

Early Childhood Education I Bundle 1

Essential Outcome: Students demonstrate proficiency in CPR and FIRST Aid, and obtain certification.

Standards & Indicators: 5.2

Declarative Knowledge (What they will know)		Procedural Knowledge (What they will do)	
Learning Goals	(What the students should be learning) 1. Students will demonstrate child, infant and adult CPR. 2. Students will demonstrate the Heimlich maneuver. 3. Students will test and become certified through the American Red Cross.	Processes	(The actions the students will perform) <ul style="list-style-type: none">Students will view video presentations of CPR for infants, children and adultsStudent will practice in pairs using the actars the process of CPR
Organizing Ideas	(The Concepts taught) Safety and emergency care		
Details	(Activities or actions –write, use, identify) Demonstrate procedure for CPR and first aid	Skills	(Applied knowledge the student will execute) <ul style="list-style-type: none">Demonstrate safety proceduresDraw a floor plan for fire evacuationDemonstrate fire safety proceduresIdentify signs of abuse
Vocabulary	(Words <u>essential</u> to this bundle.) CPR, First aid, safety devices, actars, chest thrusts, back blows, compressions, breaths, Heimlich maneuver		
2 weeks 1 st quarter			
Resources	(What Materials do you use?) Actars for demonstration and practice, mouth shields, red cross books, alcohol wipes, Red Cross DVD	Activities	(The actual assignments, projects, and learning activities you use to teach the bundle. Also, list the assessments for the Bundle here by Title) <ul style="list-style-type: none">Student will demonstrate on the actars the process viewed and demonstrated in class.Students will complete the test given by the American Red Cross.

Early Childhood Education I Bundle 2

Essential Outcome: Students create a safe and healthy learning environment.

Standards & Indicators: 5.2

Declarative Knowledge (What they will know)		Procedural Knowledge (What they will do)	
Learning Goals	(What the students should be learning) 1. Students will identify the components of a healthy learning environment for children.	Processes	(The actions the students will perform) <ul style="list-style-type: none"> • View videos on safety • Complete vocabulary activity • Read text and complete study guide • Promoting safety fill in • Use evaluation sheet to evaluate fire procedures at your work site • View videos on Blood Borne Pathogens
Organizing Ideas	(The Concepts taught) Safe and healthy learning environments		
Details	(Activities or actions –write, use, identify) <ul style="list-style-type: none"> • Identify safe guidelines for safe learning environment • Identify signs of abuse 	Skills	(Applied knowledge the student will execute) <ul style="list-style-type: none"> • Demonstrate safety procedures • Draw a floor plan for fire evacuation • Demonstrate fire safety procedures • Identify signs of abuse
Vocabulary	(Words <u>essential</u> to this bundle) Limits, emetic, non-accidental physical injury, neglect, emotional abuse, sexual abuse, incest, molestation, statute, privacy law		

Semester 1 Quarter 1: 4 Weeks (including CPR Certification)

Resources	(What materials do you use?) Text, computer, internet, state guidelines for childcare facilities, safety handbook from Riley Children's Hospital, videos, Blood Borne Pathogens video	Activities	(The actual assignments, projects, and learning activities you use to teach the bundle. Also, list the assessments for the Bundle here by Title) <ul style="list-style-type: none"> • Read text • Complete chapter study guide • Complete vocabulary activity • Vocabulary quiz • Floor plan drawing • Safety fill in • Fire safety evaluation at work site • Complete quiz on Blood Borne Pathogens
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Early Childhood Education I Bundle 3

Essential Outcome: Students develop a lesson plan for an Early Childhood Development class.

Standards & Indicators: 4.6

Declarative Knowledge (What they will know)		Procedural Knowledge (What they will do)	
Learning Goals	(What the students should be learning) 1. Students will be able to create a lesson plan.	Processes	(The actions the students will perform) <ul style="list-style-type: none"> • Read text • Create lesson plan based on theme • Develop a flow chart • Identify behaviors in a lesson plan
Organizing Ideas	(The concept taught) Developing lesson plans		
Details	(Activities or actions –write, use, identify) Write a lesson plan	Skills	(Applied knowledge the student will execute) <ul style="list-style-type: none"> • Develop a theme • Create a lesson • Develop an assessment for their lesson plan • Increase vocabulary
Vocabulary	(Words <u>essential</u> to this bundle.) Theme, flow chart, concept, block plan, lesson plan, motivation, closure, learning objective, visual learner, auditory learner, program goals, content and process centered approach, direct learning, indirect learning, field sensitive, field independent		

