

CENTRAL TEXAS COLLEGE
SYLLABUS FOR CDEC 1417
CHILD DEVELOPMENT ASSOCIATES TRAINING I
Four (4) Credit Course

INSTRUCTOR: _____
OFFICE HOURS: _____

PHONE: _____
EMAIL: _____

I. INTRODUCTION

- A.** Based on requirements for the Child Development Associate National Credential (CDA). Topics on CDA overview, general observation skills, and child growth and development overview. Licensing/Certification Agency: Council Professional Recognition, Washington, D. C. The four functional areas of study are creative, cognitive, physical, and communication.
- B.** The student will identify methods to advance physical and intellectual competence; describe the CDA process, develop general observation skills, and summarize basic child growth and development. The student will utilize skills in writing, speaking, teamwork, time management, creative thinking, and problem solving.
- C.** This course is occupationally related and serves as preparation for careers as a child care provider, employment with Head Start and military child development centers, or continuation for obtaining an Associates in Applied Science degree in Child Development.
- D.** There is a 32 hour lab requirement for this course.
- E.** Prerequisite: None

II. LEARNING OUTCOMES

- A. Upon the completion of this course, Child Development Associates I, the student will be able to:**
 - 1. Identify methods to advance physical and intellectual competence. (C3, C20, F13, F15, F7, F1, F2)
 - a. Offer a variety of activities which enable children to develop their large muscles.
 - b. Offer a variety of activities which enable children to develop their small muscles.
 - c. Adapt program activities to meet individual and special needs of children with disabilities.
 - d. Offer children opportunities to develop their senses.

- e. Recognize and plan for individual learning styles.
 - f. Provide throughout the day a variety of age-appropriate materials and activities that encourage curiosity, exploration and problem solving.
 - g. Provide support for play, exploration and learning.
 - h. Communicate with each child frequently.
 - i. Encourage children to talk.
 - j. Communicate with children in developmentally appropriate ways.
 - k. Respond positively to children's attempts to communicate.
 - l. Provide a developmentally appropriate, print-rich environment in which children learn about books, literature and writing.
 - m. Appreciate individual expression and creativity.
 - n. Provide many appropriate music experiences.
 - o. Provide age-appropriate, creative art experiences.
 - p. Provide dramatic play experiences with a variety of age-appropriate props.
 - q. Provide a variety of age-appropriate block play opportunities.
2. Describe the CDA process. (F1, F2)
 - a. Define terms associated with CDA process.
 - b. Outline stages of assessment.
 - c. Summarize the six competency goals and their thirteen functional areas.
 3. Develop general observation skills. (C5, C6)
 - a. Analyze types of observation techniques.
 - b. Observe and record children's development.
 4. Summarize basic child growth and development. (C10)
 - a. Explain principles of growth and development.
 - b. Outline developmental domains as they apply to children in specific age groups.
 5. Utilize skills in writing, speaking, teamwork, time management, creative thinking, and problem-solving. (F1, F2, C9)

III. INSTRUCTIONAL MATERIALS

The instructional materials identified for this course are viewable through www.ctcd.edu/books

IV. COURSE REQUIREMENTS

- A.** General Requirements (individual assignments and assignment guidelines will be posted in your online course or distributed by your instructor in your face-to-face class.

1. Participate in class regularly and read all assigned work.
2. Participate constructively in class discussions.
3. Complete all assignments and examinations on time.
4. Attend any face to face classes on time and remain for the duration of the period. Check into Bb regularly for online courses.
5. Know and observe all college regulations.
6. Read all assigned selections from the text, or other, as assigned.
7. Ask instructor for permission before using audio-recorders to record face- to-face classes.
8. Keep cell phone on vibrate in face-to-face class. Refrain from texting, or using cell phone in face-to-face class, unless otherwise indicated by instructor.

Good class participation is indispensable for earning a good grade. Regular attendance, whether in person or online, is essential for the same reason.

- B.** Lab Requirement - 32 hours of lab are required for this course. Lab Requirements are the same in all online and face-to-face classes.

NOTE: No student may receive a final grade without completing the required lab or field experience hours in full.

V. EXAMINATIONS

- A.** There will be at least two examinations or comparable projects.
- B.** It is up to the discretion of the instructor to give quizzes, announced or unannounced.
- C.** Make-up exams are only permitted with excused absences and at the instructor's discretion.
- D.** All students are expected to maintain the highest standard of scholastic honesty in the preparation of all course work and during examination.

VI. SEMESTER GRADE COMPUTATIONS

- E. Your point total is determined by adding earned points on each scored assignment (projects, labs, examinations, participation, exams, quizzes, discussions, professional portfolio, and other assignments).

<u>Percentage</u>	<u>Grade</u>
90-100%	A
80- 89%	B
70- 79%	C
60- 69%	D
Below 60%	F

*Students who are unable to complete all required lab hours will receive an IP in this course and directions pertaining to an IP will be followed (see section VII C)

VII. NOTES AND ADDITIONAL INSTRUCTIONS

- A. **Course Withdrawal:** It is the student's responsibility to officially drop a class if circumstances prevent attendance. Any student who desires to, or who must officially withdraw from a course after the first scheduled class meeting, must file an Application for Withdrawal or an Application for Refund. The withdrawal form must be signed by the student.

Application for Withdrawal will be accepted according to the following schedule

Friday of 3rd week for 5-week courses
Friday of 4th week for 6-week courses
Friday of 6th week for 8-week courses
Friday of 7th week for 10-week courses
Friday of 9th week for 12-week courses
Friday of 12th week for 16-week courses

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

Students who officially withdraw will be awarded the grade of "W,"

provided the student's attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the College before they may be considered for withdrawal.

