

**CENTRAL TEXAS COLLEGE**  
**SYLLABUS FOR CDEC 2422**  
**CHILD DEVELOPMENT ASSOCIATES TRAINING II**  
**Four (4) Credit Course**

**INSTRUCTOR:** \_\_\_\_\_  
**OFFICE HOURS:** \_\_\_\_\_

**PHONE:** \_\_\_\_\_  
**EMAIL:** \_\_\_\_\_

**I. INTRODUCTION**

- A. Continuation of the requirements for the Child Development Associate National Credential (CDA). Licensing/Certification Agency: Council Professional Recognition, Washington, D. C. The six functional areas of study include safe, healthy, learning environment, self, social and guidance.
- B. The student will explain methods to establish and maintain a safe, healthy learning environment, describe ways to support social and emotional development and describe techniques used to provide positive guidance. The student will utilize skills in writing, speaking, problem-solving, time management and record keeping.
- 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 successful completion of this course, Child Development Associates II, the student will be able to:**
  - 1. Explain methods to establish and maintain a safe, healthy learning environment. (C3-6, C12, C17-19, F1, F2, F 5-17)
    - a. Provide a safe environment to prevent and reduce injuries.
    - b. Provide safe toys and materials for use by children.
    - c. Supervise appropriately for developmental level of children.

- d. Plan and organize emergency procedures in advance.
  - e. Implement hygiene practices consistently to eliminate the spread of infectious disease.
  - f. Encourage health maintenance habits in children.
  - g. Organize diapering/toileting procedures to maintain health.
  - h. Plan meals/snacks to meet the developmental needs of children.
  - i. Provide a pleasant and appropriate environment conducive to rest.
  - j. Provide well-arranged space which meets the developmental needs of children during routines and play.
  - k. Provide a variety of developmentally appropriate materials.
  - l. Organize materials for play.
  - m. Provide a schedule that meets children's needs for routine and play.
  - n. Identify signs indicating possible child abuse and neglect.
  - o. Describe required reporting requirements for abuse and neglect.
2. Describe techniques to support social and emotional development. (C9-10, C12, C14, F1, F2, F3-17)
- a. Give children the message that each is important, respected and valued.
  - b. Help individual children to develop a sense of security.
  - c. Establish developmentally appropriate diapering/toileting procedures to encourage self-help skills.
  - d. Establish developmentally appropriate feeding/mealtime procedures to encourage self-help skills.
  - e. Encourage each child to be accepted in the group.
  - f. Encourage feelings of empathy and respect for others.
  - g. Implement non-biased curriculum.
  - h. Encourage children to respect the environment.
3. Utilize skills in writing, speaking, teamwork, time management, creative thinking, and problem-solving. (C1-14, F1, F2, F5)

### **III. INSTRUCTIONAL MATERIALS**

The instructional materials identified for this course are viewable through [www.ctcd.edu/books](http://www.ctcd.edu/books)

### **IV. COURSE REQUIREMENTS**

- A. General Requirements (individual assignments and assignment guidelines will be posted in your online courses or distributed by your instructor in your face-to-face class).
1. Participate in class and laboratories regularly.
  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 is essential for the same reason.

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

**NOTE: The student may not receive a final grade without completing this requirement 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, announce and unannounced.
- C. Make-up examinations 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

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

<u>Points</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)

- B.** It is the student's responsibility to complete the course requirements as defined with the syllabus and by the instructor. The final grade for the course is a compilation of the grades for each of the major requirements to include exams, quizzes, projects, lab or field experience, class participation and attendance.

## **VII. NOTES AND ADDITIONAL INSTRUCTIONS**

- A.** **Course Withdrawal:** It is your responsibility as a student 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](http://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. 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 9; Preparing the Environment**

1. **Learning Outcomes:** Upon successful completion of this lesson, Chapter 9, Preparing the Environment, the Student will be able to:
  - a. Explain the value of planned indoor and outdoor space.
  - b. Name the basic activity areas in a center, along with the functions of each area.
  - c. List criteria to consider when choosing classroom furniture and color schemes.
  - d. Summarize factors that affect the organization of space in a center.
  - e. Organize basic activity areas of the classroom and outdoor playground.
2. **Learning Activities:**
  - a. Brainstorm a list of reasons some early childhood classrooms are more appealing than others. (C1, C3-14, F1, F2, F5-17)