Semester 1 Quarter 1: 3 Weeks

Resources	(What Materials do you use?) Text, videos: Touch Points and The First Year of Life, computer, lesson plan template, rubric, student workbook	Activities	(The actual assignments, projects, and learning activities you use to teach the bundle. Also, list the assessments for the Bundle here by Title) <ul style="list-style-type: none"> • Work Site Observations • Vocabulary work • Lesson plan rubric • Create a lesson plan based on the theme selected • Video questions • Chapter 17 written test
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Early Childhood Education I Bundle 4

Essential Outcome: Students plan and guide cognitive development.			
Standards & Indicators: 4.2			
Declarative Knowledge (What they will know)		Procedural Knowledge (What they will do)	
Learning Goals	(What the students should be learning) 1. Students will be able to chart cognitive development of children.	Processes	(The actions the students will perform) <ul style="list-style-type: none"> • Develop a timeline showing cognitive development from birth to age 5 • Identify types of development
Organizing Ideas	(The Concepts taught) Cognitive development: Birth to Age 5		
Details	(Activities or actions –write, use, identify) Chart cognitive development from birth to age 5	Skills	(Applied knowledge the student will execute) <ul style="list-style-type: none"> • Students will observe children and complete observation tools on various age groups • Know the development process
Vocabulary	(Words <u>essential</u> to this bundle.) Infant, toddler, preschooler, gross motor, maturation, reflex, brain research, synapses, telegraphic speech, motor sequence		

Semester 2 Quarter 3: 3 Weeks

Resources	(What Materials do you use?) Textbook, computer, brain research, internet, supplemental materials, work site observations, and guest speakers	Activities	(The actual assignments, projects, and learning activities you use to teach the bundle. Also, list the assessments for the Bundle here by Title) <ul style="list-style-type: none"> • Overhead transparencies and class discussion • Motor sequences • Identify classroom equipment to assist development • Timeline • Research assigned age • Develop assessment tools • Describe purpose of developmental scales • Review gross motor skills • Chapter test
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Early Childhood Education Bundle 5

Essential Outcome: Students use effective oral and written communication.			
Standards & Indicators: 7.5			
Declarative Knowledge (What they will know)		Procedural Knowledge (What they will do)	
Learning Goals	(What the students should be learning) 1. Students will create parent letters and newsletters from their place of employment. 2. Students will research various childcare programs.	Processes	(The actions the students will perform) <ul style="list-style-type: none">ResearchOral reportEvaluate two different program typesWrite a letter to parents
Organizing Ideas	(The Concepts taught) Letter Writing		
Details	(Activities or actions –write, use identify) <ul style="list-style-type: none">Research and write a report on a type of childcare programResearch Goddard schools in the US	Skills	(Applied knowledge the student will execute) <ul style="list-style-type: none">ResearchOral reportEvaluation of two different program typesLetter writing
Vocabulary	(Words <u>essential</u> to this bundle.) Family, child care, custodial care, Montessori approach, Head Start, checking-in-services, parent cooperatives, laboratory schools, accredited, Goddard schools		
Semester 1 Quarter 2: 3 Weeks			
Resources	(What Materials do you use?) Text, library, computer, internet, supplemental materials, work sites	Activities	(The actual assignments, projects, and learning activities you use to teach the bundle. Also, list the assessments for the Bundle here by Title) <ul style="list-style-type: none">Research assignmentVocabulary activityOral presentationWritten assessmentVideo questionsChapter TestWork site observations

Early Childhood Education I Bundle 6

Essential Outcome: Students evaluate characteristics of activities to encourage creativity.			
Standards & Indicators: 4.2			
Declarative Knowledge (What they will know)		Procedural Knowledge (What they will do)	
Learning Goals	(What the students should be learning) <ol style="list-style-type: none"> Students will be able to list the characteristics of quality activities in a childcare setting. Students will create activities for children to stimulate the child's creativity. 	Processes	(The actions the students will perform) <ul style="list-style-type: none"> List age-appropriate activities Identify characteristics of appropriate activities for early childhood Create activities to promote early childhood development View videos suggesting activities Create a list of materials from a catalog
Organizing Ideas	(The Concepts taught) Activities for early childhood		
Details	(Activities or actions –write, use identify) <ul style="list-style-type: none"> Research various activities for early childhood Identify activities that promote creativity 	Skills	(Applied knowledge the students will execute) <ul style="list-style-type: none"> Research activities for early childhood Develop a plan for executing the activity with children Carry out the plan at the work site with children
Vocabulary	(Words <u>essential</u> to this bundle.) Activities, creative, string painting, marble painting, puppetry, chalk painting, collage, bridging, drawing, play dough		

