PRESCHOOL II – CHILD GROWTH & DEVELOPMENT  
Course Syllabus

Course Number: ECDS-0020H  
OHLAP Credit: No
OCAS Code: None
Course Length: 60 Hours
Career Cluster: Human Services
Career Pathway: Early Childhood Development & Services
Career Major(s): Early Care & Education Teacher Assistant

Pre-requisite(s): This course is designed for first-year early care and education students. This in-depth study is designed to provide the foundation competencies needed for advanced-level occupations in early childhood care and education. It is aligned with the Oklahoma CareerTech duty/task lists for early childhood care and education occupations. The curriculum incorporates state licensing regulations and standards set forth by national organizations active in early childhood care and education. The curriculum offers project-based activities to assist the students in preparing for a rewarding career. Upon successful completion of Teacher Assistant, the student is also recognized as having met the Entry Level Child Care Training (ELCCT) requirements.


Course Objectives:  

A. Develop an Understanding for Preschoolers.\(^1\)
1. List examples of how preschool child physical abilities develop from age three to five.
2. Describe the characteristics of the preoperational period of intellectual development.
3. Describe how a childcare provider should handle children's grammar and pronunciation mistakes.
4. Describe the type of stuttering that is common in many preschoolers.
5. Explain the common cause for preschool stuttering.
6. Define empathy as a preschool child emotional development and how empathy effects social development.
7. Explain why Erikson believes preschool children strive to develop initiative.
8. Describe the relationship between children's self esteem and their physical and intellectual accomplishments.
9. Explain cooperative play.
10. Explain gender identity and how children often develop gender identity.
11. Explain at what age a child develops a conscience.

B. Demonstrate Appropriate Techniques in Handling Guidance Problems.\(^1\)
1. Explore situations and feelings that cause tension in children.
2. List ways of controlling over stimulation in a preschool classroom.
3. Discuss the importance of consistent routines as a way to control guidance problems.
4. Name the possible signs of stress in young children.
5. Record names, suspected stressors, and descriptions of incidents, which you
observe in a group of children.
6. List factors to be considered in child guidance and explain why each factor deserves consideration.
7. Discuss how tension affects behavior.
8. List typical fears of children.
9. Demonstrate how to handle negativism, stealing, anger, biting, exploring the body, thumb sucking, or fear.
10. Complete statements about guidance problems.
11. Answer questions about handling guidance problems.
12. Match terms related to guidance problems with given descriptions.
13. Determine whether guidance statements are true or false.
14. Debate the value of using "time out" as a punishment technique.
15. Identify cultural influences on preschooler’s development.
16. Identify developmental milestones through age 5.
17. Identify the goals of classroom guidance.
18. Describe effective techniques for communicating with young children.
19. Distinguish between punishment and positive discipline.
20. Distinguish between effective and ineffective methods of discipline.
21. Describe ways in which caregivers can guide children’s emotional, social, and moral development.

C. Use Development Principles in the Care of Preschool Children. ¹
1. State Oklahoma licensing regulations governing preschool caregivers and child-care facilities.
2. Discuss ways adult’s foster independence in preschool children.
3. Develop a daily schedule for a preschooler.
4. List merits of having storage spaces for preschool children's possessions.
5. Debate the issue of early formal education (teaching reading and math in traditional way).
6. Observe adult giving problem-solving "tests" (Piaget) to preschool children. These demonstrations, which include activities that measure classification, seriation, transformation, and reversal skills.
7. Help preschool children express their feelings appropriately.

¹ ODCTE Objective
All unmarked Objectives are TTC instructor developed.

Teaching Methods: The class will primarily be taught by the lecture and demonstration method and supported by various media materials to address various learning styles. There will be question and answer sessions over material covered in lecture and media presentations. Supervised lab time is provided for students to complete required projects.

Grading Procedures: 1. Students are graded on theory and shop practice and performance.
2. Each course must be passed with seventy (70%) percent or better.
3. Grading scale: A=90-100%, B=80-89%, C=70-79%, D=60-69%, F=50-59%.
### Description of Classroom, Laboratories, and Equipment:

Tulsa Technology Center campuses are owned and operated by Tulsa Technology Center School District No. 18. All programs provide students the opportunity to work with professionally certified instructors in modern, well-equipped facilities.

### Available Certifications/College Credit

The student may be eligible to take state, national or industry exam after completion of the program. College credit may be issued from Oklahoma State University-Okmulgee or Tulsa Community College. See program counselor for additional information.

### College Credit Eligibility:

The student must maintain a grade point average of 2.0 or better.