PRESCHOO

**“A hundred years from now it will not matter what my bank account was, the sort of house I lived in, or the kind of car I drove…but the world may be different because I was important in the life of a child.”**

Early Childhood Ed.

And CDA License

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Period:\_\_\_\_\_\_\_\_\_

***5th edition***

|  |  |
| --- | --- |
| THOUGHT1LANGUAGE | NUMBERSB  MATHWORD |
| ARTWORDB  PIERREBE | BEEKER_B  SCIENCEW |
| MUSICWOR  DRUM_B | THECOOKB.WMF  **PLAY** |
| **Food and Nutrition Experience** CHEF_B | |

**Early Childhood Education 2 and 3**

MCj04241820000[1] **Early Childhood Education 2** MCj04241560000[1]

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**I. Course Description:**

This course prepares students for occupations in child related careers and roles. Hands On application is given in child growth and development; child care programs, management, and policies; health and safety concerns; developmentally appropriate learning activities; and writing and teaching lesson plans in the high schools on-site child care training center.

**Students will be expected to:**

**Follow company Rules**

 School rules and procedures will be followed and enforced.

Dress appropriately for the children in the Child Care Training Center.

(Cover the 5 B’s – NO bums, bellies, breasts, bare shoulders, or boxers should be visible)

Outside food and drink are NEVER to be taken in to the Child Care Training Center.

All electronics will be taken if they are used in the Child Care training center.

Use suitable, clean, and polite language in class, in the child care training center, and on the playground.

The children in the lab are children of those that work in our school and other district locations.

Keep all information about the children confidential.

 Pictures of the children are NOT to be taken unless you have written permission from the parents and it is for the

sole purpose of the Layton High School Child Care Training Center.

 Pictures of the children are NOT to be posted on any social networking sites. You will be asked to remove them.

**Come prepared to Work, Participate, Learn, and Have Fun**

Class will include: CDA License requirements, lesson plan writing, Child Care training center support and teaching,

observations, and the CTE state competency test.

Each student will come to class prepared with paper, writing utensil.

Students are responsible for all information and work presented in class whether here or not.

Check the assignment board and calendar for assignments, due dates, and personal progress.

* You will be held accountable for these due dates whether you are here or not / excused or not.

There is a **$3.00 class fee** - covers cost of extra experiences. **Worth 300**. Pay to the **Child Care Center** account.

******Be on the Job Everyday**

Since learning, assignments, teaching, and childcare tasks take place in class, attendance is a necessity.

** Each student will sign in when they arrive to class or to the training center. TO be considered here, the student must sign in and out. Students who do not sign in can make up those days by submitting a voucher or spending extra time in the training center during assemblies, late start, or before or after school.**

The school attendance policy will be followed.

Make-up work will be given for absences. Students have **2 class days** to complete this.

* **Final Acceptance for most work is 1 week after the due date whether the absence was excused or not.**
* A **voucher must be attached to all late and make-up work** or it will not be accepted.
* All Late and makeup work (excused and unexcused) will be subject to a **10% point deduction**.

|  |
| --- |
| **Unit 5 and the Child Observation Report is due on the calendar due date**  **and will not be accepted Late. NO EXCEPTIONS!!! Prepare early for this.** |

**Punch in on Time**

YOU MAY NOT BE LATE TO THE TRAINING CENTER!

 More than 20 minutes late equals an absent.

A voucher can cancel out a tardy in class, but not in the Child Care Training center.

** Follow the Instructions of the Supervisor**

Due to the numerous hands on experiences with children, group work, and activities it is necessary

for each student to remain in control of and be responsible for their actions and talking.

$ **Pay and Bonuses are based on YOUR performance**

Your paycheck for this class will be the grade that you receive. Just as you don’t receive money for not working, the same applies in class. Your grade is your choice.

Limited extra credit will be available to those who are caught up with their assignments.

* Being involved in FCCLA, completing extra projects, your state final, and hanging onto your vouchers.

Grading is as follows:

93 - 100 A 90 - 92 A- 87 - 89 B+ 83 - 86 B 80 - 82 B- 77 - 79 C+ 73 - 76 C 70 - 72 C- 67 - 69 D+ 63 - 66 D 60 - 62 D - 59 - 0 F

Citizenship will be marked as follows

“H” can be earned by students who are considerate of others, helpful, interested, follow class rules, are responsible, high percentage, and

promote the success of the class.

“S” can be earned by students who follow class rules, are not disruptive, medium percentage, and have no more than 2 tardies/absences.

“N” will be given for inappropriate or disruptive behavior, for less than full effort, low percentages, and 3 tardies/absences

“U” will be given for beyond inappropriate or disruptive behavior, cheating or helping to cheat, and for 4 or more tardies/absences.

**Complete all Assignments on Time**

To be considered on time, work is to be handed in at the beginning of class or when called for.

Late/make-up, whether it is excused or unexcused work, will be accepted until the date of **Final Acceptance.**

* A **voucher must be attached to all late and make-up work** or it will not be accepted.
* All Late and makeup work (excused and unexcused) will be subject to a 10% point deduction.
* Make **PRIOR** arrangements or provide proper **pre-**notification if you know you will be absent because work is still due on the due date/final acceptance date whether you are absent or not.

Each student will receive **4 assignment vouchers** per quarter. This can be used for hall passes,

tardies, 2 make-up or late work, or saved for 5 extra credit points each at the end of the quarter.

No sloppy, untidy, no-name, or otherwise substandard work will be graded.

► Due To recent concern regarding the Family Education Right to Privacy Act (FERPA), I am letting you know that the student’s assignments might be corrected by other students, under the direction of the teacher. Students are advised that confidentiality and honesty are of the utmost importance. Any violation of such will be dealt with administratively.

I have read and understood this disclosure statement and, even though I may not agree with it, I will comply with all of the requirements and policies. Sign and cut off the **Class expectations (below) for** **200 points.**

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**Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent/Guardian\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\*\*\*\* I will be sending weekly e-mail notifications to the e-mail addresses you provided to the school.**

**ECE 1B 2013-2014 Scope and Sequence**

The class is split into 2 groups: ***Support group* and *Teach group***. Students will spend 1 quarter (20 days) in each group.

|  |  |  |  |
| --- | --- | --- | --- |
| **SUPPORT GROUP** | | | |
| ***INDIVIDUAL Expectations include:***   * Act as support teachers for the coordinator, other adult teachers, and ECE peer teachers. * Run and care for the center. * Care for and interact with the children.   ***INDIVIDUAL Assignments Include:***   * Peer teaching observations, set up, and support. * Daily self-reflection participation points. * Post observation statements of the children. | | | |
| **TEACHING GROUP**   |  |  |  | | --- | --- | --- | | ***Lesson Plan***  ***Write/ Review/ Prepare/ Portfolio***   * Plan and Write lesson plans * Get lessons reviewed and approved * Prepare and Gather lesson materials * Practice lesson script and process * Hand in the next lesson plan * ECE/CDA Workbook | ***Teach***   * Head teacher to teach the assigned age group * Facilitate the activities * Involve the support teacher * Keep children and support peers on task with **positive guidance techniques** * Clean up your teaching areas * Receive teaching evaluation * Complete a self-evaluation | ***Portfolio, Work, and Observe***   * Work on ECE state test review material. * Compile CDA and ECE Portfolio * Complete observations on your assigned child. * Write the observation report. * Use your time wisely by following the unit assignment outline. * $3.00 fee paid into the Childcare account. | | | | |
| **Your Assigned Teaching Number \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | |
| **Age group** | **Infant** | **Toddler** | **Preschool** |
| **Date** |  |  |  |
| **Theme** |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Date** | **ECE 1B Objectives**  **(SGQ = study guide question notes)** | | **Teach Infants** | | **Teach Toddler** | **Teach Preschool** | | | **Lesson Plan Review and Prep** | | **Observe and Class Work** | | **Class**  **Work** | | **What is Due Today?** | | | |
|  | | **Unit Block #1** | | | | | | | | | | | | | | | | |
| **Day 1** | Split up into the support and teaching groups   |  |  | | --- | --- | | **Support Group** | **Teaching Group** | | Begin to learn their role as a support teacher.  Policy and Procedure Test (if did not take it in ECE 1A) | Disclosure and assign the fee, assign the Policy and Procedure Test (if did not take it in ECE 1A), Give class information and overview, Do FCCLA STEP 1, Teaching sign ups  **ECE Stand 4 Obj 1 / CDA Goal #5 SGQ: IV A 1-8** DAP    **- DAP Shift** | | | | | | | | | | | | | | | | | | |
| **Day 2** | **ECE Stand 5 Obj 1 /**  **CDA Goal #5**  **SGQ: V A 1-7**  Components of Curriculum planning | |  | |  |  | | |  | |  | | **LP practice** | | **Lesson Plan Practice page** | | | |
| **Day 3** | **Work on planning lessons 1 and 2** | |  | |  |  | | |  | |  | | **-LP writing of #1 & #2** | |  | | | |
| **Day 4** | **Crystal Knippers or Megan Jolley from WSU CCRR will speak on the CDA info.**   * **ECE/CDA Workbook** | |  | |  |  | | |  | |  | | **- RC #8 & 2**  **-CG 3, 3.1, & 3.2**  **-LP writing of #1 & #2** | |  | | | |
| **Day 5** | **Computer Lab**   * **CDA work** * **Lesson #1 & #2** | |  | |  |  | | |  | |  | | **-LP writing of #1 & #2**  **-CG 3** | | Lesson 1,  Lesson 2, and Unit 1  **DUE NEXT TIME** | | | |
|  | **Unit Block #2 (teach lesson #1)** | | | | | | | | | | | | | | | | | |
| **Day 6** | **ECE Stand 4 Obj 3 /**  **CDA Goal #5**  **SGQ: IV C 1-4**  Observation procedures and practice | | **This unit, work on the following:**  1. Review and Prepare Lesson #1  2. Review and Prepare Lesson #2  3. Complete your first 4 observations  4. Work on your CDA Resources  5. Work on your CDA Statements  6. Fill in the study guide sections | |  |  | |  | | | **2 Practice Observations Anecdotal 1**  **and Checklist #1**  **Class work on Unit 2** | | | | **\*Disclosure**  **\*$3.00 fee**  **\*Lesson #1**  **\*Lesson #2**  **\*Unit #1**  **\*2 practice observations** | | | |
| **Day 7** | **ECE Stand 4 Obj 1 /**  **CDA Goal #3**  **SGQ: IV A 8-11**  Learning, questioning, and transitions | |  | |  |  | | **1, 2, 3** | | | **4, 5, 6, 7**  **\*Observe 3** | | **8, 9, 10, 11, 12**  **-LP writing #3**  **-SC #4** | |  | | | |
| **Day 8** | **ECE Stand 5 Obj 2/**  **CDA Goal #2**  **SGQ: V B 1-4**  Language, math, and musi | | **1** | | **2** | **3** | | **4, 5, 6** | | | **8, 9, 10, 11**  **\*Observe 3**  **-LP writing #3** | | **1, 2, 3, 7, 12**  **-LP writing #3-SC #4** | |  | | | |
| **Date** | **ECE 1B Objectives**  **(SGQ = study guide question notes)** | | | **Teach Infants** | **Teach Toddler** | | **Teach**  **Preschool** | | | **Lesson plan Review and Prep** | | **Observe**  **and then class work** | | **Class**  **Work** | | **What is Due Today?** | |
| **Day 9** | **ECE Stand 5 Obj 2/**  **CDA Goal #2**  **SGQ: V B 5-7**  Art, free play (fine & gross / indoor & outdoor), dramatic play | | | **4** | **5** | | **6** | | | **7, 8, 9** | | **1, 2, 3, 12**  **\*Observe 3** | | **10, 11**  **-CG 4.1**  **- RC #6** | |  | |
| **Day 10** | **ECE Stand 5 Obj 2/**  **CDA Goal #2**  **SGQ: V B 8,9**  Food experience and science | | | **7** | **8** | | **9** | | | **10, 11, 12** | | **1, 2, 3, 4**  **\*Observe 4** | | **5, 6**  **-CG 4.2**  **-RC #3** | | Lesson #3 and Unit 2  **DUE NEXT TIME** | |
| **Unit Block #3 (teach Lesson #1 and 2)** | | | | | | | | | | | | | | | | |
| **Day 11** | **ECE Stand 4 Obj 4/**  **CDA Goal #1**  **SGQ: IV D 1-9**  Environmental planning | | | **10** | **11** | | **12** | | | **1, 2, 3** | | **5, 6, 7, 8**  **\*Observe 4** | | **4, 9**  **-Anthology Page #1**  **-SC #2**  **-SC #1**  **-RC 5.1 – 5.10** | | **\*Lesson #3**  **\*Unit #2** | |
| **Day 12** | **ECE Stand 4 Obj 2 /**  **CDA Goal #3**  **SGQ: IV B 1-3**  Positive Discipline | | | **2** | **3** | | **1** | | | **4, 5, 6** | | **9, 10, 11, 12**  **\*Observe 4** | | **7, 8**  **- CG 1.1**  **-CG 2.1**  **-CG 2.2** | |  | |
| **Day 13** | **ECE Stand 2 Obj 1 & 2/ CDA Goal #4**  **SGQ: II A 1-6 B 1-5**  Communication and employment skills | | | **5** | **6** | | **4** | | | **7, 8, 9** | | **1, 2, 10, 12**  **\*Observe 5** | | **3, 11**  **-Resume**  **-CG 2.3**  **-CG 1.2** | |  | |
| **Day 14** | **ECE Stand 1 Obj 1/**  **CDA Goal #6**  **SGQ: I A 1-2**  Child care types and categories | | | **8** | **9** | | **7** | | | **10, 11, 12** | | **3, 5, 6, 11**  **\*Observe 5** | | **1, 2**  **-CG 2.4**  **-CG 1.3** | | Unit #3  Anthology #1  **DUE NEXT TIME** | |
| **Unit Block #4 (Teach Lesson #2 and 3)** | | | | | | | | | | | | | | | | |
| **Day 15** | **ECE Stand 1 Obj** **2 /**  **CDA Goal #6**  **SGQ: I B 1-6**  State child care licensing standards and laws | | | **11** | **12** | | **10** | | | **1, 2, 3** | | **7, 8, 9, 4**  **\*Observe 5** | | **5, 6**  **-Anthology page #2**  **-SC #6**  **-RC #7,9,10** | | **\*Unit #3** | |
| **Day 16** | **ECE Stand 3 Obj 1 & 2 / CDA Goal #1**  **SGQ: III B 8-9, D 1-8**  Nutritional needs and sanitation | | | **3** | **1** | | **2** | | | **4, 5, 6** | | **8, 9, 12, 7**  **\*Observe 6** | | **10 ,11**  **-CG 6.1**  **- CG 6.2** | |  | |
| **Date** | **ECE 1B Objectives**  **(SGQ = study guide question notes)** | | | **Teach Infants** | **Teach Toddler** | | **Teach**  **Preschool** | | | **Lesson plan Review and Prep** | | **Observe**  **and then class work** | | **Class**  **Work** | | **What is Due Today?** | |
| **Day 17** | **ECE Stand 3 Obj 1 /**  **CDA Goal #1**  **SGQ: III B 1-7, C 1-4**  Safety, health, & wellness | | | **6** | **4** | | **5** | | | **7, 8, 9** | | **2, 3, 11,10**  **\*Observe 6** | | **1, 12**  **-Philosophy statement** | | Unit 4  Anthology #2  **DUE NEXT TIME** | |
| **Unit Block #5 (teach lesson #3)** | | | | | | | | | | | | | | | | |
| **Day 18** | **ECE Stand 3 Obj 1 /**  **CDA Goal #1**  **SGQ: III C 1-4**  Abuse identifying and reporting | | | **9** | **7** | | **8** | | | **10, 11, 12** | | **1, 4, 5, 6,**  **\*Observe 6** | | **2, 3**  **-Anthology Page #3**  **-SC #5**  **-RC #4**  **-RC #4 prt 2 special needs** | | **\*Unit #4** | |
| **Day 19** | **ECE Stand 3 Obj 1 /**  **CDA Goal #1**  **SGQ: III A 1-22**  Emergency procedures | | | **12** | **10** | | **11** | | |  | | **1, 2, 3, 4, 5, 6, 7, 8, 9, 10,**  **11, 12**  **\*Observe 7**  **Checklist #2**  **with a final summary** | | **-RC 1.1**  **- RC 1.2**  **-Do you have 5 anecdotalswritten?** | | **Organize observations and begin a**  **rough draft**  Unit 5  Anthology #3  **DUE NEXT TIME** | |
| **Day 20** | **Computer Lab to work on the Observation Report**  **At the end of class you will turn in Unit 5 & the**  **Child Observation Report** | | |  |  | |  | | |  | |  | |  | | **\*Unit 5**  **\*Report on Child**  **Observation** | |
|  | | | | **Days 1 – 20 Support Group in the center while teaching group is in the classroom**  **Days 21 – 40 Switch groups and follow the same schedule as above** | | | | | | | | | | | |  |
|  | | | | **Day 41 Current Class group take the State test and support group stay in the center.**  \*\*The day before the state test a review guide will be sent home to review, study, and hi-light answers that you do not remember or need to review. | | | | | | | | | | | | **\*Review guide and**  **\*State test** |
|  | | | | **Day 42 Current Support group will take the State test and current teaching group will go into the center.**  \*\*The day before the state test a review guide will be sent home to review, study, and hi-light answers that you do not remember or need to review. | | | | | | | | | | | | **\*Review guide and**  **\*State test** |
|  | | | | **Day 43 Help in the center with the children and cleaning for the summer** | | | | | | | | | | | |  |

