a survey of the importance of reading and the development of language and literacy, and will plan, teach, and evaluate lessons in the preschool setting using State Guidelines and Developmentally Appropriate Practices (DAP's).

### Goals:

- Learn more about children by participating in an on-site preschool program at Emmaus High School.

### Requirements:

Students must complete a final research project, participate in the preschool program, prepare lesson plans and evaluations, and create a portfolio of a observation of 3, 4, and 5 year old child.

### Text:

Herr, Judy, Working with Young Children, Goodheart-Wilcox, 2004

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### Key to Levels of Achievement (Listed with each learning objective)

Awareness (A):	Students are introduced to concepts, forms, and patterns.
Learning (L):	Students are involved in a sequence of steps and practice activities which involved further development and allow evaluation of process.
Understanding (U):	Students demonstrate ability to apply acquired concepts and skills to individual assignments and projects on an independent level.
Reinforcement (R):	Students maintain and broaden understanding of concepts and skills to accomplish tasks at a greater level of sophistication.

Unit	Num	Objective	Level	Content	Evaluation	Standard
<b>Managing a Preschool Program</b>	1	Students will write a description of a preschool program that incorporates relevant information	U	<ul style="list-style-type: none"> <li>Type of programs</li> <li>Care providers</li> <li>Budget</li> <li>Number of preschoolers</li> </ul>	<ul style="list-style-type: none"> <li>Program description</li> </ul>	11.2.12 A
	2	Students will design scale layout for preschool play area.	U	<ul style="list-style-type: none"> <li>Sample layouts</li> <li>Preschool floor plans</li> <li>Components of preschool</li> </ul>	<ul style="list-style-type: none"> <li>Floor plans</li> </ul>	11.2.12 D
	3	Students will select furnishings, equipment, and toys for preschool facility.	U	<ul style="list-style-type: none"> <li>Equipment</li> <li>Furnishings</li> <li>Toys</li> </ul>	<ul style="list-style-type: none"> <li>List of equipment, materials, furnishings, and toys</li> </ul>	11.2.12 D
	4	Students will design preschool activities that foster literacy, cooperative learning, and readiness for kindergarten.	A	<ul style="list-style-type: none"> <li>Themed units</li> <li>“Center” activities</li> <li>School schedule</li> <li>Daily routines</li> <li>Community participation</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plans</li> <li>Portfolio of themed units</li> </ul>	11.4.12 E
	5	Students will make a brochure or flyer describing the preschool program.	U	<ul style="list-style-type: none"> <li>Program information</li> <li>Facilities/staff</li> <li>Cost</li> <li>Times/schedules</li> <li>Target audience</li> </ul>	<ul style="list-style-type: none"> <li>Brochure</li> </ul>	11.2.12 A
<b>Child Development Associate Assessment System</b>	6	Students will incorporate competency standards to evaluate current program and guide professional development as a preschool teacher.	A	<ul style="list-style-type: none"> <li>Establish a safe and healthy learning environment</li> <li>Advance physical and intellectual competence</li> <li>Support social and emotional development and provide positive guidance</li> <li>Establish positive and productive relationships with families</li> <li>Maintain a commitment to professionalism</li> </ul>	<ul style="list-style-type: none"> <li>Test</li> <li>Lesson plans</li> <li>Teacher evaluation of teaching</li> <li>Self evaluation</li> </ul>	11.4.12 B
<b>Observing Children</b>	7	Students will develop observational tools for objective information collection of 3, 4, and 5 year olds.	U	<ul style="list-style-type: none"> <li>Developmental checklist</li> <li>Anecdotal records</li> <li>Background information page</li> <li>Collection of children’s work</li> <li>Analysis of documentation</li> </ul>	<ul style="list-style-type: none"> <li>Portfolio of observations</li> </ul>	11.2.12 A
<b>Enhancing Children’s Literacy</b>	8	Students will prepare a bibliography of children’s books.	U	<ul style="list-style-type: none"> <li>Review children’s literature based on: themes, age, type of book, and story webbing</li> </ul>	<ul style="list-style-type: none"> <li>Read story</li> <li>Complete bibliography</li> <li>Essay</li> </ul>	11.4.12 E
	9	Students will select children’s books to read to the preschoolers.	A	<ul style="list-style-type: none"> <li>Read a selection of books to preschoolers based on themes,</li> </ul>	<ul style="list-style-type: none"> <li>Read story</li> </ul>	

Unit	Num	Objective	Level	Content	Evaluation	Standard
				age, type of book, and story webbing		
	10	Students will infer the importance of reading age appropriate literature to small children.	A	<ul style="list-style-type: none"> <li>Develop literacy</li> <li>Increase vocabulary</li> <li>Form new concepts</li> <li>Develop listening skills</li> <li>Understand other people, cultures, and traditions</li> <li>Develop a desire to read</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Teacher evaluation of reading a story</li> </ul>	11.4.12 E
<b>Promoting Physical, Cognitive, Social, and Emotional Development</b>	11	Students will apply principles for planning developmentally appropriate activities for preschoolers.	U	<ul style="list-style-type: none"> <li>Developmental milestones in following areas: large and small motor development, word and sentence acquisition, social and emotional development</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plans</li> <li>Portfolio of observation materials</li> </ul>	11.4.12 C
	12	Students will write a program philosophy, behavioral objectives, block planning, themes, and lesson plans.	A	<ul style="list-style-type: none"> <li>Design lesson plans using themes or “webbed” units</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plans</li> <li>Prop boxes</li> <li>Themed units</li> </ul>	11.4.12 C
	13	Students will research programs that reflect a variety of preschool philosophies and management systems.	A	<ul style="list-style-type: none"> <li>Montessori, High Scope, Head Start, NAEYC accredited programs</li> </ul>	<ul style="list-style-type: none"> <li>Research report on types of preschool programs</li> </ul>	11.4.12 A
<b>Final Project</b>	14	Students will select and research an area of interest in the early childhood education field.	U	<ul style="list-style-type: none"> <li>Research may include, but is not limited to: special education issues, program development and management, teaching art, music math, and physical education.</li> </ul>	<ul style="list-style-type: none"> <li>Research project</li> </ul>	11.4.12 A