Semester 2 Quarter 2: 2 Weeks

Resources	(What Materials do you use?) Text, library, computer, internet, supplemental materials, art supplies, catalogs	Activities	(The actual assignments, projects, and learning activities you use to teach the bundle. Also, list the assessments for the Bundle here by Title) <ul style="list-style-type: none"> Read text Research project on children of assigned age Develop an activity to promote cognitive, social, emotional, and physical development At work site: Model activity Create a list of materials from catalog
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Early Childhood Education I Bundle 7

Essential Outcome: Students develop and encourage cooperation in play.			
Standards & Indicators: 4.2			
Declarative Knowledge (What they will know)		Procedural Knowledge (What they will do)	
Learning Goals	(What the students should be learning) <div>1. Students will be able to identify cooperative play in children.</div> <div>2. Students will plan activities that encourage cooperative play in children.</div>	Processes	The actions the students will perform) <div>• Describe stages of play</div> <div>• Prepare classroom environment for cooperative play</div> <div>• Summarize the benefits of socio-dramatic play</div> <div>• View video on classroom arrangement</div>
Organizing Ideas	(The Concepts taught) Cooperative Play		
Details	(Activities or actions –write, use, identify) <div>• List the stages of play</div> <div>• Write and tell a puppet story</div>	Skills	(Applied knowledge the student will execute) <div>• Recite stages of play</div> <div>• Write a puppet story</div> <div>• Present a puppet story</div>
Vocabulary	(Words <u>essential</u> to this bundle.) Dramatic play, projection, solitary play, parallel play, cooperative play, coaching, modeling, cooperation, functional stage of play, manipulative stage of play, imaginative stage of play, role-playing, conflict		
Semester 2 Quarter 3: 2.5 Weeks			
Resources	(What Materials do you use?) Text, library, computer, internet, supplemental materials, art supplies, dramatic play props	Activities	(The actual assignments, projects, and learning activities you use to teach the bundle. Also, list the assessments for the Bundle here by Title) <div>• Read text</div> <div>• Complete study guide</div> <div>• Develop a story topic</div> <div>• Write a puppet story</div> <div>• Create puppets for the story</div> <div>• Perform a puppet show</div> <div>• Chapter Test</div> <div>• Work site observations</div>

Early Childhood Education I Bundle 8

Essential Outcome: Students, through interaction, evaluate children as individuals and in groups.			
Standards & Indicators: 4.4			
Declarative Knowledge (What they will know)		Procedural Knowledge (What they will do)	
Learning Goals	(What the students should be learning) 1. Students will use an evaluation instrument to observe children. 2. Students will use these observations to plan ways to interact with children.	Processes	(The actions the students will perform) <ul style="list-style-type: none">List purposes of assessmentsIdentify factors of assessmentsSummarize guidelines for observing childrenSelect an observation toolComplete an observation at the work site
Organizing Ideas	(The Concepts taught) Observation and Evaluation Techniques		
Details	(Activities or actions –write, use identify) <ul style="list-style-type: none">Identify factors in an assessmentUse observation tools	Skills	(Applied knowledge the student will execute) <ul style="list-style-type: none">Students will evaluate various assessment toolsEvaluate observation toolsUse an observation tool to complete an observation
Vocabulary	(Words <u>essential</u> to this bundle) Assessment, developmental norms, anecdotal record, checklist, participation chart, rating scale, portfolio, confidentiality		
Semester 2 Quarter 3: 2 Weeks			
Resources	(What Materials do you use?) Text, library, computer, internet, supplemental materials, “Learning to Look” video, “Looking to Learn” video, observation samples	Activities	(The actual assignments, projects, and learning activities you use to teach the bundle. Also, list the assessments for the Bundle here by Title) <ul style="list-style-type: none">Complete an observation tool at work siteChapter 3 assessmentComplete assignments from Chapter 3Video questionsChapter TestWork site observations