A student may not withdraw from a class for which the instructor has previously issued the student a grade of "F" or "FN" for nonattendance.

- B. Administrative Withdrawal:** An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on the Administrative Withdrawal Form for submission to the registrar.

Under Section 51.907 of the Texas Education Code, “an institution of Higher education may not permit a student to drop more than six courses, including any course a transfer student has dropped at another institution of higher education.” This statute was enacted by the State of Texas in spring 2007 and applies to students who enroll in a public institution of higher education as first-time freshmen in fall 2007 or later.

- C. Incomplete Grade:** In keeping with College policy, the instructor may grant an incomplete grade in cases in which the student has completed the majority of the course work, but because of extenuating circumstances, is unable to complete the requirement for the course. Prior approval from the instructor is required before the grade of “IP” is recorded. Deadline for changing the IP grade is 110 days after the scheduled end of the course. An IP grade can be replaced with the student’s actual grade, including an F; but it may not be replaced with a W. At the end of the 110 calendar days if the student has not completed the remaining coursework as required by the instructor, the “IP” will be converted to an “FI” and appear as an “F” on the student’s official transcript.

- D. Professionalism:** Cellular phones will be turned off while the student is in any classroom or any laboratory/field experience setting. Students are expected to maintain a professional attitude and appearance while participating in outside labs or field experiences. Additional guidelines may be given in class, or by participating lab/field experience sites as they relate to this course.

- E. American with Disabilities Act (ADA):** Disability Support Services provide services to students who have appropriate documentation of a

disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at www.ctcd.edu/disability-support for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

- F. **Instructor Discretion:** The instructor reserves the right of final decision in Course requirements.
- G. **Civility:** Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.
- H. **Scholastic Honesty:** All students of the Child Development program are required and expected to maintain the highest standards of scholastic honesty in the preparation of all work and in examinations. Students found guilty of scholastic dishonesty are subject to disciplinary action according to CTC policy.

Each student should avoid:

1. Plagiarism: the taking of passages or ideas from writings of others without giving proper credit to the source.
2. Collusion: working together with another person in the preparation of work unless such joint preparation is specifically approved in advance by the instructor.
3. Cheating: giving or receiving information on an examination, homework, or projects.

VIII. COURSE OUTLINE

A. **Lesson One: Chapter 1; You: Working with Young Children**

1. **Learning Outcomes:** Upon successful completion of this unit Chapter 1, You: Working with Young Children, the student will be able to:
 - a. Explain how social and economic change will increase the need for child care services and early childhood teachers.

- b. Describe career opportunities in the early childhood field.
- c. Describe the CDA Credential. Visit: www.cdacouncil.org.
- d. List responsibilities of the early childhood teacher.
- e. Determine person characteristics that can help early childhood teachers care for and educate young children.

2. Learning Activities:

- a. Describe career opportunities, List and describe qualities and responsibilities that you believe a teacher working with young children should possess. (C1, C5-14, F1, F2, F5-17)
- b. Examine the Code of Ethical Conduct by NAEYC at this website www.naeyc.org and interpret the contents. (C1, C5-14, F1, F2, F5-17)
- c. Discuss the CDA Competency Standards and Functional Areas. Discuss ways to provide support to coworkers. (C1, C5-14, F1, F2, F5-17)
- d. Discussion Question: What leadership qualities do you demonstrate? How do you demonstrate qualities of an effective team member? Explain why collaboration among staff is necessary in the child care classroom.
- e. Lab Assignment: Review a specific program's philosophy they have adopted. Visit the National Association for the Education of Young Children (NAEYC) website and record any similarities and differences with NAEYC guidelines and the facilities philosophy. In your reply, you must include the name of the school or child care facility that you have obtained this information and a copy of their philosophy.
- f. Complete Review/Reflect and Chapter 1 assessment.

3. Equipment and Materials:

- a. Determined by instructor.

4. Lesson Online:

- a. Social and economic change will increase the need for child care services and early childhood teachers.
- b. Career opportunities in the early childhood field.
- c. The CDA Credential Process. Visit: www.cdacouncil.org.
- d. Responsibilities of the early childhood teacher and personal characteristics that can help early childhood teachers care for and educate young children.

B. Lesson Two: Chapter 2; Types of Early Childhood Programs

1. **Learning Outcomes:** Upon successful completion of this unit Chapter 2, Types of Early Childhood Programs, the student will be able to:

- a. List and describe the various types of early childhood programs available to parents and their children.
- b. Assess the advantages and disadvantages of each type of program.
Differentiate between the types of center sponsorship.
- c. Explain steps families may take in choosing quality child care.
- d. List indications of quality in early childhood programs.
- e. Recognize licensing rules and regulations that help keep center safe.
- f. List the components of center accreditation.
- g. Discuss instruments used to measure the quality of child care.

2. **Learning Activities:**

- a. Identify differences in early childhood programs with which they are familiar. (C1, C3, C5-14, F1, F2, F5-17)
- b. Explain the Montessori philosophy and describe the teacher's role. Visit: www.amshq.org. (C1, C3, C5-14, F1, F2, F5-17)
- c. Students list the goals for a kindergarten program and discuss the value of those goals. (C1, C3, C5-14, F1, F2, F5-17)
- d. Research center accreditation and the steps a center has to conduct to become accredited. Visit: www.naeyc.org. (C1, C3, C5-14, F1, F2, F5-17)
- e. **Discussion Question:** Privately sponsored child care programs operated by a house of worship may include religious education as part of the curriculum. Describe your feelings about this subject. Should all students enrolled have to take part in the religious curriculum activities the program provides? What are some advantages and disadvantages of this type of program?
- f. **Lab Assignment:** Visit and observe at least two different types of child care settings (detailed observation); Private Center, Montessori, Head Start, Family Child Care Home, Pre-K School Program, Parent Cooperatives, Laboratory Schools, Private Religious Center, and After-School Program (School-Age). What are some differences and some similarities? What are some disadvantages and

- advantages of each site/setting? If you had to choose one child care setting, which one would you choose and why?
- g. Complete the Review and Reflect at the end of Chapter 2 and assessment.

