

**BILLINGS PUBLIC SCHOOLS
FAMILY CONSUMER SCIENCE
EARLY CHILDHOOD EDUCATION
Adopted April 11, 2005**

MISSION STATEMENT

The mission of the Early Childhood Education curriculum is to prepare students to have the leadership capacity and knowledge base to develop positive and nurturing learning environments that are diverse and inclusive for the young child. The students will acquire the capacity to understand and use the knowledge base of teaching, develop a portfolio of best practice, develop the ability to reflect and use critical judgment on their own teaching processes and nurture the ability to contribute their leadership to efforts to improve the care and education of young children.

LEARNING DOMAINS

- I. The learner will develop understanding of early childhood growth and development.**
- II. The learner will apply knowledge of the growth and development of children when planning and implementing age appropriate lessons for children.**
- III. The learner will observe preschool age children to gain an understanding of behavior in relation to facts and theories of child development.**
- IV. The learner will understand the needs and development of exceptional children and assist in developing their competencies.**
- V. The learner will identify employment possibilities in child related occupations.**
- VI. The learner will implement early childhood education principles.**
- VII. The learner will demonstrate professionalism as related to early childhood education careers and roles as applied in any private and/or public education setting.**

**BILLINGS PUBLIC SCHOOLS
EARLY CHILDHOOD EDUCATION
Learner Objectives**

**3 Hr. Spring Semester
Social & Emotional Development
Language Development
Children & Careers**

I. The learner will develop an understanding of the areas of early childhood growth and development.

1. Student will identify and explain social, emotional, and language development as they interrelate. (I)
2. **Student will investigate emotional growth and development of preschool children by: (E)**
 - a. **analyzing demonstrated feelings of preschool children by observing and recording behaviors.**
 - b. **interpreting observations based on knowledge of preschool children.**
 - c. **examining an illustrator's art technique and creating a page of work related to emotional development.**
3. **Student will investigate social growth and development of preschool children by: (E)**
 - a. **examining theories of personality development.**
 - b. **comparing the theories of stages of play with observed play of preschool children.**
4. **Student will investigate social, emotional, cognitive, and physical development of toddlers by: (E)**
 - a. **conducting a Motor Skills Test and evaluating the physical development of the preschool children.**
 - b. **considering birth order and sibling rivalry in the development of the personalities of toddlers.**
5. **Student will investigate language development of children from birth through age six by: (E)**
 - a. **observing and analyzing a child's vocabulary and speech development.**
 - b. **writing and illustrating a children's book.**
6. Student will explore the cause and effect of child abuse. (I)
7. Student will investigate alcoholism and its long-term effects on children. (I)

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II. The learner will apply knowledge of the growth and development of children when planning and implementing age appropriate lessons for children.

8. Student will emphasize developmentally appropriate methods that include play, open ended questioning, group discussion, problem solving, and cooperative learning and inquiry experiences. (I)
9. Student will plan child appropriate lessons that are age appropriate by: (I)
 - a. developing and providing learning opportunities that support cognitive, social, emotional, physical, and language development of children.
 - b. using a variety of instructional strategies to encourage students development of critical thinking, problem solving, and skills.
 - c. creating a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
 - d. recognizing physical development as part of the instruction curriculum and will include opportunities to strengthen and refine fine and gross motor skills including physical experiences that develop the child's body coordination, balance, agility and spatial awareness.
 - e. providing activities and experiences that encourage creative expression and representation that are developmentally appropriate in the areas of music, art, movement, imaginative play, and construction.
 - f. including fundamental mathematical concepts, logical thinking, and problem solving, and the concepts taught through work with manipulative including one to one correspondence, patterning, counting, sorting, graphing, comparing, shape recognition, combining sets and separating sets.
 - g. creating an opportunity for observing, classification, measuring, communicating, predicting and experimenting as part of the instruction that encourages children to discover the science of how things grow and change.
 - h. providing experiences in deductive and inductive reasoning, divergent thinking, problem solving, exploration, classification, seriation, spatial and time relationships and cause and effect relationships at the appropriate developmental level of each child.
 - i. emphasizing health, safety, and good nutrition and serving healthful snacks including teacher modeled personal hygiene, play ground and classroom safety.
 - j. providing a variety of experiences and interacting with children in ways that encourage vocabulary development, listening and speaking skills, and exposure to the written word.

