





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

Monday, August 18, 2014, 10:03PM



District Intermediate <u>Early Childhood Education I (20.0201)</u> <u>(District) 2014-2015 Collaboration</u>	Unit <u>Intro to Early Childhood Education (6-8 days)</u> (Week 1, 3 Weeks)	Course Standards and Objectives 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. 	Content <u>Family Career Community Leaders of America (FCCLA)</u> <ul style="list-style-type: none"> FACS organization Step 1 <u>Developmentally Appropriate Practice</u> <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) <u>Curriculum Planning</u> <ul style="list-style-type: none"> Daily schedule and routine Active vs. passive learning Transitions Components of a lesson plan 	Skills <u>Family Career Community Leaders of America (FCCLA)</u> <ul style="list-style-type: none"> Required Performance 1: Recognize characteristics of FCCLA. <u>Developmentally Appropriate Practice</u> <ul style="list-style-type: none"> Identify developmentally appropriate practice characteristics Compare/contrast appropriate and inappropriate practices <u>Curriculum Planning</u> <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 	Vocabulary <u>Family Career Community Leaders of America (FCCLA)</u> <ul style="list-style-type: none"> FACS FCCLA <u>Developmentally Appropriate Practice</u> <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 <u>Curriculum Planning</u> <ul style="list-style-type: none"> Lead teacher Support teacher Routine Theme Objective Concept Procedures Transitions Active learning
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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.
 - Healthy snacks and meals.
 - 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.
 - 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).
 - Positive guidance: natural consequences, logical consequences, positive statements, redirection, limited choices, time out, positive reinforcement, modeling, child-directed and problem-solving.
 - 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.
 - Purpose of observing children (formal & informal assessments, curriculum planning, children's developmental stages).
 - 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

- Passive learning

Positive Guidance



- 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:
 days) 
 (Week 6, 5
 Weeks) 

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

- 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.

Math (1-2) UT: CTE: Family and Consumer Sciences, UT:
 days) 
 (Week 11, 5
 Weeks) 

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

- 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

Language/Literacy

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

Math

- DAP math activities for preschool children.

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)

Preschool Lab (Week 6-10)

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

Math

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

Preschool Lab (Week 11-15)

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

Language/Literacy

- Literacy
- Finger Play

Math

- Sequencing
- Sorting
- Classification
- Matching
- Serration

- 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 UT: CTE: Family and Consumer Sciences, UT:

days) 
(Week 16, 5
Weeks) 

Grades 9-12, Early Childhood Education I
Standard 5
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 - c. Creative arts activities (Four stages of art: 1] scribbling, 2] pre-schematic, 3] schematic, 4] realism).
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 - e. Music and movement activities.
 - 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) UT: CTE: Family and Consumer Sciences, UT:


(Week 21,
3 Weeks) 

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
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.

- 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) 

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
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.

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

- 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.

- of 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

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

should be close to a sink.

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 personal resume with a focus in child care.

Child Care

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