





Multiple Category Scope and Sequence: Scope and Sequence Report For Course Standards and Objectives, Content, Skills, Vocabulary

Monday, August 18, 2014, 10:07PM



	Unit	Course Standards and Objectives	Content	Skills	Vocabulary
District Intermediate Early Childhood Education (6-8 days) I-FHS2600 (20.0201) (District) 2014-2015 Moyle, Cheryl	Intro to Early Childhood Education (6-8 days) (Week 1, 2)	UT: CTE: Family and Consumer Sciences, UT: Grades 9-12, Early Childhood Education I Standard 4 Students will identify and/or demonstrate Developmentally Appropriate Practices (DAP). <ul style="list-style-type: none"> Objective 1 Identify and/or demonstrate DAP activities for young children. <ol style="list-style-type: none"> Define DAP. (Characteristics: age and individual appropriateness, hands-on, concrete, real, relevant, uses all areas of development, multicultural) Types of learning and play: child-directed, teacher-directed, child-initiated Active vs. passive learning. Effective transitions DAP materials and activities for specific ages and areas of development (cognitive, social, emotional, moral, and physical [gross and fine motor]). Positive questioning techniques (open-ended questions). Standard 5 Students will develop and/or implement age appropriate curriculum for young children. <ul style="list-style-type: none"> Objective 1 Identify components of curriculum planning. <ol style="list-style-type: none"> Identify and/or demonstrate the responsibilities of the lead and support teacher. Understand calendaring, daily scheduling and routines. Components of a lesson plan: theme, objectives, concepts, procedures, and transitions. 	<p><u>Family Career Community Leaders of America (FCCLA)</u></p> <ul style="list-style-type: none"> FACS organization Step 1 <p><u>Developmentally Appropriate Practice</u></p> <ul style="list-style-type: none"> Definition (a) Appropriate and inappropriate practice (a) Areas/domains of development DAP materials and activities (e) Positive questioning techniques (f) <p><u>Curriculum Planning</u></p> <ul style="list-style-type: none"> Daily schedule and routine Active vs. passive learning Transitions Components of a lesson plan 	<p><u>Family Career Community Leaders of America (FCCLA)</u></p> <ul style="list-style-type: none"> Required Performance 1: Recognize characteristics of FCCLA. <p><u>Developmentally Appropriate Practice</u></p> <ul style="list-style-type: none"> Identify developmentally appropriate practice characteristics Compare/contrast appropriate and inappropriate practices <p><u>Curriculum Planning</u></p> <ul style="list-style-type: none"> Discuss the impact of routines and schedules in the preschool Construct basic elements of a lesson plan Identify responsibilities of high school students in the preschool 	<p><u>Family Career Community Leaders of America (FCCLA)</u></p> <ul style="list-style-type: none"> FACS FCCLA <p><u>Developmentally Appropriate Practice</u></p> <ul style="list-style-type: none"> Developmentally Appropriate Practice (DAP) Development Social development Emotional development Cognitive/intellectual development Moral development Physical development Gross motor skills Fine motor skills Age appropriate Individual appropriate Multicultural Hands-on Concrete/real Relevant <p><u>Curriculum Planning</u></p> <ul style="list-style-type: none"> Lead teacher Support teacher Routine Theme Objective Concept Procedures Transitions Active learning

Preschool Management (5-6 days)

 (Week 3, 3 Weeks) 

UT: CTE: Family and Consumer Sciences, UT: Grades 9-12, Early Childhood Education I Standard 3
Students will identify and/or demonstrate how to maintain a healthy environment for young children.

- Objective 2
Describe the factors to consider in meeting the nutritional needs of young children.
a. Healthy snacks and meals.
b. Food safety (allergies, use of gloves, follow food handling guidelines).

Standard 4
Students will identify and/or demonstrate Developmentally Appropriate Practices (DAP).