3. Professional Portfolio:

- a. RC VI-1: The name and contact information of your state's agency that is responsible for the regulation of child care centers and family child care homes. (Note: These regulations are available at the website of the National Resource Center for Health and Safety in Child Care: <http://nrckids.org/STATES/states.htm>). Make a copy of the sections that describe the qualifications requirements for personnel (teachers, directors and assistants) and group size, adult-child ratio requirements.
- b. RC VI-2: A list of two or three early childhood associations (national, regional, state, or local), including website addresses, describing the professional resources and membership opportunities they each offer.

4. Equipment and Materials:

- a. Determined by instructor.

5. Lesson Outline:

- a. The various types of early childhood programs available to parents and their children.
- b. The advantages and disadvantages of each type of program, types of center sponsorship, steps families may take in choosing quality child care.
- c. Indications of quality in early childhood programs.
- d. Licensing rules and regulations that help keep centers safe.
- e. The components of center accreditation.
Visit: www.naeyc.org. and instruments used to measure the quality of child care.

C. Lesson Three: Chapters 3 & 4; Observing Children: A Tool for Assessment and Child Development Principles and Theories

1. Learning Outcomes: Upon successful completion of this unit Chapter 3, Observing Children: A Tool for Assessment, the student will be able to:

- a. List purposes of assessment.
- b. Contrast initial and ongoing assessment.
- c. List the factors to consider in choosing a method of assessment.
- d. List the advantages and disadvantages of various assessment tools.
- e. Compile a list of contents for a child's portfolio.
- f. Summarize guidelines for observing children.
- g. Explain the purpose and process of documentation.
- h. Discuss how technology can be used in the assessment process.

2. **Learning Activities:**

- a. Define the term assessment and explain how the term assessment differs from evaluation. (C1, C3, C5-14, F1, F2, F5-17)
- b. Brainstorm reasons for observing children and using assessment tools. Compose a list of areas of development that assessment should address. (C1, C3, C5-14, F1, F2, F5-17)
- c. Discuss how assessment information can be useful during parent/teacher conferences. (C1, C3, C5-14, F1, F2, F5-17)
- d. List seven types of assessment tools that are used in early childhood programs. (C1, C3, C5-14, F1, F2, F5-17)
- e. Describe contents of a child's portfolio. (C1, C3, C5-14, F1, F2, F5-17)
- f. Visit: NAEYC's position statement in early childhood programs. (C1, C5-C8, C11, F1, F2, F5-17)
www.naeyc.org/about/positions/pdf/standicurrass.pdf
- g. Examine the Code of Ethical Conduct by NAEYC at this website www.naeyc.org and interpret the contents. (C1, C5-8, C11, F1, F2, F5-17)
- h. **Discussion Question:** What types of assessment tools are used in early childhood programs? Is one form of assessment more effective than another? What is an advantage of using several assessment tools? Which assessment tool is your preferred tool to use for observations or assessments and why?
- i. **Lab Assignment:** Review Gardner's Intelligences and write a detailed observation on one child. What learning styles/intelligences does the child exhibit? Give several examples to support your answer. What activities can be done with that one child to enhance their learning and conduct that activity with the child? What was the

outcome of that activity? You can select any observation tool out of the textbook or what you/staff use currently at your lab field site. Observing one child and complete an observation tool; such as, anecdotal record, checklist, participation chart, or rating scale on that child. Be sure to explain why you used a specific assessment/evaluation.

- j. Complete Review and Reflect at the end Chapter 3 and assessment.

3. **Learning Outcomes:** Upon successful completion of this unit Chapter 4, Child Development Principles and Theories, the will be able to:

- a. Describe the areas and principles of development.
- b. Define *windows of opportunity* as related to brain development.
- c. Explain the historical influences on educating young children.
- d. Summarize how theories about development can be used as practical guides to early care and education.
- e. Contrast the developmental theories of Erickson, Piaget, Vygotsky, and Gardner.

4. **Learning Activities:**

- a. Explain the differences among the areas of development. Review the approximate windows of opportunity and discuss experiences that could promote brain development in each window. (C1, C3, C5-14, F1, F2, F5-17)
- b. Describe the four stages of Erikson's psychosocial theory that occur during the early childhood years. Students write brief descriptions of the first four stage of Erikson's psychosocial theory. Discuss Piaget's theory. Students provide examples of Vygotsky's zone of proximal development. Students try to identify their strongest intelligence and learning strengths using Gardner's Multiple Intelligences. (C1, C3, C5-14, F1, F2, F5-17)
- c. Visit www.psychology.about.com to review theories of development discussed in this chapter. (C1, C3, C5-14, F1, F2, F5-17)
- d. Visit www.zeortothree.org about stimulating the infant's developing brain through touch, voice, movement, and vision. C1, C3, C5-14, F1, F2, F5-17)
- e. Complete Review and Reflect at the end Chapter 4 and assessment.

