



# GEORGIA

PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

## EDUCATION

**PATHWAY:** Early Childhood Education  
**COURSE:** Human Growth and Development  
**UNIT:** Curriculum, Materials, and Routine



## INTRODUCTION

### Annotation:

A developmentally appropriate early childhood curriculum is based on how children develop and learn. It consists of a wide range of concepts, experiences, and materials designed to meet the developmental needs of a group of children. These needs include their social, emotional, physical, and cognitive needs. It involves determining what children need to be able to do and what they need to know. Selecting toys and equipment is an important task. There are several guidelines that should be followed before selections are made. Safety is a key consideration when buying toys and equipment. Laws and guidelines have been developed to help one choose safe products for children. A daily schedule and routines provide structure to each day. Having a predictable schedule and helping children handle daily routines allow the class to run smoothly. This also offers the children emotional security.

### Grade(s):

x	9 <sup>th</sup>
x	10 <sup>th</sup>
x	11 <sup>th</sup>
x	12 <sup>th</sup>

**Time:** 15 HRS

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**Academic Review:** Ben Tanner

**Special Education Review:** Lindsey Welborn

**Additional Reviewer:** Rhonda Caldwell

### **Students with Disabilities:**

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



## **FOCUS STANDARDS**

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### **GPS Focus Standards:**

#### **EDU-HGD-8 –**

**Students will identify characteristics of appropriate curriculum.**

- a. Discuss how program goals relate to curriculum.
- b. Indicate who should be involved with curriculum planning.
- c. Describe factors to consider in curriculum planning.
- d. Discuss and illustrate the use of themes as a basis for planning curriculum.

#### **EDU-HGD-10 –**

**Students will identify appropriate materials and equipment for a child care center.**

- a. Indicate the criteria that should be considered when selecting developmentally appropriate toys, equipment, and educational materials.
- b. Describe safety factors to consider prior to selection.
- c. Explain how and to which agency you should report unsafe toys and equipment.

#### **EDU-HGD-12 –**

**Students will describe an appropriate daily routine.**

- a. Explain the importance of a daily schedule.
- b. List and describe the basic scheduling segments in a daily routine.
- c. Explain the use of transitions techniques to move smoothly from one activity to another.

### **GPS Academic Standards:**

- ELA9-12W2
- ELA9-12W3
- ELA9-12W4
- ELA9-12LSV2
- ELA9-12C1
- ELA9-12C2
- ELA0-12LSV1
- ELA9-12RL5
- MC3P1
- SCSh3



## UNDERSTANDINGS & GOALS

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**Enduring Understandings:** Enduring understandings are statements summarizing important ideas and have lasting value beyond the classroom. They synthesize what students should understand – not just know.

- A developmentally appropriate early childhood curriculum is based on how children develop and learn.
- Before the curriculum can be planned, the goals of the center's programs need to be determined.
- Program goals focus on the whole child.
- Activities are often selected based on theme.
- Written plans are developed that include activities for all classroom activity areas.
- There are several guidelines that should be followed before equipment selections are made.
- Safety is a key consideration when selecting classroom equipment.
- In a well-managed classroom, children and teachers are involved, busy, happy, organized, and smoothly functioning, working within a flexible schedule.
- Consistency and routine are important for all children.
- Regular exchange of information between families and teachers about routines will help provide consistency in expectations and experiences for children.
- Children best respond to upcoming transitions if they know what to expect.

**Essential Questions:** Essential questions probe for deeper meaning and understanding while fostering the development of critical thinking and problem-solving skills. Example: Why is life-long learning important in the modern workplace?

- How do program goals relate to curriculum?
- Who should be involved in curriculum planning?
- What factors should be considered in curriculum planning?
- How are themes used as a basis for planning curriculum?
- What criteria should be considered when selecting developmentally appropriate toys, equipment, and educational materials?
- What safety factors should be considered prior to selecting equipment?
- How should unsafe toys and equipment be reported?
- What is the importance of consistency and routines?
- What routines are necessary in various programs?
- What are transitions and how should they be used?
- How do you help children deal with routine times that may have emotional significance (i.e., arrival and departure from school, meals, toileting, sleep, etc.)?