**Early Childhood Education 2 Study Guide**

1. **(ECE Standard 1 / CDA Goal 6) Students will identify the types of childcare and applicable licensure standards and laws.**

**(Objective 1) Classify types of childcare programs for children.**

* 1. Describe and give examples of the following types of care.

|  |  |  |
| --- | --- | --- |
| **PROGRAM TYPE** | **DEFINE** | **EXAMPLES** |
| * + - * Custodial |  |  |
| * + - * Developmental |  |  |
| * + - * Comprehensive Child Care |  |  |

* 1. Define the following and list the pros, cons, and flexibility associated with the various types of child care:

|  |  |  |  |
| --- | --- | --- | --- |
| **Types of Care** | **Define** | **Advantage** | **Disadvantage** |
| * + - * Hourly Child Care |  |  |  |
| * + - * Montessori |  |  |  |
| * + - * Head Start |  |  |  |
| * + - * Preschool |  |  |  |
| * + - * Home Care |  |  |  |
| * + - * Daycare Center |  |  |  |
| * + - * On-site |  |  |  |
| * + - * Lab schools |  |  |  |
| * + - * Parent Cooperative |  |  |  |

**(objective 2) Identify current childcare licensing standards and laws.** (<http://nrckids.org/STATES/UT/ut430.htm>)

|  |  |
| --- | --- |
| **Qualifications to be a director** | **Qualifications to be a teacher** |

1. What Does CDA stand for?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How do you receive one?

1. Quality Child Care Characteristics
2. Utah Licensing Laws relating to the Health and Safety of indoor and outdoor areas.
   * To open a child care cent for profit and taxes, 2 licenses are needed:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   * The Utah child care license is given through the Utah State Department of \_\_\_\_\_\_\_\_\_\_\_\_\_\_
   * 3 inspections will be made: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

They will inspect items like:

* + The required minimum room temperature shall be\_\_\_\_\_\_\_\_\_\_.
  + The required water temperature shall be\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
  + Indoor play areas shall have at least \_\_\_\_\_\_\_\_\_\_\_\_\_per child. Indoor play area must have \_\_\_\_\_\_\_\_\_\_\_\_\_\_ access to a drinking fountain.
  + Outdoor play areas shall have at least \_\_\_\_\_\_per child which will equal, at least, a total of \_\_\_\_ space.
  + Outdoor area needs to have a \_\_\_\_\_\_\_\_\_\_\_that is at least \_\_\_\_\_\_\_feet high. There needs to also be grass, shade, and supervised access to a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
  + How many caregivers on duty need to have a current 1st Aid and CPR certification? \_\_\_\_\_\_\_\_\_\_\_\_
  + \_\_\_\_\_\_\_\_\_\_ toilet and sink needs to be provided for every 15 children.
  + How should children be checked in and out of a childcare center?

- What do you do if a stranger arrives to pick up the child and Why?

* + Regarding the licensing laws, all children’s records are to be kept\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  + Regarding the license laws, all children must have proof of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  + What is the Two Child Care Provider Rule?
* Teacher-to-child ratios: **\*No children group size shall be larger than 25**

|  |  |  |
| --- | --- | --- |
| **AGE GROUP** | **RATIO** | **GROUP SIZE** |
|  | 1 for every 4 | Group size up to 8 |
|  | 1 for every 7 | Group size up to 14 |
|  | 1 for every 12 | Group size up to 24 |
|  | 1 for every 15 | Group size up to 25 |
|  | 1 for every 20 | Group size up to 25 |

* Snack and Meal Requirements for feeding children enrolled in care:

|  |  |  |  |
| --- | --- | --- | --- |
| Less than 4 hours | Up to 5 hours | Up to 8 hours | Up to 12 hours |
|  |  |  |  |

1. (ECE Standard 2 / CDA Goal 6 & 4) Students will identify and demonstrate employment skills needed to work with young children.

**(objective 1) List the personal qualities needed for employment in child care related occupations.**

* + 1. List positive employment skills or characteristics for someone looking for a job.
    2. List positive characteristics of a quality child care worker.
    3. The application should be written in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ink.

Attach an effective personal resume, to your application, that shows\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The resume should be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, only \_\_\_\_\_\_\_\_ page long, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ written, and include information from these basic areas:

|  |  |  |
| --- | --- | --- |
|  |  |  |
|  |  |  |

* + 1. What can a potential hire do to prepare for the interview?

**(Objective 2) Identify effective employment communication skills.**

1. Effective communication methods for working with adults, parents and family members and the employers and staff members.
2. Effective methods for communicating with children.
3. (Standard 3 / CDA Goal 1) Students will identify, explain, and demonstrate how to maintain a healthy environment for young children.

**(objective 1A)** Identify common childhood emergencies and first-aid techniques.

* 1. Why prepare for emergencies? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How prepare for emergencies?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. What is proper first aid for minor cuts and abrasions (scraped knee)?
  2. What is the proper first aid for a first degree burn?

What is a sign for a second degree burn? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ How do you handle it? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. What is proper first aid for bumps and bruises?
  2. Describe the appearance of pink eye (conjunctivitis) and how it should be handled when a child has it?
  3. What is the procedure when you discover that a child has ingested a poisonous or dangerous substance?
  4. What is the proper procedure for choking?
  5. What is the procedure for a Bloody nose?
  6. What is the procedure for a Bee Sting (or other insect) and a minor puncture wound?
  7. What is the procedure for a temperature?
  8. What should you do in the event of a fire? Where will you take the children?
  9. What is the procedure when an earthquake occurs?
  10. What is the procedure for an intruder alert in the school?

**(objective 1B) List guidelines for maintaining a secure and healthy environment for young children. Discuss information on various immunizations.**

* + - 1. What is the leading cause of injury and death to children? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
      2. What are some guidelines for maintaining a secure and healthy environment?
      3. What is a communicable disease?

Give a couple of examples of a communicable disease.

* + - 1. What are immunizations? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Common reactions to immunizations\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name some immunizations:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

In order for a child to attend a child care facility or enroll in school, they must have proof of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

and a current \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

What if a child does not have up to date immunizations? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* + - 1. Explain what you should do if a child seems ill while in a childcare situation?
      2. Who administers all medication to children?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Whose permission must you have before giving medicine to children? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Why should children never be given aspirin?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* + - 1. Safety and Sanitation Practices

- What is the *best* way to prevent diseases or the spread of germs/diseases \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

What are the proper hand washing procedures?