5. **Professional Portfolio:**

- a. Cover Sheet and Table of Contents

The CDA Resource Collection file should be organized in a manner that is comfortable and portable to you. It should be arranged so that you will use it as a reference. You can organize your collection file in a binder or a file box. Your collection file should have dividers, labels or tabs, be typewritten, and contain all the information in document protectors for a neat and professional presentation.

Be creative and make a CDA Professional Portfolio cover sheet for the front of your binder or outside of your file box. It should have your name, which CDA setting, and Professional Portfolio.

The Table of Contents will show the PD Specialist what is in your portfolio, and it will make your binder or file box look more professional and organized. It will also assist you in making sure all the correct material are inserted into the binder or file box.

6. **Equipment and Materials:**

- a. Determined by instructor.

7. **Lesson Outline:**

- a. Purposes of assessment and initial and ongoing assessment.
- b. The factors to consider in choosing a method of assessment.
- c. The advantages and disadvantages of various assessment tools.
- d. The contents for a child's portfolio.
- e. Guidelines for observing children.
- f. The purpose and process of documentation.
- g. Technology can be used in the assessment process.
- h. The areas and principles of development.
- i. *Windows of opportunity* as related to brain development.
- j. The historical influences on educating young children.
- k. Theories about development can be used as practical guides to early care and education.
- l. The developmental theories of Erickson, Piaget,

Vygotsky, and Gardner.

D. Lesson Four: Chapters 5 and 6; Understanding Children From Birth to Age Two and Understanding Two-and Three-Year-Olds

1. **Learning Outcomes:** Upon successful completion of this unit Chapter 5, Understanding Children from Birth to Age Two, the student will be able to:
 - a. Chart the physical development of children in the first two years after birth.
 - b. Describe how children develop cognitively in the first two years after birth.
 - c. Explain how children in the first two years after birth develop socially and emotionally.

2. **Learning Activities:**
 - a. Describe the purpose of developmental scales and reasons why developmental scales might be helpful. (C1, C5-8, F1, F2, F5-17)
 - b. List classroom equipment that promotes motor, cognitive, social-emotional development and explain how. (C1, C5-8, F1, F2, F5-17)
 - c. Visit the website for National Network for Child Care www.nncc.org to review the developmental stages for infants and toddlers and articles on child development. (C1, C5-8, F1, F2, F5-17)
 - d. Complete Review and Reflect at the end Chapter 5 and assessment.

3. **Learning Outcomes:** Upon successful completion of this unit Chapter 6, Understanding Two-and Three-Year-Olds, the student will be able to:
 - a. Describe the physical, cognitive, and social-emotional development of two-year-olds.
 - b. Explain how three-year-olds develop physically, cognitively, socially, and emotionally.
 - c. Relate how the development of two-and three-year olds will affect your role as a teacher.

4. **Learning Activities:**
 - a. Describe self-help skills and discuss how a child's level of self- help skills affects the ways a teacher interacts with the

- child. ((C1, C5-8, F1, F2, F5-17)
- b. Complete Development of Two-Year Olds; answer questions related to the development of two-year-olds. . Distinguish between language comprehension and expressive language skills. (C1, C5-8, F1, F2, F5-17)
 - c. List activities that two-year-olds and three-year-olds might enjoy and explain reasons for listing each activity. (C1, C5-8, F1, F2, F5-17)
 - d. Make a list of equipment that could be used to help promote motor development in two-year-olds and three-year-olds. (C1, C5-8, F1, F2, F5-17)
 - e. Complete Development of Three-Year Olds; answer questions related to the development of three-year-olds. Describe the language comprehension skills of three-year-olds. (C1, C5-8, F1, F2, F5-17)
 - f. Discussion Question: Should two-year-olds be forced to share their toys with other children? What guidance should be used when two-year-olds react with physical aggression when asked to share?
 - g. Lab Assignment: Obtain a developmental checklist from an early childhood program, Internet or resource book for a child three years of age. Observe and note characteristics in these areas of development; such as, physical, cognitive, and social-emotional. Observe at least 3 different children. Take a picture or describe in detail what they were doing, and then analyze the play by responding in writing to the following questions for each picture. Be sure to only take pictures of children whose parents have given you permission to take pictures or video. It is very important to do your readings each week prior to doing your observation assignments so that you can utilize the concepts and terminology appropriate for the chapter content. Your responses to the discussion questions should reveal your understanding of the chapter content.
 1. Describe the situation, what are some of the things the children could be learning? Why do you think so?
 2. What could you do or say, as a teacher, to extend the play?
 3. How did your views of children, play, and learning, influence how you interpreted the play you observed?
 4. Observe and note characteristics of 3 children's physical, cognitive, and social-emotional development.

What activities could you add to each developmental area?

Design, implement, and observe your different activities and record the outcome.

- h. Complete Review and Reflect at the end Chapter 6 and assessment.

5. Professional Portfolio:

- a. RC IV-4: A list of three or more websites, and brief descriptions of each, that provide current information to help families understand how young children develop and learn. Include one current article from each website. Web sites must contain articles that help families understand the development and learning of Infant/Toddlers or 3-5 years depending on your CDA setting. At least one article must relate to child guidance.
- b. RC V (part): Locate an observation tool to use in recording information about a child's developmental/learning progress. Form should be filled out as a sample of your observation of an individual child. (the child's name should not be included.)

6. Equipment and Materials:

- a. Determined by instructor.

7. Lesson Outline:

- a. The physical, cognitive, social and emotional development of children in the first two years after birth.
- b. The physical, cognitive, and social-emotional development of two-year-olds.
- e. The physical, cognitive, social, and emotional development of three-year-olds.
- f. Relate how the development of two-and three-year-old will affect the student's roles as teachers.

