

CENTRAL TEXAS COLLEGE
SYLLABUS FOR TECA 1311
Child Development

Semester Hours Credit: 3

INSTRUCTOR: _____

OFFICE HOURS: _____

I. INTRODUCTION

- A. **Course Description:** An introduction to the education of the young child. Includes developmentally appropriate practices and programs, theoretical and historical perspectives, ethical and professional responsibilities, and current issues. Course content is aligned with State Board for Educator Certification Pedagogy and Professional Responsibilities standards. Requires students to participate in a minimum of 16 hours of field experience with children from infancy through age 12 in a variety of settings with varied and diverse populations.
- B. **End-of-Course Outcomes:** Discuss the contributions of key historical and contemporary theorists to the field of early care and education; explain the features of a developmentally appropriate program for young children; define each of the four basic developmental domains (physical, cognitive, emotional, and social); examine the types of early childhood programs; analyze trends and issues of early care and education; identify the characteristics and developmental stages of a professional in early care and education.
- C. This course is a required course for the AAS Degree and Certificates in the Early Childhood Professions field.
- D. This course is occupationally related and serves as preparation for careers in Early Childhood Professions.
- E. Prerequisite(s): None

II. LEARNING OUTCOMES

- A. Upon successful completion of this course, Introduction to Early Childhood Education, the student will be able to:
 - 1. Define development and developmental domains.
 - 2. Discuss contributions of historical and contemporary theorists to the field of early childhood education. C5, C9, C12, C14

- a. Define developmentally appropriate.
 - b. Discuss how knowledge of child growth and development impacts developmentally appropriate practices.
 - c. Describe developmentally appropriate practices as they apply to infants/toddlers, preschool and school-age children, and children with special needs.
 - d. Explain how developmentally appropriate programs are impacted by differences in family structures and social and cultural backgrounds.
 - e. Explain how play is the foundation for children's learning.
 - f. Compare a developmentally appropriate classroom with one which is not developmentally appropriate in relation to room arrangement, materials, and equipment.
4. Describe types of early childhood programs. C11
- a. Identify types and characteristics of different early childhood programs.
 - b. Contrast early childhood programs.
5. Identify current trends and issues in the early childhood professions. C15
- a. Identify child care research findings, and report on the effects of child care on children, their families, or society.
 - b. Identify current legislation in the field of the early childhood.
 - c. Discuss public policy, how it is developed, and its impact on children and families.
6. Explain the characteristics and developmental stages of an early childhood professional. C9, C12
- a. List characteristics of an early childhood professional.
 - b. Discuss career opportunities for the early childhood professional.
 - c. List educational and experience requirements for early childhood positions.
 - d. Discuss the Texas Career Development System, including the practitioner's portfolio.
 - e. Describe the profession's code of ethical conduct and its application in every day practice.
 - f. Discuss the role of early childhood professional organizations in the development of an early childhood professional.
 - g. Describe the purpose of and opportunities for professional growth and development.
 - h. Identify skills needed to locate and obtain employment.
 - i. Describe advocacy as it relates to an early childhood professional.

III. INSTRUCTIONAL MATERIALS

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

IV. COURSE REQUIREMENTS

A. General

1. Participate in class 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, whether in person or online, is essential for the same reason.

- B. Lab Requirements and Field Experience requirements are the same in all online and face to face classes. Details are explained in your course.

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. (Quizzes are optional.)
- B. Make-up examinations will be given only with the instructor's permission.
- C. 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 scored assignment (projects, labs, examinations, participation, exams, quizzes, discussions, other).

