

COURSE: EARLY CHILDHOOD EDUCATION PROGRAMS

CONTENT OUTLINE

- I. Introduction to Early Childhood Education Programs
 - A. Types of Programs Serving Children and their Characteristics
 - B. Determining What Type of Program is Best for Child and Family
 - C. Characteristics of Quality Child Care
 - D. Theorists and their Theories
 - 1. Montessori
 - 2. Piaget
 - 3. Erikson
 - E. Child Development Careers
 - 1. Employment opportunities
 - 2. Levels of employment
 - a. Job responsibilities
 - b. Training requirements
 - 3. Positions related to child care and development
 - 4. Entering the world of work
 - F. Establishing an Early Childhood Education Center
 - 1. Day care
 - 2. Family day care
 - 3. Nursery school
 - a. Procedure
 - b. Insurance
 - c. Employee benefits
 - d. Taxes
 - e. Financing
 - f. Budget
- II. Establishing a Child Centered Environment
 - A. Who is in the Environment?
 - 1. Population age
 - 2. Needs
 - B. Program Goals Control the Environment
 - C. Principles of Self-Help Environments
 - D. Factors in Planning the Indoor Play Space
 - E. Factors in Planning the Outdoor Play Space
- III. Program Planning and Scheduling
 - A. Curriculum Planning
 - 1. Goals
 - 2. Concepts and skills
 - 3. Instructional strategies
 - 4. Yearly plans and themes
 - 5. Monthly, seasonal, and holiday plans
 - 6. Weekly and daily plans
 - B. Establishing Learning Centers
 - 1. Floor plan, size, and location
 - 2. Safety considerations
 - 3. Teacher to child ratio

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4. Kinds of learning centers
 - a. Art
 - b. Music
 - c. Children's literature/language
 - d. Math
 - e. Science
 - f. Self-image/Career awareness
 - g. Block
 - h. Sand/water
 - i. Cooking
 - j. Manipulative activities
 - k. Dramatic play
 - l. Woodworking
 - m. Large group/motor area
 - n. Child's private area
- C. Materials for Each Learning Center
 1. Goals of program determine materials used
 2. Developmentally correct (size/form)
 3. Safety
 4. Color
 5. Storage
- D. Daily Lesson Plan
 1. Objectives
 2. Materials list
 3. Steps
 4. Evaluation (How do you know you have taught a concept?)
- E. Components of an Activity Card File
 1. Concept or skill -- general topic to be taught
 2. Activity -- title of unit
 3. Learning center -- location of activity
 4. Grouping -- number of children and age group for which activity is planned
- F. Resources
 1. Library
 2. Magazines, books
 3. Community volunteers
 4. Creative function of peer group
- G. Ways to Plan a Practical Schedule
 1. Physical needs of children
 2. Safety and security of children
 3. Transition time can be smooth sailing
- H. Weekly Planning a Joint Effort
 1. Staff meetings -- sharing and caring
 2. Unit themes to be emphasized
 3. Concepts to be developed
 4. Resources

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- I. Self-Constructed Teaching Aids/Bulletin Boards
 - 1. Child's developmental level
 - 2. Message to convey
 - 3. Size and materials
 - 4. Safe construction

- IV. Communication Skills
 - A. Listening Skills
 - 1. Following directions
 - 2. Listening in decision making
 - B. Oral Communications
 - 1. Giving oral directions
 - 2. Questioning skills
 - C. Understanding Body Language
 - 1. Kinds of body language
 - 2. Body language as it conveys feelings
 - D. Reading Skills
 - 1. Written directions
 - 2. Outlining a sequence of events
 - E. Written Communication
 - 1. Writing sentences
 - 2. Writing paragraphs
 - 3. Message taking
 - 4. Using the dictionary
 - 5. Note taking
 - F. Visual Communication
 - 1. Bulletin boards
 - 2. Illustrative aids