How Long are hands to be washed\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? (Alphabet song 2x or Happy Birthday song)

Give examples of times when a child or an adult should wash their hands.

- Other personal hygiene and sanitation practices:

What should be done to infant toys, tables, and meal supplies daily? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Older children toys are to be cleaned and sanitized \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* + - 1. List safety rules for indoor and outdoor play.

**(objective 1C) Describe the procedures for identification and reporting of child abuse and neglect.**

1. When is it **not ok** to keep a child’s confidence?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Reasons why children don’t tell about abuse.

Abuse victims are often abused by people they \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. What is the responsibility of a childcare worker when it comes to child abuse?

|  |  |  |
| --- | --- | --- |
| R | K | A |
| D | R | Explain the state mandatory reporting law |

Where can abuse and neglect reports be made?

In the child care center, who do the teachers and assistants report the abuse and neglect to?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If you report the abuse, your name remains \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. Explain the types of abuse and give examples.

|  |  |  |
| --- | --- | --- |
| **Type of Abuse** | **Describe** | **Signs and Symptoms** |
| Physical |  |  |
| Emotional |  |  |
| Sexual |  |  |
| Neglect |  |  |

1. Explain Shaken Baby Syndrome (causes and effects)

What are techniques for soothing a baby? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

When you get frustrated, what can you do?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Explain Sudden Infant Death Syndrome (what is it and prevention methods)

Infants should be placed on their \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to sleep.

1. Abuse risks

**(objective 2) Describe the factors to consider when meeting the nutritional needs of children.**

1. What are purposes of snacks and meals for children?
2. Guidelines for snacks and meals for children.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the wasted calories (no or low nutritional value, high in fats, sugars, and sodium)

1. Explain the MY PLATE (food guide pyramid) recommendations for healthy snacks and meals. 
2. Guidelines for choosing beverages.
3. Signs of a good snack or meal
4. Food Issues

What are common types of food allergies?

Explain actions to take to prevent and care for allergies.

Children under the age of 18 months should be given what kind of milk? Explain your answer.

TRUE or FALSE It is ok for the child care provider to mix formula? Explain:

1. List basic sanitation and food safety guidelines.

When should a childcare worker wear rubber gloves?

Other sanitation and safety guidelines:

1. **(ECE Standard 4 / CDA Goal 1, 3, & 5)) Students will identify, explain,** and demonstrate **Developmentally Appropriate Practices (DAP).**

**(objective 1) Identify and demonstrate the role of the teacher in planning and presenting developmentally appropriate activities for young children.**

* + - * 1. Children will be encouraged to learn and discover through the following DAP techniques:

|  |  |  |
| --- | --- | --- |
| DAP stands for: | Focus, Teach, Enhance, and Develop the 6 Areas of Development (PESCLM) | Child’s Choice and Child’s time |
| Age and Individual appropriateness | Real and Relevant | Challenging, but encourages Learning and Discovery |
| Hands on learning and Concrete | Multi-cultural and Non-Sexist | The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ not the product. |

* + - * 1. For the BEST cognitive development, children learn best by:
* Seeing and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* **\_\_\_\_\_\_\_\_\_ learning** is being actively involved and engaged in the learning by doing, seeing, discussing, and thinking.
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ learning** is sitting, listening, and having no interaction.
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,** questioning, **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,** and talking.
* Hands on, concrete, and real experiences that uses all of the children’s **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**.
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ rates and time.
* Using their own \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
  + - * 1. Learning Styles

|  |  |
| --- | --- |
| * **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Learners:** A child who depends a great deal on the sense of sight. This child will notice small visual changes in the environment. | * **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Learners:** A child who learn best through hearing. This child is the first to hear a fly in the classroom or a snow plow outdoors. |
| * **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Learners:** A child who learns best through doing. This child needs to be shown and allowed to do it with you. Hands on. |  |
| * **Field-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_:** Children who are more interactive with others; volunteering, assisting, and helpful, they also try to gain attention. | * **Field-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_:** Children who are more independent and prefer to work on their own. They enjoy competition as well as individual recognition. |

* + - * 1. What is the role of the teacher in planning and presenting DAP activities for young children?
* Quality DAP Play and Learning is Child \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, Child Directed, and Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** (teacher supported) - Child decides what to do, to use, to discuss, to learn
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (teacher supported) - Child decides what to do and begins doing it on their own.
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** (child supported) - Teacher decides what to do and how to do it.

Precut projects and pre-drawn materials, with instructions for how to do them.

* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** (child supported) - Teacher decides what to do and instructs the children to begin doing it.
  + - * 1. A Quality DAP teacher knows that - write 3 ideas that you can support.

|  |
| --- |
|  |

* + - * 1. Why is it that a child who is 3 years old is toilet trained, but another 3 year old child is not?
        2. Why is it good for children to repeat activities?
        3. Cognitive development is best accomplished when all \_\_\_\_\_\_\_\_\_\_\_\_\_ are involved and engaged in the learning and playing.
        4. Questioning

Define EFFECTIVE positive questioning - also known as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

List two examples of positive questioning techniques:

Define closed-ended questioning :

List two examples of closed –ended questioning:

* + - * 1. Gaining Information

- A 3 year old will **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** to gain information and to learn about their world.

- Cognitive Theorist, Piaget says, that a child gains more information and learns about their world when the information is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to them.

- If a child is **fearful, angry, sad**…, a caregiver should \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the issue with them.

- What is problem solving?

**(Objective 2) Identify and demonstrate positive guidance techniques for infants, toddlers, and preschoolers.**

* 1. List common reasons for misbehavior in children.
  2. Schedules, routines, and consistency are important to a child because they provide:
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the result of no consistency, schedule, or routines. This leads to:
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are key to smooth schedules and routines.
  1. Discuss each of the following in positive guidance techniques.
* Modeling and Guidance
* Discipline
* Natural Consequences
  + Logical Consequences
  + Positive Statements
  + Redirection
  + Reverse Attention / positive reinforcement
  + Limited Choices
  + Time Out (time away)
  1. **Provide appropriate management solutions for dealing with problem behaviors.**
* A child is throwing a temper tantrum, but is not hurting anyone or anything. What can you do?
* What can you say or do to a child who is running through the center (or doing an action that is dangerous to themselves or others)?
* What can you say to children that are yelling with excitement?
* What can you consider to help maintain control in a large and small group setting of children?
* If a child is being aggressive, what can you do with that child?

* If you (the teacher) become upset and frustrated, what can you do?
* A child has wandered away from the activity or doesn’t want to come to the activity. What can the **support teacher** do?

* A child is throwing a temper tantrum at circle time that is distracting other children. What can the **support teacher** do?

* As you are reading a story to the children they keep “inching” closer to you until they are almost on top of you. What can you do?

**(objective 3) Incorporate and demonstrate observation techniques and guidelines while studying children and developing strategies to meet those needs.**

1. What is the purpose of doing observations while working with children?
   1. (as defined) It serves as a clear **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** for studying a **specific behavior** or **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**
   2. It helps you to **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** children which better enables you to **interact with and teach** them.
   3. To **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** realistic curriculum and goals.
   4. Helps to identify how **best to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** the children’s learning.
   5. They show **growth and behavior \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** to provide documentation of learning.
2. What appropriate changes could come or be done from doing observations?
3. Read and follow these guidelines for doing an observation.

* Record the child’s name, sex, age, time, and location/activity on the observation sheet or your notes.
* Observe from a distance and stay in the background to avoid interfering with the areas of activity.
* Never laugh or give attention to a child. Laughing at a child invites showing off tactics.
* Do not interfere with a child’s play by asking questions or trying to help him/her, or participating in the activities.
* Be alert to give assistance in emergencies.
* Avoid visiting with others when observing. Observations are done on an individual basis. You do not work together when doing observations. Not only does visiting keep you and others from completing the observations, but it also interrupts the teachers and the children.
* ***Homework, studying, use of your cell phone is not done while observing. Do not let anything distract you or others from observing. Taking pictures of the children with your own camera device is NOT allowed! Pictures for the final observation portfolio are to be taken with the school cameras.***
* Be open-minded; see the situation as it actually is, what the child actually does—not your interpretation of what he/she does. Record only actual happenings, facts, and words. Always believe the best of a child in all situations.
* ***All class discussions, information, and observations in reference to children are confidential.*** If you have questions about a child, ask the teachers.

1. Explain the difference between the two observations?

|  |  |
| --- | --- |
| Objective / Factual | Subjective / Interpretive |
|  |  |

1. Which type of observation statements are these, Objective (O) or Subjective (S) ?

\_\_\_\_ Johnny sat and stared at the blocks before he began to build with them.

\_\_\_\_ Johnny sat and stared at the blocks because he did not want to build with them, he does not like blocks.

1. Besides personal opinions, what other observation statements should be avoided?

**(objective 4) Identify and demonstrate appropriate environmental space arrangement.**

1. What classroom characteristics should be considered in planning a childcare center.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Physical Effects | Children Trust the environment | Children feel that they belong | Children can be independent | Children feel and are kept safe. |
|  |  |  |  |  |

1. Diagram the 4 areas of space.

Where would be a good location for an art center?

Where would be an appropriate location for a reading center?

Where would be a good location for a science center?

1. What should you do if children are frequently fighting in one spot of the child care center?
2. **(ECE Standard 5 / CDA Goal 2 & 5)) Students will discuss, develop, and demonstrate age appropriate curriculum for young children.**

**(objective 1) Identify and demonstrate components of curriculum planning.**

* 1. Describe the role and responsibilities of a head / lead teacher.
  2. Describe the role and responsibilities of a support teacher.
  3. Curriculum Planning

|  |  |  |
| --- | --- | --- |
| * + tells what themes will be assigned each day, week, or month and an idea for what will be covered and done each day.   + Makes sure that the curriculum is completely covered and nothing is forgotten or overlooked. | * + is showing which activities will be covered for the day. | * + describes each activity, learning goals to accomplish, explains the procedure for the activity, and lists the supplies needed for the activity. |

* 1. What is the purpose of calendaring, daily scheduling, and lesson planning in planning appropriate curriculum?

|  |  |  |
| --- | --- | --- |
| **Teacher** | **Parent** | **Child** |
|  |  |  |

* 1. Components of a Lesson Plan

|  |  |
| --- | --- |
| T | * + A **\_\_\_\_\_\_\_\_\_\_\_\_\_, ideas, or concepts** around which the classroom activities are planned.   What types of topics are the most effective to use with children? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| C | * + **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ words, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ statements, and experiences** that you want the children to understand as they complete the learning centers.   + States the **minimum standard of achievemen**t. |
| O | * **Describes the expected outcome or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** of an activity or what is to be achieved through the overall lesson and day. * What is it that you **hope for the children to \_\_\_\_\_\_\_\_\_\_\_\_\_\_** or take from the lessons and activities? * Provides a **basis for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of learning**.   + Did the child accomplish the objective? If yes, then Learning occurred. * There are **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to the objective** which include conditions of performance, the behavior, and the level of performance.   **The children will….. VERB (NOT LEARN) ….. Level of performance** |
| P | What is going to be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_you are going to do it.   * + **Title or name** of the activity   + **Description** of the activity with an estimated time   + **Procedure** written in enough detail that another person could facilitate the activity.   + **Curriculum Area**   + **Supplies** needed to successfully complete the activity. |
| C | Art, math, large motor / outdoor, language and literacy, science and discovery, sensory table, music and movement, fine motor / build and construct, free play / manipulatives, dramatic play, food and nutrition experience, guest speaker, and field trips |
| T | * Refers to the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ from one activity to another or the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of an activity so as to begin a new activity. * Which of the transition techniques is the most effective? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Transitions | Auditory | Concrete | Novelty | Visual |
| Define |  |  |  |  |
| Examples |  |  |  |  |

* 1. More Curriculum Planning Guidelines
* Lesson plans include \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ plans and ideas, but \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ include the plan for positive guidance techniques.
* When creating and planning (DAPLA) Developmentally Appropriate learning Activities, always refer to the program goals or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* When planning a daily schedule, alternate between and provide opportunities for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ times to help children balance and regulate their behavior and energy.
* What is the purpose of a teaching or resource file?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* DAP Lesson plans are f\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. If a parent brings in a child’s family pet, \_\_\_\_\_\_\_\_\_\_\_ the activity plan and talk about the pet.