<u>Percentage</u>	<u>Grade</u>
90-100%	A
80- 89%	B
70- 79%	C

60- 69%	D
Below 60%	F

VII. NOTES AND ADDITIONAL INSTRUCTIONS

- A. Withdrawal from course: It is the students 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. Unit One The Early Childhood Education Professions; Foundations

1. **Unit Objectives:** Upon successful completion of this unit, the student will be able to:
 - a. **Chapter One:** Continuity and Change in Early Childhood Education
 - (1) Describe the field of early childhood education.
 - (2) Identify standards for high-quality early childhood programs, and explain their importance.
 - (3) Identify the dimensions of intentional teaching.
 - (4) Describe the culture of the early childhood profession.
 - (5) Discuss research supporting the lasting benefits of early childhood education.
 - (6) Explain the role of early education in promoting social justice.
 - (7) Identify current trends in early childhood education.
 - (8) Explain how early childhood education practice today reflects both continuity and change.
 - b. **Chapter Two:** Building on a Tradition of Excellence
 - (1) Explain why it is important to learn from the past.
 - (2) Describe the effects the changing view of childhood has had on services and programs for children.
 - (3) Explain the beliefs of Comenius, Pestalozzi, Froebel, and Montessori, and discuss how they influenced early childhood education in the United States.
 - (4) Describe how the progressive education movement and the work of John Dewey have influenced early childhood education today.
 - (5) Identify the events and people that propelled the kindergarten, nursery school, and child-care movements. Discuss the roles that Patty Smith Hill and Lucy Sprague Mitchell play in the history of early childhood education.
 - (6) Discuss the trends in early childhood history that came together to launch the national Head Start program.

c. **Chapter Three:** Understanding and Applying Developmentally Appropriate Practice

- (1) Define developmentally appropriate practice.
- (2) Identify the behaviors of intentional teachers.
- (3) Apply developmentally appropriate practice to make decisions.
- (4) Identify the different roles of an early childhood teacher.
- (5) Describe what it means to “widen the lens,” and explain why this is a useful way of thinking.
- (6) Discuss research about developmentally appropriate practice.

2. **Learning Activities:**

A. **Discussion:**

1. Before answering the "Apply" questions:
 - a) Observe - Think about what you have observed on television, read in newspapers and online about current trends (state and national) and issues affecting early childhood education.
 - b) Reflect - Think about what you have observed using these 4 ideas.
 - (1) Consider a teacher that had a positive impact on you as a young child. Think about what qualities this teacher possessed.
 - (2) As you prepare to become an early childhood teacher, think about your personal "image" of the young child?
 - (3) Why is it important for you to study the developmental age groups (i.e., infants, toddlers, school age) of young children and the types of early care and education programs available for each?
 - (4) Think about the various names used to describe our profession and the roles within it. How do these various terms impact the members of our field and the concept of shared values?
 - c) Answer the following "Apply" question for the graded discussion board assignment. In this unit you will respond with two peer posts to this discussion for grading.

- d) Discuss how the research described in this chapter enhances social justice and improves learning outcomes for all children. Be familiar with specific outcomes of the following seminal research studies: Perry Preschool Project, Abecedarian Project and Chicago Child-Parent Centers.

B. Unit 1 Assignment 1

- 1. Follow the tips below in observing and reflecting on what you have learned in this unit.
 - a) Observe –
 - (1) Based on your observations of a Head Start program, what historical influences do you see reflected in this program today?
 - (2) Think about the historical images or views of children discussed in this chapter.
 - (3) How have these images changed or stayed the same?
 - (4) How have these images influenced the way children are viewed by society today?
 - b) Reflect
 - (1) How have the beliefs of Comenius, Pestalozzi, Froebel, and Montessori influenced early childhood education in the United States?
 - (2) How has the progressive education movement and the work of John Dewey influenced early childhood education today?
 - (3) How have the historical beginnings of kindergarten, nursery school, and childcare resulted in differences in philosophy, mission, and practices of these programs today?
 - c) Apply your knowledge by answering the following questions for this unit 1 assignment based on Chapter 2 of your text.
 - (1) How have changing images of children and childhood affected programs and services for children through the years?
 - (2) What can we learn from the models of professionalism set by early childhood educators Patty Smith Hill, Caroline Pratt, and Lucy Sprague Mitchell?

