

**Course Title: Early Childhood Education I and II**

**Schools to Offer: Elko, Carlin, Jackpot, Owyhee, Spring Creek, and West Wendover**

**Prerequisite: Teacher approval**

**Grade Level: 11 and 12**

**District Textbook Adoption: Introduction to Early Childhood Education 5<sup>th</sup> edition**

**Publisher: Thomson- Delmar Learning**

**Student ISBN: 1-41-800079-5**

**TE ISBN: 1-41-800124-4**

This curriculum is in compliance with the articulation agreement negotiated for the 2004-2007 period. It should be noted that in addition to completing this course, the individual student must receive a grade of “B” or better in order to receive articulated credit.

Transfer Status: Great Basin College: ECE 131 Introduction to Teaching the Young Child

UNLV: General Education

UNR: General Education

Course Description: This course is a year- long comprehensive curriculum for students who desire a teaching or coaching profession. The course is an in-depth approach to the responsibilities and knowledge base required of an educator. Emphasis is placed upon the state of Nevada’s pre-school and kindergarten standards concerning: language and early literacy, mathematics, social studies, science, creative arts, physical development and health. Field experiences will include a series of appropriate observation techniques and planning a variety of lessons based upon the subject area standards.

Course Objectives:

Careers in Early Care and Education - Analyze career paths within early childhood development, education, and services.

Describe and compare roles and functions of each level of career ladders in early childhood education. 1.1.1

Describe specific work environments that provide services to children and families at each level of the career ladder. 1.1.2

Determine preparation requirements for various levels of employment in a variety of early care and education careers. 1.2.1

Analyze the future employment outlook in the early care and education industry. 1.2.2

Describe entrepreneurial opportunities in the early care and education industry. 1.2.3

Determine how interests, abilities, personal priorities, and family responsibilities affect career choice. 1.2.4

Utilize Nevada Career Information System (CIS) in related careers. 1.3.1

Determine continuing education opportunities that enhance career advancement and promote lifelong learning. 1.3.2

Describe certification programs such as Child Development Associate and Child Care Apprenticeship Programs. 1.3.3

Examine the training requirements to work in a licensed facility. 1.3.4

Determine the influences of early care and education on family economics. 1.4.1

Summarize various resources focusing on children. 1.4.2

Predict the impact of changing demographics and cultural diversity on the health and welfare of children. 1.4.3

Discuss legislation and public policies affecting children. 1.4.4

Analyze the impact of changing societal patterns and demographics on the role of parents, children and other family members throughout the life span. 1.4.5

Developmentally Appropriate Practices - Analyze developmentally appropriate practices to plan for early childhood development, education, and services.

Examine the major childhood development theorists and their theories. 2.1.1

Develop an appropriate learning activity that demonstrates a specific theory. 2.1.2

Apply the major learning theories when planning developmentally appropriate learning experiences for children. 2.1.3

Examine criteria for developmentally appropriate practices. 2.1.4

Describe methods of assessing developmental levels of children. 2.2.1

Compare various observation techniques. 2.2.2

Utilize an observation method. 2.2.3

Explain the importance of observing and interpreting children's growth and development. 2.2.4

Explain how children progress through growth and developmental stages. 2.2.5

Analyze the role of the early childhood environment on the growth and development of the child. 2.3.1

Determine how society, culture, and changing demographics affect the growth and development of children. 2.3.2

Describe the impact of family beliefs, customs, and culture on children's development and behavior. 2.3.3

Explain how diversity of family units and roles may be reflected in a child's development and behavior. 2.3.4

Describe the impact of family crises on children and families. 2.3.5

Identify roles of family members and care providers in supporting children during crises. 2.3.6

Analyze the effect of family stability on children's development and behavior. 2.3.7

Examine characteristics indicative of special needs or disabilities in children. 2.4.1

Identify and describe agencies or programs that assess children for special needs. 2.4.2

Identify federal and state laws that provide for children with special needs. 2.4.3

Follow the provisions in a child's Individualized Educational Plan (IEP). 2.4.4

Examine the impact that a special needs child has on the family system. 2.4.5

Design curriculum based on developmentally appropriate criteria. 2.5.1

Develop appropriate adaptations of curriculum for children, including those with special needs. 2.5.2

Demonstrate developmentally appropriate teaching methods and techniques. 2.5.3

Examine strategies for optimizing the development of all children including those with special needs. 2.5.4

Examine stimulating developmentally appropriate learning environments. 2.5.5

Curriculum and Instruction - Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.