E. Lesson Five: Chapters 7 and 8; Understanding Four-and Five-Year Olds and Middle Childhood

- 1. **Learning Outcomes:** Upon successful completion of this unit Chapter 7, Understanding Four-and Five-Year Olds, the student will be able to:
 - a. Describe the physical, cognitive, and social-emotional development of four-and five-year-olds.
 - b. Explain how you as a teacher can plan programs and relate to four-and five-year-olds in developmentally appropriate ways.
 - c. Relate to four and five year olds in developmentally

appropriate.

2. Learning Activities:

- a. Brainstorm a list of typical motor skills of four- and five-year- old children. (C1, C5-8, F1, F2, F5-17)
- b. Compare physical, social-emotional, and cognitive skills of four-year- old children with three-year-old children. (C1, C5-8, F1, F2, F5-17)
- c. List activities to promote physical, cognitive, and social-emotional development that four-and five-year-olds would enjoy. (C1, C5-8, F1, F2, F5-17)
- d. Visit website for the National Network for Child Care www.nccc.org to review the development of four- and five-year-olds. (C1, C5-8, F1, F2, F5-17)
- e. Review the developmental milestones for preschool children at the website for Early Childhood Development. www.ecdgroup.com (C1, C5-8, F1, F2, F5-17)
- f. Complete Review and Reflect at the end Chapter 7 and assessment.

3. Learning Outcomes: Upon successful completion of this unit Chapter 8, Middle Childhood, the student will be able to:

- a. Describe the physical, cognitive, and social-emotional development of school-age children.
- b. Summarize potential health concerns of middle childhood.
- c. Explain moral development during childhood.

4. Learning Activities:

- a. Discuss how permanent hearing loss can impact learning. Brainstorm signs of children who may have vision or hearing problems. How is this information important to a teacher? (C1, C5-8, F1, F2, F5-17)
- b. Define Concrete operations. (C1, C5-8, F1, F2, F5-17)
- c. Describe the process of social comparison. How social comparisons may impact self-esteem. List of ways to promote school-age children's self-esteem. Discuss what children learn from interacting with their peers. (C1, C5-8, F1, F2, F5-17)
- d. List and describe the organized games they enjoyed during middle childhood. (C1, C5-8, F1, F2, F5-17)
- e. Define moral development and morality. Why is moral development important? How do children learn moral

- behavior? (C1, C5-8, F1, F2, F5-17)
- f. Visit website for the National Network for Child Care www.nncc.org to review the development of four-and-five-year-olds. (C1, C5-8, F1, F2, F5-17)
- g. Visit www.gameskidsplay.net for an extensive list of children's game ideas. (C1, C5-8, F1, F2, F5-17)
- h. Visit www.yahooligans.com, website for school-age children. Which parts of the site do you think school-age children would find most interesting. (C1, C5-8, F1, F2, F5-17)
- i. Visit www.naaweb.org website for National After School Association (NAA) and read the full text of their standards. (C1, C5-8, F1, F2, F5-17)
- j. Discussion Question: What effect does the increasing time spent with peers have on the development of a school-age child's self-concept? What role does the family still play in the child's social and emotional development at this stage?
- k. Complete Review and Reflect at the end Chapter 8 and assessment.

5. Equipment and Materials:

- a. Determined by instructor.

6. Lesson Outline:

- a. Relate to four and five years olds in developmentally appropriate ways.
- b. The physical, cognitive, and social-emotional development of four-and-five year-olds.
- c. Health concerns of middle childhood.
- d. Moral developmental during childhood.

F. Midterm: Chapters 1-8

G. Lesson Six: Chapter 18; The Curriculum

- 1. Learning Outcomes: Upon successful completion of this unit Chapter 18, The Curriculum, the student will be able to:
 - a. Develop program goals.
 - b. Indicate who is involved in curriculum development.
 - c. Cite the importance of assessment in curriculum planning.
 - d. Explain the content and process-centered approach to Curriculum development.
 - e. Describe factors to consider in curriculum planning.

- f. Explain the role of early learning standards.
- g. Illustrate the use of themes as a basis for planning curriculum.
- h. Write a block plan and lesson plan for one week of a program.

2. Learning Activities:

- a. Discuss themes they think would be appropriate and fun for five-year-olds. (C1, C5-14, F1, F2, F5-17)
- b. Define program goals and the importance of meeting the program goals and how they are met. (C1, C5-14, F1, F2, F5-17)
- c. Discuss the assessment process and importance in planning curriculum. Describe content and process-centered curriculum approach. Discuss the differences between structured and unstructured activities. (C1, C5-14, F1, F2, F5-17)
- d. Explain differences between field-sensitive and field-independent learning styles. Discuss how emergent curriculum relies mainly on the teacher's observation of the children's interests. Discuss how children's interest in themes differs among children ages two, three, four, and five years. Explain the cautions that must be exercised in planning holiday themes. (C1, C5-14, F1, F2, F5-17)
- e. Prepare a written lesson plan for a week for a specified age group, write five learning objectives. Explain purpose of developmental goals. (C1, C5-14, F1, F2, F5-17)
- f. Visit website www.perpetualpreschool.com for a variety of resources related to curriculum planning, teaching tips, and professional development activities. (C1, C5-14, F1, F2, F5-17)
- g. Visit website www.hummingbirded.com for a variety of resources related to curriculum planning, and developmental activities. (C1, C5-14, F1, F2, F5-17)
- h. Visit website: www.funlessonplans.com for a variety of resources related to curriculum planning and developmental activities. (C1, C5-14, F1, F2, F5-17)
- i. Visit website www.lessonplanspage.com for a variety of resources related to curriculum planning and developmental activities. (C1, C5-14, F1, F2, F5-17)
- j. Discussion Question: How are your personal learning characteristics related to how you will teach? Give examples of ways you may need to alter your teaching style to meet the needs of the children.
- k. Complete Review and Reflect at the end Chapter 18 and

assessment.

