



<p>5. Relate play to the intellectual, social and physical development of children from infancy to middle childhood; discuss how early childhood education caregivers / teachers can use play to advance the development of young children.</p>	<p>E. Play: A Powerful Development Activity</p> <ol style="list-style-type: none"> <li>1. Definition and purposes of play</li> <li>2. Development of play behaviors</li> <li>3. Play in the school setting</li> </ol>
<p>6. Distinguish discipline, punishment and guidance relating them to the effective management of children's behavior; discuss the influence of a teacher's cultural values on his/her guidance decisions; discuss how children's environment and activities can be planned to compliment their developmental levels/needs and to help prevent problem behaviors.</p>	<p>F. Guiding Behavior</p> <ol style="list-style-type: none"> <li>1. Discipline, punishment, &amp; guidance</li> <li>2. Planning for guidance</li> <li>3. Strategies for guiding behavior</li> <li>4. Behavior management systems</li> </ol>
<p>7. Explain the value of and problems associated with the assessment and testing of young children; compare the various assessment strategies that help teachers plan relevant activities for children and provide important data to parents.</p>	<p>G. Assessment &amp; Reporting</p> <ol style="list-style-type: none"> <li>1. Defining assessment &amp; testing</li> <li>2. Testing young children</li> <li>3. Strategies for assessment</li> <li>4. Reporting assessment data</li> </ol>
<p>8. Define "daily lesson plan" and discuss when the planning process begins, instructional goals, lesson objectives and how lessons are used. In addition, write sample lesson plans on basic academic skills using steps in writing lesson plan on lesson plan form.</p>	<p>H. Lesson Plans</p> <ol style="list-style-type: none"> <li>1. Definition</li> <li>2. Planning process</li> <li>3. Instructional goals</li> <li>4. Examples of lesson objectives</li> <li>5. Purpose of lesson plans</li> <li>6. Components of lesson plan</li> <li>7. Sample of daily lesson plan</li> </ol>
<p>9. Discuss the significant influence that parents and paraprofessionals have over children's development and its implication to teachers; describe ways that teachers could strengthen the critical collaboration between themselves and parents / paraprofessionals for the benefit of children.</p>	<p>I. Working with Parents</p> <ol style="list-style-type: none"> <li>1. Rationale for Parent Involvement</li> <li>2. Encouraging Involvement</li> <li>3. Communicating with Parents</li> </ol>
<p>10. Discuss with respect to the process of language acquisition the connection between literacy skills and content area learning; identify the elements of a good literacy program and ways that children's literacy skills could be developed and nurtured.</p>	<p>J. Language &amp; Literacy</p> <ol style="list-style-type: none"> <li>1. Definition of Language</li> <li>2. Learning/Teaching of Language</li> <li>3. Definition of Literacy</li> <li>4. Supportive Teacher Qualities</li> <li>5. Elements of Literacy Program</li> <li>6. Assessing Literacy Development</li> </ol>
<p>11. Summarize the unique way that young children view mathematics including the developmentally appropriate practice for teaching, assessing and integrating mathematics into the curriculum; engaging a child/children in learning a mathematical concept, and assessing the learning that occurs.</p>	<p>K. Teaching Mathematics</p> <ol style="list-style-type: none"> <li>1. Defining math</li> <li>2. Learning math</li> <li>3. Teaching math</li> <li>4. Materials for math</li> <li>5. Integration with other curriculum</li> </ol>

	6. Assessing math skills 7. Children with special needs
12. Summarize the unique way that young children view science including the developmentally appropriate practice for teaching, assessing and integrating science into the curriculum, and assessing the learning that occurs.	L. Teaching Science 1. Defining Science 2. Learning Science 3. Teaching Science 4. Materials for Science 5. Integration with other Curriculum 6. Assessing Science Skills 7. Children with Special Needs
13. Justify the value of creative arts in early childhood education and describe appropriate teaching and assessment approaches to the various forms of creative arts including ideas for its integration into the curriculum.	M. Creative Arts 1. Importance of Arts Experiences 2. Visual Arts 3. Music 4. Movement & Dance 5. Roles of Specialists 6. Assessing Experiences in Arts 7. Children with Special Needs
14. Summarize the unique way that young children view social studies including the developmentally appropriate practice for teaching, assessing and integrating social studies into the curriculum; discuss approaches to teaching social studies that is sensitive to the cultural diversities of children belonging to different ethnic groups.	N. Teaching Social Studies 1. Defining social studies 2. Learning social studies 3. Teaching social studies 4. Integration with other Curriculum 5. Celebrating holidays 6. Children with Special Needs
15. Summarize the appropriate approach to promoting wellness with young children.	O. Promoting Wellness 1. Physical Education 2. Health, Nutrition & Safety Education 3. Integration into the Curriculum 4. Children with Special Needs