- Objective 2
Identify and/or demonstrate positive guidance techniques for preschoolers.
a. Review common reasons for misbehavior (normal behavior, natural curiosity, don't know better, to get attention, for power, revenge, feeling inadequate and need to feel they belong).
b. Positive guidance: natural consequences, logical consequences, positive statements, redirection, limited choices, time out, positive reinforcement, modeling, child-directed and problem-solving.
c. Identify and/or demonstrate the ability to maintain control in a large and small group setting.
- Objective 3
Incorporate observation techniques and guidelines while studying children and develop strategies to meet their needs.
a. Purpose of observing children (formal & informal assessments, curriculum planning, children's developmental stages).
b. Objective/factual statements vs. subjective/interpretative statements.

Positive Guidance

- Common reasons for misbehavior (a)
- Positive guidance techniques (b)

Food Safety and Sanitation

- Healthy snack options (a)
- Food safety (b)

Observation

- Observation Techniques

Positive Guidance

- Recognize examples of misbehavior
- Create examples of positive statements
- Demonstrate and discuss guidance techniques

Food Safety and Sanitation

- Compare snack options
- Brainstorm healthy snacks for preschoolers
- Identify food safety guidelines

Observation

- Assess a child with an observation technique

Positive Guidance




- Passive learning
- Positive guidance
- Discipline
- Natural consequences
- Logical consequences
- Positive statements
- Redirection
- Limited choices
- Time out
- Positive reinforcement
- Modeling
- Child-directed
- Problem-solving
- Natural curiosity
- Revenge
- Power

Food Safety and Sanitation

- Nutrition
- Allergies
- Food Handler's Guidelines
- Sanitation

Observation

- Observation Techniques
- Formal Assessment
- Informal Assessment
- Objective/Factual Statement
- Subjective/interpretive Statement

Literacy (2-3)  UT: CTE: Family and Consumer Sciences, UT: Grades 9-12, Early Childhood Education I Standard 5
days  (Week 6, 5)
 Weeks) 

- Objective 1
Identify components of curriculum planning.
 - a. Identify and/or demonstrate the responsibilities of the lead and support teacher.
 - b. Understand calendaring, daily scheduling and routines.
 - c. Components of a lesson plan: theme, objectives, concepts, procedures, and transitions.
- Objective 2
Create DAP learning experiences for preschoolers.
 - a. Language/literacy activities (fingerplays, stories, show and tell).
 - b. Math activities (sequencing, sorting, classification, matching, seriation).
 - c. Creative arts activities (Four stages of art: 1] scribbling, 2] pre-schematic, 3] schematic, 4] realism).
 - d. Science and sensory activities.
 - e. Music and movement activities.
 - f. Dramatic play.
 - g. Food experiences.
 - h. Free play.

Language/Literacy

- Students will learn the importance of using finger plays and stories as a teaching method.

Language/Literacy




- Plan and present a DAP finger play learning experience for children.
- Plan and produce a childrens story using a DAP strategy.
- Required Performance 10: Develop and implement a developmentally appropriate language/literacy activity (5.02a)

Language/Literacy

- Literacy
- Finger Play

Preschool Lab (Week 6-10)

- Students will develop and implement age appropriate curriculum.
- Students will create DAP Learning Experiences.

Math (1-2)  UT: CTE: Family and Consumer Sciences, UT: Grades 9-12, Early Childhood Education I Standard 5
days  (Week 11, 5)
 Weeks) 

- Objective 1
Identify components of curriculum planning.
 - a. Identify and/or demonstrate the responsibilities of the lead and support teacher.
 - b. Understand calendaring, daily scheduling and routines.
 - c. Components of a lesson plan: theme, objectives, concepts, procedures, and transitions.
- Objective 2
Create DAP learning experiences for

Math

- DAP math activities for preschool children.

Math

- Required Performance #11: Develop and implement a developmentally appropriate math activity (5.02b)



Math

- Sequencing
- Sorting
- Classification
- Matching
- Serration

Preschool Lab (Week 11-15)

- Students will develop and implement age appropriate curriculum.
- Students will create DAP Learning Experiences.