**(objective 2) Develop and demonstrate developmentally appropriate practice activities for learning experiences/activities/center.**

* + 1. Language and Literacy activities
* What activities fall under language and literacy?
* What might you look for when choosing an appropriate story for a preschooler?
* How can it be handled when a 3 year old becomes distracted and noisy during story time?
  + 1. Pre-math activities
* What activities or skills fall under math?

Define classification: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* You want the children to learn to count. Describe an appropriate technique to help.
* Blocks or a block center develops math skills like:
  + 1. Music and movement
* Music and movement activities include:
* The purpose of music and movement activities is to:
* When choosing a song for young children:
* Movement activities should focus on and include:
  + 1. Creative Art activities
* The purpose of art activities
* Art focuses on the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ not the product. Explain this:
* All art is fine motor, but not all fine motor is art. Explain this:
* Children learn best by seeing and doing. Give some examples of DAP art activities for preschool children and explain why they would be good choices.

|  |  |
| --- | --- |
| Wet art activities | Dry art activities |
| Construct or create activities | Mold and shape |

* How should black line masters, like completing worksheets or coloring a picture, be used?
* The daycare you are considering taking your child to often has the children color in coloring books. What do you think about this practice and give reasons to support your answer.
* Stages of Art:

|  |  |
| --- | --- |
| Scribbling | Preschematic |
| Schematic | Realism |

* + 1. Play
* Play is a child’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ it is the most important job they will do all day.
* All Play (activities, learning centers, and free play) should be child \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

child \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| **Types of Play and Define** | **Examples** |
| Free Play  Why should toys be limited during free play? |  |
| Dramatic Play  Best when there are a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of props.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is incorporated throughout the area.  Best done when there are \_\_\_\_\_\_\_\_\_\_\_\_\_\_ restrictions and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ possibilities. | List some items that could be put in a dramatic play area? (trucks, hats, dolls…) |
| Passive Play |  |
| Small Motor and Manipulatives  If you have puzzles in your preschool, what should you make sure they have? |  |
| Sensory and Discovery Play |  |
| Large Motor, Active, Outdoor Play |  |

* + 1. Science and sensory activities
* Science and Sensory Activities include:

* The purpose of the science and sensory activity is:
* Words used to describe science and sensory activities are:
* Science and sensory is best learned through:

* + 1. Food and Nutrition Experiences
* Food and Nutrition Experiences include
* Food and Nutrition Experiences teach:
* Guidelines for facilitating appropriate Food and Nutrition Experiences

* What skills and curriculum areas do food experiences promote and enhance?

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Due: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**LHS ECE IB – Unit #1 Points**

1. You will have **FIVE class periods** to complete each task on the unit list
2. You will approve and sign off your own tasks as you complete them.
3. This rotation may need extra effort beyond class time!!!!
4. Use this form for the unit grading sheet. Place it behind the ECE 1B divider.

**ASSIGNMENTS: YOUR INITIALS OF COMPLETION: UNIT POINTS POSSIBLE:**

* 1. **Disclosure Statement \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 150 pts (separate)**
  2. **$3.00 fee paid to Terry’s child care center account \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 300 pts (separate)**
  3. **Policy and Procedure Test \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ IF NOT DONE IN THE ECE 1A CLASS**
  4. **Daily Participation: 20 points per day 100 pts (separate)**

Sign in and out for your daily participation, attendance, and wise use of time. These points will only be given on the

day of your attendance.

* 1. **FCCLA STEP 1 Carousel \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 20 pts (initials) \_\_\_\_\_\_\_\_**
  2. **Workbook Organization \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **20 pts (initials) \_\_\_\_\_\_\_\_**

Obtain a **3 ring binder,** **optional** sheet protectors, and tabs. Put together your ECE/CDA workbook.

1. **Study Guide Notes in workbook \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 20 pts (initials) \_\_\_\_\_\_\_\_**

* **DAP Information**
* **Components of curriculum planning**

1. **DAP Shift Practice page \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  1**0 pts (separate)**
2. **Lesson Planning Practice Page \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 20 pts (separate)**
3. **Lesson Planning: Lesson #1** **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **40 pts (separate)**

Plan lesson #1 for the assigned age group. Have the teacher proof read and approve your lesson plan and

supply list and then a copy of the lesson plan will be made for you.

**Obtain the supplies that you can and, on the supply list, write only those items that you will not be able to obtain Turn in at least 2 weeks in advance – very important if you want the supplies provided for you.**

\*\*\*If this is your **preschool lesson plan**, write a **special needs accommodation** for it under the CDA Goal #1 Resource 4.

This write up will be turned in with Unit 5 work so keep it until then.

Remember

1. **Lesson Planning: Lesson #2** **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **40 pts (separate)**

Plan lesson #2 for the assigned age group. Have the teacher proof read and approve your lesson plan and

supply list and then a copy of the lesson plan will be made for you.

**Obtain the supplies that you can and, on the supply list, write only those items that you will not be able to obtain Turn in at least 2 weeks in advance – very important if you want the supplies provided for you.**

\*\*\*If this is your **preschool lesson plan**, write a **special needs accommodation** for it under the CDA Goal #1 Resource 4.

This write up will be turned in with Unit 5 work so keep it until then.

Remember

* 1. **ECE 1B Performance Objectives for lesson #1** **and Lesson #2** **\_\_\_\_\_\_\_\_\_\_\_\_** 2**0 pts (4 areas) \_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **By the time the semester is over, you will need to have developed and implemented at least one of each of the following curriculum areas tasks between your different lesson plans. Keep track of your progress by checking off which task(s) this unit’s lesson plan meets and writing the activity name. YOU WILL HAVE AT LEAST 4 ACTIVITIES FILLED IN FOR THIS UNIT.** | | |
| **Language and literacy**   |  | | --- | | **Age Group:**  **Activity name** | | **Math**   |  | | --- | | **Age Group:**  **Activity name** | | **Science, sensory, discovery**   |  | | --- | | **Age Group:**  **Activity name** | |
| **Art**   |  | | --- | | **Age Group:**  **Activity name** | | **Music and Movement**   |  | | --- | | **Age Group:**  **Activity name** | | **Gross Motor**   |  | | --- | | **Age Group:**  **Activity name** | |

* 1. **Workbook: Reflective Statement of Competence Goal (CG) #3** **\_\_\_\_\_\_\_\_\_\_\_\_\_** 45 **pts (attached) \_\_\_\_\_\_\_\_\_\_\_\_\_**

1. In **250-500 word** write Reflective statement of **competence #3**.

* Begin with an **opening statement** that gives an **overall *introduction* and *concise summary*** of how you **feel** about this competency and its functional areas, explain **the importance** of it to you, the children, and their parents. Provide **general ideas** on how you plan to meet it. This section alone should be about 150-200 words.
* Next, using bullet points, discuss each **functional area** in **detail** as it **relates to your opening statement**. Provide realistic and exact **examples** of actions that you will take to meet this functional area and competency for those within your care. This section will be about 50 – 100 words.

1. **CG 3.1** Prepare at least 1 paragraph that describes your support of a child’s developing self-concept and social/emotional growth.
2. **CG 3.2** Prepare at least 1 paragraph that describes your philosophy on guiding young children’s positive behaviors.
   1. **Workbook: Resource Collection (RC)** **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **20 pts (attached) \_\_\_\_\_\_\_\_\_\_\_\_** See the workbook goal section for individual assignment instructions.

|  |  |
| --- | --- |
| **RESOURCES TO BE COMPLETED THIS UNIT** | |
| **RC #8**  **Record keeping forms** | **(optional) RC #2**  **CPR Certificate - (Offered the last week of January at LHS for $19.00)** |

|  |
| --- |
| **Helpful Websites and Locations for the CDA Resources**   * **WSU Child Care Resource and Referral** [**http://programs.weber.edu/ccrr/**](http://programs.weber.edu/ccrr/) * **Utah Department of health Bureau of Child Development** [**http://jobs.utah.gov/occ/occ2/index.html**](http://jobs.utah.gov/occ/occ2/index.html) * **Care About Child Care** [**http://careaboutchildcare.utah.gov/**](http://careaboutchildcare.utah.gov/) * **Department of Workforce Services Office of Child Care** [**http://jobs.utah.gov/occ/occ2/index.html**](http://jobs.utah.gov/occ/occ2/index.html) * **County Health Department** [**http://www.daviscountyutah.gov/health/family\_health/default.cfm**](http://www.daviscountyutah.gov/health/family_health/default.cfm) * **Layton City and Clearfield City Health department have brochures for you to pick up.** |

* 1. **End Result \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ / 26**

|  |  |
| --- | --- |
| **On time 0 17** | **In the correct order 0 3** |
| **Complete 0 1 2 3** | **Professional appearance 0 1 2 3** |

**TOTAL UNIT #1 POINTS**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ / 171 pts + 746 for separate points

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Due: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**LHS ECE IB – Unit #2 Points**

1. You will have **FIVE class periods** to complete each task on the unit list
2. You will approve and sign off your own tasks as you complete them.
3. Use this form for the unit grading sheet. Place it behind the ECE 1B divider.
4. This rotation may need extra effort beyond class time!!!!

**ASSIGNMENTS: YOUR INITIALS OF COMPLETION: UNIT POINTS POSSIBLE:**

* 1. **Daily Participation: 20 points per day 100 pts (separate)**

Sign in and out for your daily participation, attendance, and wise use of time. These points will only be given on the day of your attendance.

* 1. **Study Guide Notes in portfolio \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 50 pts (initials ) \_\_\_\_\_\_\_\_**
* **Observation**
* **Learning, Questioning, transitions**
* **Language and Literacy, Math, and Music**
* **Art, play (fine, gross, indoor, outdoor, dramatic, free, manipulatives, build)**
* **Food Experience and Science**

* 1. **Child Sign Up For Long Term Observation Report \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **10 pts (child info) \_\_\_\_\_\_\_\_\_\_**

**Child’s Full Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Child’s Age \_\_\_\_\_\_ Birthday\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

* 1. **Child Observation #1 and 2 (anecdotal #1 and checklist #1)** **\_\_\_\_\_\_\_\_\_\_\_**  **40 pts (separately)**

On your own paper, practice writing both an anecdotal observation with a narrative summary and a checklist with a narrative summary that follows the observation reference sheets. Only turn in the practice anecdotal observation for proof reading and approval.

- The Observation should take you about 15 min, remember to remain a silent observer, be professional, and complete it on your own. The children should never know you are there!!!!!

* 1. **Child Observations #3 (anecdotal #2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **20 pts (attach) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

- Review the entire observation assignment and reference sheets before you begin.

- On your own paper, complete the assigned observations according to the reference sheets. For this unit you will need to complete: **An Anecdotal Report with all areas of development and a narrative summary.**

1. **Lesson Planning: Lesson #3** **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **40 pts (separate)**

Plan lesson #3 for the assigned age group. Have the teacher proof read and approve your lesson plan and

supply list and then a copy of the lesson plan will be made for you.

**Obtain the supplies that you can and, on the supply list, write only those items that you will not be able to obtain Turn in at least 2 weeks in advance – very important if you want the supplies provided for you.**

\*\*\*If this is your **preschool lesson plan**, write a **special needs accommodation** for it under the CDA Goal #1 Resource 4.

This write up will be turned in with Unit 5 work so keep it until then.