- (3) How have African Americans, Native Americans, and Latino Americans influenced the history of early childhood education?
- (4) What steps can early childhood professionals take to stay informed of current research, best practices, and new educational policies that may influence the early childhood field?

C. Assignment 2 for Unit 1

1. Follow the tips below in observing and reflecting on what you have learned in this unit.
 - a) Observe
 - (1) Mentally list five examples of how you have seen developmentally appropriate practice implemented in a classroom.
 - (2) Mentally list any examples of interactions with children or instructional expectations and/or practices that were not developmentally appropriate. Provide rationale for why you think these situations were not developmentally appropriate.
 - b) Reflect
 - (1) How does assessment of individual children help the teacher "meet each child where they are"?
 - (2) How can you make "everything" you do with children intentional, including establishing routines, planning the classroom environment and learning centers, as well as determining just right teaching strategies?
 - (3) How can a teacher be intentional and also flexible in her teaching?
 - (4) A common misconception of fairness is that everyone gets the same treatment. How is it possible to meet individual needs and still be fair? How can two seemingly opposite positions be both fair and developmentally appropriate?
 - (5) Research supports developmentally appropriate practice. Why do you think

many parents and programs still support the use of programs that are developmentally inappropriate?

- c) Apply your knowledge by answering the following questions for this unit 1 assignment based on Chapter 3 of your text.
- (1) How can teachers gain information needed to make informed decisions about developmentally appropriate practices for both the individual child and the whole group?
 - (2) Today's educational landscape is challenging. Educators must work with externally developed standards, high-stakes testing, demanding parents and administrators, uncertain economic situations, often few resources and children with multiple needs. It is essential that all educators, but especially early childhood educators know why they do what they do. How will you explain your decision to support young children's learning through the use of developmentally appropriate practices to individuals who may not understand the benefit of these instructional practices?

B. Unit Two: Learning and Developing from Birth to Age 8: Who We Teach

1. **Unit Objectives:** Upon successful completion of this unit, the student will be able to:
 - a. **Chapter Four:** Applying What We Know about Children's Learning and Development
 - (1) Define development and learning, and explain the connection between these processes.
 - (2) Explain what a theory is and the relationship between theory, research and practice.
 - (3) Describe brain development in early childhood, and discuss its implications for teaching.
 - (4) Identify and apply components of the major theories of development.
 - (5) Identify and apply components of the major theories of learning.
 - (6) Explain the importance of play in child development and learning, and identify ways in which teachers promote play.
 - (7) Discuss principles of practice that can be derived from

theories of learning and development and how they inform practice.

- (8) Discuss the Reggio Emilia approach in terms of how it applies theory to practice, as well as exemplifies practice leading theory.

b. Chapter Five: Adapting for Individual Differences

- (1) Identify the kinds and sources of individual differences among children.
- (2) Describe what teachers need to know about variation among children, and identify ways to accommodate individual differences.
- (3) Describe Gardner's theory of multiple intelligences, and discuss its implications for practice.
- (4) Describe ways of using differentiated instruction to adapt for individual differences in ability, interest, and personality among children.
- (5) Describe practices that are required by law for children with disabilities and special needs.
- (6) Identify effective practices for teaching children with special needs that can be applied to teaching all children.

c. Chapter Six: Embracing a Culturally and Linguistically Diverse World

- (1) Define culture, and describe ways in which cultural contexts influence children's learning and development.
- (2) Describe similarities and differences in rules for behavior among various cultural groups.
- (3) Explain how one's own cultural background influences one's thinking and behavior.
- (4) Explain why teachers should understand and be sensitive to children's linguistic and cultural diversity.
- (5) Define cultural competency, and identify effective cross cultural communication strategies.
- (6) Describe ways of resolving contradictions and conflicts that arise when one is working cross-culturally.
- (7) Identify developmentally appropriate, culturally responsive learning goals that support children's identity, help them learn to value and respect diversity, and counter stereotypes and biases.

