

Early Childhood/Preschool, Unit 1– Introduction to Early Childhood

Desired Results

<p>Established Goals:</p> <ul style="list-style-type: none"> -Understand the preschool aged child -Use information learned and apply it to observations to identify characteristics -Critically think about child care programs <p>Common Core:</p> <p>-CC.11-12.RI.2 Key Ideas and Details: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>-CC.11-12.RI.7 Integration of Knowledge and Ideas: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>-CC.11-12.W.1.c Text Types and Purposes: Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>-CC.11-12.W.1.d Text Types and Purposes: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>-CC.11-12.W.2.c Text Types and Purposes: Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>-CC.11-12.W.3.d Text Types and Purposes: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>-CC.11-12.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>-CC.11-12.W.5 Production and Distribution of Writing: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>-CC.11-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>-CC.11-12.SL.3 Comprehension and Collaboration: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>-CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Unit Objectives/Learning Targets:</p> <ul style="list-style-type: none"> -To understand the preschool aged child -To compare child care centers -To interpret characteristics of child care providers -To describe preschooler basics and their development -To create developmentally appropriate curriculum -To recognize nutrition for preschoolers -To evaluate preschool discipline and guiding behavior -To analyze preschoolers through observations <p><i>Is this language sufficiently student friendly?</i></p> <p>Yes</p> <p>Other –Habits of Mind? Transfers? Content Standards?</p> <p><i>What kind of long-term independent accomplishments are desired?</i></p> <ul style="list-style-type: none"> -An analysis of personal qualities they see in themselves as positive characteristics when working with children -To evaluate different child care centers and positive/negative qualities in them -To understand and create developmentally appropriate curriculum for preschoolers -To apply guidance techniques when working with children -To prepare for future careers
<p>Essential Questions:</p> <p><i>What thought provoking questions could students consider to foster inquiry, meaning making or transfer?</i></p> <ul style="list-style-type: none"> -What do I think about children and why do I feel that way? -What experiences do I have from my childhood? -What would I look for in a child care center and what is my vision? -What are characteristics of good child care providers and what do I have? -Through observations in a preschool center, what evidence of preschooler physical, social, and intellectual development do I see? -What is developmentally appropriate curriculum? 	<p>Key Understandings:</p> <p><i>What specifically do we want students to understand?</i></p> <p><i>What inferences should they make or realize?</i></p> <ul style="list-style-type: none"> -For students to understand preschooler basics from development to the way they learn -For students do understand positive qualities in child care centers and providers -Their conclusions will be fostered through observations of a preschool center

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<p>Students will know: <i>What basic facts or concepts should students be able to recall?</i> -Types of child care centers -Characteristics of child care providers -Preschooler basics and their developmental characteristics -Identifying developmentally appropriate curriculum -Proper nutrition for preschoolers -How to observe correctly</p>	<p>Students will be skilled at: -Reflection, writing, communicating, analyzing, understanding <i>What discrete skills and processes should students be able to use?</i> -Identifying positive characteristics in a child care center and providers -Proper preschooler development in the areas of physical, social, and intellectual -Observing preschoolers by analyzing behaviors and development</p>
<p>Key Vocabulary: Common Language: Montessori, Head Start, operations, logical thinking, mental images, social learning, incidental learning, directed learning, imitative learning, trial & error, parallel play, cooperative play, direct guidance, indirect guidance, positive reinforcement, observation, objective, subjective, fine motor skills, gross motor skills</p>	
<p>Evidence</p>	
<p>Formative Assessments: -Journal entries, reflection on visit from preschool director and discussing DCFS, exit slips <i>What qualities does this assessment exhibit?</i> -Checks the understanding of material -Allows for self-reflection on material</p>	
<p>Summative Assessments: -Beginning observations in the preschool and students complete observation sheets -Quiz on unit (preschooler basics) <i>How does this assess allow students to demonstrate understanding or meaning making through complex performance?</i> -These observation sheets are graded and allows for an application of material on preschooler development -Quiz is summative of information they learned</p>	
<p>Other Evidence: <i>What other evidence can we collect to determine if these goals are met?</i> -Progress on in-class assignments, research on early childhood careers, journal entries, research on nutrition for preschoolers, watching Nanny 911 and analyzing children’s behavior, discussion on observations and experiences related to children</p>	
<p>Learning Plan</p>	
<p>Pre Assessment? Interventions? Progress Monitoring? -Pre-assessment on preschooler basics -Monitor progress through weekly assignments Does the learning plan set out activities for acquisition, meaning and transfer of learning? -Students will apply information learned to preschool observations How will teachers monitor progress towards acquisition? What are potential rough spots? How will students get feedback? -Provide verbal and written feedback on observations -Potential rough spots include students not going to observe during their observation slot</p>	