Remember

1. **Preparation and Planning for Lesson #1 \_\_\_\_\_\_\_\_\_\_\_\_\_** (***I could teach it today***) **20 pts (initials)\_\_\_\_\_\_\_\_**

**Prepare and gather** all materials necessary for your lesson. Be ready to teach as if your lesson were today.

**Remember** to **document** (pictures and/or samples) **your lesson** for your **anthology page**.

1. **ECE 1B Performance Objectives for lesson (SC) #3**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **10 pts (2 areas) \_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **By the time the semester is over, you will need to have developed and implemented at least one of each of the following curriculum area tasks between your different lesson plans. Keep track of your progress by checking off which task(s) this unit’s lesson plan meets and writing the activity name. YOU WILL HAVE AT LEAST 2 ACTIVITIES FILLED IN FOR THIS UNIT.** | | |
| **Language and literacy**   |  | | --- | | **Age Group:**  **Activity name** | | **Math**   |  | | --- | | **Age Group:**  **Activity name** | | **Science, sensory, discovery**   |  | | --- | | **Age Group:**  **Activity name** | |
| **Art**   |  | | --- | | **Age Group:**  **Activity name** | | **Music and Movement**   |  | | --- | | **Age Group:**  **Activity name** | | **Gross Motor**   |  | | --- | | **Age Group:**  **Activity name** | |

1. **Workbook: Reflective Statement of Competence Goal (CG) #4** **\_\_\_\_\_\_\_\_\_\_\_\_\_** **45 pts (attached) \_\_\_\_\_\_\_\_\_\_\_\_\_**
2. In **250-500 word** write Reflective statement of **competence #4**.

* Begin with an **opening statement** that gives an **overall *introduction* and *concise summary*** of how you **feel** about this competency and its functional areas, explain **the importance** of it to you, the children, and their parents. Provide **general ideas** on how you plan to meet it. This section alone should be about 150-200 words.
* Next, using bullet points, discuss each **functional area** in **detail** as it **relates to your opening statement**. Provide realistic and exact **examples** of actions that you will take to meet this functional area and competency for those within your care. This section will be about 50 – 100 words.

1. **CG 4.1** Prepare at least 1 paragraph that describes how you will keep families aware of what’s happening in their child’s life.
2. **CG 4.2** Prepare at least 1 paragraph that describes how you will remain aware of what’s happening in the child’s home life.
3. **CG 4.3** ***WILL NOT BE DONE UNTIL FINISHED WITH YOUR CDA.*** Reflection on the feedback received from your parent questionnaire.
4. **Workbook: Resource Collection (RC) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **40 pts (attached) \_\_\_\_\_\_\_\_\_\_\_\_\_**

See the workbook goal section for individual assignment instructions.

|  |
| --- |
| **RESOURCE COLLECTION TO BE COMPLETED THIS UNIT** |
|  |

|  |
| --- |
| **RC #3**  **2 weekly menus** |

|  |
| --- |
| **ALL OF THE RESOURCES THAT WE WILL BE COMPLETING or UPDATING WITHIN THIS CLASS** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| RC #1  Child abuse and neglect  RC 1.1 and 1.2 | RC #2  CPR Certificate | RC #3  2 weekly menus | RC #4  Weekly Plan  (Anthology Pages) | RC #5  10 Learning experiences  RC 5.1 - 5.10  1A theme book & other Lesson plans |
| RC #6  10 book list bibliography (child development books) | RC #7  Family resource guide  RC 7.1 – 7.4 | RC #8  Record keeping forms | RC #9  Regulating child care  RC 9.1 and 9.2 | RC #10  Early Childhood Associations |

1. **End Result \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ / 32**

|  |  |
| --- | --- |
| **On time 0 23** | **In the correct order 0 3** |
| **Complete 0 1 2 3** | **Professional appearance 0 1 2 3** |

**TOTAL Unit #2 POINTS**\_\_\_\_\_\_\_\_\_ / 237 pts + 170 for daily participation points, lesson plan #3, and 2 practice observations.

**INDIVIDUAL CHILD OBSERVATIONS, STUDY, AND REPORT**

**DUE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. Select and sign up for a child, ages 2-5. Begin focusing all of your **STUDYING** and **OBSERVATION WRITINGS** on that individual child only. Note his/her verbal and non-verbal actions, physical skills, cognitive skills, emotions, and social interactions with other children, adults, etc.
2. Properly record and date all of your observations. Observations will be completed and handed in with each unit sheet. Keep all observations in your ECE/CDA notebook behind the RC #8 section. All observations will be used to write your final child report.

***\*\*This project will be turned into a report that will be given to the child’s parents so be professional and concise.***

1. ***Observations to complete and use in writing the FINAL REPORT***
2. **ANECDOTES: WORKING WITH YOUNG CHILDREN** pg 45-46 has good information

--Attached are examples of **ANECDOTES.**

1. **CHECKLIST: WORKING WITH YOUNG CHILDREN** pg 47 has good information

--Attached are 2 **CHECKLISTS**. Each student will complete the attached **CHECKLISTS** for the child they have selected. Please be very thorough in the 2 checklists do get sent home to the guardians with the final report. This will be a great indicator of growth and development for the guardian.

1. **CHILD OBSERVATION REPORT - *A quarter in the life of the child, this is their story***

**Remember, this will be given to the child’s family so make it professional.**

--Attached is the outline/explanation for the **OBSERVATION REPORT** assignment.

--Attached is the **RUBRIC FOR EVALUATING/GRADING OBSERVATION REPORTS**

***It is impossible to do the whole project satisfactorily at the last minute. Do it consistently and well.***

**--IT IS A GOOD IDEA TO HAVE SOMEONE PROOF READ YOUR REPORT BEFORE TURNING IT IN SINCE THE**

**CHILD’S FAMILY WILL BE READING THIS.**

**OBSERVATION REPORT RUBRIC --- (ATTACH THIS FRONT PAGE TO THE FRONT OF YOUR TYPED REPORT)**

***Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ period\_\_\_\_\_\_\_\_\_\_***

1. **INTRODUCTION**  1 2 3

|  |  |  |  |
| --- | --- | --- | --- |
| An introduction of who you are and the observation project that you worked on. |  |  |  |

1. **PHYSICAL DEVELOPMENT** (address 8 question guides in essay form) 1 2 3

|  |  |  |  |
| --- | --- | --- | --- |
| Introduction /explanation of ***physical development*** |  |  |  |
| Identify typical behavior of a 3-4-5 year old child. |  |  |  |
| 3 or 4 examples and dates of the child in relationship to the typical behaviors identified above. |  |  |  |
| Conclusions and Personal insights/learning about the child in this area of development |  |  |  |

1. **SOCIAL DEVELOPMENT** (address 6 question guides in essay form) 1 2 3

|  |  |  |  |
| --- | --- | --- | --- |
| Introduction /explanation of ***social development*** |  |  |  |
| Identify typical behavior of a 3-4-5 year old child |  |  |  |
| 3 or 4 examples and dates of the child in relationship to the typical behaviors identified above. |  |  |  |
| Conclusions and Personal insights/learning about the child in this area of development |  |  |  |

1. **EMOTIONAL DEVELOPMENT** (address 6 question guides in essay form) 1 2 3

|  |  |  |  |
| --- | --- | --- | --- |
| Introduction /explanation of ***emotional development*** |  |  |  |
| Identify typical behavior of a 3-4-5 year old child |  |  |  |
| 3 or 4 examples and dates of the child in relationship to the typical behaviors identified above. |  |  |  |
| Conclusions and Personal insights/learning about the child in this area of development |  |  |  |

1. **COGNITIVE DEVELOPMENT** (address 5 question guides in essay form) 1 2 3

|  |  |  |  |
| --- | --- | --- | --- |
| Introduction /explanation of ***cognitive development*** |  |  |  |
| Identify typical behavior of a 3-4-5 year old child |  |  |  |
| 3 or 4 examples and dates of the child in relationship to the typical behaviors identified above. |  |  |  |
| Conclusions and Personal insights/learning about the child in this area of development |  |  |  |

1. **CONCEPTUAL LANGUAGE** 1 2 3

|  |  |  |  |
| --- | --- | --- | --- |
| Introduction/explanation of ***conceptual language*** |  |  |  |
| Identify typical behavior of a 3-4-5 year old child |  |  |  |
| 3 or 4 examples and dates of the child in relationship to the typical behaviors identified above. |  |  |  |
| Conclusions and Personal insights/learning about the child in this area of development |  |  |  |

1. **SUMMARY** (address 7 question guides in essay form) 1 2 3

|  |  |  |  |
| --- | --- | --- | --- |
| A summative conclusion that addresses the 7 questions in essay form. |  |  |  |

1. **Checklist Reports**

|  |
| --- |
| **Attach the 2 Checklist Observations to the CHILD’S TYPED FINAL REPORT 20 points**  **These will be going home to the parents with the final report.** |

**TOTAL x 4 \_\_\_\_\_\_\_\_\_\_\_ / 164**

**OBSERVATION REPORT ASSIGNMENT**

***A quarter in the life of the child, this is their story***

* Review your observation notes and search for meaning and understanding with regard to each particular area of development below, and how it relates to the child you are writing about.
* Your written report should cover the **CHILD’S PROGRESS** in various areas of his/her adjustment and development, any regression you have observed, records of actual events as they happened, records of actual conversation, examples of behavior in various situations and circumstances, or anything you feel has special importance and meaning in understanding the child. Actually use your observation notes to provide examples and dates.
* Some general questions and ideas are listed below. However, these are only ideas and should not be used as the complete basis of your report. Each section should be **TYPE WRITTEN IN ESSAY FORM**. It should cover as many ideas and questions as possible. Your own initiative and creativity should be used. For each section, use your **notes and observations (time samples, checklists, anecdotes, behavior patterns, event samples) from the lab.**

***The REPORT FORMAT – A Quarter in the life of the child***

**Section #1 – Introduction of you, the assignment, and the child. Think of it as *A Quarter in the life of the child, a story to the parents about their child*.**

**Section #2—Physical Development**

1. Discuss gross motor/large muscle development of the child—give examples and dates.
2. Discuss fine motor/small muscle development and eye-hand coordination of the child, give examples and dates.
3. Are his/her large and small muscle coordination equally developed or is one more developed than the other? Give examples.
4. Discuss the physical and motor differences between children.
5. Are the child’s body movements quick or slow?
6. Does the child seem “at home” with his/her body, or does he/she seem clumsy, stiff, or unsure?
7. Does the child’s physical development affect his/her behavior and personality?
8. What did you learn about physical development from observing this child?

**Section #3—Social Development**

1. Discuss the child’s type of play and/or interaction with other children.
2. Look for examples of acceptance or rejection. Can you see reasons for the behavior the child exhibits?
3. How does the child’s play/interaction seem to affect him/her?
4. Look for examples of specific social behaviors and evaluate them. Is the child outgoing, shy, withdrawn, pushy, loud, etc.? Is the behavior typical for the child’s age?
5. How does this child relate with other children? Does she/he seek out other children? Does she/he seek only specific children? Does she/he avoid the other children or specific children? Does she/he wait until someone seeks her/him out? How does she/he respond to another child’s invitation to play? Does she/he spend a lot of time watching other children? Is she/he generally a leader or a follower?
6. What did you learn about social development by observing this child?
7. Does the child’s behavior change when alone vs. with other kids or with different kids? If so, how?

**Section #6** - **Influences on the Child’s Language**

1. From your observations and your understanding of children, what are the factors in the child’s environment that influence the development and understanding of language and concepts?
2. Explain the child’s language development skills.
3. What did you learn about language development by observing this child?

**Section #4—Emotional Development**

1. What emotions did you see? How did you know they were emotions?
2. What seemed to cause the emotions you observed?
3. How much of what the child felt was expressed through his/her body language?
4. Discuss how a child’s feelings are expressed through facial expressions.
5. Do the child’s facial expressions change as she/he is involved in various activities, or do they remain the same?
6. What did you learn about emotional development by observing this child?
7. Does the child’s behavior change from one location to another? What behaviors would you expect in the different locations or activities you observed? Is the behavior what you would have expected? Does the teacher have to remind the child about how to behave in any area?