- V. Guidance and Discipline
 - A. Definition of Guidance and Discipline
 - 1. Direct
 - 2. Indirect
 - 3. Positive and negative (positive reinforcement)
 - 4. Verbal and physical guidance
 - B. Goals of Guidance
 - C. Techniques of Guiding Behavior
 - 1. Verbal guidance
 - 2. Modeling behavior
 - D. Self-Control Approach
 - 1. Freedom of expression
 - 2. Providing alternatives
 - 3. Direction and limits

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- E. Self-Help Skills
 - 1. Benefits of self-help skills
 - a. Decision making and problem solving
 - b. Respect of others and responsibility
 - c. Time for interacting with children
 - 2. Indirect encouragement of self-help skills
 - a. Organizing space
 - b. Planning schedules
 - 3. Direct encouragement of self-help skills
- F. Dealing with Problem Behavior
 - 1. Destructiveness
 - 2. Tattling
 - 3. Physically aggressive
 - 4. Temper tantrums

VI. Observation and Recording -- Child Assessment

- A. Purposes of Observing, Recording, and Reporting
- B. Guidelines for Observing and Recording
- C. Techniques for Observing and Recording
 - 1. Objectivity versus subjectivity
 - 2. Kinds of records
 - 3. Writing observation records
 - 4. Maintaining confidentiality
- D. Using Observations
- E. Developmental Assessment

VII. Classroom Management/Supervision

- A. Goals of a Child Care Program
 - 1. Types of programs
 - a. Nursery
 - b. Kindergarten
 - c. Child development center (special needs child)
 - d. Family day care programs
- B. Evaluation of Child Care Programs
 - 1. Parent involvement
 - 2. Equipment available
 - 3. Staffing (quality and adult-to-child ratio)
 - 4. Program variety
 - 5. General atmosphere (positive and constructive)
- C. Daily Planning
 - 1. Goals for daily plans
 - 2. Steps to a good schedule
 - 3. Steps to a balanced schedule (passive, active, transitional)
- D. Charting Personnel Responsibilities
 - 1. Consider day's activities
 - 2. Schedule staff according to ratio as dictated by licensing regulations
 - 3. Consider materials needed for daily activities
 - 4. Consider potentially hazardous activities

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VIII. Parent/Teacher and Community Relationship

- A. Parent Involvement
 - 1. Strategies for parent involvement
 - 2. Cooperation between home and center
 - 3. Background on child's developmental history
 - 4. Parent support groups
 - 5. Community and center communications
 - 6. Ethnic and cultural exchanges
- B. Ways to Build Community Relations
 - 1. Newsletter (student will write an article)
 - 2. Radio announcements
 - 3. Bulletin boards
 - a. Examine techniques of bulletin board themes and construction
- C. Telephone Etiquette
 - 1. Common courtesy
 - 2. Phone company public relations information
- D. Parent Conferences
 - 1. Organizing a parent conference
 - 2. Procedure to follow during conference
 - 3. Ways to handle a defensive parent
 - 4. Steps for involving the working/absent parent
- E. Volunteers
 - 1. Roles of the volunteer
 - 2. Need for volunteers
 - 3. Volunteerism can lead to jobs
- F. Child/Family Community Agencies
 - 1. Agencies that serve children and families
 - 2. Services provided
 - 3. Contacting agencies
 - a. Phone book yellow pages and white pages
 - b. Organized groups (e.g., mothers' clubs, YWCA, church groups)
 - c. Doctor's referral
 - d. Developmental screening public/private agencies
 - e. Social services department

IX. Management of Center Operations

- A. Health Concerns
 - 1. Personal health of those who care
 - 2. The healthy child
 - 3. Health records for parents and schools
 - 4. Immunizations and related requirements
 - 5. Communicable diseases
 - a. Symptoms
 - b. Incubation period
 - c. Length of contagious period
 - d. Treatment
 - e. Source of contraction