2. Learning Activities:

A. Discussion:

1. Before answering the "Apply" questions:

- a) Observe
 - (1) Think about how you have seen theories of Erikson, Maslow, Piaget, and Vygotsky applied in early childhood classrooms?
 - (2) Think about which principles of practice described in chapter 4 that you have seen implemented in classes that you have observed and how?
 - (3) Think about which aspects of the Reggio Emilia
 - (4) Approach if any that you have observed in American classrooms?
- b) Reflect
 - (1) Think about what you have observed using these 2 ideas.
 - (2) How are the processes of development and learning related?
 - (3) What is the role of play in children's development and learning?
 - (4) How can play be incorporated into the daily classroom schedule?
- c) Answer the following "Apply" questions for the graded discussion board assignment.
 - (1) How do theory, research, and practice relate to each other?
 - (2) How can we use information on early brain development in our practice with children?

B. Assignments Unit 2 Assignment 1

- 1. Follow the tips below in observing and reflecting on what you have learned in this unit.
 - a) Observe
 - (1) Do you remember any children with disabilities with whom you went to school or, if you are comfortable in sharing, did you experience a disability yourself?
 - (2) How was their educational experience different from the current practices you have observed?
 - (3) What kind of prompts have you seen teachers use to help children learn skills?
 - b) Reflect

- (1) Why are early childhood educators, who are familiar with the expertise of early childhood special education, more effective teachers of all children?
- (2) In Reggio Emilia, Italy children with special "needs" are referred to as children with special "rights".
- (3) What rights do these special children have?
- c) Apply your knowledge by answering the following questions for this unit 2 assignment based on Chapter 4 of your text.
 - (1) What practices for teaching children with special needs are effective for teaching all children?
 - (2) What supports should be provided for classroom teachers who have no special education training when working with children with behavior problems?

C. Unit 2 Assignment 2

- 1. Follow the tips below in observing and reflecting on what you have learned in this unit.
 - a) Observe
 - (1) Think about your experiences with various cultural groups you have observed in your community or in your travels.
 - (2) How are they alike and different?
 - (3) Think about gender differences.
 - (4) How much and which kinds of observed differences between girls and boys have you seen in classrooms?
Do you think teachers should treat all children the same, or should they consider gender differences when working with young children?
 - b) Reflect
 - (1) How do cultural contexts influence children's learning and development?
 - (2) How do the rules for behavior differ among various cultural groups and how are these behaviors similar?
 - (3) Think about your own cultural heritage.
 - (4) How does your cultural context influence

- your image of a young child, your ideas about learning, your approach to teaching?
- b). Apply your knowledge by answering the following questions for this unit 2 assignment based on Chapter 6.
- (1) Why is it essential for teachers to understand and be sensitive to children's linguistic and cultural diversity?
 - (2) How do teachers resolve contradictions and conflicts that arise in working cross-culturally?

C. Unit 3: Intentional Teaching: How to Teach

1. **Unit Objectives:** Upon successful completion of this unit, the student will be able to:
- a. **Chapter Seven:** Building Effective Partnerships with Families
- (1) Describe characteristics of contemporary families, and discuss the role of families in their children's development.
 - (2) Describe ways of developing reciprocal relationships, and identify elements of family-centered practice.
 - (3) Identify effective strategies for maintaining two-way communication with families.
 - (4) Describe ways that teachers can involve families in their children's care and education.
 - (5) Discuss ways for teachers to build partnerships with families that achieve both their goals and parents' goals for children.
- b. **Chapter Eight:** Creating a caring Community of Learners: Guiding Young Children
- (1) Identify the elements of a caring community of learners.
 - (2) Explain the importance of creating a caring community of learners.
 - (3) Discuss how the Teaching Pyramid model helps teachers create a caring community, promote social competence, and address children's challenging behaviors.
 - (4) Describe ways that teachers build positive relationships with young children.
 - (5) Describe ways of arranging the learning environment and daily schedule to help children do their best and prevent behavior problems.
 - (6) Discuss effective strategies for guiding children's behavior and promoting each child's social-emotional development. Describe the use of individualized interventions with children who exhibit persistent challenging behaviors.