3. Equipment and Materials:

- a. Determined by instructor.

4. Lesson Outline:

- a. Program goals and curriculum development.
- c. The importance of assessment in curriculum planning.
- d. The content and process-centered approach to curriculum development.
- e. Factors to consider in curriculum planning.
- f. The role of early learning standards.
- g. The use of themes as a basis for planning curriculum.
- h. Block plan and lesson plan for one week of a program.

H. Lesson Seven: Chapters 19 and 22; Guiding Art, Blocking, and Sensory Experiences and Guiding Manuscript Writing Experiences

1. Learning Outcomes: Upon successful completion of this unit Chapter 19, Guiding Art, Blocking, and Sensory Experiences, the student will be able to:

- a. Explain how art experiences promote physical, social, emotional, and cognitive growth.
- b. Describe techniques for guiding art experiences.
- c. List the stages of art skill development.
- d. Compile a list of art supplies needed for a well-stocked classroom.
- e. Plan a variety of art; block building, sensory, and woodworking activities suitable for young children.

2. Learning Activities:

- a. Discuss the meaning of creativity and its relationship to art activities. Describe the stages of art skill development. (C1, C5-14, F1, F2, F5-17)
- b. List sources of inexpensive art supplies. List of objects that could be used for printing activities. Describe the role of the teacher in guiding painting activities. Explain procedures for guiding children during easel painting. (C1, C5-14, F1, F2, F5-17)
- c. List materials that could be added to play dough for variety. (C1, C5-14, F1, F2, F5-17)

- d. Identify the various stages of block building among children. (C1, C5-14, F1, F2, F5-17)
- e. Visit website www.crayola.com to learn more about using art to stimulate creativity in young children. (C1, F5-14, F1, F2, F5-17)
- f. Discussion Question: What is more important when considering the artwork of children: the process of making the artwork or the finished product? What effects might too much attention to the finished product have on the preschool child?
- g. Lab Assignment: Design, Implement, and Observe two children painting or drawing. Take some pictures or describe in detail what they were doing, and then analyze the art by responding in writing to the following questions for each picture. Be sure to only take pictures of children whose parents have given you permission to take pictures or video. Design an art activity using paint or colors with a group of children. You will implement your art activity with the small group of children and observe and record the outcomes.
 - 1. Identify the color preferences of the children. Ask the children their favorite color and why?
 - 2. Write descriptions of their behavior while painting or drawing.
 - 3. Determine what stage of art development are represented by their drawings or painting. What brought you to that conclusion?
 - 4. What types of senses were used? What materials did the children use? What was the result of the activity?
 - 5. What do you notice about the forms and the way children draw or paint them?
 - 6. What characteristics would you expect to see in a four-year-olds drawing or painting of themselves or family members? Will all body features be represented in such a drawing or painting?
 - 7. Why might children prefer using felt-tip markers over crayons when drawing and coloring?
 - 8. Debate the merit or lack of merit of using coloring books in an art program.
- h. Complete Review and Reflect at the end Chapter 19 and assessment.

3. Learning Outcomes: Upon successful completion of this unit Chapter 22, Guiding Manuscript Writing Experiences, the student will be able to:

- a. Define manuscript writing.
- b. List reasons for encouraging the development of writing skills in preschool settings.
- c. Explain activities that help children develop writing skills.
- d. Make letters following the Zaner-Bloser writing system.
- e. Outline the sequence children follow in learning alphabet letters.
- f. Discuss guidelines for helping children develop writing skills.

4. Learning Activities:

- a. Explain why visual discrimination skills are important for writing. Describe the four elements needed for children to achieve the objectives for writing. Identify the two prewriting skills and what is the teacher's role in developing these skills. Discuss the types of materials that children should use as they learn writing skills. Discuss reasons the Zaner-Bloser sequence should be used when teaching children to write letters. (C1, C5-14, F1, F2, F5-17)
- b. Identify the letters that children frequently reverse and explain how to guide children and correct the reversals. (C1, C5-14, F1, F2, F5-17)
- c. Visit website: www.school.discovery.com/clipart that offers teachers an array of powerful tools to create their own materials. Explore the site to find appropriate clip art for use in a writing center for four-and five-year-old children. (C1, C5-14, F1, F2, F5-17)
- d. Complete Review and Reflect at the end Chapter 22 and assessment.

5. Professional Portfolio:

- a. RC I-3: A sample of your weekly plan that includes goals for children's learning and development, brief descriptions of planned learning experiences, and also accommodations for children with special needs (whether for children you currently serve or may serve in the future). Indicate the age group(s) for which the plan is intended.
- b. Competency Statement #2 (use for all three types of CDA) (To advance physical and intellectual competence) Begin your Reflective Statement about this Competency Standard with a paragraph describing how your teaching

practices meet this Standard (Note: alternatively, you may also choose to write one paragraph for each Functional

Area, if this makes it easier to express your thoughts more clearly).

Then prepare at least one paragraph on each of the following:

CS II a Pick one of the nine learning experiences you chose for your Resource Collection (RC II). How does this experience reflect your philosophy of how to support young children's *physical* development?