**Section #5—Concept (Cognitive) Development**

1. From your observations and your understanding of children, what are the factors in the child’s environment that influence the development and understanding of concepts?
2. How do you feel TV, movies, video games or other technology has affected the child? Record any examples you may have seen.
3. What objects, toys, equipment seems to hold the child’s interest? How does he/she express this interest? Does the child use equipment, toys and other materials in an appropriate manner?
4. Do you feel a child’s toys and play equipment influence their language and concept development? How or why do you feel this way?
5. Record any adult behavior the child may have role played,
6. Observe the child as she/he is being taught a skill or information. Record what skill is being taught and the method used to teach it. Is the child interested in learning this skill? What are his/her responses? How many lessons are necessary for him/her to learn the skill? Does she/he have the ability to perform the skill?

**Section #7 - SUMMARY**

Make sure that your finished summary says exactly what you want it to say. Evaluate your experience in observing and studying the child you selected, using the following questions. Explain your answers by using examples from your observations.

1. In what ways has the child changed or developed since you began your observation?
2. Has the child learned any new skills?
3. Has the child made progress in any one area of development (social, physical, intellectual, emotional, personal behavior, etc.)?
4. What have you learned about the child’s behavior, learning ability, response to adults and other children, reaction treatment by others, ability to adjust to conditions of life, and ability to cope with problems?
5. Have you changed any of your ideas about children—their reasons for being as they are, the causes of their behavior, and better ways of getting the desired response from them?
6. Have you learned anything about yourself? Please explain.
7. Compare the things you have learned from this long-term study with the things you learned in the lab with your group of children.

**CHECKLIST / TALLY OBSERVATION #1 DATE: \_\_\_\_\_\_\_ Location\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **SKILL TO BE OBSERVED** | **CHECK FOR EACH TIME** | **NOTES ON OBSERVATION** |
| Walks steadily |  |  |
| Climbs objects |  |  |
| Hops and / or skips |  |  |
| Runs and/or rides |  |  |
| Balances on 1 foot or an object |  |  |
| Turns pages of book one at a time |  |  |
| Builds a tower of blocks or other item |  |  |
| Draws/paint lines and circles and pictures |  |  |
| Cuts with scissors |  |  |
| Puzzle, beads, play dough, folds paper… |  |  |
| Uses one hand consistently |  |  |
| Performs self-help skills like (feeding, dressing, washing, toileting, cleaning…) |  |  |
| Speaks in at least 3 word sentences |  |  |
| Speaks fluently and clear with about a 1000 - 1500 word vocabulary |  |  |
| Use of negative elements (no, don’t, can’t,…) |  |  |
| Use of plural words (cats, cookies, mice) |  |  |
| Answering routine questions. |  |  |
| Following directions |  |  |
| Tells stories or jokes |  |  |
| Makes requests or asks questions |  |  |
| Comprehends math skills like: color, amount, spatial awareness, numbers, time, shapes, counting, size, sequencing |  |  |
| Plays cooperatively with others |  |  |
| Affectionate to others |  |  |
| Uses kind words and manners |  |  |
| Shows a desire for independence |  |  |
| Shows pride in work and tasks |  |  |
| Shows persistence to finish or do well |  |  |
| Negative emotions (jealous, negativism, fear, egocentric, won’t share, ..) |  |  |
| Tries to express emotions verbally |  |  |
| Shares or asks for items instead of grabbing them away |  |  |
| Extra: |  |  |

|  |
| --- |
| ***After completing the checklist, write a narrative summary of your findings.*** |

**CHECKLIST / TALLY OBSERVATION #2 DATE: \_\_\_\_\_\_\_ Location\_\_\_\_\_\_\_\_\_\_\_\_**

**Using** the checklist below, identify skills that you observe in the child.

|  |  |  |
| --- | --- | --- |
| **SKILL TO BE OBSERVED** | **CHECK FOR EACH TIME** | **NOTES ON OBSERVATION** |
| Walks steadily |  |  |
| Climbs objects |  |  |
| Hops and / or skips |  |  |
| Runs and/or rides |  |  |
| Balances on 1 foot or an object |  |  |
| Turns pages of book one at a time |  |  |
| Builds a tower of blocks or other item |  |  |
| Draws/paint lines and circles and pictures |  |  |
| Cuts with scissors |  |  |
| Puzzle, beads, play dough, folds paper… |  |  |
| Uses one hand consistently |  |  |
| Performs self-help skills like (feeding, dressing, washing, toileting, cleaning…) |  |  |
| Speaks in at least 3 word sentences |  |  |
| Speaks fluently and clear with about a 1000 - 1500 word vocabulary |  |  |
| Use of negative elements (no, don’t, can’t,…) |  |  |
| Use of plural words (cats, cookies, mice) |  |  |
| Answering routine questions. |  |  |
| Following directions |  |  |
| Tells stories or jokes |  |  |
| Makes requests or asks questions |  |  |
| Comprehends math skills like: color, amount, spatial awareness, numbers, time, shapes, counting, size, sequencing |  |  |
| Plays cooperatively with others |  |  |
| Affectionate to others |  |  |
| Uses kind words and manners |  |  |
| Shows a desire for independence |  |  |
| Shows pride in work and tasks |  |  |
| Shows persistence to finish or do well |  |  |
| Negative emotions (jealous, negativism, fear, egocentric, won’t share, ..) |  |  |
| Tries to express emotions verbally |  |  |
| Shares or asks for items instead of grabbing them away |  |  |
| Extra: |  |  |

|  |
| --- |
| ***After completing the checklist, write a narrative summary of your findings.*** |

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Due: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**LHS ECE IB – Unit #3 Points**

1. You will have **FOUR class periods** to complete each task on the unit list
2. You will approve and sign off your own tasks as you complete them.
3. Use this form for the unit grading sheet. Place it behind the ECE 1B divider.
4. This unit may need extra effort beyond class time!!!!

**ASSIGNMENTS: YOUR INITIALS OF COMPLETION: UNIT POINTS POSSIBLE:**

* 1. **Daily Participation: 20 points per day 80 pts (separate)**

Sign in and out for your daily participation, attendance, and wise use of time. These points will only be given on the day of

your attendance.

* 1. **Study Guide Notes in portfolio \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **40 pts (initials) \_\_\_\_\_\_\_\_\_\_\_\_\_**
* **Environment**
* **Positive Discipline**
* **Communication and Employment skills**
* **Childcare types and categories**

* 1. **Lesson #1 Teach and document \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **(I did it!)**  **5 pts (initials) \_\_\_\_\_\_\_\_\_\_\_\_\_**

Complete your teaching day in the Layton Child Care Training Center. Make sure that an evaluation is being done on you by either an ECE student or an adult teacher. **Remember** to **document this lesson with pictures** of the children doing your activities **and / or** samples of the activities. These documents will be compiled with your lesson and the 2 evaluations as an anthology (scrapbook – like page) and turned in.

* 1. **Lesson #1 Personal & Teaching Evaluations \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (I have them)** **5 pts (initials) \_\_\_\_\_\_\_\_\_\_**

During your lesson, an evaluation will be done by an ECE student or an adult teacher. After your lesson, get this evaluation back and complete the individual evaluation portion on how you think the lesson went. Attach these to your anthology page.

* 1. **Lesson #1 Anthology Page** (scrapbook-like page) **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **70 pts (attach) \_\_\_\_\_\_\_\_\_\_**

Create a compilation documenting **lesson #1**. This will include your **lesson plan (10 pts)**, **samples and/or pictures (10 pts)** of the children doing your activities, and the **2 teaching evaluations (50 pts)**.

The **front side** will have your lesson plan and samples. The **back side** will show your evaluations. It does not have to be fancy or even cutesy, just a professional display of your successful teaching of **lesson #1.**

* Place your graded and returned anthology pages behind the **CDA Goal #1 divider Resource 4**.

1. **Preparation and Planning for Lesson #2 \_\_\_\_\_\_\_\_\_\_\_\_\_** (***I could teach it today***) **20 pts (initials)\_\_\_\_\_\_\_\_**

**Prepare and gather** all materials necessary for your lesson. Be ready to teach as if your lesson were today.

**Remember** to **document** (pictures and/or samples) **your lesson** for your **anthology page**.

1. **Child Observations #4 (anecdotal #3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **20 pts (attach) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

- Review the entire observation assignment and reference sheets before you begin.

- On your own paper, complete the assigned observations according to the reference sheets. For this unit you will need to complete: **An Anecdotal Report with all areas of development and a narrative summary.**

1. **Workbook: Reflective Statement of Competence Goal (CG) #2** **\_\_\_\_\_\_\_\_\_\_\_\_\_** **65 pts (attached)\_\_\_\_\_\_\_\_**
2. In **250-500 word** write Reflective statement of **competence goal #2**.

* Begin with an **opening statement** that gives an **overall *introduction* and *concise summary*** of how you **feel** about this competency and its functional areas, explain **the importance** of it to you, the children, and their parents. Provide **general ideas** on how you plan to meet it. This section alone should be about 150-200 words.
* Next, using bullet points, discuss each **functional area** in **detail** as it **relates to your opening statement**. Provide realistic and exact **examples** of actions that you will take to meet this functional area and competency for those within your care. This section will be about 50 – 100 words.

1. **CG 2.1** Prepare at least 1 paragraph that describes one of your learning experiences.
2. **CG 2.2** Prepare at least 1 paragraph that describes one of your learning experiences.
3. **CG 2.3** Prepare at least 1 paragraph that describes one of your learning experiences.
4. **CG 2.4** Prepare at least 1 paragraph that describes one of your learning experiences.
5. In **250-500 word** write Reflective statement of **competence goal (CG) #1 \_\_\_\_\_\_\_\_ 55 pts (attached) \_\_\_\_\_\_\_**
6. CG 1.1 Prepare at least 1 paragraph that describes your reflection on the sample menu.
7. CG 1.2 Prepare at least 1 paragraph that describes your room environment where you teach.
8. CG 1.3 Prepare at least 1 paragraph that describes your reflection on your weekly plan.
9. **Workbook: Resource Collection (RC)** **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **40 pts (attached) \_\_\_\_\_\_\_\_**

See the workbook goal section for individual assignment instructions.

|  |  |
| --- | --- |
| **RESOURCE COLLECTION TO BE COMPLETED THIS UNIT** | |
| **RC #5 (RC 5.1 - 5.10)**  **10 Learning experiences**  **(Use your ECE 1 theme book and resources. You can also use your ECE 1 and Child Development lesson plans that you taught.)** | **RC #6**  **10 book list bibliography**  **(Use the child development books and/or the ECE 1 books, or other books that you have access to.)** |

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| **ALL OF THE RESOURCES THAT WE WILL BE COMPLETING or UPDATING WITHIN THIS CLASS** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| RC #1  Child abuse and neglect  RC 1.1 and 1.2 | RC #2  CPR Certificate | RC #3  2 weekly menus | RC #4  Weekly Plan  (Anthology Pages) | RC #5  10 Learning experiences  RC 5.1 - 5.10  1A theme book & other Lesson plans |
| RC #6  10 book list bibliography (child development books) | RC #7  Family resource guide  RC 7.1 – 7.4 | RC #8  Record keeping forms | RC #9  Regulating child care  RC 9.1 and 9.2 | RC #10  Early Childhood Associations |

|  |
| --- |
| **Helpful Websites and Locations for the CDA Resources**   * **WSU Child Care Resource and Referral** [**http://programs.weber.edu/ccrr/**](http://programs.weber.edu/ccrr/) * **Utah Department of health Bureau of Child Development** [**http://jobs.utah.gov/occ/occ2/index.html**](http://jobs.utah.gov/occ/occ2/index.html) * **Care About Child Care** [**http://careaboutchildcare.utah.gov/**](http://careaboutchildcare.utah.gov/) * **Department of Workforce Services Office of Child Care** [**http://jobs.utah.gov/occ/occ2/index.html**](http://jobs.utah.gov/occ/occ2/index.html) * **County Health Department** [**http://www.daviscountyutah.gov/health/family\_health/default.cfm**](http://www.daviscountyutah.gov/health/family_health/default.cfm) * **Layton City and Clearfield City Health department have brochures for you to pick up.** |

1. **End Result \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ / 46**

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| --- | --- |
| **On time 0 37** | **In the correct order 0 3** |
| **Complete 0 1 2 3** | **Professional appearance 0 1 2 3** |

**TOTAL Unit #3 POINTS**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ / 376 pts + 80 for daily participation points

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Due: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**LHS ECE IB – Unit #4 Points**

1. You will have **THREE class periods** to complete each task on the unit list
2. You will approve and sign off your own tasks as you complete them.
3. Use this form for the unit grading sheet. Place it behind the ECE 1B divider.
4. This unit may need extra effort beyond class time!!!!