Describe the various early childhood education models. 3.1.1

Compare and contrast early childhood education models. 3.1.2

Develop curriculum that supports the physical, intellectual, emotional, and social development of all children. 3.1.3

Explain how play promotes the physical, intellectual, emotional, and social development of children. 3.1.4

Design, implement, and evaluate a learning activity in each curriculum area. 3.2.1

Develop a thematic unit that integrates all curriculum areas. 3.2.2

Explain the process of emergent curriculum. 3.2.3

Implement components of a literacy-rich program. 3.3.1

Assemble and implement an integrated pre-literacy curriculum that includes print knowledge, book handling, phonemic and number awareness, and the process of writing. 3.3.2

Practice reading to children in a group utilizing appropriate techniques. 3.3.2

Assist non-English background children to acquire English language skills. 3.3.4

Develop activities that support language development. 3.4.1

Utilize materials, books, and equipment that are stimulating to each child and suitable to individual learning styles, including those of special needs children. 3.4.2

Use materials that demonstrate acceptance of each child's sex, family, race, language, and culture. 3.4.3

Select objects, music activities, and celebrations that are meaningful to young children to encourage development of languages and cultures. 3.4.4

Establish and maintain a routine for use of a second language in daily activities. 3.4.5

Distinguish between learning styles. 3.4.6

Utilize space that encourages appropriate and independent use of materials. 3.5.1

Provide easily accessible learning materials that children can explore by themselves that support: pre-math, science, sensory development, art, music, literacy, fine and large motor development, and social development. 3.5.2

Lay out and compute the cost of an effective learning center. 3.5.3

Prepare a budget for an early childhood program. 3.5.4

Develop, implement and evaluate a schedule that balances active and quiet, free and structured, individual and group, indoor and outdoor activities. 3.6.1

Use space, relationships, materials, and routines as resources for constructing an interesting, secure, and enjoyable environment that encourages play, exploration, and learning. 3.6.2

Utilize a guideline for assisting children with routine activities. 3.6.3

Utilize a plan for transition that alerts children to changes in activities or routines well in advance and handles transition from one activity to another with clear directions. 3.6.4

Demonstrate a safe and healthy learning environment for children.

Evaluate safety and sanitation standards in an early care and education setting. 4.1.1

Identify environmental conditions appropriate for an early care, education setting. 4.1.2

Describe factors essential to the health and safety of children. 4.1.3

Use a checklist to ensure that outdoor and indoor areas are safe from hazardous materials and equipment. 4.1.4

Determine the necessity for adapting indoor and outdoor environments to provide for the safety of special needs children. 4.1.5

Investigate and produce a list that indicates safety standards for toys and equipment utilizing national standards. 4.1.6

Use information found on labels and in state and local regulations to handle, store, and dispose of chemicals properly. 4.1.7

Investigate state licensing and accreditation standards for safety and sanitation in an early care and education setting. 4.2.1

Describe appropriate methods of administering and storing medications. 4.2.2

Use effective methods of recording health-related information. 4.2.3

Adhere to minimum standards, organization, goals, policies, and procedures in an early care and education setting. 4.2.4

Demonstrate appropriate methods of documenting administration of medications. 4.2.5

Demonstrate appropriate methods of documenting information pertaining to children and their families. 4.2.6

Practice techniques that promote good health and safety in young children. 4.3.1

Use role playing, modeling visual material and real objects to teach healthy physical, mental, dental, and nutritional practices. 4.3.2

Support children in developing self-help skills in eating, toileting, washing hands, tooth brushing, etc. 4.3.3

Involve children in maintaining a safe and clean environment. 4.3.4

Incorporate good health practices into the daily curriculum. 4.3.5

Practice appropriate methods of recycling products and materials. 4.3.6

Determine the role of following food guidelines in promoting children's health. 4.4.1