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6. Illness/disease
 - a. Signs
 - b. Symptoms
 - c. Appropriate action
 - d. Health assessment/daily check
7. Procedures relating to disease control
 - a. Sanitation
 1. Kitchen
 2. Bathroom
 - b. Hand washing
8. Care of the sick child
 - a. Basic medical procedures
 - b. Bodily needs
 - c. Entertainment
9. Health crisis
 - a. Abuse
 - b. Hospitalization
- B. Governmental Regulations
 1. State (Department of Social Services safety codes)
 2. Laws regarding children (number in group, nutritional needs, health and safety factors)
 3. Standards of health and safety for child care centers
 4. Standards for personnel (adult-child ratio, job description, salary, benefits)
 5. Financial needs
 6. Selecting location (zoning laws, community needs)
- C. Personnel and Center policies
 1. Career ladder definitions and terms
 2. Job descriptions
 3. Essential personnel policies (salary, benefits, hours, responsibility)
 4. Policies for child care routines (who is responsible for daily living tasks)
 5. Daily housekeeping tasks
 6. Guidelines for scheduling personnel
- D. Record Keeping
 1. Financial records
 2. Personnel records
 3. Types of children's records
- E. Steps in Planning a Child Care Business
 1. Self-evaluation
 2. Community need
 3. Type of program to be offered
 4. Starting expenses and financial needs
 5. Advertising
- X. The Value of Play
 - A. Importance of Play
 - B. Types of Development and How Play Promotes Them
 1. Physical
 2. Social

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- 3. Emotional
- 4. Intellectual
- C. Types of Play
- D. Stages of Social Play
- E. Play Needs, Characteristics of Play, and Materials for Each Age Group
 - 1. Infant
 - 2. Toddler
 - 3. Preschooler
 - 4. School age
- F. Developmental Levels of Play

XI. Art Activities

- A. Factors that Promote Creativity
 - 1. Caregiver avoids dominating play
 - 2. Caregiver helps children express ideas, allows child to explore
 - 3. Caregiver provides proper equipment
 - 4. Well-organized learning center
 - 5. Variety of materials and textures
 - 6. Understanding of stages in child's development
 - 7. Displaying and labeling child's art work
- B. Value of Art Activities
 - 1. Self-expression
 - 2. Opportunity to explore materials and ideas
 - 3. Improve ability to imagine
 - 4. Physical growth and motor coordination
 - 5. Develop art appreciation
 - 6. Develop responsibility towards care of materials
- C. Sequential Stages of Art Development
 - 1. Placement stage -- various scribbles
 - 2. Shape stage -- tries to reproduce basic shapes
 - 3. Design stage -- uses basic shapes to make design
 - 4. Pictorial stage -- reproduces real ideas or objects
- D. Physical Components of Art Center
 - 1. Water supply
 - 2. Adequate lighting
 - 3. Traffic pattern (out of mainstream of activities)
 - 4. Storage
- E. Art Activities for Children
 - 1. Painting
 - 2. Drawing
 - 3. Modeling
 - 4. Cutting and tearing
 - 5. Woodworking -- block building
- F. Collectables for Art Program

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XII. Music Activities

- A. Criteria for Selecting Musical Activities
- B. Criteria for Selecting Children's Musical Instruments
- C. Fostering Creativity Through Music
 - 1. Procedure for teaching a child's song
- D. Social and Emotional Value of Music
 - 1. Music appreciation
 - 2. Builds self-confidence
 - 3. Builds communication skills
 - 4. Builds vocabulary
 - 5. Strengthens concepts (e.g., numbers, colors, body position)
 - 6. Outlet for self-expression
- E. Ways Music can be Used to Guide Behavior
 - 1. Change of pace
 - 2. Transitional activity
 - 3. Tension reliever
 - 4. Aid children to follow directions
- F. Ways to Supervise Musical Activities
 - 1. Steps to teach
 - 2. Environmental control
 - 3. Visual aids
 - 4. Supervision
- G. Using Rhythm Instruments with Children
 - 1. Introduction
 - 2. Demonstration
 - 3. Practice
- H. Developing Physical Coordination Through Musical Activities
 - 1. Demonstrate how children can use their bodies to move to music (e.g., running, skipping, hopping, sliding, rolling, swinging)

