

DEPARTMENT: FAMILY AND CONSUMER	COURSE TITLE: CHILD STUDY IV COURSE NUMBER: 762B
GRADE(S): 11 AND 12	PRE-REQUISITES (IF ANY): CHILD STUDY I, II, AND III

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 to the class. 	<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 /Based on Areas of Personal Interest (this unit will overlap with the next five)	2 weeks	<ul style="list-style-type: none"> Review information from all previous levels of child study Looking at personal communication style and how it affects one's life and work with children Teaching and learning communication styles Historical contexts for communication, including social and cultural issues 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. Lead a day of preschool, showing understanding of concepts and leadership skills. Write, reflectively, about on-going communication in one's life. Write a reaction to an article. Observe children. Discuss observation findings with the whole class. 	<ul style="list-style-type: none"> Teacher's anecdotal observations of student interactions Reflection paper Oral presentation of observation 	LS: 5.11,7.10,7.11 <i>Level II:</i> LS: 5.11, 7.12, 7.14
Student-Chosen Early Childhood Concept	2 weeks	<ul style="list-style-type: none"> Student-chosen content (many choices and options will be offered) 	Students will: <ul style="list-style-type: none"> Develop a personal philosophy surrounding the topic of choice. Reflect on articles and books based on the topic. Report findings to the class. 	<ul style="list-style-type: none"> Two reflection papers Outreach project Social observation Oral presentation 	

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 consider the rationale behind it. • Design a 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 vs. themes) • Curriculum styles in Reggio Emilia Italy • Documentation as a tool for designing curriculum and parent communication • American preschools with Reggio influence • 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 two days of preschool based on children’s interests and incorporating many curriculum areas. • Act as lead teacher in the preschool for two days. • Define the difference between projects and themes. 	<ul style="list-style-type: none"> • Individual curriculum web • Journal entry • Project with documentation panel • Anecdotal observation notes by teacher during student’s two days of classroom teaching 	LS: 6.17
Multicultural Education	1 week	<ul style="list-style-type: none"> • 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 • Preschools in various cultures 	<p>Students will:</p> <ul style="list-style-type: none"> • Critique articles. • Interview classmates. • Report findings in a cooperative learning format. • Reflect on the <i>Preschool in Three Cultures</i> video. 	<ul style="list-style-type: none"> • Interview worksheet • Group presentations • Oral report on video reflections 	

Career Options in Early Childhood	1 week	<ul style="list-style-type: none"> • Career options • Colleges • Certification options 	<p>Students will:</p> <ul style="list-style-type: none"> • Brainstorm a list of professional interests. • Start an early childhood portfolio. • Create a career web. • Set short and long term professional goals. 	<ul style="list-style-type: none"> • Portfolio • Journal entries 	
Putting It All Together	2 weeks	<ul style="list-style-type: none"> • Curriculum styles and other components of other preschool, toddler and school-age settings • 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. • Write conference reports on children. 	<ul style="list-style-type: none"> • Oral observation report • Journal entry • Teachers observation of project • Letters and conference reports 	