

DEPARTMENT: FAMILY AND CONSUMER	COURSE TITLE: CHILD STUDY I AND II. COURSE NUMBER: 762A
GRADE(S): 10 - 12	PRE-REQUISITES (IF ANY):

Note: Child Study II repeats information from Child Study I and includes the additional information found in italics.

UNIT	LENGTH	CONTENT	SKILLS	METHODS OF ASSESSMENT	FRAMEWORK STRAND(S) & STANDARD(S)
Introduction to Preschool Programming	2 weeks	<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. <i>Level II: report on past experiences with regulations.</i> 	<ul style="list-style-type: none"> Handbook quiz <i>Level II: class reports</i> 	LS 8.13, 8.14,8.19 I.L.O.: 9-12, 8a, 8b, 9.13, 9.19
Communication Skills (This unit overlaps with the next five.)	5 weeks	<ul style="list-style-type: none"> Acknowledging and understanding children's feelings Engaging cooperation Alternatives to punishment Praise Putting it all together—communication strategies for all areas of our lives <p><i>Level II: Review above and add:</i></p> <ul style="list-style-type: none"> <i>Social problem solving and class conflict resolution.</i> <i>Community outreach</i> 	Students will: <ul style="list-style-type: none"> Communicate with preschool children, demonstrating an understanding of the four concepts studied. Write reflectively about on-going communication in one's life. Observe children communicating with other children, teachers, and parents. Analyze these interactions in terms of behavioral outcomes. Theorize about how different approaches may alter the behavior outcome. <i>Level II: Write article reviews based on social problem solving.</i> <i>Plan a community outreach project.</i> <i>Observe children in social situations for cause and effect.</i> 	<ul style="list-style-type: none"> Teacher's anecdotal observations of student interaction Five reflection papers Oral presentation of observation Journal entry based on observation results <i>Level II: outreach project</i> <i>Level II: social observation</i> 	LS: 5.11,7.10,7.11 <i>Level II:</i> <i>LS: 5.11, 7.12, 7.14</i>

Environments	1 week	<ul style="list-style-type: none"> • Components of a child’s environment • Introduction to curriculum centers and developmental needs in environments • Creating a community through environments • Looking at environments through the perspective of children and parents 	<p>Students will:</p> <ul style="list-style-type: none"> • Investigate the initial preschool environment and consider the rational 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. • Record the relevant components. • Write about the rational behind individualized environment maps. • <i>Level II: Design and set up a classroom space.</i> 	<ul style="list-style-type: none"> • Scavenger hunt work sheet • Environment maps • Journal entry • Class discussions to share results 	
Curriculum Development	1 week	<ul style="list-style-type: none"> • Curriculum areas: language arts, math, science, motor skills, self-help/social skills, health, music, art, drama • <i>Level II: curriculum styles with emphasis on emergent curriculum and the project approach (advantages and disadvantages to these approaches versus themes)</i> 	<p>Students will:</p> <ul style="list-style-type: none"> • Demonstrate understanding of the multitude of curriculum areas. • Reflect on their own cognitive development, especially in language arts and math. • <i>Level II: Develop a teaching or parenting philosophy based on curriculum knowledge.</i> 	<ul style="list-style-type: none"> • Individual curriculum web • Journal entry • <i>Level II: plan a project</i> 	LS: 6.17
Child Development as It Relates to Curriculum	1 week	<ul style="list-style-type: none"> • The development of language arts skills • The development of math skills • The development of other curriculum skills • <i>Level II: Constructivist theory (Vygotsky versus Piaget)</i> 	<p>Students will:</p> <ul style="list-style-type: none"> • Link language arts and math development to development in other areas. • Understand how these relate to Piaget’s theories of conservation. • <i>Level II: Further research Piaget’s theories and then compare and contrast with Vygotsky.</i> 	<ul style="list-style-type: none"> • Lesson plans (1 per week) • Class discussions • Journal entry 	
Child Development as It Relates to Parenting in the Early Childhood Years	1 week	<ul style="list-style-type: none"> • Influence of parenting on development and development on parenting • Nature vs. nurture debates • Experts parents can turn to • How expert viewpoints have changed over time? • Introduction to Brazelton vs. Spock. • <i>Level II: pediatricians, therapists and teachers (specialists)</i> 	<p>Students will:</p> <ul style="list-style-type: none"> • Reflect on their own childhood as related to developmental theories. • Discuss parenting styles and parental influence on development and behavior. • Consider the parental examples found in the preschool program. 	<ul style="list-style-type: none"> • Journal entry • Parenting observation • <i>Level II: specialist observation</i> 	LS: 1.13, 6.10, 6.12, 6.13 <i>Level II</i> LS: 5.16

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 	
<i>Level II: Violence, Media Images and Teaching for Peace and Equality</i>	<i>1 week</i>	<ul style="list-style-type: none"> • <i>How media images have changed since students were children</i> • <i>Affect of media images on behavior and development</i> • <i>Teachers' and parents' roles in teaching for peace and equality</i> 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Critique cartoon shots.</i> • <i>Discuss prior experiences.</i> 	<ul style="list-style-type: none"> • <i>Level II: homework observation (TV shows or in the field)</i> • <i>Class discussions</i> 	<i>LS: 11.11, 11.12, 11.16</i>
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, and 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 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 one child's needs. 	<ul style="list-style-type: none"> • Oral observation report • Journal entry • Activity plan • Teachers observation of project • Letter 	