**ASSIGNMENTS: YOUR INITIALS OF COMPLETION: UNIT POINTS POSSIBLE:**

* 1. **Daily Participation: 20 points per 60 pts (separate)**

Sign in and out for your daily participation, attendance, and wise use of time. These points will only be given on the day of your attendance.

* 1. **Study Guide Notes in portfolio \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **30 pts (initials) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **State child care licensing standards and laws**
* **Nutrition Needs and Sanitation**
* **Safety, health, and Wellness**

* 1. **Lesson #2 Teach and document \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **(I did it!)**  **5 pts (initials) \_\_\_\_\_\_\_\_\_\_\_\_\_**

Complete your teaching day in the Layton Child Care Training Center. Make sure that an evaluation is being done on you by either an ECE student or an adult teacher. **Remember** to **document this lesson with pictures** of the children doing your activities **and / or** samples of the activities. These documents will be compiled with your lesson and the 2 evaluations as an anthology (scrapbook – like page) and turned in.

* 1. **Lesson #2 Personal & Teaching Evaluations \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (I have them)** **5 pts (initials) \_\_\_\_\_\_\_\_\_\_**

During your lesson, an evaluation will be done by an ECE student or an adult teacher. After your lesson, get this evaluation back and complete the individual evaluation portion on how you think the lesson went. Attach these to your anthology page.

* 1. **Lesson #2 Anthology Page** (scrapbook-like page) **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **70 pts (attach) \_\_\_\_\_\_\_\_\_\_**

Create a compilation documenting **lesson #1**. This will include your **lesson plan (10 pts)**, **samples and/or pictures (10 pts)** of the children doing your activities, and the **2 teaching evaluations (50 pts)**.

The **front side** will have your lesson plan and samples. The **back side** will show your evaluations. It does not have to be fancy or even cutesy, just a professional display of your successful teaching of **lesson #1.**

* Place your graded and returned anthology pages behind the **CDA Goal #1 divider Resource 4**.

1. **Preparation and Planning for Lesson #3 \_\_\_\_\_\_\_\_\_\_\_\_\_** (***I could teach it today***) **20 pts (initials)\_\_\_\_\_\_\_\_**

**Prepare and gather** all materials necessary for your lesson. Be ready to teach as if your lesson were today.

**Remember** to **document** (pictures and/or samples) **your lesson** for your **anthology page**.

1. **Child Observations #5 (anecdotal #4) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **20 pts (attach) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

- Review the entire observation assignment and reference sheets before you begin.

- On your own paper, complete the assigned observations according to the reference sheets. For this unit you will need to complete: **An Anecdotal Report with all areas of development and a narrative summary.**

1. **Professional Philosophy Statement \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 20 pts (attach) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**See the Professional Philosophy Statement divider for the format and exact instructions.**

Attach the **written or typed** (if serious about getting your CDA, then type it) statement to this unit packet.

1. **Workbook: Reflective Statement of Competence Goal (CG) #6** **\_\_\_\_\_\_\_\_\_\_\_\_\_** **60 pts (attach) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
2. In **250-500 word** write Reflective statement of **competence #6**.

* Begin with an **opening statement** that gives an **overall *introduction* and *concise summary*** of how you **feel** about this competency and its functional areas, explain **the importance** of it to you, the children, and their parents. Provide **general ideas** on how you plan to meet it. This section alone should be about 150-200 words.
* Next, using bullet points, discuss each **functional area** in **detail** as it **relates to your opening statement**. Provide realistic and exact **examples** of actions that you will take to meet this functional area and competency for those within your care. This section will be about 50 – 100 words.

1. **CG 6.1** Prepare at least 1 paragraph that describes why you chose to become a professional in early childhood.
2. **CG 6.2** Prepare at least 1 paragraph that describes your indicators of professionalism.
3. **Workbook: Resource Collection (RC)** **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **60 pts (attach) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

See the workbook goal section for individual assignment instructions.

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| --- | --- | --- |
| **RESOURCE COLLECTION TO BE COMPLETED THIS UNIT** | | |
| **RC #7**  **Family resource guide**  **RC 7.1 – 7.4** | **RC #9**  **Regulating child care**  **RC 9.1 and 9.2** | **RC #10**  **Early Childhood Associations** |

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| **ALL OF THE RESOURCES THAT WE WILL BE COMPLETING or UPDATING WITHIN THIS CLASS** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| RC #1  Child abuse and neglect  RC 1.1 and 1.2 | RC #2  CPR Certificate | RC #3  2 weekly menus | RC #4  Weekly Plan  (Anthology Pages) | RC #5  10 Learning experiences  RC 5.1 - 5.10  1A theme book & other Lesson plans |
| RC #6  10 book list bibliography (child development books) | RC #7  Family resource guide  RC 7.1 – 7.4 | RC #8  Record keeping forms | RC #9  Regulating child care  RC 9.1 and 9.2 | RC #10  Early Childhood Associations |

|  |
| --- |
| **Helpful Websites and Locations for the CDA Resources**   1. **WSU Child Care Resource and Referral** [**http://programs.weber.edu/ccrr/**](http://programs.weber.edu/ccrr/) 2. **Utah Department of health Bureau of Child Development** [**http://jobs.utah.gov/occ/occ2/index.html**](http://jobs.utah.gov/occ/occ2/index.html) 3. **Care About Child Care** [**http://careaboutchildcare.utah.gov/**](http://careaboutchildcare.utah.gov/) 4. **Department of Workforce Services Office of Child Care** [**http://jobs.utah.gov/occ/occ2/index.html**](http://jobs.utah.gov/occ/occ2/index.html) 5. **County Health Department** [**http://www.daviscountyutah.gov/health/family\_health/default.cfm**](http://www.daviscountyutah.gov/health/family_health/default.cfm) 6. **Layton City and Clearfield City Health department have brochures for you to pick up.** |

1. **End Result \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ / 42**

|  |  |
| --- | --- |
| **On time 0 33** | **In the correct order 0 3** |
| **Complete 0 1 2 3** | **Professional appearance 0 1 2 3** |

**TOTAL Unit #4 POINTS**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ / 332 pts + 60 for daily participation points

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Due: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**LHS ECE IB – Unit #5 Points**

1. You will have **THREE class periods** to complete each task on the unit list
2. You will approve and sign off your own tasks as you complete them.
3. Use this form for the unit grading sheet. Place it behind the ECE 1B divider.
4. This unit may need extra effort beyond class time!!!!

**ASSIGNMENTS: YOUR INITIALS OF COMPLETION: UNIT POINTS POSSIBLE:**

* 1. **Daily Participation: 20 points per day 60 points (separate)**

Sign in and out for your daily participation, attendance, and wise use of time. These points will only be given on the day of your attendance.

* 1. **Study Guide Notes in portfolio \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **20 pts (initials) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**- Abuse identifying and reporting**

**- Emergency Procedures**

* 1. **Lesson #3 Teach and document \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **(I did it!)**  **5 pts (initials) \_\_\_\_\_\_\_\_\_\_\_\_\_**

Complete your teaching day in the Layton Child Care Training Center. Make sure that an evaluation is being done on you by either an ECE student or an adult teacher. **Remember** to **document this lesson with pictures** of the children doing your activities **and / or** samples of the activities. These documents will be compiled with your lesson and the 2 evaluations as an anthology (scrapbook – like page) and turned in.

* 1. **Lesson #3 Personal & Teaching Evaluations \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (I have them)** **5 pts (initials) \_\_\_\_\_\_\_\_\_\_**

During your lesson, an evaluation will be done by an ECE student or an adult teacher. After your lesson, get this evaluation back and complete the individual evaluation portion on how you think the lesson went. Attach these to your anthology page.

* 1. **Lesson #3 Anthology Page** (scrapbook-like page) **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **70 pts (attach) \_\_\_\_\_\_\_\_\_\_**

Create a compilation documenting **lesson #1**. This will include your **lesson plan (10 pts)**, **samples and/or pictures (10 pts)** of the children doing your activities, and the **2 teaching evaluations (50 pts)**.

The **front side** will have your lesson plan and samples. The **back side** will show your evaluations. It does not have to be fancy or even cutesy, just a professional display of your successful teaching of **lesson #1.**

* Place your graded and returned anthology pages behind the **CDA Goal #1 divider Resource 4**.
  1. **RC #4 prt 2 - Preschool Special Needs accommodations \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **20 pts (attach) \_\_\_\_\_\_\_\_\_\_**

\*\*\*When you planned your **preschool lesson plan**, you were asked to write a **special needs accommodations**.

See the CDA Divider RC#4 prt 2 for instructions on explaining how you will adjust your lesson to meet the needs of a or

Remember

various children with special needs. Attach this write up to this unit.

**7. Child Observations #6 and #7 (anecdotal #5 and checklist #2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **40 pts (initials) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

- Review the entire observation assignment and reference sheets before you begin.

- On your own paper, complete the assigned observations according to the reference sheets. For this unit you will need to complete: **Anecdotal Report #5 with all areas of development and a narrative summary and Checklist #2 with a narrative summary.**

**- Can do an 8th anecdotal observation for 20 points extra credit.**

1. **ECE 1B FINAL Performance Objectives** **Check** **- Have you done at least one of each of these Curriculum Area tasks?**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **12 pts (filled in 6 areas again)\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- |
| **By the time the semester is over, you will need to have developed and implemented at least one of each of the following curriculum area tasks between your different lesson plans. Keep track of your progress by checking off which task(s) this unit’s lesson plan meets and writing the activity name. Record these 6 areas again to make sure that you have achieved this.** | | |
| **Language and literacy**   |  | | --- | | **Age Group:**  **Activity name** | | **Math**   |  | | --- | | **Age Group:**  **Activity name** | | **Science, sensory, discovery**   |  | | --- | | **Age Group:**  **Activity name** | |
| **Art**   |  | | --- | | **Age Group:**  **Activity name** | | **Music and Movement**   |  | | --- | | **Age Group:**  **Activity name** | | **Gross Motor**   |  | | --- | | **Age Group:**  **Activity name** | |

1. **Workbook: Reflective Statement of Competence Goal (CG) #5** **\_\_\_\_\_\_\_\_\_\_\_\_\_** **20 pts (attach) \_\_\_\_\_\_\_\_\_\_**
2. In **250-500 word** write Reflective statement of **competence #5**.

* Begin with an **opening statement** that gives an **overall *introduction* and *concise summary*** of how you **feel** about this competency and its functional areas, explain **the importance** of it to you, the children, and their parents. Provide **general ideas** on how you plan to meet it. This section alone should be about 150-200 words.
* Next, using bullet points, discuss each **functional area** in **detail** as it **relates to your opening statement**. Provide realistic and exact **examples** of actions that you will take to meet this functional area and competency for those within your care. This section will be about 50 – 100 words.

1. **Workbook: Resource Collection (RC)** **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **40 pts (attach) \_\_\_\_\_\_\_\_\_\_**

See the workbook goal section for individual assignment instructions. **20 pts extra credit for CPR certificate**

|  |  |  |
| --- | --- | --- |
| **RESOURCE COLELCTION TO BE COMPLETED THIS UNIT** | | |
| **RC #1**  **Child abuse and neglect**  **RC 1.1 and 1.2** | **RC #4**  **Weekly Plan**  **(Anthology Pages)** | **(optional) RC #2**  **CPR Certificate - (Offered the last week of January at LHS for $19.00)** |

1. **Child Observation Report: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **130 pts (separate)**

- Read the entire Observation Report assignment instructions before you begin writing this 7 section report.

