

Early Childhood Education 1 – Grades 11-12

<p>Short description of course: This course prepares individuals for child-related careers and/or more extensive parenting skills through personal interaction with children. Instruction is given in developing positive relationships with and learning experiences for children, childcare policies and management, guidance techniques, and health and safety concerns. On-site preschool and/or child care experiences will be a major component of the course. Previous completion of the Child Development course is recommended. Student leadership (FCCLA) may be an integral part of the course.</p>
<p>Concurrent enrollment: May be available through SLCC – FHS 2600 – 3 credits</p>
<p>Pathway(s): Foundation course for Child Development pathway</p>

COURSE STANDARDS / OBJECTIVES	INTEGRATED MATH CONCEPTS	INTEGRATED LITERACY CONCEPTS	INTEGRATED SCIENCE CONCEPTS
<p>S-1 Students will identify the categories and types of child care and applicable licensure standards and laws. O-1: Classify the types of childcare programs by category. PO #2 Full & Curr. Compare the types of early childhood education programs O-2: Identify current childcare licensing standards and laws. PO #1 Full & Curr. Identify 10 Utah State Licensing Standards for early childhood education centers. (http://nrckids.org/STATES/UT/ut430.htm)</p>		<p>O-1, PO #2 Full & Curr. – Reading Standards for Literacy in Technical subjects Gr.9-10 – Integration of Knowledge and Ideas #9 – “Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.” <i>Reading Standards for Literacy in Technical Subjects Gr. 9-12 - Craft and Structure #4 – “Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific ... technical context...”</i> *hourly, Montessori, head start, preschool, etc.</p> <p>O-2, PO #1 Full & Curr. – Writing Standards for Technical Subjects Gr. 9-12 – Range of Writing – “Write routinely over extended time frames (time for reflection and revision) and short time frames (a single sitting or a day or two) for a range of</p>	

		discipline-specific tasks, purposes, and audiences.”	
<p>S-2 Students will identify and/or demonstrate employment skills needed to work with young children.</p> <p>O-1: Create or update a personal resume. – PO #3 Full & Curr.</p> <p>O-2: Identify effective communication skills (children, staff, parents, and employers).</p>		<p>O-1, PO #3 Full & Curr. – Writing Standards for Literacy in Technical Subjects Gr. 9-10 – Production and Distribution of Writing #5 – “Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.”</p> <p><i>Writing Standards for Literacy in Technical Subjects Gr. 9-10 – Production and Distribution of Writing #6 – “Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.”</i></p> <p>O-2 - Speaking and Listening Standards Gr. 11-12 – Comprehension and Collaboration #1c. – “Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic, or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.”</p>	
<p>S-3 Students will identify and/or demonstrate how to maintain a healthy environment for young children.</p>			

<p>O-1: Identify and/or demonstrate how to maintain a secure and healthy environment for young children. PO #4 Full & Curr. and #1 Lab Identify/Practice appropriate sanitation techniques O- 2: Describe the factors to consider in meeting the nutritional needs of young children.</p>		<p>O-1, O-2 – <i>Reading Standards for Literacy in Technical Subjects Gr. 6-8 – Key Ideas and Details #2</i> – “Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.”</p>	
<p>S- 4 Students will identify and/or demonstrate Developmentally Appropriate Practices (DAP). O-1: Identify and/or demonstrate DAP activities for young children. O-2: Identify and/or demonstrate positive guidance techniques for preschoolers. PO #5 Full & Curr. and #2 Lab: Identify problem behavior and evaluate/demonstrate appropriate management solutions PO #7 Full & #3 Lab: Teach in a large and a small group setting. O-3: Incorporate observation techniques and guidelines while studying children and develop strategies to meet their needs. O-4: Identify and/or implement appropriate environmental space arrangement. PO #6 Full & Curr.: Draft or evaluate a developmentally appropriate learning environment.</p>		<p>O-1, O-2, O-3 – <i>Reading Standards for Technical Subjects Gr. 9-12 – Craft and Structure #4</i> – “Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific ... technical context...” *DAP, active vs. passive listening, cognitive, social, emotional, moral, and physical (gross and fine motor) development, positive guidance techniques</p> <p>O-1, O-2, O-3, O-4 - <i>Writing Standards for Technical Subjects Gr. 9-12 – Range of Writing</i> – “Write routinely over extended time frames (time for reflection and revision) and short time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.”</p> <p>PO #6 Full & Curr. – <i>Reading Standards for Literacy in Technical Subjects Gr. 9-10 – Integration of Knowledge and Ideas #7</i> – “Translate quantitative or technical information</p>	

		expressed in words in a text into visual form (e.g. a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	
<p>S- 5 Students will develop and/or implement age appropriate curriculum for young children.</p> <p>O-1: Identify components of curriculum planning.</p> <p>PO #8 Full & #4 Lab: Develop and implement developmentally appropriate lesson plans; include themes, objectives, concepts, procedures, and transitions.</p> <p>PO #7 Curr.: Create a developmentally appropriate lesson plan; include themes, objectives, concepts procedures, and transitions.</p> <p>O-2: Create DAP learning experiences for preschoolers.</p> <p>PO #8 Curr., #9 Full & #5 Lab: Create / Develop and implement / a developmentally appropriate language/literacy activity (fingerplays, stories, show and tell)</p> <p>PO #9 Curr., #10 Full & #6 Lab: Create / Develop and implement / a developmentally appropriate math activity (sequencing, sorting, classification, matching, and seriation).</p> <p>PO #10 Curr., #11 Full & #7 Lab: Create / Develop and implement / a developmentally appropriate creative art activity.</p> <p>PO #11 Curr., #12 Full & #8 Lab: Create / Develop and implement / a developmentally appropriate science/sensory activity.</p>	<p>O-2, PO #9 Curr., #10 Full & #6 Lab - Measurement and Data Gr. K -</p> <p>K.MD.1. “Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p><i>Measurement and Data Gr. K –</i></p> <p>K.MD.2. “Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i></p> <p><i>Measurement and Data Gr. K –</i></p> <p>K.MD.3. “Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.”</p> <p><i>Counting and Cardinality Gr. K -</i></p> <p>K.CC.4. “Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p>b. Understand that the last number name said tells the number of objects counted. The number of objects is the</p>	<p>O-1, PO#8 Full & #4 Lab, PO #7 Curr.</p> <p>– Reading Standards for Literacy in Technical Subjects Gr. 9-10 – Key Ideas and Details #3 – “Follow precisely a complex multistep procedure when carrying out ... or performing technical tasks, attending to special cases or exceptions defined in the text.”</p> <p>*complete a lesson plan rubric and follow it to teach a lesson</p> <p>PO #8 Curr., #9 Full, & #5 Lab – Oral Language Gr. K – Obj. 2b. “Use a variety of formats (e.g., show and tell, drama, sharing of books) in presenting with various forms of media.</p>	<p>PO #11 Curr., #12 Full & #8 Lab – The elementary science core starts with 3rd grade. Incorporate simple science activities in to lessons.</p>

<p>PO #12 Curr., #13 Full, & #9 Lab: Create / Develop and implement / a developmentally appropriate music and movement activity.</p>	<p>same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger.</p>		
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