East Penn School District
Secondary Curriculum

A Planned Course Statement
for

Child Development II

Course #   **810**   Grade(s)   **10, 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 II - # 810

Description:
   This course is a practical early childhood experience based in a preschool setting
   where students develop and evaluate activities for 3, 4, and 5 year olds and conduct
   observations to learn more about cognitive, social, emotional, and physical
   development of young children.

Goals:
   • Learn about children through participating in a site-based early childhood program
     at Emmaus High School

Requirements:
   Students must prepare plans, present, and evaluate lessons in the preschool program,
   observe a variety of day care, preschool, and kindergarten settings, and prepare a
   portfolio of plans, flyers, and projects that demonstrate understanding of successful
   early childhood programs.

Text:
   Herr, Judy, <u>Working with Young Children</u>, 3rd edition, Goodheart-Wilcox, 2004
   Brisbane, Holly E., <u>The Developing Child</u>, 7th edition, Glencoe/McGraw-Hill, 2004

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
Types of Early Childhood Programs	1	Students will describe career opportunities in the early childhood education field.	R	• Preschool age child care • High school child care programs • Selecting a child care program	• Test	11.2.12 B
	2	Students will define areas of competency in the early childhood teacher.	A	• CDA credentials • NAEYC accreditation • Teacher's responsibilities • Characteristics of an effective preschool teacher	• Chapter test • Checklist	11.2.12 C
	3	Students will list the characteristics of a successful preschool program.	U	• Curriculum • Administration • Physical environment • Staff-children interactions • Staff-parent interactions • Health and safety • Evaluations	• Checklists • Brochures	11.2.12 D 11.3.12 B
Observing Children	4	Students will compare and contrast different types of observation tools used in the preschool setting and use them in the classroom.	U	• Anecdotal records • Developmental checklists • Frequency counts • Participation chart • Rating scales • Portfolio	• Portfolio of observation records • Journal keeping of anecdotal observations • Developmental checklists	11.4.12 C
Creating a Preschool Environment	5	Students will summarize the factors that affect the organization of space in a preschool center.	A	• Licensing requirements • Utilization of planned space; safety, promoting cognitive, social, and physical development, supervision	• Room plans • Traffic patterns	11.2.12 D
	6	Students will list areas of the preschool and provide examples of how the goals of a program are supported by the physical space.	U	• Principles of room arrangement • Basic activity areas; science, small manipulatives, art, block building, dramatic play, housekeeping, reading and quiet play, circle time, and music and movement	• Room plans • Test	11.2.12 D
Selecting Toys, Equipment, and Materials	7	Students will explain guidelines for selecting developmentally appropriate toys, and educational materials in the preschool setting.	A	• Physical vs. chronological age of child • Space, supervision, durability, and maintenance of toys and materials • Child involvement • Violence and toys • Non-sexist toys and materials	• Checklist • Test	11.4.12 C
	8	Students will describe safety factors to consider when selecting toys and play yard equipment.	U	• Selecting and evaluating outdoor equipment • Sources of government safety information	• Test	11.4.12 B

Unit	Num	Objective	Level	Content	Evaluation	Standard
				• Reporting unsafe equipment		
Understanding 3, 4, and 5 year olds	9	Students will describe the physical, intellectual, social, and emotional development of 3, 4, and 5 year olds.	R	• Large and small motor skills • Self help skills • Language acquisition • Expressive language • Math readiness • Patterns of play • Temperament	• Observation checklists • Developmental checklists • Portfolio • Journal entries	11.4.12 A
Developing Guidance Skills	10	Students will list and explain techniques for effective guidance of preschool children.	A	• Guidance techniques • Indirect vs. direct guidance • Positive reinforcement • Modeling behaviors • Logical/natural consequences • I-messages • Classroom rules	• Develop list of classroom rules • Observation checklist • Teacher evaluation of student teaching	11.2.12 C
Planning Developmentally Appropriate Activities for Preschool Children	11	Students will plan, teach, and evaluate preschool lessons.	U	• Program goals and objectives • Learning objectives • Block plans • Lesson plans • Themed units • Curriculum "webbing" • Direct and indirect learning experiences	• Lesson plans • Themed units • Evaluation of teaching • Student self evaluation of teaching	11.2.12 B
	12	Students will plan, teach, and evaluate a felt board activity.	U	• Choose felt board activity for circle time	• Lesson plan • Teacher evaluation • Self evaluation	11.2.12 A
	13	Students will plan, teach, and evaluate an art/craft activity.	U	• Select and teach an art/craft activity	• Lesson plan • Teacher evaluation • Self evaluation	11.2.12 A
	14	Students will plan, teach, and evaluate a reading activity.	U	• Selecting books for children • Read story to large group during story time • Importance of storytelling in language comprehension development	• Lesson plan • Teacher evaluation • Self evaluation • Essay	11.2.12 A
	15	Students will select, prepare, and serve a healthy snack for preschoolers.	A	• Nutrition concepts • Cooking experiences for children • Children's eating habits • Children and food sensitivities • Teaching table manners	• Lesson plan • Prepared snack • Teacher/self evaluation	11.3.12 D
	16	Students will plan a	A	• Selecting large group activities	• Lesson plan	11.4.12 C

Unit	Num	Objective	Level	Content	Evaluation	Standard
		music/movement activity for preschoolers.		• Guiding music and movement activities	• Teacher evaluation • Self evaluation	
	17	Students will write using Zaner-Bloser manuscript system.	U	• Manuscript writing • Sequence of learning lower case letters • Prewriting skills • Eye-hand coordination	• Writing samples	11.4.12 C
Guiding Children with Special Needs	18	Students will develop awareness of special needs children in the regular education program.	A	• Hearing, speech, and language disorders • Physical and health disorders • Individualized education plans • Learning disabilities	• Research report on special needs area	11.4.12 A