- preschoolers.
- a. Language/literacy activities (fingerplays, stories, show and tell).
- b. Math activities (sequencing, sorting, classification, matching, seriation).
- c. Creative arts activities (Four stages of art: 1] scribbling, 2] pre-schematic, 3] schematic, 4] realism).
- d. Science and sensory activities.
- e. Music and movement activities.
- f. Dramatic play.
- g. Food experiences.
- h. Free play.

Science (1-2 days)  (Week 16, 5 Weeks) 
 UT: CTE: Family and Consumer Sciences, UT: Grades 9-12, Early Childhood Education I Standard 5
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- Objective 1
 Identify components of curriculum planning.
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 - b. Understand calendaring, daily scheduling and routines.
 - c. Components of a lesson plan: theme, objectives, concepts, procedures, and transitions.
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 - f. Dramatic play.
 - g. Food experiences.
 - h. Free play.

Science

- How to teach science concepts to preschoolers
- Science helps makes sense of the world around them.

Science



- Required Performance #13: Develop and implement a developmentally appropriate science sensory activity (5.02d)

Science

- Sensory Activities

Preschool Lab (Week 16-20)

- Students will develop and implement age appropriate curriculum.
- Students will create DAP Learning Experiences.

Creative Art (1-2 days)  (Week 21, 3 Weeks) 
 UT: CTE: Family and Consumer Sciences, UT: Grades 9-12, Early Childhood Education I Standard 5
 Students will develop and/or implement age appropriate curriculum for young children.

Creative Art

- Four stages of art are:
 - Scribbling

Art

- Required Performance #12

Art

- Scribbling
- Pre-schematic

- Objective 2
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 - Language/literacy activities (fingerplays, stories, show and tell).
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 - Dramatic play.
 - Food experiences.
 - Free play.

- Pre-schematic
- Schematic
- Realism

- Develop and implement a developmentally appropriate creative art activity.

- Schematic
- Realism

Preschool Lab (Week 21-23)

- Students will develop and implement age appropriate curriculum.
- Students will create DAP Learning Experiences.

Dramatic Play/Free Play (1-2

days) 
(Week 24, 3 Weeks) 

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 - Language/literacy activities (fingerplays, stories, show and tell).
 - Math activities (sequencing, sorting, classification, matching, seriation).
 - Creative arts activities (Four stages of art: 1] scribbling, 2] pre-schematic, 3] schematic, 4] realism).
 - Science and sensory activities.
 - Music and movement activities.
 - Dramatic play.
 - Food experiences.
 - Free play.

Play

- Is how children learn
- Affects all areas of development
- The difference between gross and fine motor skills

Areas of Play

- Unoccupied Behavior
- Onlooker Behavior
- Solitary Play
- Parallel Play
- Associative Play
- Cooperative Play

Type of Play

- Blocks
- Passive Play
- Free Play
- Dramatic Play

Play

- Required Performance #15 - Develop and appropriate activity that builds social/emotional skills and improves self-concepts.

Preschool Lab (Week 24-26)

- Students will incorporate the different types of play into their lesson plans to involve preschoolers.

Play

- Gross Motor
- Competition
- Small Motor

Areas of Play

- Unoccupied Behavior
- Onlooker Behavior
- Solitary Play
- Parallel Play
- Associative Play
- Cooperative Play

Type of Play

- Blocks
- Passive Play
- Free Play
- Dramatic Play

Music & Movement (1-2 days)


(Week 27, 3 Weeks) 

UT: CTE: Family and Consumer Sciences, UT: Grades 9-12, Early Childhood Education I Standard 5
Students will develop and/or implement age appropriate curriculum for young children.

- Objective 2

Music Program Includes

- Singing Songs
- Listening To Music
- Transitions
- Movement Experiences

Music

- Required Performance #14 - Develop and implement an appropriate music and

Music

- Tempo: Fast & Slow
- Dynamics: Soft & Loud
- Sound & Tone: Changing the sound of

- Create DAP learning experiences for preschoolers.
- Language/literacy activities (fingerplays, stories, show and tell).
 - Math activities (sequencing, sorting, classification, matching, seriation).
 - Creative arts activities (Four stages of art: 1] scribbling, 2] pre-schematic, 3] schematic, 4] realism).
 - Science and sensory activities.
 - Music and movement activities.
 - Dramatic play.
 - Food experiences.
 - Free play.