- b. Review values listed in each activity area and discuss how arrangement of areas would enhance the ability to achieve full value in each area. (C1, C3, C5-8, C10-11, C14, F1, F2, F7-17)
- c. List goals of planning space and give an example of how each goal can be met through space arrangement. (C1-3, C5-14, F1, F2, F5-17)
- d. Discuss why safety is the most important concern in planning physical space. (C3, C5-14, F5-17)
- e. Discuss how physical space arrangement affects the amount of time needed to maintain the space. (C3, C5-14, F5-17)
- f. Identify and describe the seven general areas included in a center's space. (C3, C5-14, F5-17)
- g. Discuss the psychological effects listed for each color and what are your color preferences for a classroom. (C1-3, C5-14, F5-17)
- h. Discuss the importance of having organized space. (C1-3, C5-14, F5-17)
- i. List three ways of introducing the environment. (C3, C5-14, F5-17)
- j. Explain the purpose of using labels and signs in the classroom. (C3, C5-14, F5-17)
- k. Discuss the teacher's responsibilities related to each area in the classroom. (C1-20, F1-17),
- l. Research your state's licensing requirements as they apply to classroom space. How many square feet of space per child? How many toilets are required for a group of 40 children? (C1, C3, C5-8, C11, F1-17)  
Check your state's child care licensing requirements by using the website for National Resource Center for Health and Safety in Child Care ([www.nrc.uchsc.edu](http://www.nrc.uchsc.edu))
- m. Discussion Question: You have been hired to direct a new child care center. They want you to provide input into the design of the physical space. Plan a color scheme for a classroom. Explain the reasons why you picked the colors that you did. What other materials would you have in your classroom and why?
- n. Complete the Review/Reflect and Chapter 9 assessment.

3. **Equipment and Materials:**

- a. Determined by instructor.

4. **Lesson Outline:**

- a. Planned indoor and outdoor space.
- b. Activity areas in a center, along with the functions of each area both inside the classroom and on the playground.
- c. Classroom furniture and color schemes.
- d. Organization of space in a center.

**B. Lesson Two: Chapter 10; Selecting Toys, Equipment and Educational Materials**

**1. Learning Outcomes:** Upon successful completion of this lesson, Chapter 10, Selecting Toys, Equipment, and Educational Materials, the Student will be able to:

- a. Explain guidelines for selecting developmentally appropriate toys, equipment, and educational materials.
- b. Describe safety factors to consider when purchasing toys and playground equipment.
- c. Explain how to report unsafe toys and equipment to the appropriate agencies.
- d. List sources and methods for purchasing toys and equipment.
- e. Identify toys and educational materials that teach children appreciation for people of all cultures.

**2. Learning Activities:**

- a. Identify toys you liked and enjoyed when you are younger and what appealed to you. Discuss what makes a toy interesting to a child. (C1, C3, C5-C8, F1, F2, F8-12)
- b. Identify and discuss criteria for selecting toys and equipment. Discuss possible consequences of not planning toy and equipment purchases carefully. (C1-3, C5-8, C11, F1-17)
- c. How much influence does budget have on purchasing decisions and why? Explain the importance of considering space when purchasing equipment. (C1-3, C5-8, C11, F1-17)
- d. Explain the importance of choosing durable toys. Differentiate between quantity and quality. Give examples of toys that encourage children to explore, manipulate, and create. Explain the benefits of multicultural materials in early childhood classrooms. What problems might occur without these materials? Describe the best toys for children. (1-3, C5-8, C11, F1-17)
- e. Develop a brochure for teachers on tips for selecting safe toys. (C1-3, C5-8, C11-14, C18-20, F1-17)

- f. Describe the process of reporting unsafe products. List and describe basic playground equipment dangers. Visit website for U.S. Consumer Product Safety Commission at [www.cpsc.gov](http://www.cpsc.gov) for warning related to playground hazards that can endanger children. Visit website for the National Program for Playground Safety at website [www.uni.edu/playground](http://www.uni.edu/playground) for four components that contribute to safe playgrounds. (C1, C3, C5-8, C11, F1, F2)
- g. Look through equipment catalogs and note the variety of equipment available, compare prices of equipment from three different sources, and discuss the reasons for cost differences among vendors. Visit the websites for online catalogs for the following vendors ([www.eichild.com](http://www.eichild.com); [www.kaplanco.com](http://www.kaplanco.com); [www.lakeschorleaming.com](http://www.lakeschorleaming.com); [www.constructiveplaythings.com](http://www.constructiveplaythings.com)) (C1, C3, C5-8, C11, F1, F2, F7-17)
- h. Discussion Question: What are some possible consequences of not planning out toy and equipment purchases? How much influence do you think budget has on purchasing decisions and why?
- i. Complete the Review/Reflect and Chapter 10 assessment.

**3. Equipment and Materials:**

- a. Determined by instructor.

**4. Lesson Outline:**

- a. Guidelines for selecting developmentally appropriate toys, equipment, and educational materials.
- b. Safety factors to consider when purchasing toys and playground equipment and how to report unsafe toys and equipment to the appropriate agencies.
- c. Sources for purchasing toys and educational equipment that teach children appreciation for people of all cultures.

**C. Lesson Three: Chapter 11; Promoting Children’s Safety**

- 1. Learning Outcomes: Upon successful completion of this lesson, Chapter 11, Promoting Children’s Safety, the Student will be able to:

- a. List objectives for maintaining a safe environment for children.
- b. Describe guidelines for promoting children’s safety.
- c. Name ways to promote and practice fire safety in an early

- childhood program.
- d. Outline the procedures for treating poisonings.
- e. Recognize the signs of child neglect and abuse.
- f. Teach children how to resist of child abuse.
- g. Explain types of liability as a child care provider.

