

DEPARTMENT: FAMILY AND CONSUMER	COURSE TITLE: CHILD STUDY III COURSE NUMBER: 762B
GRADE(S): 10 - 12	PRE-REQUISITES : CHILD STUDY I AND II

UNIT	LENGTH	CONTENT	SKILLS	METHODS OF ASSESSMENT	FRAMEWORK STRAND(S) & STANDARD(S)
Introduction to Preschool Programming	2 weeks	REVIEW <ul style="list-style-type: none"> Rules and regulations of our preschool program Licensing regulations 	Students will: <ul style="list-style-type: none"> Memorize regulations of our program. Compare licensing standards to the regulations in our program. Report on past experiences with regulations. 	<ul style="list-style-type: none"> Handbook quiz Class reports 	LS: 8.13, 8.14, 8.19 I.L.O.: 9-12, 8a, 8b, 9.13, 9.19
Communication Skills/Emotional Development (this unit will overlap with the next five)	2 weeks	<ul style="list-style-type: none"> Multiple intelligences with emphasis on emotional intelligence Emotional style and how it affects one's life and work with children Teacher's and parent's roles in emotional growth and development Putting it all together—communication strategies for all areas of our lives 	Students will: <ul style="list-style-type: none"> Communicate with preschool children, demonstrating an understanding of the concepts studied. Lead preschool meetings based on topics. Write reflectively about on-going communication in one's life. Write a reaction paper to the emotional intelligence video and to excerpts from the book. Observe children in situations similar to those on the video and discuss observation findings with the whole class. 	<ul style="list-style-type: none"> Teacher's anecdotal observations of student's interaction Two reflection papers Oral presentation of observation 	LS: 5.11, 7.10, 7.11 <i>Level II:</i> LS: 5.11, 7.12, 7.14
Building a Foundation for Cooperative Behavior	3 weeks	<ul style="list-style-type: none"> Belonging Fostering friendships Building peaceful classrooms Putting it all together—our goals for children Social problem solving and class conflict resolution Community outreach 	Students will: <ul style="list-style-type: none"> Observe children communicating with other children, teachers, and parents and analyze these interactions in terms of behavioral outcomes. Theorize about how different approaches may alter the behavior outcome. Write reflectively about readings from packet. Plan a community outreach project. Observe children in social situations for cause and effect. Set goals for the preschool children. 	<ul style="list-style-type: none"> Two reflection papers Outreach project Social observation Letter to future teacher about a child in the program. (third trimester will be a kindergarten report) 	

Environments	1 week	<ul style="list-style-type: none"> • Components of a child's environment • Curriculum centers and developmental needs in environments • Creating a community through environments • Looking at environments through the perspective of children and parents • Creating budgets for preschool programs • Ordering supplies to implement environments 	<p>Students will:</p> <ul style="list-style-type: none"> • Investigate the initial preschool environment and understand the rationale behind it. • Design their own preschool environment based on curriculum and social benefits, representing a variety of curriculum areas on the design. • Describe memorable environments from childhood, to a partner, and record the relevant components. • Write about the rationale behind individualized environment maps. • Design and set-up a classroom space. • Create a supply order and a budget for a fictional program. 	<ul style="list-style-type: none"> • Scavenger hunt worksheet • Environment maps • Journal entry • Class discussions to share results 	
Curriculum Development	1 week	<ul style="list-style-type: none"> • Review curriculum areas: language arts, math, science, motor skills, self-help/social skills, health, music, art, drama • Curriculum styles with emphasis on emergent curriculum and the project approach (advantages and disadvantages to these approaches versus themes) • Parent and teacher roles in development 	<p>Students will:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the multitude of curriculum areas. • Reflect on their own cognitive development, especially in language arts and math. • Develop a teaching or parenting philosophy based on curriculum knowledge. • Plan a project that is based on children's interests and incorporates many curriculum areas. • Define the difference between projects and themes. 	<ul style="list-style-type: none"> • Individual curriculum web • Journal entry • Project plans 	LS: 6.17
Multicultural Education	1 week	<ul style="list-style-type: none"> • The goals of multicultural/antibiased education • Trends and issues involving bilingual children in the classroom • Teachers' and parents' roles • Media and popular culture roles • Handling stereotypical play in the preschool setting 	<p>Students will:</p> <ul style="list-style-type: none"> • Critique articles. • Interview classmates. • Report findings in a cooperative learning format. 	<ul style="list-style-type: none"> • Interview worksheet • Group presentations 	
Violence, Media Images and Teaching for Peace and Equality	1 week	<ul style="list-style-type: none"> • How media images have changed since students were children • How media images affect behavior and development 	<p>Students will:</p> <ul style="list-style-type: none"> • Critique cartoon shots. • Discuss prior experiences. 	<ul style="list-style-type: none"> • Homework observation (TV shows or in the field) 	LS: 11.11, 11.12, 11.16

		<ul style="list-style-type: none"> Teachers' and parents' roles in teaching for peace and equality 		<ul style="list-style-type: none"> Class discussions 	
Putting it All Together	2 weeks	<ul style="list-style-type: none"> Curriculum styles and other components of other preschool, toddler and school-age How behaviors and attitudes have changed toward children, parenting, teaching, communication The importance of closure in social situations 	<p>Students will:</p> <ul style="list-style-type: none"> Report on findings during an observation of children in another setting. Reflect in writing about how our attitudes and behaviors have changed. Plan and implement a final project with children that shows the culmination of their learning. Write a letter to future teachers about a specific child's needs. 	<ul style="list-style-type: none"> Oral observation report Journal entry Activity plan Teachers observation of project Letter 	