XIII. Transitional Activities

- A. Goals of a Transitional Activity
 - 1. Enable children to see the conclusion or completion of an activity
 - 2. Set mood for next activity
 - 3. Reinforce ideas already learned
 - 4. Add variety to daily schedule
 - 5. Develop social skills
- B. Periods in Schedule When Transitional Activities are Needed
 - 1. Monday morning (transition from weekend is difficult for preschoolers)
 - 2. Daily arrival time at center
 - 3. Active to quiet play
 - 4. Lunch/snack
 - 5. Nap
 - 6. Daily departure from center
- C. Steps Caregiver Takes to Direct a Transitional Period/Activity
 - 1. Initiate cleanup; discourage children from taking out more equipment
 - 2. Announce cleanup time to total group
 - 3. As most of the cleanup is finished, begin transitional activity

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D. Types of Transitional Activities

1. Name games
2. Concept games
3. Songs
4. Finger plays
5. Body action games
6. Stories
7. Films
8. Rhythm activities
9. Role play
10. Rhyming games
11. Sharing circle activity

XIV. Large Group Activities

- A. Purpose of Large Group Activities (Circle Time)
- B. Preparation for Large Group Activities
 1. Method of presentation
 2. Practice presenting
- C. Presentation
- D. Follow-up
- E. Specific Activities
 1. Story time
 2. Group time
 3. Flannel board

XV. Children's Literature/Language

- A. Purpose of Children's Books
 1. Encourage children to learn about the world
 2. Entertainment and pleasure in learning
 3. Build a foundation for learning to read
 4. Build a listening and speaking vocabulary
 5. Develop listening skills
- B. General Criteria for Selecting Children's Books
 1. Pictures (large, simple, colorful, realistic, not scary, and conveying a message)
 2. Story (few sentences, short words, five to ten minutes long, interesting subject)
- C. Developmental Levels of Children's Books
 1. Two and under (large pictures, bright colors, textures, safety features)
 2. Two to three year olds (two lines per page, familiar stories, simple plot)
 3. Four and five year olds (familiar objects, interesting subject, five to ten minutes long)
 4. Procedure for reading stories to children
 - a. Select developmentally correct book
 - b. Match story to children's attention span
 - c. Read story to self before reading to children
 - d. Have visuals that enhance story plot
 - e. Keep down distractions

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- f. Place children where they can see the book
- g. Read with feeling, take time, show enthusiasm for subject
5. Methods of handling a problem situation during story time
 - a. Encourage child to listen
 - b. Have an assistant handle situation
 - c. Use transitional activity to gain attention (finger play, song, rhythmic activity)
6. How to use flannel boards
 - a. Proper location
 - b. Large enough figures to illustrate story
 - c. Present figures one at a time
 - d. Seat children where you can see them and maintain eye contact
7. Value of poetry in children's literature and procedure for presenting it
8. Criteria for children's literature/language area
 - a. Good lighting
 - b. Privacy and quiet
 - c. Out of main traffic pattern
 - d. Comfortable furnishings (e.g., rocking chair or bean bag chairs)
 - e. Shelves low enough for children's use
 - f. Puppets or stuffed animals to enhance stories, poetry, language activities