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- 10. Student will teach the lesson to the preschool children with adult supervision. (E)**
- 11. Student will evaluate the lesson plan after it is taught by: (E)**
 - a. appraising the lessons strengths and weaknesses giving suggestions for improvement.**
- 12. Student will arrange the physical space in the preschool classroom in concordance with the thematic lesson and to maximize the learning experience of the preschool children. (E)**
13. Student will provide experiences and activities and interact with children in ways that allow children to construct their own knowledge. (I)
14. Student will create situations and provide support for children to initiate the development of new skills, to build on existing knowledge and skills and to practice newly acquired skills. (I)
15. Student will use knowledge of effective verbal, nonverbal, communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. (I)
16. Student will teach using an understanding of reading readiness as well as writing, using literature and conversation to enable children to progress from the acquisition of language to the use of oral and written language to express original ideas. (I)
17. Student will support children as they learn to make choices, assume responsibility, become independent, express feelings, and learn rules established for behavior in the classroom environment, which are part of developing a child's self-confidence. (I)

III. The learner will observe preschool age children to gain an understanding of behavior in relation to facts and theories of child development.

18. Student will observe assigned preschool children and assemble a running record on the child's development and interaction with other children and adults. (I)
- 19. Student will use a wide range of assessment strategies in natural settings, for example observation, anecdotal records, running records, frequency counts and checklists. (E)**
20. Student will interpret and use assessment information for curriculum planning and designing the preschool classroom environment. (I)
21. Student will assess children's development based on behavior observation. (I)
- 22. Student will summarize observations in an oral and written presentation to a child's parents. (E)**
23. Student will create a journal of their teaching experience in the preschool. (I)

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Social & Emotional Development

Language Development

Children & Careers

IV. Student will demonstrate an understanding of the needs and development of exceptional children and assist in developing their competencies.

24. Student will appraise lesson plans and make adaptations and accommodations in instruction for special needs children. (E)

25. Student will differentiate the needs of the children enrolled in the preschool with IEP's and assist the special needs staff when needed. (I)

V. The learner will assess employment qualifications in child related occupations.

26. Student will understand the qualifications of child care giving occupations. (E)

27. Student will examine child-related careers by participating in field trips and job shadowing. (I)

28. Student will interview professionals in Early Childhood Education and assess qualifications for employment in different settings. (I)

VI. The learner will establish a foundation of understanding of Early Childhood Education principles.

29. Student will provide an appropriate learning environment by: (I)

a. examining early childhood program philosophies.

b. gaining an understanding of the learning centers appropriate for an early childhood education center.

c. arranging the physical space and materials to create a dynamic, safe, secure, aesthetic, and stimulating environment.

d. organizing space into identifiable areas which encourage active involvement, initiative, responsibility, creativity, and a growing sense of autonomy.

e. using the outdoor environment and natural settings as an integral part of a child's active and quiet learning.

f. adapting the environment to accommodate children with special needs by selecting and using materials that are stimulating to each child and suitable to individual learning styles, varying development levels for special needs of the children in the group.

g. balancing active and quiet, free and unstructured, individual and group, indoor and outdoor activities.

h. demonstrating the ability to choose equipment, materials and toys for appropriate learning centers.

i. assessing schedules, routines, and transitions observed in the preschool.

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VI. The learner will establish a foundation of understanding of Early Childhood Education principles. (cont.)

- 30. Student will create a safe environment by: (E)**
 - a. providing an environment that contributes to the prevention of illness through implementing general hygiene practices.**
 - b. establishing an environment that is safe by assessing risks and taking appropriate actions.**
 - c. taking safety precautions to assure the health, safety and well being of a child in a reassuring manner without overprotecting or making the child fearful.**
 - d. supervising children's activities indoors and outdoors.**
 - e. identifying and promoting safety with children.**
- 31. Student will provide for a healthy environment by: (E)**
 - a. helping children develop basic health habits by modeling and directing instruction related to health and hygiene.**
 - b. providing an environment that contributes to the prevention of illness through implementing general hygiene practices.**
 - c. cleaning play areas and materials daily.**
- 32. Student will apply basic nutrition principles by: (E)**
 - a. defining nutrition and explaining its role in development of children.**
 - b. outlining important considerations in meal planning for young children.**
 - c. demonstrating an understanding of good nutrition for children by planning and preparing nutritious snacks that limit sugar, salt, processed foods, unnecessary chemical additives, and artificial coloring and flavoring.**
 - d. including children in food preparation and provide other nutrition education activities for children.**
 - e. planning health care and education activities that integrate health and nutrition information into the learning program.**
- 33. Student will gain an understanding of the different philosophies of early childhood education and what is essential for a foundation in learning. (E)**

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VII. The learner will demonstrate professionalism as related to Early Childhood Education.