CS II b Pick another of the nine learning experiences you chose for your Resource Collection (RC II). How does this experience reflect your philosophy of how to support young children's *cognitive* development?

CS II c Pick another of the nine learning experiences you chose for your Resource Collection (RC II). How does this experience reflect your philosophy of how to support young children's *creative* development?

CS II d In an additional paragraph, describe ways to promote the communication/language development amount all children, including dual language learners.

6. **Equipment and Materials:**

- a. Determined by instructor.

7. **Lesson Outline:**

- a. Art experiences promote physical, social, emotional, and cognitive growth. Techniques for guiding art experiences.
- b. The stages of art skill development.
- c. Variety of art; block building, sensory, and woodworking activities suitable for young children.
- f. Manuscript writing reasons for encouraging the development of writing skills in preschool settings.
- h. Activities that help children develop writing skills.
- i. Letters following the Zaner-Bloser writing system.
- j. The sequence children follow in learning alphabet letters.
- k. Guidelines for helping children develop writing skills.

I. **Lesson Eight: Chapters 23 and 24; Guiding Math Experiences and Guiding Science Experiences**

- 1. **Learning Outcomes:** Upon successful completion of this unit Chapter 23, Guiding Math Experiences, the student

will be able to:

- a. List objectives of early math experiences.
- b. Use two basic assessments to determine math skills of children.
- c. Recognize a variety of three-dimensional objects that can be used to promote math experiences.
- d. Identify math experiences that promote the development of key math concepts.
- e. Design math experiences that stress specific math concepts.

2. **Learning Activities:**

- a. Give examples of math concepts used in everyday life, such as size, space, and time. (C1, C5-14, F1, F2, F5-17)
- b. Explain how you would teach the math concept of volume to young children. (C1, C5-14, F1, F2, F5-17)
- c. List the math concepts to be included in the preschool curriculum. Identify the types of math experiences that should be included in the curriculum. (C1, C5-14, F1, F2, F5-17)
- d. Describe the two forms used for assessing math ability. (C1, C5-14, F1, F2, F5-17)
- e. Explain why counting concepts should be included in the curriculum. (C1, C5-14, F1, F2, F5-17)
- f. Visit website www.superkids.com to read reviews of educational software for teaching math to young children. (C1, C5-14, F1, F2, F5-17)
- g. Complete Review and Reflect at the end Chapter 23 and assessment.

3. **Learning Outcomes:** Upon successful completion of this unit Chapter 24, Guiding Science Experiences, the student will be able to:

- a. Explain what is meant by the terms science and technology.
- b. Discuss reasons for studying science and technology.
- c. Outline the procedure for planning science and technology activities.
- d. List a variety of science and technology activities and sources for supplies.
- e. Explain the role of the teacher in guiding science and technology experiences.
- f. Identify methods for using children's senses to teach science concepts.

- g. Name and explain various ways to teach science concepts.
- h. Describe how technology can be integrated throughout the environment, curriculum, and daily routines.

4. Learning Activities:

- a. Discuss what kinds of topics and experiments they enjoy related to science and what makes them enjoyable. (C1, C5-14, F1, F2, F5-17)
- b. Explain why observation is important to an effective science program. Observation includes the ability to describe something using the five senses. (C1, C5-14, F1, F2, F5-17)
- c. Why is it important to teach children about recycling? (C1, C5-14, F1, F2, F5-17)
- d. Visit website www.kidshealth.org for rules for staying safe around animals. (C1, C5-14, F1, F2, F5-17)
- e. Visit website www.nwf.org for information related to science learning for children. (C1, C5-14, F1, F2, F5-17)
- f. Discussion Question: Ramon asks a question of the preschoolers while presenting a science lesson. When one answers the question, Ramon gives the answer. What suggestions do you have for Ramon to encourage the children to use their thinking skills?
- g. Complete Review and Reflect at the end Chapter 24 and assessment.

5. Equipment and Materials:

- a. Determined by instructor.

6. Lesson Outline:

- a. Objectives of early math experience and two basic assessments to determine math skills of children.
- b. Variety of three-dimensional objects that can be used to promote math experiences.
- c. Math experiences that promote the development of key math concepts. Math experiences that stress specific math concepts.
- d. The terms science and technology and reasons for studying science and technology. The procedures for planning science and technology activities. Variety of science and technology activities and sources for supplies.
- e. Explain the role of the teacher in guiding science and technology experiences.

- f. Identify methods for using children’s senses to teach science concepts.
- g. Name and explain various ways to teach science concepts.
- h. Describe how technology can be integrated throughout the environment, curriculum, and daily routines.

J. Lesson Nine: Chapter 25: Guiding Social Studies Experiences

1. **Learning Outcomes:** Upon successful completion of this unit Chapter 25, Guiding Social Studies Experiences, the student will be able to:
 - a. Explain the importance of social studies experiences.
 - b. Outline the role of the teacher in designing and guiding social studies experiences.
 - c. Describe ways to include multicultural, intergenerational, democracy, ecology, geography, community living, current events, and holiday concepts in the curriculum.
 - d. Explain the importance of morning meetings.
 - e. Explain the role of the teacher in promoting the development of friendships.