2. Learning Activities:

A. Discussion:

1. Before answering the "Apply" questions for this discussion, based on Chapter 7 of your text:
 - a) Observe
 - (1) What effective strategies for maintaining two-way communication with families have you observed?
 - b) Reflect - Think about what you have observed using these 4 ideas.
 - (1) What does having a reciprocal relationship with family members mean?
 - (2) Why is it important to establish positive reciprocal relationships with families?
 - (3) How does it benefit children, families and teachers?
 - (4) What is the impact of differing child-rearing practices on teaching?
 - (5) Families today come in all shapes and sizes.
 - (6) How would you describe the membership in your family?
 - (7) How does it compare with the family your parents grew up in or that of your grandparents?
 - c) Pick one of the following "Apply" question for the graded discussion board assignment.
 - (1) In your discussion board indicate which question you are answering.
 - (2) In Unit 4 you will respond with two peer posts to this discussion for grading.
 - (3) What are the elements of family-centered practice?
 - (4) How can teachers involve families in their children's care and education?
 - (5) How can teachers build partnerships with families to achieve both parents' and teacher's goals for children even if they differ?

B. Unit 3 Assignment:

1. Follow the tips below in observing and reflecting on what you have learned in this unit.

- a) Observe
 - (1) How do teachers organize the learning environment, daily schedule, and transitions between activities, classroom routines and norms to enable children to do their best and limit behavior problems?
 - (2) How do teachers effectively guide children's behavior toward the goal of promoting positive social-emotional development in each child?
 - (3) How do teachers individualize interventions with children who exhibit persistent challenging behaviors?
- b) Reflect
 - (1) What are strategies teachers use to intentionally build positive relationships with children?
 - (2) Is "time out" an effective strategy for addressing "mistaken" behavior? Explain your answer.
- c) Apply your knowledge by answering the following questions for this unit 3 assignment based on Chapter 8 of your text.
 - (1) What are the elements of a caring community of learners?
 - (2) Include the things you observed and reflected to make this a substantial post.

D Unit 4: Intentional Teaching: How to Teach

1. **Unit Objectives:** Upon successful completion of this unit, the student will be able to:
 - a. **Chapter Nine: Teaching to enhance Learning and Development**
 - (1) Discuss ways in which teaching is both an art and a science.
 - (2) Identify effective teaching strategies for helping children achieve learning and developmental goals.
 - (3) Describe ways that teachers create contexts for learning in engaging learning environments.
 - (4) Explain the use of grouping as an instructional strategy.
 - (5) Describe play as a teaching strategy.
 - (6) Identify ways in which teachers use technology to teach young children

b. Chapter Ten: Planning Effective Curriculum

- (1) Describe curriculum and how it is used, and explain scientifically based curriculum.
- (2) Explain how various approaches to curriculum planning engage children's interest and promote their learning.
- (3) Identify and describe indicators of effective curriculum.
- (4) Explain how standards and Objectives influence curriculum planning.
- (5) Describe different curriculum models in terms of focus and goals.
- (6) Describe ways for teachers to use content knowledge and child development knowledge in planning effective curriculum.
- (7) Identify strategies to use in adapting curriculum for individual and cultural variation among children.

c. Chapter Eleven: Assessing Children's Learning and Development

- (1) Define assessment literacy, and identify the terms teachers must know and use to become assessment literate.
- (2) Identify the most important indicators of effective assessment.
- (3) Identify purposes for assessing young children.
- (4) Describe effective strategies for gathering and recording evidence to support children's learning and development.
- (5) Describe ways in which teachers use assessment to improve children's outcomes and individualize teaching.
- (6) Define standardized testing, and describe its appropriate and inappropriate uses.

