

Course: Early Childhood Education II Course Number: 20.42400

Teacher: P. Crosby

ECE II Course Pacing Guide

Unit#/Unit Name	Topic(s) of Discussion	Standard	Standard Elements
First Week (3 days)	Classroom Policies and Procedures, Get to know you activities	ET-ECE II-1	1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.
Unit 1: Providing a Healthy Environment (12 days)	Health and sanitation habits (appropriate hand washing)	ET-ECE II-7	7.1 Demonstrate by implementing health and sanitation habits for and with children (i.e., hand washing, diapering and toileting, food routines) to limit cross contamination in a child care or other schooling environment. 7.2 Research and implement standard health practice in an early childhood and education setting. 7.5 Implement exclusion policies for children with illnesses in group settings.
	Sanitation and Disinfecting	ET-ECE II-7	7.3 Describe when and where disinfectants solutions should be used and safely housed in classrooms.
	Maintaining health and vaccination records	ET-ECE II-7	7.6 Examine procedures for maintaining health and vaccination records.
	Health education activities for children	ET-ECE II-7	7.7 Demonstrate strategies to promote good physical and mental health in children. 7.8 Develop examples of health education activities for children.
Unit Exam			
Unit 2: Communicable Illnesses (12 days)	Components of an illness	ET-ECE II-8	8.1 Describe the three components of the communicable illness process. 8.6 Analyze the need for vaccinations and discuss Georgia's vaccine exemption policy.
	Pathogen locations	ET-ECE II-8	8.2 Identify places where pathogens are commonly found.
	Methods of transmission	ET-ECE II-8	8.3 Describe the four methods of disease transmission.
	Stages of an illness	ET-ECE II-8	8.4 Identify the four stages of an illness.
	Characteristics of a healthy/ill child	ET-ECE II-8	8.5 Research the characteristics of a healthy child and the symptoms of various childhood illnesses.
	Vaccinations/Exemption policy/Immunization schedule	ET-ECE II-8	8.7 Discuss the immunization schedule recommended by the American Academy of Pediatrics for minimizing acquisition of communicable disease.
	Distributing and storing medications	ET-ECE II-8	8.8 Review appropriate methods of distributing and review policies for safe storage of medication.
Unit 3: Providing a Safe Environment (12 days)	Bright from the Start safety rules and practices	ET-ECE II-6	6.1 Research and demonstrate standard safety rules and practices as required by Bright from the Start in an early childhood and education setting.
	Indoor/Outdoor Adult Supervision	ET-ECE II-6	6.3 Identify the characteristics of appropriate adult supervision in both indoor and outdoor environments.
	Indoor/Outdoor Safety Hazards	ET-ECE II-6	6.2 Demonstrate safe utilization of indoor and outdoor equipment and materials. 6.4 Research potential indoor and outdoor safety hazards.

