



GEORGIA

PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

EDUCATION

PATHWAY: Early Childhood Education

COURSE: Introduction to Early Childhood Education

UNIT 1: Orientation to IECE



INTRODUCTION

Annotation:

Students will know what to expect from the course and from the instructor. Even if students do not decide to pursue early childhood education as a career, the subject matter will prepare them for interaction with children in any capacity. They are each an integral part of a caring community of learners. The instructor is there to support each of them and will, in turn, expect them to help and support each other. The students are expected to interact as a team.

Grade(s):

x	9 th
x	10 th
x	11 th
x	12 th

Time: 10 HRS

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Special Education Review: Lindsey Welborn

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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

GPS Focus Standards:

EDU-FS-3 Communications:

Learners use various communication skills in expressing and interpreting information.

EDU-FS-8 Leadership and Teamwork:

Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives

IECE-12: Students will demonstrate professional development planning.

- A. Develop a personal philosophy of early childhood education teaching.
- B. Develop personal teaching goals.
- C. Develop a professional portfolio containing at least the following:
 - student picture identification
 - resume
 - teaching goals
 - letters of recommendation
 - list of early childhood program standards mastered
 - copies of and certification/cards pertaining to child care eligibility
 - samples of student-developed teaching materials
- D. Develop criteria and evaluate student portfolios using national and student developed criteria.

GPS Academic Standards:

- ELA11C1
- ELA9LSV1



UNDERSTANDINGS & GOALS

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.

- The importance of knowing classmates and working together as a team
- The personalities and backgrounds of class members

- Although we may be different from each other, we can work toward a common goal
- It is our responsibility to provide nurturing environments for children
- There are negative consequences to children having less than positive experiences

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?

- Why am I in this class?
- What can I expect from this course?
- What is expected of me?
- Who are my classmates?
- Who is my teacher?
- Why is early childhood education important?
- Why are personal teaching goals important?
- What should go in a portfolio?
- What is the importance of having a portfolio?
- How do you develop a philosophy?

Knowledge from this Unit:

- Course requirements and expectations
- Child advocacy facts
- Criteria for developing portfolio
- The meaning of a philosophy

Skills from this Unit:

- Social interaction skills
- Speaking out in front of peers
- Develop a personal philosophy
- Develop personal goals
- Construct a professional portfolio
- Evaluate portfolio



ASSESSMENT(S)

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



LEARNING EXPERIENCES

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: Portfolio, professional, philosophy, etc...
4. Welcome. Self-introduction, Course introduction; Students will create name tents with materials provided on the tables.
5. Distribute and discuss course syllabus, student handbook, and contract. Emphasize the importance of teamwork being a necessary component of this course. (12 – a, b, c, d)
6. Distribute PAGE forms. Give dramatizations/hypothetical scenarios of the importance of having the liability insurance. Students join for \$7/year. Complete form together as a class. Give students “SPAGE may be your Lifesaver” candies. (12 – a, b, c, d)
7. Give notebook requirements rubric and assignment to complete cover and dividers by due date. Discuss expectations. (12 – c, d)
8. Distribute student information form for instructor’s files for new students to complete. (12 – a, b, c, d)
9. Students pick one lollipop from prepared container. Every lollipop has a color on the bottom of the stick. Each color represents a question they are to answer. Colors and questions are listed on the board. Go around the room one student at a time. Student tells name and answers question related to color and then recites every name of every student that went before him/her. This continues until every student in the class has a turn. (12 – a, b)
10. Distribute reflection questions. Then view “Why Early Childhood Matters” video (30 min.). Students complete answers. Discuss as a class. (12 – a, b)
11. Portfolio requirements are discussed at the beginning of the semester. A review of expected entries can be reviewed by PowerPoint. Distribute standards list and activities checklist. (12 – c, d)
12. Students can assist in developing evaluation criteria for their portfolios. (12 – d)

Attachments for Learning Experiences:

[IECE syllabus](#)

[New Student Information Sheet](#)

[ECE websites](#)

[Notebook Requirements Rubric](#)

[SPAGE may be your “LifeSaver” tags](#)

[Lollipop game – Questions](#)

[Why Early Childhood Matters reflection questions](#)

[Portfolio Assignment](#)

[Standards Checklist](#) and [Standards/Elements List](#)

[Student Handbook](#)

[Student Contract](#)

Textbooks:

Introduction to Early Childhood Education 4

The Childcare Professional 30

Notes & Reflections:

The lollipop game can be played the same way using any candy with several colors. Other candies that work well are jelly beans, skittles, M & Ms, ect. If a candy is being used that has many small bits, include a spoon for the students to use and instruct them to eat all but one piece.

Any icebreaker works well as long as the goal is to acquaint classmates and begin the bonding process for effective teamwork.

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

Web Resources:

- www.pageinc.org
- www.gae.org

Attachment(s):

[Child Advocacy Activity](#)

Materials & Equipment:

- SPAGE/GAE membership forms, lollipops, lifesavers, large index cards, markers or crayons
- “Why Does Early Childhood Matter” DVD - Parents Action for Children series 888-447-3400

Textbooks:

Introduction to Early Childhood Education 4

The Childcare Professional 30

What 21st Century Technology was used in this unit?

<input checked="" type="checkbox"/>	Slide Show Software
<input type="checkbox"/>	Interactive Whiteboard
<input type="checkbox"/>	Student Response System
<input type="checkbox"/>	Web Design Software
<input type="checkbox"/>	Animation Software
<input type="checkbox"/>	Email

<input type="checkbox"/>	Graphing Software
<input type="checkbox"/>	Calculator
<input type="checkbox"/>	Desktop Publishing
<input type="checkbox"/>	Blog
<input type="checkbox"/>	Wiki
<input checked="" type="checkbox"/>	Website

<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Image File(s)
<input checked="" type="checkbox"/>	Video
<input type="checkbox"/>	Electronic Game or Puzzle Maker