Early Childhood Education I Bundle 9

Essential Outcome: Students direct and guide positive behaviors in children.			
Standards & Indicators: 4.5			
Declarative Knowledge (What they will know)		Procedural Knowledge (What they will do)	
Learning Goals	(What the students should be learning) 1. Students will demonstrate how to direct and redirect children in positive ways.	Processes	(The actions the students will perform) <ul style="list-style-type: none">Identify situations that cause stress to young childrenDescribe problem behaviorUse indirect guidance as a toolView video
Organizing Ideas	(The Concepts taught Positive Guidance		
Details	(Activities or actions –write, use, identify) <ul style="list-style-type: none">Identify behavior problemsUse indirect guidance to solve behavior issuesIdentify positive behaviorsUnderstand ways to reward positive behavior	Skills	(Applied knowledge the student will execute) <ul style="list-style-type: none">Demonstrate positive behaviorsRole play situations with positive and negative behaviorsExecute proper transitions in a child care setting
Vocabulary	(Words <u>essential</u> to this bundle.) Direct guidance, indirect guidance, limits, transition, over-stimulated, frustration, stress		
Semester 2 Quarter 4: 1.5 Weeks			
Resources	(What Materials do you use?) Text, library, computer, internet, supplemental materials, guidance video	Activities	(The actual assignments, projects, and learning activities you use to teach the bundle. Also, list the assessments for the Bundle here by Title) <ul style="list-style-type: none">Role playsVideo questionsWritten testWork site observationsComplete “Guidance Match”Complete “Guidance Tips”

Early Childhood Education I Bundle 10

Essential Outcome: Students organize communications with family members through the childcare facility.			
Standards & Indicators: 7.6			
Declarative Knowledge (What they will know)		Procedural Knowledge (What they will do)	
Learning Goals	(What the students should be learning) <ol style="list-style-type: none"> Students will create newsletters and other instruments to communicate to parents. Students will set up mock parent/teacher conferences. 	Processes	(The actions the students will perform) <ul style="list-style-type: none"> Read text Complete study guidelines Design a parent newsletter Write a letter to parents Plan parent/teacher conferences
Organizing Ideas	(The Concepts taught) Communication with parents		
Details	(Activities or actions –write, use, identify) <ul style="list-style-type: none"> List objectives for parent involvement Design a newsletter Plan and conduct a parent/teacher conference Write a parent letter 	Skills	(Applied knowledge the student will execute) <ul style="list-style-type: none"> Write a parent letter Create a parent newsletter Plan and execute mock parent/teacher conferences Practice “sunshine calls” role playing
Vocabulary	(Words <u>essential</u> to this bundle.) Parent letters, newsletters, traveling backpack, problem solving file, sunshine calls, theme bags		

Semester 2 Quarter 4: 10 Days

Resources	(What Materials do you use?) Text, library, computer, internet, supplemental materials	Activities	(The actual assignments, projects, and learning activities you use to teach the bundle. Also, list the assessments for the Bundle here by Title) <ul style="list-style-type: none"> Role plays Chapter test Work site observations Workbook assignments Lead a mock discussion group Answer letters from the “teacher hotline” Write a letter to parents introducing yourself and explaining your goals and expectations Getting parents involved
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Early Childhood Education Bundle 11

Essential Outcome: Students support other staff members and professionals.			
Standards & Indicators: 7.2			
Declarative Knowledge (What they will know)		Procedural Knowledge (What they will do)	
Learning Goals	(What the students should be learning) <ol style="list-style-type: none"> Students will be able to identify why childcare burnout happens. Students will address ways to prevent burnout. Students will identify professional organizations to become associated with as a professional. Students will practice professional behavior at the work site. 	Processes	(The actions the students will perform) <ul style="list-style-type: none"> Read text Complete study guide View burnout video Brainstorm ways to prevent burnout Research professional organizations Review state regulations Collect information from professional organizations and include in portfolio
Organizing Ideas	(The Concepts taught) Professional behavior		
Details	(Activities or actions –write, use identify) <ul style="list-style-type: none"> Identify professional behaviors Identify reasons for burnout Research professional organizations 	Skills	(Applied knowledge the student will execute) <ul style="list-style-type: none"> Research professional organizations As a group, brainstorm ways to prevent burnout Collect information from professional organizations and include in portfolio
Vocabulary	(Words essential to this bundle.) CDA-The Child Development Association, NAYCE, licensing specialist, ethics, code of conduct, state regulations		
Semester 2 Quarter 4: 3 Weeks			
Resources	(What Materials do you use?) Text, library, computer, internet, supplemental materials, professional organizations, video: “Avoiding Childcare Burnout”, student portfolio	Activities	(The actual assignments, projects, and learning activities you use to teach the bundle. Also, list the assessments for the Bundle here by Title) <ul style="list-style-type: none"> Read the code of ethics from the CDA Review state standards for childcare facilities Research NAYCE and other professional organizations View video on burnout and brainstorm ways to prevent it Include items for portfolio Written assessment