**2. Learning Activities:**

- a. Discuss reasons safety should be the highest priority in the classroom. Discuss traits of a preschool child that could make keeping them safe difficult. (C1, C3, C5-8, C11, F1, F2, F8-17)
- b. Discuss the importance of each of the safety objectives listed in the text. Visit website National Resource Center for Health and Safety in Child Care at [www.nrc.uschsc.edu](http://www.nrc.uschsc.edu). Discuss possible consequences of not following through on safety objectives. (C1, C3, C5-8, C11, C12, F1, F2, F13)
- c. Create a checklist for checking playground equipment. Visit website National Program for Playground Safety at [www.uni.edu/playground](http://www.uni.edu/playground) to learn more about planning a safe playground. (C1, C3, C5-8, C11, F1, F2, F8-17)
- d. Find out how to use fire extinguishers. (C1, C3, C5-8, F1, F2, F11)
- e. Discuss ways for promoting sun safety. (C1, C5-8, F1, F2, F5-17)
- f. Explain the role of the teacher as mandated reporter in identifying and reporting child abuse. Name and discuss the four types of abuse and describe signs of neglect. Describe the teacher's role in teaching children to protect themselves against sexual assault. C1, C5-8, F1, F2, F5-6, F9-17)
- g. Brainstorm ways teachers can foster resiliency in young children. (C1, C5-8, F1, F2, F5-17)
- h. Discuss the primary role of the staff in a child care center. (C1, C5-14, F1-17)
- i. Describe the types of liability to which a child care center is subject. Explain the importance of constant supervision. (C1-8, F1-17)
- j. Research the maximum number of each age of children allowed in a child care group and the minimum number of adults per group of children allowed in your state. Debate the necessity of adult-child ratio requirements. (C1-8, F1-17)
- k. Discussion Question: Why is it important to follow the basic objectives of safety that are listed in the textbook?
- l. Complete the Review/Reflect and Chapter 11 assessment.

**3. Professional Portfolio:**

- a. RC VI-3: Summaries of the legal requirements in your state regarding child abuse and neglect (including contact information for the appropriate agency in your state) and Mandatory Reporting Guidelines.

**4. Equipment and Materials:**

- a. Determined by instructor.

**5. Lesson Outline:**

- a. Maintaining a safe environment for children. Guidelines for promoting children's safety.
- b. Promote and practice fire safety in an early childhood program.
- c. Treating poisonings.
- d. Signs of child neglect and abuse and how to resist of child abuse.
- e. Types of liability as a child care provider.

**D. Lesson Four: Chapter 13; Guiding Children's Health**

**1. Learning Outcomes:** Upon successful completion of this lesson, Chapter 13, Guiding Children's Health, the Student will be able to:

- a. Describe the positive environmental factors that influence good health in children.
- b. Develop a workable health policy for a child care center.
- c. Explain the importance of sanitary control in early childhood programs.
- d. List steps for controlling the spread of food borne illnesses.
- e. Explain the importance of first aid training.
- f. Identify various injuries and outline procedures for treating them.
- g. Explain how to care for children who become ill while in your care.
- h. Describe your responsibility when caring for children with special illnesses.

## 2. Learning Activities:

- a. Give examples of ways to make the classroom environment more healthful. Discuss signs of illness they may notice in others or in themselves. (C1-8, C11, F1, F2, F5-13)
- b. Discuss why poor nutrition and inactivity lead to obesity. (C1-8, C11, F1, F2, F5-13)
- c. Discuss the value of the text objectives needed to create a healthful classroom environment. (C1-8, C11, F1, F2, F5-13)
- d. Explain the purpose of preadmission medical examinations. Research your state requirements on immunizations for young children and the immunizations schedule and report your findings (or you can go visit the local health dept.). Discuss the possible consequences of not enforcing immunization policies. (C1-8, C11, F1, F2, F5-13)
- e. Discuss your state's requirements related to medication. Discuss policies related to contacting parents when their children become ill. (C1-8, C11, F1, F2, F5-13)
- f. Discuss when staff and children should wash their hands. How would you teach children how to wash their hands? (C1-8, C11, F1, F2, F5-13)
- g. Describe the difference between sanitizing and disinfecting. Research the symptoms and causes of various forms of food borne illness and discuss your findings. (C1-8, C11, C12, F1, F2, F8, F12, F13)
- h. Explain importance of first aid training and investigate first aid course offerings. Visit website of the American Red Cross at [www.redcross.org](http://www.redcross.org) for the nearest chapter or American Heart Association at [www.americanheart.org](http://www.americanheart.org) for First Aid and CPR training. (C1-3, C5-11, F1, F2, F5-13)
- i. Explain the difference between closed and open wounds. Describe the types of open wounds. Describe how rabies is transmitted. Explain the differences among first-degree, second-degree, and third-degree burns. Describe the symptoms of allergic reactions to insect stings. (C1-3, C5-11, F1, F2, F5-13)
- j. Discuss different methods of storing children's toothbrushes to prevent contamination. Explain emergency treatment for a knocked-out permanent tooth. (C1-3, C5-11, F1, F2, F5-13)
- k. Discuss the purpose of an isolation room. List the incubation periods for communicable diseases. Discuss why foods should not be given after vomiting and what are

the teacher's responsibilities when a child vomits? (C1-3, C5-11, F1, F2, F5-13)

