

## **#646 CHILD CARE II**

**GRADES:** 11-12

**LEVEL:** 2

**CREDITS:** 5

**PREREQUISITES:** A grade of a B- or better in Child Care I

**BASIC TEXT:** Working With Young Children, Goodheart-Willcox, 1994

**REQUIRED MATERIALS:** Notebook, journal, and a writing implement

### **COURSE DESCRIPTION:**

The four and five year old is studied in depth and is observed as they interact within the preschool atmosphere. Students prepare and implement their own lesson plans using a specific theme each week. Students will provide experiences that build children's enthusiasm for learning by planning a developmentally appropriate curriculum. Students must keep a journal so he or she can improve on their plans and on their interaction with the children. The journal is also used to record observations, to reflect on the physical, intellectual, social and emotional development of each child, and lastly to provide communication between student and teacher.

### **MISSION RELATED GOALS:**

- Foster communication
- Foster problem solving
- Academic excellence
- Intellectual curiosity
- Respect the rights of others
- Successful, contributing society
- Self-confidence

### **STUDENT EXPECTATIONS FOR LEARNING ADDRESSED:**

This class will provide students with a variety of opportunities to demonstrate academic excellence and intellectual curiosity by communicating effectively and working towards a common goal while developing appropriate problem solving skills. Students will be afforded opportunities to apply learned concepts to real world applications by facilitating a pre-school two and a half hours per day, three days per week.

### **GENERAL PERFORMANCE OBJECTIVES:**

The students will be able to:

1. describe the physical, intellectual, and social-emotional development of four year olds;
2. describe and list useful rules and methods for enforcing structure;
3. explain how a useful observation is made and used to create goals of effective guidance as well as the importance of smooth transitions;
4. identify behavior that results from tension and how to deal with it;
5. organize and name the basic center areas, along with the functions of each;
6. name the food groups, along with the sources and nutrients of each group;
7. describe a variety of art experiences and discuss how they promote physical, social, emotional and intellectual growth;

8. outline the sequence children follow in learning alphabet letters and discuss guidelines to build proper writing skills;
9. list objectives and design math experiences that promote the development of key math concepts;
10. name and explain various ways to teach science and social studies concepts;
11. discuss movement activities that promote children's development;
12. discuss and develop the use of themes as a basis for learning; explaining various learning styles and learning characteristics.

## **MASSACHUSETTS FRAMEWORK STRANDS**

- Language
- Reading and Literature
- Composition
- Number Sense and Operations
- Patterns, Relations and Algebra
- Geometry
- Data Analysis, Statistics, and Probability
- Earth Science
- Physical Science
- History and Social Science
- Health Education

## **CURRICULUM FRAMEWORK STANDARDS**

- I.** Discussion: Following agreed upon rules for discussion. 1.1
- II.** Questioning, Listening, and Contributing: Posing questions, listening to the ideas of others, and contributing their own ideas. 2.1
- III.** Oral Presentations: Maintaining focus on a topic. 3.2
- IV.** Vocabulary and Concept Development: Describing common objects and events in general and specific language. 4.2
- V.** Structure and Origins of Modern Language: Using language to express spatial and temporal relationships. 5.1
- VI.** Beginning Reading: Understanding the forms and functions of written English, Awareness of phonemes, Letter-sound knowledge, beginning phonics. 7.1, 7.2, 7.3
- VII.** Understanding Texts: Making predictions using prior knowledge, pictures and text. 8.1, 8.4
- VIII.** Making Connections: Identifying different interpretations of plot, setting, and character in the same work by different illustrators. 9.2
- IX.** Theme: Relating themes in works of fiction and non-fiction to personal experience. 11.1
- X.** Non-Fiction: Making predictions about the content of a text using prior knowledge and text and graphic features, Explaining whether predictions about the content of the text were confirmed or disconfirmed and why, Restating main ideas and important facts. 13.3, 13.4, 13.5
- XI.** Poetry: Identify a regular beat and similarities of sounds in words and responding to rhythm/rhyme in poetry. 14.1
- XII.** Myth, Traditional, Narrative and Classical Literature: Identifying and predicting recurring phrases in traditional literature. 16.3
- XIII.** Writing: For imaginative/literary writing- Drawing pictures and/or using letters or phonetically spelled words to tell a story, For informal or expository writing- Drawing pictures and/or using letters or phonetically spelled words to give others information, Dictating sentences for a letter or for directions. 19.1, 19.3, 19.4