	Accident/injury Reports	ET-ECE II-6	6.6 Examine examples of accident and injury reports to understand important components of such reports.
	Fire and Natural Disasters	ET-ECE II-6 ET-ECEII-10	6.5 Demonstrate procedures to follow for accidents, medical emergencies, fire and natural disaster, and environmental alerts. 10.3 Obtain fire safety education, and where possible certification.
	Arrival/Departure procedures	ET-ECE II-6	6.7 Describe safety procedures for arrival and departure, loading and unloading of children from transportation and the appropriate use of child passenger restraints.
	Transportation Safety Restraints	ET-ECE II-6	6.8 Discuss the use of approved safety restraints when transporting a child in a vehicle or mobile device (e.g., multi-child stroller).
	Identity and Image protection	ET-ECE II-6	6.9 Create guidelines that protect the use of children’s identity and images on the internet, in social media, and other publication outlets that may be in use in the child care or learning setting.
Unit Exam			
Unit 4: Children with Special Needs (12 days)	Individuals with Disabilities Education Act, IEP, Inclusion	ET-ECE II-4	4.4 Research the history of federal laws associated with children with special needs.
	Characteristics of Children with Disabilities	ET-ECE II-4	4.1 Identify characteristics of children with exceptionalities across the major exceptionality categories (intellectual, physical, behavioral, social and emotional concerns), including the gifted child.
	Adaptations /modifications for students with special needs	ET-ECE II-4	4.2 Explore accommodations for children with special needs within the general education classroom.
	Inclusion practices	ET-ECE II-4	4.3 Describe inclusion practices for children with special needs in the general education classroom.
Unit Exam			
Unit 5: Child Abuse and Neglect (12 days)	Types of Child Abuse	ET-ECE II-9	9.1 Identify signs of abuse and neglect including conditions that may be in place in environments where abuse may be more likely to occur.
	Signs if abuse/neglect	ET-ECE II-9	9.1 Identify signs of abuse and neglect including conditions that may be in place in environments where abuse may be more likely to occur.
	Characteristics of abused children	ET-ECE II-9	9.2 Describe characteristics of those who commit abusive acts and characteristics of abused or neglected children.
	Characteristics of abusers	ET-ECE II-9	9.2 Describe characteristics of those who commit abusive acts and characteristics of abused or neglected children.
	Effects of abuse	ET-ECE II-9	9.3 Evaluate how child abuse affects child behavior, health, and ability to learn and develop.
	Mandated Reporter, procedures	ET-ECE II-9	9.5 Explain the role of the mandated reporter in reporting suspected child abuse. 9.6 Define appropriate procedures for reporting child abuse.
	Supporting strategies and assistance	ET-ECE II-9	9.4 Discuss strategies for supporting the needs of children who have experienced abuse or neglect. 9.7 Identify sources of support and assistance for those who have committed abusive acts and for children who have experienced abuse.
Unit Exam			

Unit 6: Nutrition & Food Safety (12 days)	Nutrition, Malnutrition, Undernutrition, Obesity	ET-ECE II-5	5.4 Compare and contrast the difference between malnutrition and under-nutrition. 5.5 Describe the lifelong effects of childhood obesity.
	Choose My Plate	ET-ECE II-5	5.3 Describe the role of following food guidelines as specified in the federal government's Choose My Plate (Choosemyplate.gov) in promoting children's health.
	Review Appropriate Hand Washing technique	ET-ECE II-5	5.1 Review appropriate hand washing technique as required by Bright from the Start, and measured by early childhood rating scales (e.g., ITTERS and ECERS).
	Safe Food Preparation, Storage, Disposal/Foodborne Illnesses	ET-ECE II-5	5.2 Explain the procedures for safe food preparation, storage, and disposal to prevent food borne illness.
	Nutritious snacks and meals for children	ET-ECE II-5	5.6 Plan developmentally-appropriate nutritious snacks and meals for children.
Unit Exam			
Unit 7: Observation and Assessment (15 days)	Importance of observing children	ET-ECE II-3	3.1 Identify reasons why practitioners and other support personnel in schools and child care centers observe young children. 3.2 Discuss the importance of observing child interactions, children's strengths and weaknesses in and across domains, children's reactions to curriculum implementation, and children's behaviors within the general education classroom.
	Assessment Tools, methods to use when choosing	ET-ECE II-3	3.3 Determine factors in choosing a method of assessment to document children's development and identify the advantages and disadvantages of the different approaches to and methods of observation. 3.4 Discuss and demonstrate properly recorded observations (e.g. running records, anecdotal record, checklist, etc.).
	Techniques for observing and assessing a child's development	ET-ECE II-3	3.5 Interpret whether that child is developing typically, using data collected on a particular area of that child's development. Explain why that particular assessment approach was the most effective for interpreting this child's development. 3.6 Apply appropriate observation techniques in field or practicum settings for the specified domain of a child's development that is being measured.
Final Exam			