2. **Learning Activities:**
 - a. Discuss the skills that children should acquire from social studies. Explain the role of observation in developing a social studies curriculum. (C1, C5-14, F1, F2, F5-17)
 - b. Develop a checklist for social skills of three-year-olds. (C1, C5-14, F1, F2, F5-17)
 - c. Identify instructional tools that can be successfully used to teach social studies concepts. Discuss incidental learning that could teach social studies concepts. Discuss how social studies concepts are built and the benefits. (C1, C5-14, F1, F2, F5-17)
 - d. Discuss activities that develop political concepts. (C1, C5-14, F1, F2, F5-17)
 - e. Discuss activities to teach ecology concepts. (C1, C5-14, F1, F2, F5-17)
 - f. List possible field trips throughout the community that would be appropriate for young children. (C1, C5-14, F1, F2, F5-17)
 - g. Explain precautions that should be followed when introducing holiday concepts to preschool. (C1, C5-14, F1, F2, F5-17)
 - h. Research and compile a list of cultural and international holidays. (C1, C5-14, F1, F2, F5-17)

- i. Give examples of occasions for which classroom celebrations would be appropriate and ways to celebrate these occasions. (C1, C5-14, F1, F2, F5-17)
- j. Visit website: www.celebrateexpress.com for easy party games and party-planning checklist. (C1, C5-14, F1, F2, F5-17)
- k. Visit website www.school.discovery.com to find links for holidays and seasons. (C1, C5-14, F1, F2, F5-17)
- l. Discussion Question: Why is it important for children to learn about or experience the various roles an individual may have in life? What social skills might children practice as they participate in role-playing?
- m. Complete Review and Reflect at the end Chapter 25 and assessment.

3. **Professional Portfolio:**

- a. RC II (use in all three types of CDA) Nine learning experiences (activities), written in your own words, including one from each of the following curricular areas:

RC II-1	Science/Sensory
RC II-2	Language and Literacy
RC II-3	Creative Arts
RC II-4	Fine Motor (please choose an indoor activity)
RC II-5	Gross Motor (please choose an outdoor activity)
RC II-6	Self-Concept
RC II-7	Emotional Skills/Regulations
RC II-8	Social Skills
RC II-9	Mathematics

For each activity, indicate the age group (young infants, mobile infants, toddlers, preschool child 3-5 years of age) and list the intended goals, materials, and process/teaching strategies. For each activity, specify how it is developmentally appropriate for that age group. Of the nine activities, there should be three activities in each age group. (Infant/Toddler CDA: young infants, mobile infants, toddlers); (Preschool CDA: three year olds, four year olds, and five year olds).

For example, for RC II-1, Science/Sensory, you might write about an experience entitled "Smell Jars" and for RC II-6, Self-Concept, you might write about an experience entitled "Self Portraits".

4. **Equipment and Materials:**

- a. Determined by instructor.

5. Lesson Outline:

- a. The importance of social studies experiences.
- b. The role of the teacher in designing and guiding social studies experiences.
- c. Ways to include multicultural, intergenerational, democracy, ecology, geography, community living, current events, and holiday concepts in the curriculum.
- d. The importance of morning meetings.
- e. The role of the teacher in promoting the development of friendships.

J. Lesson Ten: Chapter 27; Guiding Music and Movement Experiences

1. Learning Outcomes: Upon successful completion of this unit Chapter 27, Guiding Music and Movement Experiences, the student will be able to:

- a. Explain the benefits of music experiences.
- b. Design a music center.
- c. Outline the teacher's role in music experiences.
- d. Name a variety of rhythm instruments.
- e. Demonstrate the use and purpose of rhythm instruments in the program.
- f. List considerations for scheduling music activities.
- g. Plan a variety of music activities.
- h. Explain how to teach various movement activities.
- i. Describe movement activities that promote children's development.

4. Learning Activities:

- a. List contents of a music center and draw a design for that center. (C1, C5-14, F1, F2, F5-17)
- b. Describe how the teacher encourages discovery. (C1, C5-14, F1, F2, F5-17)
- c. Discuss ways of encouraging children who do not want to participate in music activities. Describe methods of accompanying singing. (C1, C5-14, F1, F2, F5-17)
- d. Describe how rhythm instruments should be introduced. (C1, C5-14, F1, F2, F5-17)
- e. Discuss suggestions for group music activities. (C1, C5-14,

- F1, F2, F5-17)
- f. Explain the importance of individual music activities. (C1, C5-14, F1, F2, F5-17)
 - g. Brainstorm a list of sounds that can be taped to teach children listening skills. Describe the term mouthing. (C1, C5-14, F1, F2, F5-17)
 - h. List objectives for movement activities. List and describe four types of movement activities. (C1, C5-14, F1, F2, F5-17)
 - i. Visit website www.kaplanco.com for items early childhood teachers could include in a multicultural music curriculum. (C1, C5-14, F1, F2, F5-17)
 - j. Discussion Question: Brainstorm ideas for using rhythm band instruments in the child care lab experience. How can rhythm band activities be spontaneous, creative, and child-centered? How do you keep children from becoming so carried away with excitement and energy that the noise level is so high the directions cannot be heard?
 - k. Complete Review and Reflect at the end Chapter 27 and assessment.

5. Equipment and Materials:

- a. Determined by instructor.

6. Lesson Outline:

- a. The benefits of music experiences.
- b. Music center and the teacher's role in music experiences.
- c. Variety of rhythm instruments.
- d. The use and purpose of rhythm instruments in the program.
- e. Considerations for scheduling music activities.
- f. Variety of music activities. Teach various movement activities. Describe movement activities that promote children's development.

J. Final Exam: Chapters 18-19, 22-25, and 27

CLASS SCHEDULE/SYLLABUS DISCLAIMER:

A syllabus is not a contract between instructor and student, but rather, a guide to course procedures on attendance, requirements, grading, objectives and class topic, and reading schedule. The instructor reserves the right to amend the syllabus when circumstances dictate or unusual opportunities for student learning arise. Student will be duly notified.