- XIV.** Standard English Conventions (letter formation): Printing lower and upper case letters. 22.1
- XV.** Organizing Ideas in Writing: Arranging events in order, Arranging ideas in a way that makes sense. 23.1, 23.2
- XVI.** Number Sense and Operations: Matching numerals to quantities to 10, comparing groups of objects up to 10. 1.2, 1.4
- XVII.** Patterns, Relations, and Algebra: Identifying attributes of objects, Sorting and classifying, Patterning. 2.1, 2.2, 2.3
- XVIII.** Naming and drawing basic shapes, using potential words, i.e., inside, outside, above, below. 3.1, 3.4
- XIX.** Collecting, sorting, organizing and drawing conclusions about data. 5.1
- XX.** Earth Science: Weather changes day to day and over seasons, Sun supplies heat and light to earth and is necessary for life. 1.3, 1.4
- XXI.** Physical Science: Size, shape, color, weight and texture of materials. 3.1
- XXII.** Understand cause and effect
- XXIII.** Understand the concept of shared responsibility.
- XXIV.** Learn about the “Golden Rule”.
- XXV.** Handle disagreement and conflict in socially acceptable ways.
- XXVI.** Understand how human interaction can harm the environment.
- XXVII.** To understand and explain that the body has different parts that all do different things, Why it is important to take care of one’s body, How to manage a variety of feelings in ways that have a positive impact on behavior. 5.2
- XXVIII.** Understand and identify the concept of different kinds of feelings. 5.1
- XXIX.** Explain why food is important for good health and physical fitness and know the difference between healthful and less healthful foods. 3.1
- XXX.** To effectively use a variety of loco motor and non-loco motor skills. 2.2, 2.8
- XXXI.** To understand and explain the meaning of the terms “harmful,” “dangerous,” and “substance”. 10.1
- XXXII.** To understand and explain that everyone is special. 5.14
- XXXIII.** To identify both external and internal parts of the human body and describe the functions of each. 1.1
- XXXIV.** To understand the concept of “family” and to identify members in their family. 6.1
- XXXV.** To understand and identify “cleanliness”, “good hygiene”, “good health”, and “illness”. 8.2, 8.3
- XXXVI.** To state name, address, and phone number, and dial 911 in case of an emergency. 9.2, 9.8
- XXXVII.** Describe the jobs carried out by people at school and in their community. 14.1

## **UNITS AND THEMES**

The Children and You (1 week)

Guiding Children (4 weeks)

Creating A Safe and Healthy Environment (2 weeks)

Learning Experiences for Children (6 weeks)

The Importance of Planning (2 weeks)

## **COURSE OUTLINE**

- I. Understanding the Four Year Old**
  - A. Physical Development
  - B. Intellectual Development
  - C. Social Emotional Development

- II. Establishing Classroom Rules**
  - A. Establishing, Enforcing, and Setting Rules
- III. Building Guidance Skills**
  - A. Direct Guidance
  - B. Techniques for Effective Guidance
- IV. Handling Daily Routines**
  - A. Dressing and Undressing
  - B. Eating
  - C. Napping
  - D. Toileting
  - E. Transitions
- V. Guidance Problems**
  - A. Causes of Tension
  - B. Reactions to Tension
- VI. Arranging Space**
  - A. Physical Space
  - B. Playroom Furniture
  - C. Color
  - D. Factors That Affect Space Organization
  - E. Organizing Basic Activity Areas
  - F. Outdoor Play Area
- VII. Planning Nutritious Meals and Snacks**
  - A. Nutrition
  - B. Serving Meals
- VIII. Guiding Art Experiences**
  - A. Techniques for Guiding Art Experiences
  - B. Art Supplies and Tools
  - C. Painting Activities
  - D. Molding
- IX. Guiding Manuscript Writing**
  - A. Pre-writing Skills
  - B. Manuscript Writing Systems
  - C. Building Writing Skills
  - D. Early Experiences in Writing
- X. Guiding Math Experiences**
  - A. Assessing Math Ability
  - B. Mathematical Activities
- XI. Guiding Science Experiences**
  - A. Planning Science Activities
  - B. Developing the Child's Understanding of Senses
  - C. Techniques for Teaching Science Concepts
  - D. Using Animals to Teach Science Concepts

## **XII. Guiding Social Studies Experiences**

- A. The Teacher's Role in Social Studies
- B. Multi-cultural Concepts
- C. Intergenerational Concepts

## **XIII. Guiding Music and Movement**

- A. The Teacher's Role
- B. Rhythm Instruments
- C. Scheduling Music
- D. Music Activities
- E. Movement Experiences
- F. Movement Activities

## **XIV. The Curriculum**

- A. Approaching Curriculum
- B. Learning Activities
- C. Written Plans

## **SUGGESTED INSTRUCTIONAL STRATEGIES**

1. Hands on Learning (student directed pre-school program)
2. Journal Writing
3. Group Work (developing pre-school curriculum)
4. Lecture/Discussion
5. Written Exercises

## **SUGGESTED INTEGRATED ACTIVITIES**

1. Visit band class and explore instruments.
2. Field trips planned to explore occupations within the community
3. School nurse visits the classroom and plays piano for the children.
4. Plan with Foreign Language classes to teach pre-school children beginning second language.
5. Work with the Life Skills class to foster both students and preschoolers in their social development.
6. Plan with Visual Basic classes for children to engage in programs created by the high school students.
7. Plan with Food Services to incorporate a cooking lesson with both the students and the children.

## **USE OF TOOLS/TECHNOLOGY**

1. Classroom computer
2. Internet
3. Use of video programs and movies
4. Overhead projector with transparencies

## **ASSESSMENT TECHNIQUES**

All assignments follow the school wide rubric.