- l. Describe the symptoms and treatment for an insulin reaction. Discuss the importance of administering medication accurately if a child has epilepsy. (C1-3, C5-11, F1, F2, F5-13)
- m. Discussion Question: Give some examples of ways to make the classroom environment healthier. Need to list and explain at least 3 examples.
- n. Complete the Review/Reflect and Chapter 13 assessment.

**3. Professional Portfolio:**

- a. RC I-1: Submit a copy of your valid and current certificates of completion or cards from a) any first aid course and b) an infant/child (pediatric) CPR course offered by a nationally-recognized training organization (such as American Red Cross or the American Heart Association). Online training is not acceptable.

**4. Equipment and Materials:**

- a. Determined by the instructor.

**5. Lesson Outline:**

- a. Positive environmental factors that influence good health in children. Health policy for a child care center.
- b. Sanitary control in early childhood programs and steps for controlling the spread of food borne illnesses.
- c. Importance of first aid training to treat various injuries.
- d. Care for children who become ill and responsibility when caring for children with special illnesses.

**E. Lesson Five: Chapters 12 & 26; Planning Nutritious Meals and Snacks and Guiding Food and Nutrition Experiences**

1. Learning Outcomes: Upon successful completion of this lesson, Chapter 12, Planning Nutritious Meals and Snacks, the Student will be able to:
  - a. List goals for a good nutrition program.
  - b. Explain the importance of a healthful diet.
  - c. Describe nutritional problems that can result from a poor diet.
  - d. Identify two systems useful in planning healthful meals and

snacks. Plan nutritious and appealing meals and snacks for children.

**2. Learning Activities:**

- a. Discuss what you think good nutrition means. Explain why proper nutrition is important to physical, cognitive, social, and emotional development. Discuss the effects of under nutrition and malnutrition. Discuss problems identified with overeating. Discuss factors that influence the planning of nutritious meals for young children. Tell why each factor deserves consideration. (C1-14, F1-17)
- b. Discuss the importance of using serving sizes that are appropriate for a child's age. Discuss what has influenced your own food preferences. Discuss ways of planning meals to satisfy the food preferences of a variety of children. Describe factors that influence the planning of meals for young children. How do you handle a child with eating problems, such as dawdling and refusal to eat? (C1-14, F1-17)
- c. Plan a 1 week nutritional menu for a group of three-year olds that will include breakfast/am snack, lunch and pm snack. Make sure that you include the daily nutrients, i.e. iron, Vitamin C. Visit USDA website at [www.usda.gov](http://www.usda.gov) or MyPyramid for menu ideas. (C1-14, F1-17)
- d. What are some foods that are choking hazards for young children? (C1-14, F1-17)
- e. Discussion Question: Why is proper nutrition important to physical, cognitive, social, and emotional development?
- f. Complete Review/Reflect and Chapter 12 assessment.

**3. Learning Outcomes:** Upon successful completion of this lesson, Chapter 26, Guiding Food and Nutrition Experiences, the Student will be able to:

- a. Explain the value of food and nutrition experiences.
- b. Conduct positive food and nutrition experiences for children that promote healthful eating habits.
- c. Give examples of ways to work with parents to best serve children's nutritional needs.
- d. List nutritional concepts to teach in early childhood settings.
- e. Outline the procedure for conducting cooking experiences.
- f. Select and prepare simple recipes for children to use in early cooking experiences.
- g. Explain why it is important to include ethnic foods in

menus.

- h. Teach children to set a table, serve food, and clean up.
- i. Identify various eating problems encountered in young children.

**4. Learning Activities:**

- a. Discuss foods you associate with happy, warm feelings and how the atmosphere in which foods are presented could affect children's acceptance of the foods. Discuss methods of introducing nutrition concepts to children through food experiences. Show how language can be used to promote food experiences. (C1-14, F1-17)
- b. Brainstorm a list of basic concepts that children can learn by participating in cooking experiences. Discuss cooking safety and precautions that need to be taken to maximize learning. Discuss how children learn appropriate food habits. Describe how a child's activity level may affect eating habits. (C1-14, F1-17)
- c. Identify four reasons a child may appear to lack an appetite at mealtime. Discuss why children may refuse to eat food. Explain why small servings should be used at meals and snacks. Describe how independence should be encouraged at mealtime. (C1-14, F1-17)
- d. Visit Dole's fun food and nutrition activities and curriculum ideas under Kids at [www.dole.com](http://www.dole.com). (C1, C3, C5-8, C11, C18-20, F1, F2, F5-12)
- e. Discussion Question: How would you teach children about basic food groups, and the importance of eating a balance meal to a group of preschoolers?
- f. Lab Assignment: Observe mealtime with a small group of children. Does the meal meet the requirements according to the USDA Program? Design, Implement, Conduct, and Observe a snack cooking activity with the children. Make sure your snack activity is appropriate for the age group you are observing. Next write a detailed Menu with all the USDA components and nutrients for an entire week. The menu should include breakfast, snack, and lunch for a preschool age group.
- g. Complete Review/Reflect and Chapter 26 assessment.