XVI. Science Activities

- A. Types of Science Experiences
 1. Teacher planned and presented
 2. Spontaneous (finds leaf on a field trip)
 3. Child initiated (starts with child's interest)
- B. Ways Children Discover
 1. Observation (appearance, purpose, identification)
 2. Exploration (feel, taste, smell)
 3. Investigation (observation, actual experiments and experiences)
- C. Suggested Science Concepts to be Taught
 1. Living things (their needs for growth, how they maintain self, new growth from seeds, animal babies, human babies)
 2. Earth/sky (sun, moon, stars, light, darkness, space travel, clouds, weather, seasons)
 3. Environment/ecology (air, plants, food, materials for housing, respect for nature, shapes, color, size, and classification of objects found in child's world)
- D. Physical Surroundings of Science Center
 1. Room (table, water, light, shelves to display object, animal cages)
 2. Materials and equipment (safe, durable, serve purpose intended, easy to manipulate, appropriate size, provide a variety of experiences)
 3. Typical items to collect for science area

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XVII. Nutrition and Cooking With Children

- A. Basic Nutrition
 - 1. Basic four food group application
 - 2. RDA (Recommended Dietary Allowances)
 - 3. Feeding schedules
 - 4. Characteristics of malnourishment in children
- B. Planning Meals and Snacks
 - 1. Appeal -- color, flavor, texture, service
 - 2. Cost
 - 3. Time to prepare, serve and clean-up
 - 4. Nutritional requirements
 - 5. Regional, ethnic, cultural and personal food preference
 - 6. Menus for special days, national holidays and celebrations
- C. Selecting and Purchasing Food
 - 1. Reading labels
 - 2. Influence of television on food purchasing
- D. Storage
- E. Preparation
 - 1. Sanitation
 - 2. Recipe reading
 - 3. Kitchen procedures
- F. Serving Food
- G. Food Attitudes and Eating Habits
- H. Goals of Cooking Experiences
- I. Cognitive Development Cooking Promoted
- J. Preparation of Cooking Activities
- K. Cooking Safely

XVIII. Math/Number Readiness Activities

- A. Math/Number Readiness Concepts
 - 1. Space (position, shape)
 - 2. Quantity (amount, value)
 - 3. Measurement (size, weight, speed, time, volume, temperature)
- B. Suggested Procedures for Teaching Math Concepts
 - 1. Coordinate math with other curriculum areas
 - 2. "Teachable moments" (e.g., "Let's count how many fish are in the aquarium.")
 - 3. Prepare for activity
 - a. Plan so children can manipulate objects
 - b. Choose location free of distractions
 - 4. Supervise the activity
 - a. Ask questions to stimulate interest
 - b. Teach one concept at a time
 - c. Have success-oriented activities
 - d. Present corrections in a positive way
 - e. Reinforce concepts in more than one way
 - f. Follow up activity for evaluation

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- XIX. Self-Image and Career Awareness for Preschoolers
 - A. Career Guidance Goals of Early Childhood Education
 - 1. Develop a good attitude
 - 2. Develop occupational awareness

- XX. Audiovisual Equipment
 - A. Description of and Procedures for Operating Equipment
 - 1. 16mm film projector
 - 2. Videotape player
 - 3. Filmstrip machine
 - 4. Record player
 - 5. Tape recorder
 - 6. Computer
 - B. Using and Maintaining Equipment
 - 1. Check machines for safe cords
 - 2. Keep all machines out of reach of children
 - 3. Maintain machines with covers and place on proper shelves

- XXI. Children with Handicapping Conditions
 - A. Identify Various Groups with Handicapping Conditions
 - 1. Gifted
 - 2. Learning disabled
 - 3. Mentally handicapped
 - 4. Physically handicapped
 - 5. Emotionally disturbed
 - 6. Socially impaired
 - 7. Health impairments
 - 8. Speech and language disorders
 - B. Various Services Available in the Community
 - C. Professional and Paraprofessionals who Provide Services to Children

- XXII. Intergenerational Activities
 - A. Develop, Plan, and Conduct Activities
 - 1. Identify characteristics of various age groups
 - 2. Identify areas of common interest
 - 3. Foster communication among different age groups
 - 4. Develop a plan for a special activity
 - 5. Use techniques for working with mixed age groups
 - 6. Evaluate activities and suggest future projects ideas