

**BILLINGS PUBLIC SCHOOLS  
EARLY CHILDHOOD EDUCATION  
Fall Semester  
Adoption Date April 11, 2005**

**MISSION STATEMENT**

The Career Center is dedicated to providing Billings area students with an education that explores and enhances vocational and academic skills to promote critical thinking, self-discipline, and responsible citizenship.

**PHILOSOPHY**

The Early Childhood Education curriculum provides an in-depth study of early childhood education and child development. This experience-based program has an emphasis on understanding children and their development and the application of that knowledge. It provides the opportunity to develop the knowledge, abilities, attitudes, and behaviors needed for becoming proficient in planning a developmentally appropriate program for the young child, incorporating classroom management, effective parent-community relationship relationships, observation, and teaching in one of the five preschools at the Career Center locations. Advance students have the opportunity to work with the elementary age child through the internship opportunity.

**LEARNING DOMAINS**

- I. The learner will develop an 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.**

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**Fall Semester**  
**Learner Objectives**

**2 Hr. Fall Semester**  
**Physical Development**  
**Cognitive Development**

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

1. Student will identify and explain the areas of physical, intellectual, social, and emotional development as they interrelate. (I)
  
2. Student will analyze the impact of heredity and environment in child development. (I)
  
3. Student will investigate physical growth and development of preschool children by: (E)
  - a. applying knowledge by organizing and administering a Motor Skills assessment to an assigned preschool child and by analyzing the results.
  - b. planning and preparing nutritious snacks using sanitary practices.
  
4. Student will evaluate the cognitive development of preschool children by: (E)
  - a. investigating Piaget's Theories of intellectual development of children.
  - b. designing, administering, and evaluating an intellectual assessment for an assigned preschool child

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

5. Student will emphasize developmentally appropriate methods that include play, open-ended questioning, group discussion, problem solving, cooperative learning and inquiry experiences. (I)
  
6. 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 student's 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.

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6. Student will plan child appropriate lessons that are age appropriate by: (I) (cont.)
  - f. including fundamental mathematical concepts, logical thinking, and problem solving, and the concepts taught through work with manipulatives 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, communication, 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 modeling of personal hygiene, playground, 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.
  
- 7. Student will teach the lesson to the preschool children with adult supervision. (E)**
  
- 8. Student will evaluate the lesson plan after it is taught by: (E)**
  - a. appraising the lessons strengths and weaknesses giving suggestions for improvement.**
  
- 9. 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)**
  
10. Student will provide experiences and activities and interact with children in ways that allow children to construct their own knowledge. (I)
  
11. 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)
  
12. Student will use knowledge of effective verbal, nonverbal, communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. (I)

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13. Student will teach using the language arts to include 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)

14. 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.**

15. Student will observe assigned preschool children and assemble a running record on the child's development and interaction with other children and adults. (I)

**16. Student will use a wide range of assessment strategies in a natural setting. (i. e. observation, anecdotal records, running records, frequency counts, and checklists) (E)**

17. Student will interpret and use assessment information for curriculum planning and designing the preschool classroom environment. (I)

18. Student will assess children's development based on behavior observation. (I)

**19. Student will summarize observations in an oral and/or written presentation appropriate for communication to a child's parents. (E)**

20. Student will create a journal of their teaching experience in the preschool. (I)

**IV. The learner will understand the needs and development of exceptional children and assist in developing their competencies.**

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

22. Student will differentiate individual needs of the children enrolled in the preschool and assist the special needs staff when needed. (I)

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**V. The learner will identify employment possibilities in child related occupations.**

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

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

**25. Students will develop an understanding of C.P.R. for infants, children, and adults by receiving and updating certification. (E)**

**VI. The learner will implement early childhood education principles.**

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

a. examining early childhood program philosophies.

b. gaining an understanding of the learning centers as a teaching modality appropriate for an early childhood education center.

c. arranging the physical space and materials to create a safe, dynamic, 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 special needs of the children in the group.

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

h. demonstration 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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- 27. Student will create a safe environment by: (E)**
- a. providing an environment that aids in 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.**
- 28. Student will provide for a healthy environment by: (E)**
- a. helping children develop basic health habits by modeling and direct instruction related to health and hygiene.**
  - b. providing an environment that contributes to the prevention of illness through implanting general hygiene practices.**
  - c. cleaning play areas and materials daily.**
- 29. Student will apply basic nutrition principles by: (I)**
- 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 providing other nutrition education activities for children.**
  - e. planning health care and education activities that integrate health and nutrition information into the learning program.**
- 30. Student will gain an understanding of various philosophies of early childhood education and what is essential for a foundation in learning. (i.e. Piaget, Gardner, Skinner, Freud, etc.) (E)**

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**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.**

**31. Student will demonstrate personal attributes and characteristics of a professional 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.**

**32. Student will create wall visuals for the preschool that will foster learning by: (I)**

- a. assessing different mediums for use in creating wall visuals.**

**33. Student will practice D'Nealian style printing. (E)**

**34. Student will employ group and individual guidance techniques appropriate for preschool children. (E)**

**35. Student will show evidence of participation in training workshops by: (E)**

- a. creating a card file of preschool activities for use in lesson planning.**
- b. creating a teaching folder with sample activities use in lesson planning.**

**36. Student will prepare to 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.**
- c. learning to conduct a parent teacher conference in a professional manner.**