2. Learning Activities:

A. Unit 4 Assignment:

1. Follow the tips below in observing and reflecting on what you have learned in this unit.
 - a) Observe
 - (1) What types of curriculum plans have you seen used in classrooms?
 - (2) Which type do you see most frequently?
 - (3) Which curriculum models have you observed in classrooms?
Think about their effectiveness.
 - b) Reflect

- (1) In our standards-based education system, how is teaching to the test be counter-productive to the children's learning?
 - (2) How could teaching to the test be productive?
 - (3) What are the benefits of using the project approach in planning curriculum?
 - (4) Where should early childhood educators begin when planning units a/or units of study?
 - (5) Should they begin with content standards or with interests of children? Substantiate your response.
- c) Apply your knowledge by answering the following questions for this unit 4 assignment based on Chapter 10 of your text.
- (1) What are the indicators of an effective curriculum?
 - (2) What is the role of standards and outcomes in curriculum planning?

B. Unit 4 Assignment:

1. Follow the tips below in observing and reflecting on what you have learned in this unit.
 - a) Observe
 - (1) What types of curriculum plans have you seen used in classrooms? Which type do you see most frequently?
 - (2) Which curriculum models have you observed in classrooms? Think about their effectiveness.
 - b) Reflect
 - (1) In our standards-based education system, how is teaching to the test be counter-productive to the children's learning? How could teaching to the test be productive?
 - (2) What are the benefits of using the project approach in planning curriculum?
 - (3) Where should early childhood educators begin when planning units a/or units of study? Should they begin with content standards or with interests of children? Substantiate your response.
 - c) Apply your knowledge by answering the following questions for this unit 4 assignment based on Chapter 10 of your text.

- (1) What are the indicators of an effective curriculum?
- (2) What is the role of standards and outcomes in curriculum planning?

E. Unit 5: Implementing an Effective Curriculum: What to Teach

1. Unit Objectives: Upon successful completion of this unit, the student will be able to:

a. **Chapter Twelve:** Teaching Children to Communicate: Language, Literacy and the Arts

- (1) Describe language development from birth to age 8.
- (2) Identify effective strategies for promoting children's language learning.
- (3) Describe ways in which teachers can support English language learners in the classroom.
- (4) Identify the skills that predict later success in reading and writing.
- (5) Identify and describe teaching strategies that are effective in promoting early literacy skills.
- (6) Describe effective literacy instruction in the primary grades.
- (7) Explain how children communicate through the arts, and identify strategies for teachers to use in engaging children in the arts.

b. **Chapter 13:** Teaching Children to Investigate and Solve Problems: Mathematics, Science and Technology

- (1) Recognize causes of the achievement gap in math and science, and explain how early education can narrow the gap.
- (2) Describe connections between cognitive development and learning mathematics and science.
- (3) Describe teaching strategies and curriculum that are effective in helping children learn math.
- (4) Describe teaching strategies and curriculum that are effective in helping children learn science.
- (5) Describe how technology can be effectively integrated into teaching mathematics and science.

c.. **Chapter 14:** Teaching Children to Live in a Democratic Society: Social-Emotional Learning and Social Studies

- (1) Describe children's social and emotional development.
- (2). Explain the importance of play in children's social and

- emotional development and learning.
- (3) Describe ways in which teachers use the continuum of social and emotional development to foster children's learning.
- (4) Identify effective strategies for teaching social problem-solving skills.
- (5) Describe the content of the social studies curriculum in early childhood.
- (6) Identify effective and developmentally appropriate strategies for teaching social studies.

d. **Chapter 15:** Teaching Children to Be Healthy and Fit: Physical Development and Health

- (1) Identify the benefits of a healthy lifestyle and explain why it is particularly important to educate children about healthy living today.
- (2) Describe the sequences of gross motor, fine motor, and perceptual motor development in young children.
- (3) Explain ways in which teachers can foster the development of children's motor skills.
- (4) Describe indoor and outdoor play in terms of how it contributes to children's physical development, fitness, and health.
- (5) Identify strategies that promote wellness and prevent illness and injury.
- (6) Describe ways that curriculum can promote physical development, fitness, and health.