**5. Professional Portfolio:**

- a. Competency Statement I: To establish and maintain a safe, healthy learning environment.

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 write at least one paragraph on each of the following:

CSI a Reflect on the sample menu in the Resource Collection (RC I-2): if you designed the menu, how does it reflect your commitment to children's nutritional needs? If you did not design it, what are its strengths and/or what would you change?

CSI b Reflect on the room environment in which your Verification Visit Observation will occur: How does the room design reflect the way you believe young children learn best? If the room was not designed by you, what do you see as its strengths and/or what would you change?

CSI c Reflect on the weekly plan you included in your Resource Collection (RC I-3). How does this plan reflect your philosophy of what young children need on a weekly basis? If the plan was not designed by you, what do you see as its strengths and/or what would you change?

- b. RC I-2: Make a copy of one weekly menu or feeding schedule. In order to complete your related Reflective Competency Statement on this topic, the menu would ideally be one that you have participated in serving to and/or designing for children. If this is not possible, or if you work in a program that does not serve meals, you may substitute a group care menu found on the internet. (More important than the source of the menu will be Reflective Competency Statement I, in which you will discuss your opinions about the menu-what you think are its strengths and/or what you might serve that you think is more appropriate and why).

**6. Equipment and Materials:**

- a. Determined by instructor.

**7. Lesson Outline:**

- a. Good nutrition program.
- b. Importance of a healthful diet.
- c. Nutritional problems that can result from a poor diet.
- e. MyPyramid and the main nutrients they supply.

- b. Nutritious and appealing meals and snacks for children.
- c. Value of food and nutrition experiences.
- d. Positive food and nutrition experiences for children that promote healthful eating habits.
- e. The ways to work with parents to best serve children's nutritional needs and concepts to children.
- f. Procedure for conducting cooking experiences.
- g. Cooking experiences with young children.
- h. It is important to include ethnic foods in menus.
- i. Children to set a table, serve food, and clean up using self-help skills.
- j. Eating problems encountered in young children.

**F. MIDTERM Chapters 9-13 and 26**

**G. Lesson Six: Chapter 14; Developing Guidance Skills**

1. **Learning Outcomes:** Upon successful completion of this lesson, Chapter 14, Developing Guidance Skills, the Student will be able to:
  - a. Identify goals of effective guidance.
  - b. List personality traits of effective early childhood teachers.
  - c. Describe principles of direct and indirect guidance.
  - d. Explain various techniques for effective guidance.
  - e. Summarize ways to promote a positive self-concept in each child.
  
2. **Learning Activities:**
  - a. Define the term guidance in your own words. Give examples of different types of guidance they have experienced throughout life. Describe the goals of guidance. (C1-3, C5-8, F1, F2, F5-17)
  - b. Give examples of pro-social behaviors. Discuss how teacher behavior affects children. Discuss the importance of using open-ended questions when interacting with children to develop a positive environment. Explain the difference between closed-ended questions and open-ended questions. (C1-3, C5-8, F1, F2, F5-17)
  - c. Discuss the content of observations. Define and give examples of direct guidance. List and explain eight guidance principles. Discuss the importance of using simple language with children. (C1-3, C5-8, F1, F2, F5-17)
  - d. Explain the importance of using a relaxed voice when speaking to children. (C1-3, C5-8, F1, F2, F5-17)

- e. Give examples of situations in which children should and should not be offered choices. (C1-3, C5-8, F1, F2, F5-17)
- f. Explain the influence of the physical setup of the classroom on children's behavior and importance of the environment in relationship to the development of children. (C1-3, C5-8, F1, F2, F5-17)
- g. Give examples of each of the following techniques: praising, suggesting, prompting, persuading, redirection, modeling, listening, ignoring, warning, and encouraging. (C1-3, C5-8, F1, F2, F5-17)
- h. Give examples of how you can promote a positive self-concept among children and use it effectively. (C1-3, C5-8, F1, F2, F5-17)
- i. Visit website for the National Association for the Education of Young Children ([www.naeyc.org](http://www.naeyc.org)) for resources on guidance and discipline of young children. Create a bibliography listing of these resources. (C1-3, C5-8, F1, F2, F5-17)
- j. Discussion Question: Why is it important for children to develop pro-social behavior? Give examples of pro-social behaviors. How can pro-social behaviors be promoted among children?
- k. Lab Assignment: Go to a library and pick out several books on children's anger. List the name of the book and the author. Write a brief lesson plan detailing how you will present the book to the children and get the plan approved by the children's teacher. Read the story to the group (or to a single child in the setting). Listen carefully for their concerns and level of understandings as you discuss the book with the children. Submit your lesson plan, and a self-analysis of the experience. Next, you will talk to a group of children about what do they do when they are angry.
  - 1. Teach a group of children relaxing and calming techniques.
  - 2. Explain the activity you implemented, the children's reactions to the activity and responses.
  - 3. How was the children's behavior before the relaxing and calming technique activity compared to after the activity was implemented?
- 1. Complete Review/Reflect and Chapter 14 assessment.

