



GEORGIA

PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

EDUCATION

PATHWAY: Early Childhood Education

COURSE: Introduction to Early Childhood Education

UNIT: Unit 5 Historical Perspective



INTRODUCTION

Annotation:

This unit will focus on researching the fundamental child development theories and identify how these views have affected the view of children and their education over the course of history. Interpret and debate the effect of heredity and environment.

Grade(s):

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

Time: 25 Hours

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Academic Review: Ben Tanner

Special Education Review: Lindsey Welborn

Additional Review: Rhonda Colwell

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:

IECE – 3

Students will identify major contributors to the field of early childhood care and education and analyze their implications for educational and childcare practices.

- a. Describe how major theories of human development provide a basis for planning an environment and activities that are developmentally appropriate
- b. Identify and investigate a variety of early childhood care and education settings.
- c. Research and explain human development theories: cognitive, psychosocial, psychoanalytic, and behaviorist.
- d. Investigate the impact of heredity and environment on the developing child.
- e. Understand major child development theorist and theory contributions to the field of early childhood education.

EDU-FS-8 Leadership and Teamwork:

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

GPS Academic Standards:

- ELA9-12W1
- ELA9-12W3
- ELA9-12LSV1
- ELA9-12LSV2
- ELA9-12RC1



UNDERSTANDINGS & GOALS

Enduring Understandings

- The value of children and their contribution to the future.
- Critical events of the past have had a hand in shaping today's issues.
- Why and how we teach children today.
- The role of heredity and environment across the lifespan.

Essential Questions:

- How do children contribute to our future?
- How were children valued in the past?
- How has the education of children changed over time?
- Who were the people who have shaped our view of young children and the kinds of early childhood programs in existence today?

- Have these program approaches been supported by research, and what does the research tell us about the effects of early childhood education?
- Which is most influential, heredity or environment?

Knowledge from this Unit:

- Vocabulary Terms
- Theorists and theories
- Historical influences

Skills from this Unit:

- Explain and Compare theories
- Analyze the effect of heredity and environment
- Investigate historical influences

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

Attachments for Assessment(s):

[Theorists matching test](#)

[ECE approaches and Theorists 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: Professionalism, Integrated curriculum, developmentally appropriate practices, child centered approach, parent cooperative schools, cognitive, psychosocial, psychoanalytical, behaviorist...
4. Suggested Theorists: (3 – a. e.)

Jean Piaget

Lawrence Kohlberg

Erik Erikson

Alfred Binet

Urie Bronfenbrenner

Benjamin Bloom

Maria Montessori

Sigmund Freud

Lev Vygotsky

Rudolph Dreikurs

Haim Ginott

B.F. Skinner

Anna Freud

Maslow

John Amos Comenius

John Locke

Jean Jacques Rousseau

Johnathon Pestalozzi

Fredrich Froebel

Rudolf Steiner

Patty Smith Hill

Lucy Sprague Mitchell

Abigail Eliot

Arnold Gesell

Bejamin Spock

T. Berry Brazelton

McMillan Sisters

Susan Isaacs

Loris Malaguzzi
Howard Gardner

5. Research and present child development theorists, past and present. Freud to Brazelton to....

Ideas include mock interviews and dramatizations, student generated power points and graphic organizers with Inspiration Web and categorizing domain focus with wall charts. Individual, pairs, or group projects (3 – a. c. e.)

6. Compare and contrast popular ECE settings and approaches (Reggio Emilia, Montessori, High Scope, Head Start....) Write contrast/comparison paper (1 page). (3 – a. b. e.)

7. Debate the impact and influence of heredity and environment. (3 – d.)

8. “What’s In Your Bag?” project: After studying heredity/environment, students research biological heredity tree. Then decorate outside of paper bag with personality characteristics. Fill inside of bag with ___ objects representing heredity and ___ objects symbolizing childhood environment. Present to class. “Baggage” to carry and drag you down or “luggage” to take you places and make you a strong person? (3 – d.)

9. Students are grouped. Distribute professional ECE journals. Students pick 1 article to summarize, write an abstract then share in group. Each group member shares. Group votes on best/most interesting or informative article. Each group shares one article with whole class. Follow assignment guide sheet. Students connect current child development research and findings with developmental theories. (3 – a. b. c.)

Attachments for Learning Experiences:

[Theorists note grid](#)

[Theorists research project](#)

[Theorist Information sheet](#)

[Article Summary Assignment Sheet/Current Learning](#)

[ECE settings and approaches note sheet](#)

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

Web Resources:

www.unitedstreaming.com

United Streaming has several videos related to the elements of this unit. Search using words such as heredity vs. environment, and nature vs. nurture, child development theory.

Materials & Equipment:

- "Theories of Development I" video, Magna Systems, 800-203-7060, www.magnasystems.com
- "Theories of Development II" video, Magna Systems, 800-203-7060, www.magnasystems.com
- Theorist note grid
- Computer cart or media ctr
- Poster board
- Theorist Assignment sheet
- Article summary assignment sheet
- Journals:
 - YC (Young Children)
 - Early Childhood News
 - Childhood Education
 - Dimensions
 - TYC(Teaching Young Children)
- "Early Childhood Education Settings and Approaches" dvd – Pearson/Merrill Prentice Hall

Textbooks:

- [Beginnings and Beyond 2, 4](#)
- [Working With Young Children 2](#)
- [The Child Care Professional 3](#)
- [The Developing Child 1](#)
- [Introduction to Early Childhood Education 5](#)
- [Foundations of Early Childhood Education 1](#)
- [Beginning Essentials in ECE 1](#)

Professional Resources for Instructor:

[Developmentally Appropriate Practice in Early Childhood Programs](#), Bredekamp & Copple

[Working in the Reggio Way: A Beginning Guide for American Teachers](#), Wurm – NAEYC & Redleaf Press

What 21st Century Technology was used in this unit:

<input type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input checked="" 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		