2. **Learning Activities:**

A. Unit 5 Discussion:

1. Before answering the "Apply" question:

- a) Observe –
 - (1) Think about how adults inhibit creativity in children.
- b) Reflect
 - (1) Think about what you have observed using these ideas.
 - (2) What is the difference between a "craft" project and an "art" project?
 - (3) What strategies can teachers use to effectively assist children in learning the alphabet?

- (4) Early writing helps children learn about letters, sounds, and the forms and functions of print.
- (5) What materials need to be available for children to use in order to explore the joy of writing?
- c) Answer the following "Apply" question for the graded discussion board assignment.
 - (1) What are some ways to promote children's creative thinking and expression?

B. Unit 5 Assignment:

- 1. Follow the tips below in observing and reflecting on what you have learned in this unit.
 - a) Observe
 - (1) Have you observed children who are picky eaters?
 - (2) What strategies have teachers and parents used to introduce new food choices?
 - c) What trends are you aware of about children's activity, health, and physical well-being?
 - b) Reflect
 - (1) How have the children's activities today impacted their physical development?
 - (2) What is the importance of physical fitness and health and why is it such a concern for children today?
 - (3) Review NAEYC program accreditation standards on health (www.naeyc.org/accreditation).
 - (4) Reflect on your role as a teacher in meeting these standards. Why are keeping these standards so important?
 - c) Apply your knowledge by answering the following questions for this unit 5 assignment based on Chapter 15 of your text.
 - (1) What is the role of indoor and outdoor play in promoting children's physical development, fitness, and health?
 - (2) Should "rough and tumble" play be encouraged?

F. Unit 6: Implementing an Effective Curriculum: What to Teach

1. **Unit Objectives:** Upon successful completion of this unit, the student will be able to:
 - a. **Chapter 16:** Putting it all together in Practice: Making a Difference for Children
 - (1) Compare and contrast teaching infants and toddlers, preschoolers and kindergarteners, and children in the primary grades. Identify considerations in selecting an age group to teach.
 - (2) Describe the NAEYC Code of Ethical Conduct, and explain how it should be used.
 - (3) Define informed advocacy, and identify advocacy roles of early childhood professionals.
 - (4) Explain what it means to become a professional early childhood educator. Identify the obligations and commitments that are required of early childhood educators

2. **Learning Activities:**

- a. Unit 6 Assignment
Note: There is no Discussion and Peer Post for Unit.
 1. Follow the tips below in observing and reflecting on what you have learned in this unit.
 - a) Observe
 - (1) What early childhood obligations and commitments to children have you observed early childhood professionals demonstrating?
 - (2) Think back to your most memorable teachers.
 - (3) What did they do that made them memorable?
 - (4) Interview an experienced early childhood teacher.
 - (5) Ask if he or she has encountered an ethical dilemma and how it was handled (be sure

- not to break any confidentiality agreements).
- (5) Reflect on what you might do in a similar situation.
 - (6) Decide how the NAEYC Code of Ethical
 - (7) Conduct could be useful in resolving such an ethical dilemma.
- b) Reflect
- (1) What does it mean to become a professional early childhood educator?
 - (2) What are the important advocacy roles of early childhood professional and how do you see yourself fitting into one or more of the roles?
 - (3) What knowledge, skills and dispositions are required to work with infants? Toddlers? School-aged children?
 - (4) Do these change based on the age of children or are they the same?
 - (5) How do you think you would react if you suspected that a child in your class was the victim of abuse or neglect?
 - (6) What would you do?
- c) Apply your knowledge by answering the following questions for this unit 6 assignment based on Chapter 16 of your text.
- (1) What are some factors to consider in deciding which age group you want to teach?
 - (2) How does what we do with children impact what they become as adults?