**3. Equipment and Materials:**

- a. Determined by instructor.

**4. Lesson Outline:**

- a. Goals of effective guidance.
- b. Traits of effective early childhood teachers.
- c. The principles of direct and indirect guidance.
- d. Various techniques for effective guidance.
- e. The ways to promote a positive self-concept in each child.

**H. Lesson Seven: Chapter 15; Guidance Challenges**

**1. Learning Outcomes:** Upon successful completion of this lesson, Chapter 15, Guidance Challenges, the Student will be able to:

- a. Identify situations and feelings that cause tension in children.
- b. Describe behavior problems that result from tension.
- c. Guide children as they learn appropriate social-emotional skills.
- d. Describe the effect of family stressors on children and families.

**2. Learning Activities:**

- a. Brainstorm a list of possible guidance problems in the classroom. Think about a child that you know and what causes this child to misbehave. List ways of controlling overstimulation. (C1-3, C5-8, F1, F2, F5-17)
- b. Discuss the importance of consistent routines as a way to control guidance problems. How do breaks in your own daily routine affect your attitudes and activities? (C1-3, C5-8, F1, F2, F5-17)
- c. Determine some methods of reducing waiting time in the classroom. Discuss how you can set up the classroom environment to help prevent frustration. (C1-3, C5-8, F1, F2, F5-17)
- d. List possible stressors for young children that can result from child care and what ways can you help relieve this stress. Describe the effects of family crises on children and families. Explain dual role families play as buffer against stress and source of stressors. (C1-3, C5-8, F1, F2, F5-17)
- e. Explain how diversity among families and family roles is often reflected in children's behavior. Examine the relationship between children's behavior and family's stability. (C1-3, C5-8, F1, F2, F5-17)
- f. Explain the effects of abuse and neglect on brain

development. Relate these effects to behavioral problems. (C1-3, C5-8, F1. F2, F5-17)

- g. Discuss how expressions of anger differ with children of various ages. (C1-3, C5-8, F1. F2, F5-17)
- h. Discuss the need to react carefully to a young child's exploration of their own body. (C1-3, C5-8, F1. F2, F5-17)
- i. List typical fears of children and how do the teacher's handle fears. (C1-3, C5-8, F1. F2, F5-17)
- j. Visit the website [www.daycare.about.com](http://www.daycare.about.com) for guidance tips and resources related to the problems described in this chapter. (C1-3, C5-8, F1. F2, F5-17)
- k. Visit the website [www.parenting-ed.org](http://www.parenting-ed.org) handouts related to guidance problems. (C1-3, C5-8, F1. F2, F5-17)
- l. Discussion Question: What do you consider a "Challenging Behavior" and why? What techniques did you or could you use to help with this behavior?
- m. Complete Review/Reflect and Chapter 15 assessment.

### 3. **Professional Portfolio:**

- a. Competency Statement 3: To support social and emotional development and to provide positive guidance. 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 a 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 III a Describe some of the ways you support the development of children's positive self-concepts and growing social/emotional skills.  
CS III b Reflect on your philosophy of guiding young children's positive behaviors. How is your professional philosophy similar or different from how you were guided as a child? How do you constructively deal with young children's challenging behavior?
- b. A Family Resources Guide that you might choose to share with families you serve. The Guide should include all of the helpful information you think they might need. At a minimum, you must include the following required items: (Part 1 or 4)

RC IV-1: The name and contact information (phone number, web site, etc.) of an agency that provides family counseling.

**4. Equipment and Materials:**

- a. Determined by instructor.

**5. Lesson Outline:**

- a. Goals of effective guidance.
- b. Traits of effective early childhood teachers.
- c. Principles of direct and indirect guidance.
- d. Various techniques for effective guidance.
- e. Ways to promote a positive self-concept in each child.
- f. Situations and feelings that cause tension in children.
- g. Behavior problems that result from tension.
- h. Social-emotional skills.
- i. Family stressors on children and families.

**I. Lesson Eight: Chapter 16 and 17; Establishing Classroom Limits and Handling Daily Routines**

**1. Learning Outcomes:** Upon successful completion of this lesson, Chapter 16, Establishing Classroom Limits, the Student will be able to:

- a. Explain the reasons for having classroom limits.
- b. List guidelines for establishing classroom limits.
- c. Describe methods for enforcing limits.
- d. List useful limits for various classroom areas and activities.

