

FLORIDA STATE COLLEGE AT JACKSONVILLE

NON-COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER: HEV 0156
 COURSE TITLE: Preschool Teacher
 PREREQUISITE(S): None
 COREQUISITE(S): None
 TOTAL CONTACT HOURS: 300

(For Office Use Only:
 Vocational Credits 10)

FACULTY WORKLOAD POINTS: 10

STANDARDIZED CLASS SIZE
 ALLOCATION: 30

COURSE DESCRIPTION:

This course is designed for students to be able to interpret, evaluate, and utilize classroom management techniques, theories of child development, and research into current trends in early childhood education. Students will have the skills necessary to be a lead teacher.

SUGGESTED TEXT(S): The Creative Curriculum, Diane Trister Doge, Laura J. Colker

Caring For Preschool Children, Diane Trister Doge, Peter J. Pizzolongo, Derry Gosselin Koralek

IMPLEMENTATION DATE: Fall Term, 2000 (20011)

REVIEW OR MODIFICATION DATE: Fall Term, 2002 (20031)
 Fall Term 2008 (20091) - Outline Review 2007

COURSE TOPICS	CONTACT HOURS <u>PER TOPIC</u>
I. Demonstrate basic curriculum development	10
A. Curriculum trends and research	
B. Curriculum design	
C. Evaluation techniques	
II. Analyze theories of child development	10
A. Define the term theory	
B. Recognize typical behaviors of preschool children	
C. Develop problem-solving skills	
D. Identify developmental skills and learning theories	
III. Analyze how nutrition, environment, heredity and health status influence the development	10
A. Safe and sanitary food practices	
B. Involving children in nutrition education	
C. Nutritional needs of children	
D. Healthy habits	
IV. Guided sensory integration activities of infants and toddlers	10
A. Cognitive development	
B. Environmental consideration	
V. Physical development of infants and toddlers	20
A. Motor development	
B. Factors that influence motor development	
VI. Self help activities for infants and toddlers	20
A. Behavior from dependence to independence	
B. Toddler environment	
VII. Developmentally appropriate physical activities for preschool children	20
A. Basic principles of growth	
B. Relationships between physical and motor development	
C. Gross motor skills	
D. Creating environments for physical development	
VIII. Cognitive Development	20
A. Define cognition	
B. Identify cognitive behavior	
C. Social cultural factors	
D. How preschool children think	
E. Problem solving skills	

CONTACT HOURS
PER TOPIC

IX.	Language and literacy development of preschool children	20
	A. How language is learned	
	B. Identify examples of language rules	
	C. Analyze language samples according to developmental stage	
	D. Observing children's listening and speaking skills	
X.	Social development	20
	A. Aspects of social strategies, positive and negative social response	
	B. Recognize ways of helping unpopular children	
	C. Improving social skills	
	D. Helping children relate	
XI.	History Development and diversity of school-age children	20
	A. Then and now - comparing school-age care from 1940 to today	
	B. Quality care programs	
	C. Identify ages and stages of school-age children	
	D. Development and learning activities	
	E. Caregivers and families working together	
	F. Diversity in the school-age setting	
XII.	Child growth and development of school-age children	20
	A. Stages and characteristics of school-age children	
	B. Factors that make up the whole child	
	C. Preschool development	
	D. Moral development	
	E. Self-esteem	
XIII.	Environments for special needs children.	20
	A. The child care setting	
	B. Developmentally appropriate environments available	
	C. Resources and technical assistance	
XIV.	Universal infection control for special needs children	20
	A. Center for Disease Control	
	B. Precautions: gloves, cleaning supplies	
	C. Disposing of blood-contained materials	
	D. Hand washing	

CONTACT HOURS
PER HOUR

XV. Classroom management techniques - all levels	20
A. Creating environments	
B. Guiding children's behavior	
C. Setting rules and limits	
D. Responding to challenging behaviors	
E. Using words to support self-discipline	
XVI. Environments that promote growth and development	20
A. Conveying positive messages through the environment	
B. Selecting and displaying materials	
C. Organizing the outdoor environment	
D. Planning the schedule, routines and transitions	
E. Establishing interest areas	
XVII. Child care practicum	20
A. Modeling	
B. Classroom application	
C. Observation	
D. Evaluation	

PROGRAM TITLE: Early Childhood Education

COURSE TITLE: Preschool Teacher

CIP NUMBER: 0420020210

LIST PERFORMANCE STANDARD ADDRESSED:

NUMBER(S): TITLES(S):

19.0 DEMONSTRATE BASIC CURRICULUM DEVELOPMENT--The student will be able to:

- 19.01 Research criteria for creating an age appropriate basic math, science, music, or art lesson.
- 19.02 Develop an age appropriate lesson for math, science, music or art.
- 19.03 Develop evaluation criteria for the lesson.