Plan a menu of attractive, nutritious snacks and meals for one week. 4.4.2

Demonstrate safe and sanitary food-handling practices. 4.4.3

Propose dietary modifications for special diet needs. 4.4.4

Develop strategies for creating a relaxed mealtime routine. 4.4.5

Suggest techniques healthy dietary practices in children of various ages. 4.4.6

Analyze forms, causes, and effects of child abuse and neglect. 4.5.1

Summarize prevention and treatment of child abuse and neglect. 4.5.2

Discuss responsibilities of citizens to report child abuse and neglect. 4.5.3

Determine agencies and services that protect the rights of children. 4.5.4

Explain state law in reporting suspected child abuse and neglect. 4.5.5

Describe indicators of child abuse and neglect. 4.5.6

Implement hygiene practice that prevents spread of infectious diseases. 4.6.1

Identify and describe signs of good health and symptoms of illness in children. 4.6.2

Explain the impact of appropriate health care on the well being of children. 4.6.3

Determine resources available for managing the health care of children. 4.6.4

Follow procedures for care of sick children such as isolating a child with a contagious illness. 4.6.5

Describe effective methods for recording health-related information. 4.6.6

Observe screening and other health-assessment techniques. 4.6.7

Identify and describe communicable diseases. 4.6.8

Practice emergency and evacuation procedures. 4.7.1

Attain cardiopulmonary resuscitation (CPR) and first aid certification including the Heimlich maneuver. 4.7.2

Develop a first aid kit. 4.7.3

Develop and maintain a current emergency phone list including emergency responders, poison control, etc. 4.7.4

Accurately complete illness and accident forms. 4.7.5

Follow appropriate process for admitting and releasing children from programs. 4.7.6

Utilize a current parent contact list. 4.7.7

Child and Family Relationships – Demonstrate techniques for positive collaborative relationships with children and their families.

Describe guidance strategies for promoting positive behavior in children. 5.1.1

Describe guidance strategies for dealing with children's problems. 5.1.2

Evaluate appropriate techniques to assist children in their adjustment to an early childhood education program. 5.1.3

Determine developmentally appropriate practices that promote self-discipline. 5.1.4

Demonstrate a variety of guidance methods such as listening, reinforcement, redirection and uses each appropriately. 5.1.5

Relate guidance practices to knowledge of each child's personality and level of development. 5.1.6

Follow guidelines for children's behavior that encourage self-control that are simple, reasonable and consistent. 5.1.7

Build a trusting relationship with children as a foundation for positive guidance and self-discipline. 5.1.8

Utilize strategies that deter negative methods such as labeling, threatening, shouting at or shaming children. 5.1.9

Utilize strategies to encourage children to solve their own problems and develop a sense of independence. 5.2.1

Practice positive problem solving skills as a role model for children. 5.2.2

Examine strategies to encourage children to ask for, accept and give help to one another. 5.2.3

Develop strategies to help children: feel accepted in a group, communicate and get along with others, develop empathy and mutual respect and practice acceptable and appropriate behavior. 5.2.4

Implement strategies to assist children in expressing their feelings and asserting their rights in a socially acceptable way. 5.2.5

Devise strategies to ensure that each child is treated as an individual. 5.3.1

Utilize positive communication skills to support children's performance and ideas. 5.3.2

Demonstrate appropriate physical contact with each child. 5.3.3

Incorporate strategies to assist children through periods of stress, separation, transition and other crises. 5.3.4

Demonstrate communication and interaction with children that promotes productive relationships. 5.3.5

Point out strategies for promoting communication between parents and children. 5.4.1

Describe parenting styles and the effects on children. 5.4.2

Explain behaviors that may lead to child abuse and neglect. 5.4.3

Suggest activities and materials that parents can share with their children at home. 5.4.4

Describe the impact of family crises on children and family. 5.4.5

Examine roles of family members in supporting children during crises. 5.4.6

Analyze the effect of family stability on children's behavior. 5.4.7

Employability Skills – The student shall achieve competence in workplace readiness, career development and life-long learning.

Solve a work or family related problem using the appropriate steps in the problem solving process. 6.1.1

Demonstrate brainstorming techniques. 6.1.2

Examine and explain the advantages and disadvantages of alternative solutions to one or more problems. 6.1.3

Create an action plan based upon a solution to a situation in an early childhood classroom or kindergarten classroom. 6.1.4

Analyze information to determine appropriate action for specific situations. 6.1.5

Identify the benefits of solving a work or family related problem. 6.1.6

Identify and explain the essential elements of the critical thinking process. 6.2.1

Demonstrate critical thinking skills by identifying key points. 6.2.2

Explain how emotional thinking and logical thinking affect decision making. 6.2.3

Explain the difference between reliable and unreliable observations and statements of facts. 6.2.4

Recognize patterns or relationships through observation and discovery. 6.2.5

Explain the benefits of effective communication skills in the workplace. 6.3.1

Effectively interpret and respond to verbal and nonverbal messages. 6.3.2

Demonstrate proper telephone etiquette. 6.3.3

Effectively communicate thoughts, ideas and information in writing. 6.3.4

Select and utilize an appropriate medium for conveying messages with dignity and respect. 6.3.5

Demonstrate sensitivity to cultural diversity in communication. 6.3.6.