Early Childhood Education I Bundle 12

Essential Outcome: Students understand and comply with licensing regulations.			
Standards & Indicators: 5.2			
Declarative Knowledge (What they will know)		Procedural Knowledge (What they will do)	
Learning Goals	(What the students should be learning) 1. Students will be able to demonstrate state licensing procedures in the work place.	Processes	(The actions the students will perform) <ul style="list-style-type: none">• Read and discuss the Indiana state regulations• Read and discuss the Code of Ethical conduct• Review state regulations and complete an evaluation
Organizing Ideas	(The Concept taught) State regulations		
Details	(Activities or actions –write, use, identify) <ul style="list-style-type: none">• Identify the regulations for various childcare facilities• Write the terms used in licensing	Skills	(Applied Knowledge the student will execute) <ul style="list-style-type: none">• Complete an evaluation of the state regulations• Show knowledge of state regulations
Vocabulary	(Words essential to this bundle.) Staff, regulations, division of family and children, childcare home, applicant, caregiver, child-to-staff ratio, COFC, licensee, assistant caregivers, student assistants, volunteer, discipline, revoke, provisional license, probationary license, waiver, inspection		
Semester 1 Quarter 1: 1.5 Weeks			
Resources	(What Materials do you use?) Text, computer, and state regulations	Activities	(The actual assignments, projects, and learning activities you use to teach the bundle. Also, list the assessments for the Bundle here by Title) <ul style="list-style-type: none">• Read state regulations and answer questions• Regulations test• Include items in portfolio

Early Childhood Education I Bundle 13

Essential Outcome: Students develop curriculum for childcare programs.			
Standards & Indicators: 4.1			
Declarative Knowledge (What they will know)		Procedural Knowledge (What they will do)	
Learning Goals	(What the students should be learning) 1. Students will write curriculum for various early childhood groups.	Processes	(The actions the student perform) <ul style="list-style-type: none">• Develop program goals• Develop curriculum• Develop assessments• Illustrate the use of themes in curriculum development• Write a block plan for one week of a program
Organizing Ideas	(The Concepts taught) Curriculum writing		
Details	(Activities or actions –write, use, identify) Write program goals, use assessment tools, identify themed units, and their importance in curriculum development	Skills	(Applied Knowledge the student will execute) <ul style="list-style-type: none">• Goal writing• Curriculum writing• Assessment development
Vocabulary	(Words essential to this bundle.) Program goals, direct learning experience, indirect learning experience, field-sensitive, field-independent, visual learner, auditory learner, theme, curriculum, flowchart, concept, block plan, lesson plan, learning objective, motivation, closure		
Semester 1 Quarter 2: 2 Weeks			
Resources	(What Materials do you use?) Text, computer, internet, supplemental materials	Activities	(The actual assignments, projects, and learning activities you use to teach the bundle. Also, list the assessments for the Bundle here by Title) <ul style="list-style-type: none">• Brainstorm program goals• Complete curriculum building activity• Complete a sample lesson plan• Write a one-week plan for your age group at work• Evaluate lesson plans from various centers researched on the computer

Early Childhood Education I Bundle 14

Essential Outcome: Students develop and display good work habits.			
Standards & Indicators: 8.2			
Declarative Knowledge (What they will know)		Procedural Knowledge (What they will do)	
Learning Goals	(What the students should be learning) 1. Students will demonstrate good work habits at their work site.	Processes	(The actions the students will perform) <ul style="list-style-type: none">• Write a résumé• Write a cover letter• Practice the interview process
Organizing Ideas	(The Concepts taught) Work ethics		
Details	(Activities or actions –write, use, identify) <ul style="list-style-type: none">• Compile a résumé• Write a cover letter• Explain the interview process	Skills	(Applied Knowledge the student will execute) <ul style="list-style-type: none">• Résumé writing• Interviewing techniques• Job search• Portfolio development
Vocabulary	(Words <u>essential</u> to this bundle) Self-assessment, personal priorities, professional priorities, résumé , cover letter, job market, role, attitude, portfolio, networking		
Semester 1 Quarter 1: 2 Weeks and Semester 2 Quarter 4: 1 Week			
Resources	(What Materials do you use?) Text, résumé samples, computer, internet, supplemental materials	Activities	(The actual assignments, projects, and learning activities you use to teach the bundle. Also, list the assessments for the Bundle here by Title) <ul style="list-style-type: none">• Complete “Assessing Your Abilities” survey• Complete “Know How to Job Hunt”• Role play interviews• Examine personal interests and priorities• Create a collage depicting personal priorities• Complete a résumé outline• Write a résumé• Complete a job application• Examine “Ethical Code of Conduct” and apply it to job searches• Discuss TR 32-5 Guidelines for cover letters

2/16/12