20.0 ANALYZE THEORIES OF CHILD DEVELOPMENT--The student will be able to:

- 20.01 Identify human development theories: cognitive, psychosocial, psychoanalytical, and behaviorist.
- 20.02 Describe how major theories of human development provide a basis for planning a program.

21.0 ANALYZE HOW NUTRITION, ENVIRONMENT, HEREDITY, AND HEALTH STATUS INFLUENCE THE DEVELOPMENT OF THE CHILD --The student will be able to:

- 21.01 Discuss current information on child nutrition, the environment, heredity and analyze their effect upon the development of a child.
- 21.02 Discuss how a child's health status influences development.

22.0 GUIDE SENSORY INTEGRATION ACTIVITIES OF INFANTS AND TODDLERS --The student will be able to:

- 22.01 Plan, implement, and evaluate visual stimulation activities.
- 22.02 Plan, implement, and evaluate auditory stimulation activities.
- 22.03 Plan, implement, and evaluate tactile stimulation activities.
- 22.04 Plan, implement, and evaluate activities that stimulate balance, coordination and movement.
- 22.05 Plan, implement, and evaluate olfactory stimulation activities.
- 22.06 Plan, implement, and evaluate gustatory stimulation activities.

23.0 GUIDE PHYSICAL DEVELOPMENT ACTIVITIES OF INFANTS AND TODDLERS --The student will be able to:

- 23.01 Plan, implement, and evaluate age-appropriate gross motor development activities.
- 23.02 Plan, implement, and evaluate age-appropriate fine motor development activities.

24.0 GUIDE SELF-HELP ACTIVITIES OF INFANTS AND TODDLERS -- The student will be able to:

- 24.01 Plan, implement and evaluate age-appropriate nutritional snacks.
- 24.02 Demonstrate feeding techniques.

LIST PERFORMANCE STANDARD ADDRESSED: (Continued)

NUMBER(S): TITLES(S):

- 24.03 Demonstrate diapering techniques.
- 24.04 Assist with toilet training of toddlers.
- 24.05 Demonstrate dressing techniques.
- 24.06 Assist toddlers with grooming skills.
- 24.07 Demonstrate bathing techniques.
- 24.08 Demonstrate sanitary procedures in feeding, changing diapers, toileting, and maintaining the environment for infants and toddlers.

25.0 PLAN AND IMPLEMENT DEVELOPMENTALLY APPROPRIATE PHYSICAL ACTIVITIES FOR PRESCHOOL CHILDREN --The student will be able to:

- 25.01 Demonstrate knowledge of physical development.
- 25.02 Plan, implement and evaluate developmentally appropriate gross motor activities.
- 25.03 Plan, implement and evaluate developmentally appropriate fine motor activities.
- 25.04 Select and use appropriate equipment and materials for physical development.

26.0 GUIDE THE COGNITIVE DEVELOPMENT OF PRESCHOOL CHILDREN --The student will be able to:

- 26.01 Demonstrate knowledge of cognitive development.
- 26.02 Plan, implement and evaluate developmentally appropriate math activities and provide sample for teacher activity file.
- 26.03 Plan, implement and evaluate developmentally appropriate science activities and provide sample for teacher activity file.
- 26.04 Plan, implement and evaluate problem-solving activities that foster critical thinking skills.

27.0 GUIDE THE LANGUAGE AND LITERACY DEVELOPMENT OF PRESCHOOL CHILDREN --The student will be able to:

- 27.01 Demonstrate knowledge of language development.
- 27.02 Plan, implement and evaluate developmentally appropriate language activities and provide a sample for teacher activity file.

28.0 GUIDE THE CREATIVE DEVELOPMENT OF PRESCHOOL CHILDREN -- The student will be able to:

- 28.01 Plan, implement and evaluate developmentally appropriate music activities and provide a sample for teacher activity file.
- 28.02 Plan, implement and evaluate developmentally appropriate art activities and provide a sample for teacher activity file.
- 28.03 Plan, implement and evaluate developmentally appropriate creative movement activities and provide a sample for teacher activity file.

29.0 GUIDE THE SOCIAL DEVELOPMENT OF PRESCHOOL CHILDREN --The student will be able to:

- 29.01 Demonstrate knowledge of social development.
- 29.02 Plan, implement and evaluate activities that help children to develop interpersonal skills.