Organize information into the appropriate format in accordance with standard practices, which includes prewriting, drafting, proof reading, editing/revising and preparing final copy/publishing. 6.3.7

Identify common communication barriers for improving communication. 6.3.8

Organize ideas and communicate orally. 6.3.9

Demonstrate ability to utilize basic keyboarding techniques. 6.4.1

Demonstrate ability to utilize other input devices. 6.4.2

Demonstrate ability to utilize various electronic research methods. 6.4.3

Investigate and explain the use, benefits and costs of technological developments in the workplace, school and home. 6.4.4

Demonstrate knowledge of basic technology systems currently available and how they apply to a career (i.e., word processing, spreadsheets, multimedia applications and database). 6.4.5

Identify and demonstrate the appropriate use of technology to enhance the learning of young children. 6.4.6

Demonstrate routine maintenance and repair of technological equipment. 6.4.7

Work cooperatively with peers and teachers in the early childhood classroom. 6.5.1

Explain traits necessary to effectively lead and influence individuals and groups. 6.5.2

Demonstrate appropriate attitudes and behaviors for effective leadership. 6.5.3

Demonstrate respect for team members, team processes and team goals. 6.5.4

Participate in the implementation of a group's decision and evaluate the results. 6.5.5

Demonstrate the qualities of an effective team member. 6.5.6

Select appropriate dress and appearance for working in an early childhood program. 6.5.7

Apply team -building strategies to the early childhood classroom. 6.5.8

Develop personal work ethics through work experience. 6.6.1

Describe ethics issues in early childhood programs. 6.6.2

Demonstrate regular attendance, promptness and the willingness to follow instructions and complete an assigned task. 6.6.3

Demonstrate appropriate personal and professional attitudes and behaviors. 6.6.4

Maintain a safe, clean and organized work area. 6.6.5

Demonstrate awareness of legal responsibilities related to individual performance, safety and customer satisfaction. 6.6.6

Demonstrate knowledge of various types of harrassment. 6.6.7

Develop criteria for appropriate dress for specific situations in the early childhood setting. 6.6.8

Identify and organize the human resources needed to complete a job assignment. 6.7.1

Identify and organize the material resources and space requirements needed to support an early childhood classroom. 6.7.2

Effectively use technology at its highest level to complete a job assignment. 6.7.3

Demonstrate cooperation and leadership in sharing resources and space in the early childhood education. 6.7.4

Utilize the basic components of effective time management. 6.7.5

Demonstrate management skills in the early childhood environment with regard to stress, anger management and substance abuse prevention. 6.7.6

Develop a time schedule and prioritized task list to complete a job assignment. 6.7.7

Prepare a job application. 6.8.1

Prepare a personal resume. 6.8.2

Complete a personal aptitude and interest inventory. 6.8.3

Participate in a job interview. 6.8.4

Establish the short-term career goals. 6.8.5

Establish the long-term career goals. 6.8.6

Use the Nevada Career Information System (CIS) or a similar computer-based program to research careers in a chosen field. 6.8.7

Participate in an organized job-shadowing activity. 6.8.8

Participate in a community service project. 6.8.9

Construct and maintain a career portfolio. 6.8.10

Research state and national career ladders, educational requirements and certification for professionals in the early childhood education field. 6.8.11

Identify strategies for balancing work and family roles. 6.9.1

Demonstrate understanding of the need for lifelong learning in a rapidly changing job market. 6.9.2

Identify strategies to maintain employment in the face of job reductions. 6.9.3

Develop long-term career-planning strategies. 6.9.4

Identify various educational options needed for job advancement. 6.9.5

Demonstrate interpersonal skills such as conflict resolution needed for job retention. 6.9.6

Identify the components of a periodic performance evaluation. 6.9.7