### Knowledge from this Unit:

- Vocabulary Terms
- Factors for curriculum planning
- Contents of a lesson plan
- Importance of themes
- Factors for selecting appropriate equipment
- Importance of routine
- Importance of transitions
- Importance of schedule
- Transition methods

**Skills from this Unit:**

- Develop program goals.
- Identify who is involved in curriculum development.
- Describe factors to consider in curriculum planning.
- Explain the use of themes as a basis for planning curriculum.
- Develop a lesson plan.
- Explain guidelines for selecting developmentally appropriate toys, equipment, and educational materials.
- Describe safety factors to consider when selecting equipment.
- Explain how to report unsafe toys and equipment to the appropriate agencies.
- Explain what a schedule is and describe some considerations when developing one.
- Describe why and how certain common routines are incorporated in the daily schedule.
- Explain why and how transitions are used.
- Assess schedules, routines, and transitions observed in child care settings.



## ASSESSMENT(S)

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**Assessment Method Type:** Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- ☐ Pre-test
- ☒ Objective assessment - multiple-choice, true- false, etc.
  - ☐ Quizzes/Tests
  - ☒ Unit test
- ☐ Group project
- ☐ Individual project
- ☐ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
  - ☐ Self-check rubrics
  - ☐ Self-check during writing/planning process
  - ☐ Journal reflections on concepts, personal experiences and impact on one's life
  - ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
  - ☐ Academic prompts
  - ☐ Practice quizzes/tests
- ☒ Subjective assessment/Informal observations
  - ☐ Essay tests
  - ☐ Observe students working with partners
  - ☒ Observe students role playing
- ☒ Peer-assessment
  - ☐ Peer editing & commentary of products/projects/presentations using rubrics
  - ☒ Peer editing and/or critiquing
- ☒ Dialogue and Discussion
  - ☐ Student/teacher conferences
  - ☒ Partner and small group discussions
  - ☒ Whole group discussions
  - ☒ Interaction with/feedback from community members/speakers and business partners
- ☐ Constructed Responses
  - ☐ Chart good reading/writing/listening/speaking habits
  - ☐ Application of skills to real-life situations/scenarios
- ☐ Post-test

### Assessment(s) Description/Directions:

Many textbooks come with a test generator for assessments; ExamView Pro is one example.



# LEARNING EXPERIENCES

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**Instructional planning:** Include lessons, activities and other learning experiences in this section with a brief description of the activities to ensure student acquisition of the knowledge and skills addressed in the standards. Complete the sequence of instruction for each lesson/task in the unit.

## Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.
2. Review Essential Questions.
3. Identify and review the unit vocabulary.
  - program goals
  - visual learner
  - auditory learner
  - direct learning experience
  - indirect learning experience
  - theme
  - learning objective
  - routines
  - transitions
4. Have students present a skit based on what a classroom would be like if no lesson planning took place. Then have the class discuss the skits. (12 a,b)
5. Show the video “Curriculum” and have students write twenty facts from the video. Then have the students write a summary about curriculum in the preschool classroom based on their facts. (8b,c)
6. Show the DAP vs. DIP PowerPoint. (8b,c)

Have students discuss activities for meeting the following program goals: (8a,c)

- to develop independence
- to develop language skills
- to develop motor coordination
- to develop problem-solving skills

Have students conduct a poll in your community to find out how many centers use a preplanned curriculum. (8a,b,c)

7. Have students discuss the advantages and disadvantages of using a preplanned curriculum. (8a,b)
8. Have students discuss themes they think would be appropriate and fun for preschoolers. (8c,d; 10a)
9. Look at various textbooks and have students compare the learning objectives. (8a,c)
10. Have students write five learning objectives. Then have them exchange papers with their classmates and evaluate the learning objectives. (8a,c)
11. Guest speaker. Invite a preschool teacher to discuss how he or she plans lessons for children. (8a,c; 12a,b,c)