- 34. Student will demonstrate personal attributes and characteristics of a professional childcare educator by: (E)**
- a. exhibiting stable and responsible work habits.**
 - b. reflecting upon challenging situations, the diagnosis of them and processes how to improve them.**
 - c. recognizing adult and child roles, relationships and responsibilities.**
 - d. exhibiting effective verbal, non-verbal and written communication skills with children and adults, including adjusting to different communication styles and situations.**
 - e. practicing respectful, caring communication in interpersonal interactions with children and adults.**
 - f. employing a sense of humor.**
 - g. displaying imagination and creativity.**
- 35. Student will practice D'Nealian style printing. (E)**
- 36. Student will employ group and individual guidance techniques appropriate for preschool children. (E)**
- 37. Student will participate in training workshops by: (E)**
- a. creating a card file of preschool activities for use in lesson planning.**
 - b. creating a teaching folder with samples activities used in lesson planning.**
- 38. Student will set up the preschool classroom to maximize the learning experience for the preschool children by: (E)**
- a. maintaining the preschool area to keep it clean, orderly and safe.**
- 39. Student will prepare and conduct a parent conference in a professional manner by: (E)**
- a. creating an informational letter to the parents of an assigned preschool child outlining the child's observed progress during the semester.**
 - b. presenting and explaining a portfolio of the child's work during the semester to the parent of the child and conducting the conference in a professional manner.**
 - c. conducting a parent teacher conference in a professional manner.**

**BILLINGS PUBLIC SCHOOLS
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Learner Objectives**

**2 Hr. Spring Semester
Social & Emotional Development
Language Development**

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 - a. **developing and providing learning opportunities that support cognitive, social, emotional, physical, and language development of children.**
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 - c. **creating a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.**

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Social & Emotional Development
Language Development**

II. The learner will apply knowledge of the growth and development of children when planning and implementing age appropriate lessons for children. (cont.)

9. Student will plan child appropriate lessons that are appropriate by: (I)
 - d. recognizing physical development as part of the instruction curriculum and will include opportunities to strengthen and refine fine and gross motor skills including physical experiences that develop the child's body coordination, balance, agility and spatial awareness.
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 - f. adapting the environment to accommodate children with special needs by selecting and using materials that are stimulating to each child and suitable to individual learning styles, varying development levels for special needs of the children in the group.
 - g. balancing active and quiet, free and unstructured, individual and group, indoor and outdoor activities.
 - h. demonstrating the ability to choose equipment, materials and toys for appropriate learning centers.
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 - c. **taking safety precautions to assure the health, safety and well being of a child in a reassuring manner without overprotecting or making the child fearful.**
 - d. **supervising children's activities indoors and outdoors.**
 - e. **identifying and promoting safety with children.**

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 - e. practicing respectful, caring communication in interpersonal interactions with children and adults.**
 - f. employing a sense of humor.**
 - g. displaying imagination and creativity.**

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Social & Emotional Development
Language Development**

VII. The learner will demonstrate professionalism as related to Early Childhood Education. (cont.)

- 33. Student will practice D’Nealian style printing. (E)**
- 34. Student will create wall visuals for the preschool that will foster learning by: (I)
 - a. assessing different mediums for use in creating wall visuals.
- 35. Student will employ group and individual guidance techniques appropriate for preschool children. (E)**
- 36. Student will participate in training workshops by: (E)**
 - a. creating a card file of preschool activities for use in lesson planning
 - b. creating a teaching folder with samples activities used in lesson planning.
- 37. Student will set up the preschool classroom to maximize the learning experience for the preschool children by: (E)**
 - a. maintaining the preschool area to keep it clean, orderly and safe.
- 38. Student will prepare and conduct a parent conference in a professional manner by: (E)**
 - a. creating an informational letter to the parents of an assigned preschool child outlining the child’s observed progress during the semester.
 - b. presenting and explaining a portfolio of the child’s work during the semester to the parent of the child and conducting the conference in a professional manner.
 - c. conducting a parent teacher conference in a professional manner.

Course learning experiences will include the following:

- a. Workshop activities and assignments within the early childhood education laboratory
- b. Observation and assessment of children in the preschool setting
- c. Leadership experience in the early childhood education laboratory
- d. Planning, preparation, and teaching of preschool lessons
- e. Instructor-delivered presentations and discussions
- f. Video presentations from professionals
- g. Research of early childhood education through professional journals and on the Internet
- h. Reading of professional journals with emphasis on the developmentally appropriate practices in Early Childhood Education.
- i. Student presentation lessons and researched topics
- j. Presentations and lectures from local professionals
- k. Job-shadowing, internships with elementary teachers, and career exploration.

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Social & Emotional Development

Language Development

Course learning experiences will include the following: (cont.)

- l. Study through texts and related journals about specific education methods, child development theories, and lesson plans for early childhood education.
- m. Student lead presentation of parent teacher conference
- n. Modeled appropriate early childhood education practices
- o. Model appropriate teaching practices
- p. Early childhood education portfolio development.