- Read through the rubric to see how it will be graded.

- Read through all 7 child observations written about your assigned child.

- Remember to include these in the report as specific examples of the child.

- Refer to and follow the sectioned ideas and format as you type your child’s report.

**EACH SECTION NEEDS TO BE WRITTEN IN ESSAY FORM.**

- **REMEMBER THAT THE FAMILY OF THE CHILD WILL BE READING YOUR WORDS. MAKE IT PROFESSIONAL.**

1. **Vouchers:** Turn these in with this unit packet. **20 extra credit points \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
2. **End Result \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ / 35**

|  |  |
| --- | --- |
| **On time 0 26** | **In the correct order 0 3** |
| **Complete 0 1 2 3** | **Professional appearance 0 1 2 3** |

**TOTAL Unit #5 POINTS**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ / 267 pts + 190 for daily participation points and Observation FINAL Report

2012-2013

**Layton High School CDA TRACKING WORKSHEET**

1. **Hours of Training Completed** (Refer to CDA pg. 11, Table 2)

*Required Training Hours to complete the CDA within the* ***Child Development Pathway****: 120 Total training hours needed, with at least 10 hours in each Subject Area, and a C or better in each of the 4 pathway classes (Child Development, ECE 1A, ECE 1B, and ECE 2).*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competency Area** | **Class Day / Date** | **Title of Training** | **# of minutes** | **Total # of hours** | **Verify** | |
| **Safe, Healthy, Learning Environment** | |  | | --- | | CD 22 | | CD 23 | | CD 24,28,31 | | CD 38 | | ECE 1A 6 | | ECE 1A 10 | | ECE 1A 22 | | ECE 1A Days 32-38 | | ECE 1B | | ECE 1B | | ECE 1B | | ECE 1B | | |  | | --- | | Infant emotions | | Health and Safety | | Child Clothing Safe & appropriate  (3 days x 10min) | | Coping with challenging situations | | Center Tour and policies and procedures test and review | | Play (indoor and outdoor) | | Food and Nutrition Experience | | Equipment and toys (ch 9)  Environment (ch 8)  Health and safety (ch 10 and 12) | | CDA Goal #1  (3 days x 15 min) | | Policies and procedures test and review | | First Aid and CPR Training | | Food Handlers Permit | | **TOTAL # of MINUTES** | | |  | | --- | | 70 | | 75 | | 30 | | 75 | | 85 | | 75 | | 70 | | 80 | | **45** | | **45** | | **180** | | **-----** | | **830** | | 13.83 hrs. |  | |
| **Physical & Intellectual** | |  | | --- | | CD 21 | | CD  24,28,31 | | CD  26,30,33,40,43 | | CD  26,30,33 | | CD Daily | | CD Daily | | ECE 1A 9 | | ECE 1A 10, 11,12,13,14,15 | | ECE 1B | | |  | | --- | | Newborn cognitive development | | Motor skills  (3 days X 10 min) | | Language and literacy  (5 days x 15 min) | | Cognitive Development  (3 days x 35 min) | | Music / Songs and Literacy / books  (44 days x 10 min) | | DAP Learning Activities  (44 days x 10 min) | | Storytelling | | Play, Art, music, math, science, literacy  (6 days X 75 min) | | CDA Goal #2 (3 days x 15) | | **TOTAL # OF MINUTES** | | |  | | --- | | 30 | | 30 | | 75 | | 105 | | 440 | | 440 | | 65 | | 450 | | 45 | | **1680** | | 28 hrs. |  | |
| **Social & Emotional** | |  | | --- | | CD 1 | | CD 2 | | CD 4 | | CD 5 | | CD 25,29,32 | | CD 21 | | CD  35,36,37 | | CD 43 | | ECE 1A 7 | | ECE 1B | | |  | | --- | | Value and influence children | | Rights of children | | Bonding and nurturing children | | Develop and strengthen self-concept in children | | Emotional and social development  (35 min x 3 days) | | Newborn emotional and social development | | Positive Guidance  (80 min x 3 days) | | Children’s book write and analysis | | Discipline | | CDA Goal #3 (2 days x 15 min) | | **TOTAL MINUTES** | | |  | | --- | | 75 | | 40 | | 75 | | 75 | | 105 | | 35 | | 210 | | 15 | | 75 | | 30 | | **735** | | 12.25 hrs. |  | |
| **Families** | |  | | --- | | CD 3 | | ECE 1A 32-38 | | ECE 1B | | ECE 1B | | Other classes | | |  | | --- | | Parenting roles and responsibilities | | Parent Involvement (ch 31) | | CDA Goal #4 | | Parent Child Survey and Data | | With proof of transcripts | | **TOTAL # of MINUTES** | | |  | | --- | | 70 | | 60 | | 30 | |  | |  | | **160+** | | 2.66 hrs.+ |  | |
| **Program Management** | |  | | --- | | CD 19 | | CD 39 | | ECE 1A 4 | | ECE 1A 5 | | ECE 1A 23 – 31 | | ECE 1A | | ECE 1A | | ECE 1A 32-38 | | ECE 1B | | |  | | --- | | Lesson Planning | | Child Abuse | | DAP | | Curriculum | | Writing an 18 Lesson Plan Theme book  (6 days x 80 minutes) | | Writing 5 single activity lesson plans  (5 lessons x 10 min) | | Writing 2 complete lesson plans | | Childcare programs (ch 2) | | CDA Goal #5  (3 days x 15) | | **TOTAL # of MINUTES** | | |  | | --- | | 70 | | 85 | | 75 | | 75 | | 480 | | 50 | | 50 | | 20 | | 45 | | **950** | | 15.83 hrs |  | |
| **Professionalism** | |  | | --- | | CD | | ECE 1A | | ECE 1A | | ECE 1A 1 | | ECE 1A 32-38 | | ECE 1A 3 | | ECE 1B | | ECE 2 | | |  | | --- | | Evaluating group teaching experience | | Evaluating group teaching experiences  (4 days x 10 min) | | Evaluating support experiences  (14 days x 10 min) | | Quality childcare worker | | Career in Child Care (ch 32) | | Observation information | | CDA Goal #6 (3 days x 15 min) | | Internship / job shadow in center  (42 days x 90 min) | | **TOTAL # OF MINUTES** | | |  | | --- | | 10 | | 40 | | 140 | | 45 | | 20 | | 80 | | 45 | | 345+ | | **725+** | | 12+hrs |  | |
| **Observing & Recording** | See attached verification | | Total  Minutes = 1046.65  Hours = 17.44 | |  |
| **Child Development** | |  | | --- | | CD 6 | | CD 24,29,32 | | CD 26,30,33 | | CD 24,25,26 | | CD 28,29,30 | | CD 31,32,33 | | ECE 1A 2 | | ECE 1A 10, 11,12,13,14,15 | | ECE 1B | | ECE 2 | | |  | | --- | | Theories of Development | | Erickson Emotional Theory  (3 days X 30 min) | | Piaget Cognitive Theory  (3 days x 30 min) | | Infant milestones  (3 days x 15 min) | | Toddler milestones  (3 days x 15 min) | | Preschool milestones  (3 days x 15 min) | | Ages and stages of development | | Play, Art, music, math, science, literacy  (6 days x 15min) | | Ages and Stages review and lesson planning | | Lesson planning (7x15) | | **TOTAL # OF MINUTES** | | |  | | --- | | 60 | | 90 | | 90 | | 45 | | 45 | | 45 | | 80 | | 90 | | 75 | | 105 | | **725** | | 12.08 hrs. |  | |

|  |
| --- |
| Total # of Training Hours Completed  Minutes:\_\_6851.65\_\_\_\_\_  Hours: (Total minutes ÷ 60)\_\_\_\_114.19\_\_\_\_ |

*Required Training Hours to complete CDA within the* ***Child Development Pathway****: 120 Total training hours needed, with at least 10 hours in each Subject Area, and a C or better in each of the 4 pathway classes (Child Development, ECE 1A, ECE 1B, and ECE 2).*

1. **CDA OBSERVING AND RECORDING HOURS (10 hours required)**

|  |  |  |
| --- | --- | --- |
| **Class** | **Total Minutes** | **Total # of hours** |
| **Child Development**   |  |  | | --- | --- | | Class day | minutes | | Development and theories | 15 | | Child Observation | 85 | | 100 | 1.66 |
| **ECE 1A**   |  |  | | --- | --- | | Class day | minutes | | Unit 2 Observe  Quality teacher characteristics  (15 min x 6) | 90 | | Unit 3 Observe  Quality teacher characteristics  (15 min x 3) | 45 | | Unit 4 child observation | 90 | | Community Experience  Observe the teacher and the children | 90 | | 315 | 5.25 |
| **ECE 1B**   |  |  | | --- | --- | | Class day | minutes | | Individual Child observation (12 days x 20) | 240 | | 240 | 4 |
| **ECE 2**   |  |  | | --- | --- | | Class day | minutes | | 42 days x 5 min | 210 | |  |  | | 210 | 3.5 |
| **Total # of Minutes** | **865** | |
| **Total # of Hours**  (Total minutes ÷ 60) | **14.41** | |

***Verification Signature*** *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* ***Date*** *\_\_\_\_\_\_\_\_\_\_\_\_*

*Required Experience Hours to complete CDA: 10 total hours with children, ages three to five, in a state-approved child development center (Refer to CDA pg. 10).*

1. **CDA LAB EXPERIENCE HOURS** (480 hours total required)

|  |  |  |
| --- | --- | --- |
| **Class** | **Total Minutes** | **Total # of hours** |
| **Child Development**   |  |  | | --- | --- | | **Class day** | **minutes** | | Teach/support (2 x 80) | 160 | |  |  | | 160 | 2.66 |
| **ECE 1A**   |  |  | | --- | --- | | **Class day** | **minutes** | | Read to kids | 20 | | Unit 2 support  (6 days x 85min) | 510 | | Unit 3 support and teach  (3 days x 85min) | 255 | | Unit 4 support and teach  (2 days x 85min) | 170 | | Community Exp.  (3 days x 70min) | 210 | | 1,165 | 19.41 hours |
| **ECE 1B**   |  |  | | --- | --- | | **Class day** | **minutes** | | Support  (22 days x 90) | 1980 | | 1,980 | 33 |
| **ECE 2 (1 semester or multiple semesters)**   |  |  | | --- | --- | | Class day | minutes | | Teach and support  44 days x 90 | 3960 | | 3,960+ | 66+ |
| **Summer Job or Internship**   |  | | --- | | In order to count for lab experience hours, the setting needs to include at least a group of 5 children between the ages of 3-5 years old. | |  |  |
| **Paid Employment in the Center**   |  | | --- | | **After school, before school, during lunch, assemblies, and late start, etc…** | | 165 days x 2.5 hours+ | 412.5 hrs+ |
| **Total # of Minutes** | \_\_\_\_7265+ | |
| **Total # of Hours**  (Total minutes ÷ 60) | \_\_\_\_\_121.00+\_\_\_\_\_\_ | |

***Verification Signature*** *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* ***Date*** *\_\_\_\_\_\_\_\_\_\_\_\_*

*Required Experience Hours to complete CDA: 480 total hours with children, ages three to five, in a state-approved child development center (Refer to CDA pg. 10).*

**CDA LAB/ EXPERIENCE HOURS**

(Refer to CDA pg. 10)

**In order to count for lab experience hours, the setting needs to include at least a group of 5 children between the ages of 3-5 years old.**

**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Date** | **Time In** | **Time Out** | **Total # of Minutes** | **Notes and location** | **Verification** |
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**Total # of Minutes** \_\_\_\_\_\_\_\_\_\_\_

**Total # of Hours**  \_\_\_\_\_\_\_\_\_\_\_

(Total minutes ÷ 60)

**Verification Signature** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date** \_\_\_\_\_\_\_\_\_\_\_\_

*Required Experience Hours to complete CDA: 480 total hours with children, ages three to five, in a state-approved child development center (Refer to CDA pg. 10).*

