

Early Childhood Education 2

Grades 10-12

Units of Credit: One Semester (Elective)

Prerequisites: Successful completion of Early Childhood Education 1 with a grade of “C” or higher, and/or Consent of Instructor

Course Description:

The primary focus of this class is hands-on, on-site early child development experiences. This course prepares individuals for careers related to early childhood education. Experiences include: program planning and management, resource and facility management, supervising recreational and play activities, preparing and implementing a large variety of learning experiences for children, the application of individual teaching skills, and preparation for a career and/or entrepreneurial opportunities.

Topics:

- Types Of Childcare
- Focus on 3-5 Year Olds
- Age Appropriate Activities
- Practical Work Experience in Daycare Facilities

NOTE: Throughout this document, learning target types are identified as knowledge (“K”), reasoning (“R”), skill (“S”), or product (“P”).

STANDARD 1: Students experience various career opportunities and assess personal career pathways.

Benchmark 1:

Explore and identify personal interests, aptitudes, and abilities and develop strategies to achieve tentative career goals.

Learning Targets (Type):

1. I can use Montana Career Information Systems (MCIS) and/or other systems or web resources to investigate and evaluate my personal interests, aptitudes and abilities. (S,R)
2. I can formulate tentative career goals. (R)
3. I can evaluate approaches for meeting my goals. (R)
4. I can interact appropriately with young children in a childcare setting. (S)
5. I can demonstrate correct reading techniques for small children. (S)

Benchmark 2:

Utilize local resources to research career plans.

Learning Targets (Type):

1. I can identify local resources to develop career plans. (K)
2. I can contact my school career counselor or teacher to pursue career pathways. (S)

Benchmark 3:

Recognize the interrelationships of family, community, career, and leisure roles.

Learning Targets (Type):

1. I can describe the importance of balance between family and community in regards to career and leisure activities. (K)
2. I can compare and contrast the needs of career and leisure activities and how they relate to and/or affect family and community. (R)

STANDARD 2: Students demonstrate an understanding and apply principles of Resource Management (i.e., financial, time, personal management)

Benchmark 1:

Prepare a budget and keep financial records.

Learning Targets (Type):

1. I can research and report cost of materials and time. (S)
2. I can document financial inputs and outputs. (S)
3. I can identify the necessity to maintain accurate financial records. (K)
4. I can apply and stay within a fixed budget. (R,S)

Benchmark 2:

Prioritize, allocate time, prepare and follow schedules to complete a project.

Learning Targets (Type):

1. I can estimate the required time to complete a project. (S)
2. I can prioritize resources, equipment and tasks. (S,R)
3. I can reflect upon completion. (S)

Benchmark 3:

Apply appropriate time to task.

Learning Targets (Type):

1. I can implement a time schedule for task completion. (S)

Benchmark 4:

Use physical resources wisely to accomplish a goal.

Learning Targets (Type):

1. I can identify the resources necessary to accomplish the task. (K)
2. I can maintain the tools of the trade. (S)
3. I can maximize the use of my resources. (S)

STANDARD 3: Students acquire and utilize personal and leadership skills to become successful, productive citizens.

Benchmark 1:

Demonstrate active leadership skills by participation in group activities and projects.

Learning Targets (Type):

1. I can investigate various leadership styles. (S)
2. I can apply leadership styles in group activities and projects. (S)

Benchmark 2:

Demonstrate positive personal and work ethics.

Learning Targets (Type):

1. I can show up for class and work on time. (S)
2. I can develop personal and work related goals. (S)
3. I can describe ethical behavior in the workplace. (K)

Benchmark 3:

Demonstrate skills to be a productive citizen.

Learning Targets (Type):

1. I can develop professional relationships with community members. (S)
2. I can contribute to my community in a positive manner. (S)

Benchmark 4:

Apply self-esteem building practices.

Learning Targets (Type):

1. I can define and provide evidence of my strengths in my career interest areas. (S,R)
2. I can persevere through set backs and stay focused on my goals. (S)

Benchmark 5:

Demonstrate appreciation for diverse perspective needs and characteristics.

Learning Targets (Type):

1. I can develop a working relationship with diverse populations. (S)
2. I can demonstrate communication skills that contribute to positive relationships. (S)
3. I can work to understand diverse points of view. (S,R)

Benchmark 6:

Practice several methods of effective communication.

Learning Targets (Type):

1. I can demonstrate good listening skills. (S)
2. I can effectively communicate verbally through collaborative projects. (S)
3. I can develop quality written professional communications. (S)

STANDARD 4: Students acquire and demonstrate current technical skills leading to an occupation.

Benchmark 1:

Practice technical skills and procedures required for an occupation.

Learning Targets (Type):

1. I can prepare a daily schedule for a learning center. (S)
2. I can create a floor plan and equipment list for a learning center. (P,S)
3. I can plan and implement age-appropriate activities for social, emotional, physical, and intellectual development. (K,S)
4. I can establish learning center expectations for parents and children. (K,R)

Benchmark 2:

Practice safe and appropriate use of technology.

Learning Targets (Type):

1. I can model appropriate caregiver behaviors at a learning center. (S)

Benchmark 3:

Select the appropriate tools, equipment, and procedures for the task.

Learning Targets (Type):

1. I can list and define appropriate tools used in tasks related to child development. (K)
2. I can distinguish between safe tools related to child development. (R)
3. I can demonstrate how to use appropriate tools. (S)
4. I can list and define appropriate equipment used in tasks related to child development. (K)
5. I can distinguish between safe equipment related to child development. (R)
6. I can demonstrate how to use appropriate equipment. (S)
7. I can list and define appropriate procedures used in tasks related to child development. (K)
8. I can distinguish between appropriate procedures related to child development. (R)
9. I can demonstrate how to use appropriate procedures. (S)

Benchmark 4:

Manage and maintain technological tools and follow troubleshooting protocol.

Learning Targets (Type):

1. I can explain the workings of technological tools related to child development. (K)
2. I can apply reading skills in understanding and interpreting manuals related to technological tools used in the study of child development. (S, R)
3. I can identify and dissect technological troubleshooting skills when referring to manuals. (K,R)

Benchmark 5:

Apply technical information to a variety of sources.

Learning Targets (Type):

1. I can access local and state resources to implement best practices in a learning center. (S,P)

STANDARD 5: Students know and demonstrate the requirements of the workplace through authentic application.**Benchmark 1:**

Practice and demonstrate academic and technical skills to a workplace setting.

Learning Targets (Type):

1. I can practice, and demonstrate my technical workplace skills in my school lab. (S)
2. I can research, write and present on the technical content utilizing academic skills found in workplace settings. (R,S,P)

Benchmark 2:

Apply the concepts of entrepreneurship.

Learning Targets (Type):

1. I can explain the concepts of entrepreneurship. (K)
2. I can demonstrate the concepts of entrepreneurship through a unique project. (S)
3. I can present my unique project to an authentic audience. (S,P)

Benchmark 3:

Identify possible outcomes and consequences of decisions.

Learning Targets (Type):

1. I can identify possible consequences of carelessness and horseplay. (K)
2. I can explain potential outcomes of not following directions, (i.e. safety, guidelines, rubrics). (S,R)

Benchmark 4:

Use acceptable industry standard equipment in a school setting.

Learning Targets (Type):

1. I can successfully use acceptable industry standard equipment to produce an authentic product within budget constraints. (S,P)