**VII. MATERIALS AND EQUIPMENT:** May vary depending on the instructor.

- A. Transparencies
- B. Overhead Projector
- C. TV/VCR
- D. Routine Classroom Materials
- E. Supplemental Exercise
- F. Guest Speaker

**VIII. TEXTS:**

- A. Required Text (s): *Fundamental of Early Childhood Education*; Morrison, (5<sup>th</sup> Edition)

**IX. METHOD OF INSTRUCTION:** May vary depending on the instructor.

- A. Lecture
- B. Discussion
- C. Presentations
- D. Interview
- E. Guest Speakers

**X. METHOD OF EVALUATION:**

A. The final grade will be determined based on the following:

1. Class Participation	-	15%
2. At least 2 summative assessments	-	30%
3. At least 2 formative assessments	-	30%
4. At least 1 authentic assessments	-	<u>25%</u>
		100%

B. This is a letter-graded course. Grades will be based on the scale below:

90 - 100	-	A
80 - 89	-	B
70 - 79	-	C
65 - 69	-	D
00 - 64	-	F

**Palau Community College**  
**ED204 Teaching/Learning in Early Childhood Classrooms**  
**Course Learning Outcomes**

During the course experience, the **course learning outcomes** (CLO) will be assessed through the use of signature assignments. A rating scale will be used to determine the students' proficiency level of each CLO using specifically aligned assignments. The numerical rating of 4,3,2 and 1 are not intended to represent the traditional school grading system of A, B, C, D and F. The descriptions associated with each of the numbers focus on the level of student performance for each of the course learning outcome listed below.

Rating Scale:        4 - Outstanding  
                              3 - Proficient  
                              2 - Developing  
                              1 - Emerging

<b>CLO 1:</b>	<b>Students will be able to prepare and produce a lesson plan addressing the importance of individual and cultural variations in cognitive, social / emotional, physical, and motor development of children aged 0 - 8.</b>
<b>4</b>	Prepares and produces a lesson plan addressing the importance of individual and cultural variations in Cognitive, Social / Emotional, Physical, and Motor development of children aged 0 - 8.
<b>3</b>	Prepares and produces a lesson plan addressing the importance of individual and cultural variations in Cognitive, Social / Emotional, Physical, and Motor development of children aged 0 – 8, however minor evidence of unclear and inaccurate interpretations is shown.
<b>2</b>	Prepares and produces a lesson plan addressing the importance of individual and cultural variations in Cognitive, Social / Emotional, Physical, and Motor development of children aged 0 – 8 making numerous errors and eliminating most important facts.
<b>1</b>	Unable to prepare and produce a lesson plan addressing the importance of individual and cultural variations in Cognitive, Social / Emotional, Physical, and Motor development of children aged 0 - 8.

<b>CLO 2:</b>	<b>Students will be able to apply and demonstrate pedagogical knowledge and skills reflecting both teacher centered and learner centered strategies appropriate for children aged 0 - 8.</b>
<b>4</b>	Clearly and accurately applies and demonstrates pedagogical knowledge and skills reflecting both teacher centered and learner centered strategies appropriate for children aged 0 - 8.
<b>3</b>	Applies and demonstrates pedagogical knowledge and skills reflecting both teacher centered and learner centered strategies appropriate for children aged 0 – 8, however minor evidence of unclear and inaccurate interpretations is shown.
<b>2</b>	Applies and demonstrates pedagogical knowledge and skills reflecting both teacher centered and learner centered strategies appropriate for children aged 0 – 8 making numerous errors and eliminating most important facts.
<b>1</b>	Unable to apply and demonstrate pedagogical knowledge and skills reflecting both teacher centered and learner centered strategies appropriate for children aged 0 – 8.

<b>CLO 3:</b>	<b>Students will be able to identify and explain the use of four (4) assessment tools that are appropriate to use in assessing children's involvement for instructional planning.</b>
<b>4</b>	Clearly and accurately identifies and explains the use of four (4) assessment tools that are appropriate to use in assessing children's involvement for instructional planning.
<b>3</b>	Identifies and explains the use of four (4) assessment tools that are appropriate to use in assessing children's involvement for instructional planning, however minor evidence of unclear and inaccurate interpretations is shown.
<b>2</b>	Identifies and explains the use of four (4) assessment tools that are appropriate to use in assessing children's involvement for instructional planning making numerous errors and eliminating most important facts.
<b>1</b>	Unable to identify and explain the use of four (4) assessment tools that are appropriate to use in assessing children's involvement for instructional planning.