**2. Learning Activities:**

- a. Explain why you think there should be limits in the classroom. Explain how limits protect a child's health and safety. Explain why limits should be stated positively. Discuss the importance of reviewing limits periodically. Discuss how establishing limits can be a form of limit enforcement in itself. Discuss the importance of consistently maintaining classroom limits. (C1, C3, C5-8, F1, F2, F5-17)
- b. Discuss possible dangers and problems that could occur in the sensory area. List limits to address these problems. (C1, C3, C5-8, F1, F2, F5-17)

- c. Discuss the importance of keeping limits minimal in dramatic play area. (C1, C3, C5-8, F1, F2, F5-17)
- d. Visit website of National Network of Child Care at [www.nmcc.org](http://www.nmcc.org) for information on guidance, discipline, and appropriate limits for children of various ages. (C1, C3, C5-8, F1, F2, F5-17)
- e. **Discussion Question:** Explain the difference in the following two limits: “Be nice to others” and “Keep your hands to yourself during circle time.” What may be the result if a limit is stated in broad and general terms rather than in specific and easily understood language?
- f. Complete Review/Reflect and Chapter 16 assessment.

3. **Learning Outcomes:** Upon successful completion of this lesson, Chapter 17, Handling Daily Routines, the Student will be able to:

- a. Explain the importance of a daily schedule.
- b. Guide children successfully through the daily routines of dressing and undressing, eating, napping, toileting, and cleanup.
- c. Explain the use of transition techniques to move smoothly from one activity to another.

4. **Learning Activities:**

- a. Brainstorm reasons for establishing routines in the classroom and in the home. Discuss factors that need to be considered when planning a daily schedule. What are some ways that you can make large group activities with young children successful? Discuss the importance of teaching children to hang their own coats. (C1, C3, C5-8, C10-14, F1, F2, F5-17)
- b. Develop a letter or brochures designed for parents containing clothing suggestions for their children. (C1, C3, C5-8, C10-14, F1, F2, F5-17)
- c. Discuss why flexibility is important in dealing with children during meals. (C1, C3, C5-8, C10-14, F1, F2, F5-17)
- d. Explain the importance of good oral hygiene in a child’s daily routine. (C1, C3, C5-8, C10-14, F1, F2, F5-17)
- e. Discuss ways to deal with problems at naptime. (C1, C3, C5-8, C10-14, F1, F2, F5-17)
- f. Identify toileting needs of preschool children. Discuss ways to guide children in toilet learning. Discuss why shaming and scolding is not recommended for toilet learning. (C1, C3, C5-8, C10-14, F1, F2, F5-17)

- g. Visit the website [www.smallfolk.com](http://www.smallfolk.com) to learn more about how to handle feeding problems for children under five years of age. (C1, C3, C5-8, C10-14, F1, F2, F5-17)
- h. Discussion Question: Scott's mother always escorts him into the classroom, removes his coat, and hangs up the coat and his tote bag for him. How can you encourage her to allow Scott to be more independent in performing these tasks for himself?
- i. Lab Assignment: Observe children at clean up time. Record the techniques the teacher uses with the children to encourage them to participate. Observe a teacher and then describe two different transitional activities which help children change from one activity to another. How did the child care providers work together to accomplish transition? Describe the children's behavior during the transitional activity. List at least three of your favorite transitions and how they work. Implement at least two of your favorite transition activities and record the results.
- j. Complete Review/Reflect and Chapter 17 assessment.

**5. Equipment and Materials:**

- a. Determined by instructor.

**6. Lesson Outline:**

- a. The reasons for having classroom limits, guidelines for establishing classroom limits, methods for enforcing limits.
- b. Useful limits for various classroom areas and activities.
- c. The importance of a daily schedule.
- d. Daily routines of dressing and undressing, eating, napping, toileting, and cleanup.
- e. Transition techniques to move smoothly from one activity to another.

**J. Lesson Nine: Chapter 20; Guiding Storytelling Experiences**

- 1. Learning Outcomes: Upon successful completion of this lesson, Chapter 20, Guiding Storytelling Experiences, the Student will be able to:
  - a. Explain the advantages of storytelling.
  - b. List the four types of children's books.
  - c. Discuss the process of choosing children's books.
  - d. Outline the steps to follow when reading aloud to children.
  - e. Explain a variety of storytelling methods.

- f. Describe how books should be displayed and integrated into all classroom areas.