12. Have students create a lesson plan for an activity determined by the teacher. (8a; 10a; 12a)
13. Ask students to identify toys they liked and enjoyed when they were younger. Ask what about the toys appealed to them. (10a)
14. Have the class discuss what they think makes a toy interesting to a child. (10a)
15. Have students explain the relationship between program goals and classroom equipment and materials. (8a,b; 10 a,b)
16. Have students list toys that are appropriate for various classroom goals. (10a,b)
17. Visit a local child care center and make a list of toys available for children there. (10 a,b)
18. Use toy catalogs and/or the Internet and have students compile a chart listing toys that are appropriate for children of different ages. (10 a,b)
19. Have students choose a toy and write a paragraph describing how it promotes various types of development. (10 a,b)
20. Have students make a display of safe and appropriate toys for children of various ages. (10 b,c)
21. Have students develop a brochure for teachers on tips for selecting safe toys. (10a,b,c)
22. Bring actual examples of unsafe toys to class. Have students write a letter reporting the unsafe product(s). (10c)
23. Have students investigate the consumer Products Safety Commission (CPSC) site at [www.cpsc.gov](http://www.cpsc.gov). What toys are on the recently recalled list? What safety hazards caused these toys to be recalled? What other information can be found on the Web site? Allow time for students to share their findings in class. (10c)
24. Have students to perform a safety check of a local playground. Ask students to inspect the equipment for loose screws or bolts, sharp edges, and broken/missing parts. What types of surfacing materials are used in the playground? Is the playground age-appropriate? Have students to discuss their findings in class. (10a,b)
25. Panel discussion. Invite a panel of parents of children ages two through five years to discuss how they choose toys for their children. (10 a,b)
26. Guest speaker. Invite a director or teacher from a child care center to discuss toy and equipment safety. (10a,b)
27. Practice and demonstrate Dr. Jean's cheers and transitions. (12a,b,c)
28. Show the "Transitions" PowerPoint. (12c)
29. With a partner, create original transition ideas. Share these with another partnership and analyze ideas, looking for ways to improve them. Share with the class. (12c)
30. Design three posters to help children remember daily routines, such as washing hands, flushing the toilet, and using a tissue for blowing the nose. (12a,b)
31. Create a daily schedule. Identify routines and when they take place. Where will you need to include transition ideas? (12b)

32. Visit a lab setting to see examples of how techniques are implemented: What routines did you see used in each setting? Were any routines shared by all programs you observed? Why are some routines different and some similar from one program to another? What transitions did you see used in each setting? Did any program rely more heavily on the use of transitions than any others? If so, why? How effective were the transitions? Which ones worked better than others? What suggestions do you have for improvements? (12a,b,c)
33. Ask students to think about their own routine for getting up and going to school each morning. Have them explain and reflect how they feel when their routine is disrupted by events such as these: alarm does not go off, electricity is out, a heavy rain occurs, car breaks down. How do they think children feel about familiar routines? (12a)
34. Show the video “Rules, Rituals, and Routines.” After the video, have students write about some rules, rituals, and routines they had as a small child. (12a)
35. On individual slips of paper, write down common events that might be part of the schedule in a child care program. Give each student one of these slips. Ask students to line up in order they think the schedule should be arranged. (12b,c)
36. Role play – child arriving late for child care; child departing the child care center; children preparing for nap; children assisting with snacks. (12b)
37. Debate – “children need structured schedules so that they will learn what to expect next.” Vs. “children need flexible schedules because they have years of structured learning ahead of them.” (12a)

#### **Attachments for Learning Experiences:**

[DAPvs DIP.ppt](#)  
[transitions.ppt](#)

#### **Notes & Reflections:**

Each teacher will find the best activities that work for her/him. The activities listed under Sequence of Instruction are not suggestions for an order in which to present them to the class. These are a variety of suggestions and not all activities may be used. Text readings, study guides, and supplemental lectures are not listed. It is recommended that every teacher use techniques and learning activities in each class that support multiple learning styles.





## UNIT RESOURCES

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### Web Resources:

- [www.perpetualpreschool.com](http://www.perpetualpreschool.com)
- [www.toy-tia.org](http://www.toy-tia.org)
- [www.cpsc.gov](http://www.cpsc.gov)
- [www.drjean.org](http://www.drjean.org)

### Materials & Equipment:

- "Cheers and Celebrations" CD, [www.drjean.org](http://www.drjean.org)
- "Curriculum" DVD, Learning Seed, [www.learningseed.com](http://www.learningseed.com)
- "Rules, Rituals, Routines" DVD, Learning Seed, [www.learningseed.com](http://www.learningseed.com)

### Textbooks:

- Foundations of Early Childhood Education 10, 11
- Working With Young Children 10, 17, 18
- The Child Care Professional 12, 17
- Introduction to Early Childhood Education 8, 14
- Beginnings and Beyond, 10

### Professional Readings/Resources for Instructor:

- Attention Games, Sher, Jossey-Bass
- Transition Time: Let's do Something Different, Feldman, Gryphon House
- Teachable Transitions, Pica, Gryphon House
- Terrific Transitions, Church, Scholastic
- Transition Tips and Tricks, Feldman, Gryphon House

<http://www.uen.org/Lessonplan/LPview?core=20>

**What 21st Century Technology was used in this unit?:**

<input checked="" type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input checked="" type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input checked="" type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input checked="" type="checkbox"/>	Website		