- Playing Instruments

Elements of Music

- Tempo: Fast & Slow
- Beat & Rhythm: Clapping

Music

- How to choose songs
- Strategies to teach songs to children
- Creative movement
- Identifying & moving body parts


movement activity.

Preschool Lab (Week 27-29)

- Students will teach a music & movement lesson to preschoolers.

- your voice
- Beat & Rhythm: Clap to the beat of clapping different sequences.

Space Arrangement (1-2 days)

 (Week 32, 3 Weeks) 

UT: CTE: Family and Consumer Sciences, UT: Grades 9-12, Early Childhood Education I Standard 4
Students will identify and/or demonstrate Developmentally Appropriate Practices (DAP).

- Objective 4
Identify and/or implement appropriate environmental space arrangement.
 - Physical characteristics in a classroom (floor coverings, permanent fixtures, storage for materials, color and children's display and personal storage, child size furniture).
 - Space arrangements (quiet, active, wet, dry, centers, group and individual space).

Identify appropriate environmental space arrangement in a classroom.

Physical Classroom Set-Up

- Appropriate floor coverings
- Storage for school supplies are kept at a child's level
- Storage for children's personal belongings
- Proper placement of permanent fixtures in a preschool
- Good traffic flow between centers
- Appropriate colors for a preschool
- A place to display a child's art work.
- Furniture needs to be child size.

Space Arrangements

- The difference between a quiet, active, wet, and dry center.
- Active and quiet centers should be spread apart
- The science and art table should be close to a sink.

Physical Classroom Set-Up

- Students will be able to evaluate characteristics of a Developmentally Appropriate preschool floor plan and design.

Space Arrangements

- Students will design and construct a preschool floor plan that is developmentally correct and places learning centers in the proper place.


Physical Classroom Set-Up

- Traffic flow

Space Arrangements

- Active learning
- Traffic flow

Resume, Careers, & Employment (1-2 days)

 (Week 35, 3 Weeks) 

UT: CTE: Family and Consumer Sciences, UT: Grades 9-12, Early Childhood Education I 2013 STANDARD 1

Students will identify the categories and types of child care and applicable licensure standards and laws.

- Objective 1: Classify the types of childcare programs by category.
 - a. Categories of child care: custodial, developmental, and comprehensive child care.
 - b. Pros, cons, and flexibility associated with various types of child care (hourly, Montessori, headstart, preschool, on-site, home care, and day care centers and laboratory schools).
- Objective 2: Identify current childcare licensing standards and laws. (<http://nrckids.org/STATES/UT/ut430.htm>)
 - a. Qualifications for directors and teachers.
 - b. Licensing laws (confidentiality issues, proof of immunizations).

STANDARD 2

Students will identify and/or demonstrate employment skills needed to work with young children.

- Objective 1: Create or update a personal resume.
 - a. Positive employment characteristics.
- Objective 2: Identify effective communication skills (children, staff, parents, and employers).

Child Care

- Categories of Child Care
 - Custodial
 - Developmental
 - Comprehensive
- Types of Child Care:
 - Hourly On-site
 - Home care Day care centers
 - Laboratory schools Montessori
 - Headstart Preschool
- Childcare Standards & Laws
 - Current State licensing standards and laws
 - Qualifications for directors and teachers
 - Confidentiality issues

Employment Skills

- Employment characteristics for a career with children.
- Effective communication skills between parents, teachers, and students.

Students will generate or modify a **Child Care** personal resume with a focus in child care.

- Custodial
- Developmental
- Comprehensive
- Types of Child Care
- Hourly On-site
- Laboratory Schools
- Montessori
- Headstart Preschool
- Resume