LIST PERFORMANCE STANDARD ADDRESSED: (Continued)

NUMBER(S): TITLES(S):

- 29.03 Plan, implement and evaluate developmentally appropriate self-concept activities.
- 29.04 Plan, implement and evaluate developmentally appropriate activities that promote multicultural awareness.
- 29.05 Plan, implement and evaluate developmentally appropriate dramatic play activities.
- 29.06 Plan and implement developmentally appropriate group play.

30.0 DEMONSTRATE A BASIC UNDERSTANDING OF THE HISTORY, DEVELOPMENT, AND DIVERSITY OF SCHOOL-AGE CHILDREN --The student will be able to:

- 30.01 Describe the need for school-age child care and how it has evolved.
- 30.02 Describe different types of programs available for children before and after school, during the summer and on school holidays.
- 30.03 Explain the personal and professional characteristics of a school-age caregiver.

31.0 DEMONSTRATE A BASIC KNOWLEDGE OF CHILD GROWTH AND DEVELOPMENT AS IT RELATES TO SCHOOL-AGE CHILDREN --The student will be able to:

- 31.01 Describe how major theories of human development provide a basis for planning programs.
- 31.02 Explain why and how individual children may overlap both younger and older chronological programs.
- 31.03 Demonstrate how a caregiver can plan to meet the social, emotional, physical, and cognitive needs of each child.

32.0 PLAN AND PROVIDE FOR DEVELOPMENTALLY APPROPRIATE CAREGIVING ENVIRONMENTS FOR STUDENTS WITH SPECIAL NEEDS --The student will be able to:

- 32.01 Maintain safe, healthy, and developmentally appropriate supplies, materials, and equipment.
- 32.02 Provide safe, healthy, and developmentally appropriate environments within the care giving setting.
- 32.03 Implement age-appropriate play for children with disabling conditions.

33.0 PROVIDE CAREGIVING SKILLS RELATED TO THE UNIVERSAL INFECTION CONTROL SYSTEM SPECIFIC TO SPECIAL NEEDS CHILDREN --The student will be able to:

- 33.01 Implement appropriate diapering and toileting procedures.
- 33.02 Implement appropriate methods for disabling of bodily products.
- 33.03 Demonstrate appropriate techniques for seizure management.

34.0 PLAN AND IMPLEMENT CLASSROOM MANAGEMENT TECHNIQUES FOR INFANTS, TODDLERS, PRESCHOOLERS AND SCHOOL AGE CHILDREN (BIRTH THROUGH AGE TWELVE)--The student will be able to:

- 34.01 Develop and implement a plan to meet short and long term goals.
- 34.02 Identify appropriate teaching techniques to meet various learning styles.
- 34.03 Identify developmentally appropriate supplies and teaching materials.
- 34.04 Arrange learning centers for a variety of activities.

LIST PERFORMANCE STANDARD ADDRESSED: (Continued)

NUMBER(S): TITLES(S):

- 34.05 Plan and implement developmentally appropriate special events such as field trips and holiday programs.
- 34.06 Maintain children's records.
- 34.07 Plan, implement, and evaluate a developmentally appropriate classroom schedule and daily lesson plan.
- 34.08 Plan and implement a developmentally appropriate program to meet the needs of the individual child and the group as well.
- 34.09 Demonstrate the arrangement of an Early Childhood classroom so that children will become self-directed in their learning.
- 34.10 Describe and set up activity centers within the learning environment, and identify ways that the center enhances the development of young children.

35.0 DEMONSTRATE HOW SCHEDULES, SPACES, AND EXPERIENCES CREATE ENVIRONMENTS THAT PROMOTE CHILDREN'S TOTAL GROWTH AND DEVELOPMENT--The student will be able to:

- 35.01 Evaluate all aspects of an environment that provides opportunities for school-age children to learn through their play.
- 35.02 Plan and implement schedules that include active and quiet times, individual and small group experiences, as well as, child and adult initiated activities.
- 35.03 Plan and implement techniques for facilitating children's successful participation in all aspects of a program.

36.0 APPLY KNOWLEDGE OF PROGRAM ELEMENTS NEEDED TO CREATE A SUCCESSFUL DEVELOPMENTALLY APPROPRIATE CURRICULUM --The student will be able to:

- 36.01 Demonstrate the ability to identify children's needs, interests, and abilities.
- 36.02 Assess ways to develop program philosophies, goals, and objectives.
- 36.03 Plan, prepare, and implement daily activities and routines.
- 36.04 Evaluate and critique all aspects of a program's growth.
- 36.05 Develop a teacher activity file that includes samples of math, science, social studies, language, manuscript writing, story telling, art, current events, intergenerational concepts, multiculturalism, parental involvement, safety, and nutrition education activities.