2. **Learning Activities:**

- a. Discuss different ways in which stories can be told. Provide examples of how children can learn concepts about book handling and print during storytelling. Discuss how teacher can attract children to enjoyment of storytelling and books. Discuss how age affects the types of books chosen for children. Discuss the importance of illustrations and children's reactions to them in selecting books for children. Give examples of gender, cultural, and age stereotypes in stories. (C1, C3, C5-14, F1, F2, F5-17)
- b. Discuss why eye contact is essential for effective storytelling. Identify ways that children can participate in storytelling. Describe how you should prepare to read a story. Discuss the value of becoming your own critic in preparing for storytelling. Discuss ways to handle story interruptions. Describe methods of ending stories. (C1, C3, C5-14, F1, F2, F5-17)
- c. Discuss advantages and disadvantages of using a variety of methods to tell stories. List and describe the variations of storytelling. Discuss how books should be displayed. (C1, C3, C5-14, F1, F2, F5-17)
- d. Discussion Question: Why is it important to consider the length of a book when making a reading selection for young children? How can you keep younger children interested in a book when reading to a mixed-age group of preschoolers? What are some factors when selecting a book to read to preschoolers and why?
- e. Lab Assignment: Select a children's book and make a flannel board story out of the book. For more information on how to make a flannel board and felt pieces, read page 417 or visit this website [DIY: Make Your Own Flannel Board for Preschool](#). You will present your flannel board story to a group of young children between the ages 18 months to 5 years of age. What was their response to your flannel board story? Do a self-evaluation of your flannel board story. You will need to submit a copy of your story and pictures or video of you telling the story to a group of children. Make sure to have written approval to take pictures or video.
- f. Complete Review/Reflect and Chapter 20 assessment.

**3. Equipment and Materials:**

- a. Determined by instructor.

**4. Lesson Outline:**

- a. The advantages of storytelling, four types of children's books, and the process of choosing children's books.
- b. The steps to follow when reading aloud to children.
- c. Variety of storytelling methods.
- d. Books should be displayed and integrated into all classroom areas.

**K. Lesson Ten: Chapter 21; Guiding Play and Puppetry Experiences**

**1. Learning Outcomes:** Upon successful completion of this lesson, Chapter 21, Guiding Play and Puppetry Experiences, the Student will be able to:

- a. Describe the stages of play.
- b. Explain the stages of material use in play.
- c. Summarize the benefits of socio-dramatic play.
- d. Prepare the classroom environment and guide socio-dramatic play activities.
- e. Make and use three types of puppets.
- f. Write and tell a puppet story.

**2. Learning Activities:**

- a. Describe the types of fantasy play you engaged in as a young child. Describe and give examples of solitary play, parallel play, and cooperative play. Describe the three stages children move through in using play materials. Discuss how the stage of material use affects the types of props that teacher should provide for play. Explain the value of socio-dramatic play for young children. (C1, C3, C5-14, F1, F2, F5-17)
- b. Discuss the relationship of age to the themes children choose for play. Discuss the importance of adult modeling. Explain the purpose of a prop box. Brainstorm a list of prop box materials for a doctor, painter, baker, and a carpenter. Describe the physical appearance of a housekeeping area and make a plan for arrangement for that area.(C1, C3, C5-14, F1, F2, F5-17)

- c. Discuss the value of using puppets in the child care program. Discuss how puppets can be used in all areas of the curriculum. Describe the different types of puppets. Explain how puppets can be created. (C1, C3, C5-14, F1, F2, F5-17)
- d. Visit website for the National Network of Child Care at [www.nncc.org](http://www.nncc.org) for information on children’s play. (C1, C3, C5-20, F1, F2, F5-17)
- e. Visit website [www.perpetualpreschool.com](http://www.perpetualpreschool.com) to review information on dramatic play. (C1, C3, C5-20, F1, F2, F5-17)
- f. Discussion Question: What are the stages of play children go through before taking part in socio-dramatic play? What do children learn through cooperative play? Why is play important?
- g. Lab Assignment: Visit a local child care center and observe the socio-dramatic play area. What types of play did you notice? What stages were the children in? Brainstorm a list of prop box materials for any of the themes in Chapter 21. You must have at least 10 items that would be in your prop box to include literacy. Make sure that you cover the “whole” child learning areas. Present your Prop box to a group of children and record their play.
- h. Complete the Review/Reflect and Chapter 21 assessment.

**3. Professional Portfolio:**

- a. RC III: A bibliography that includes the titles, authors, publishers, copyright dates, and short summary of ten developmentally appropriate children’s books that you have used with young children. Each book should support a different topic related to children’s lives and challenges. Subjects you might consider addressing include:
  - Cultural or linguistic group identity
  - Gender Identity
  - Children with Special Needs
  - Separation/Divorce/Remarriage/Family Structures
  - Phases of the cycle of life from human reproduction to death
  - Other topics that reflect the children and families with whom you work

**4. Equipment and Materials:**

- a. Determined by instructor.

**5. Lesson Outline:**

- a. The advantages of storytelling, four types of children's books, the process of choosing children's books.
- b. The steps to follow when reading aloud to children.
- c. Variety of storytelling methods.
- d. How books should be displayed and integrated into all classroom areas.
- e. The stages of play, the stages of material use in play.
- i. The benefits of socio-dramatic play, the classroom environment and guide socio-dramatic play activities.
- k. The benefits of puppetry experiences.
- l. Three types of puppets.
- m. A puppet story.

**L. FINAL Exam: Chapters 14-17, 20 and 21.**

**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.