



Central York School District

Early Childhood Education II

Overview

Grade Level: 10th-12th

Course Description:

This course is a laboratory experience in which the students will plan and operate Panther Preschool. Students will plan, prepare, and implement developmentally appropriate activities for 3-year-olds and 4-year-olds. The course focuses on guiding behavior, teaching strategies, and classroom management while working with preschoolers.

Prerequisite: Early Childhood Education I

Course Big Ideas:

- Run Panther Preschool for preschool-age children
- Analyze different strategies for working with children
- Design interactive readings
- Deliver lessons to preschool children
- Evaluate and guide children's behavior
- Positivity with preschoolers
- Promoting Self-Esteem and Self-Help for Preschoolers

Course Essential Questions:

- How do effective preschool teachers plan, organize, and deliver instruction that supports all areas of child development?
- How do communication, relationships, and teacher modeling influence preschool children's learning, behavior, and social-emotional growth?
- How can teachers use developmentally appropriate strategies such as play, transitions, routines, and scaffolding to support young learners?
- How do classroom environment, structure, and grouping strategies impact engagement, behavior, and learning outcomes in preschool settings?
- How do culturally responsive practices and positive classroom culture create inclusive, safe, and supportive learning environments for all children?

Course Competencies:

- Manage and operate a preschool classroom environment that supports safety, organization, and developmentally appropriate learning.
- Plan and deliver developmentally appropriate lessons aligned with preschool learning goals and child development principles.
- Use multiple instructional formats, including whole group, small group, and individualized instruction.
- Use scaffolding, modeling, guided practice, and play-based learning to enhance instruction.
- Select appropriate strategies to support cognitive, language, social, and emotional development.
- Implement proactive classroom management techniques that promote self-regulation and cooperation.
- Build strong, respectful relationships that promote trust and engagement.
- Model positive behavior, language, and social interactions in daily classroom practice.

Course Assessments:

- Rubrics
- Completed Assignments
- Hands-on Learning
- Checklists



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Unit 1: Understanding Preschoolers

Time: 1 week

Standards:

PA FCS State Standard:

- 11.4.9-12.A Demonstrate the integration of theories of child development and their impact on parenting and childcare.
- 11.3.9-12.D Analyze strategies that promote human growth, development, and well-being.

National FCS Standard:

- 4.2.1 Analyze child development theories and their implications for educational and childcare practices.
- 4.2.4 Address specific developmental needs of children, youth and adults based on assessment of their abilities.
- 4.2.5 Analyze strategies that promote growth and development of children, youth and adults.

Know:

- The different areas of development.
- Children have different types of play.

Understanding/Key Learning:

- The development of a child involves all aspects of the child.
- The milestones for a 3, 4, and 5-year-old's development.
- The different types of play.
- A preschooler's brain develops more quickly.
- How preschoolers build relationships

Do:

- Identify how children grow in all areas of development.
- Explore the milestones for a preschooler.
- Identify key concepts of play and preschoolers.
- Identify the development of a preschooler's brain.

Unit Essential Questions:

- How does development across all domains (physical, cognitive, social-emotional, and language) shape a preschool child's growth?
- Why is understanding developmental milestones important when working with 3-, 4-, and 5-year-old children?
- How does play influence learning, development, and behavior in early childhood?
- In what ways does rapid brain development in early childhood impact a child's ability to learn and interact with others?
- How do preschool children develop relationships with peers and adults, and why are those relationships important for learning?

Lesson Essential Questions:

- How do physical, cognitive, language, and social-emotional development work together in a young child?

- How can understanding milestones help educators support individual children's needs?
- What are the different types of play observed in preschool children?
- How do experiences in the preschool years shape brain development and learning?

Materials/Resources:

- Developmental Milestones
- Power point

Vocabulary:

Preschooler	Milestones	Physical Development	Social Development
Emotional Development	Cognitive Development	Parallel Play	Cooperative Play
		Solitary Play	Empathy

Assessments:

- Completed Assignments
- Formative Assessments



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Unit 2: Communicating with Children

Time: 2-3 days

Standards:

PA State Standard:

- 11.4.9-12.B. Demonstrate integration of academic standards that address language, culture, learning styles, and early childhood experiences.

National FCS Standards:

- 4.5.3 Demonstrate interpersonal skills that promote positive and productive relationships with learners.
- 4.5.4 Implement strategies for constructive and supportive interactions between children, youth and adults and their families and communities.

Know:

- Typical language and communication milestones for children ages 3–5.
- Age-appropriate verbal communication techniques.
- The purpose and use of open-ended and closed-ended questions.
- Ways visual cues can support communication.
- Characteristics of effective listening.

Understanding/Key Learning:

- Effective communication is essential for supporting preschool children's learning, development, and well-being.
- Preschoolers learn language, social skills, and appropriate behaviors through interactions with adults and peers.
- Communication should be developmentally appropriate and responsive to individual children's needs.
- Verbal and nonverbal communication work together to convey meaning and build understanding.
- Active listening strengthens relationships and helps educators respond effectively to children's needs.
- Positive communication creates an environment where children feel valued, respected, and safe.

Do:

- Demonstrate nonverbals when interacting with a child.
- Use communication to show understanding of a child's feelings.
- Apply strategies to implement communication with a child.
- Continuously interact with groups of children.
- Demonstrate positive body language to welcome communication.

Unit Essential Questions:

- How do verbal and nonverbal communication work together to support understanding and engagement?
- How does effective communication support the learning, development, and well-being of preschool children?
- What communication strategies help educators build positive relationships with preschoolers?
- Why is it important to adapt communication to meet the developmental and individual needs of young children?

Lesson Essential Questions:

- What developmental factors influence how preschoolers communicate?
- What makes language developmentally appropriate for preschoolers?
- How do facial expressions, gestures, body language, and tone of voice affect communication with preschoolers?
- What does active listening look and sound like when interacting with preschoolers?

Materials/Resources:

- Power Points
- Children

Vocabulary:

Nonverbal
Conversation

Interacting
Open-ended questions

Engagement
Modeling

Feelings
Eye contact
Body Language

Assessments:

- Rubric
- Formative Assessments



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Unit 3: Health and Safety

Time: 2-3 days

Standards:

PA State Standard

- 11.4.9-12.D Analyze current issues in health and safety affecting children at each stage of child development.

National FCS State Standards:

- 4.4.6 Implement basic health practices and prevention procedures for workers and learners regarding illness, communicable diseases, accidents and trauma.
- 4.4.7 Demonstrate security and emergency procedures.

Know:

- The purpose of fire drills in educational settings.
- The purpose of intruder or lockdown procedures.
- School policies regarding authorized individuals entering classrooms.
- Common childhood illnesses found in preschool settings.
- Steps for safely evacuating children during emergencies.

Understanding/Key Learning:

- Practicing safety procedures increases confidence and reduces confusion during actual emergencies.
- Young children depend on adults to provide guidance, reassurance, and protection during emergencies.
- Consistent implementation of safety protocols helps create a secure learning environment.
- Health and illness prevention practices reduce the spread of disease and promote child wellness.
- School safety requires cooperation among educators, families, administrators, and community agencies.
- Effective emergency responses require planning, communication, and attention to established procedures.

Do:

- Demonstrate the safety protocol needed for a fire drill with children.
- Practice the safety procedure for intruders.
- Identify and practice the safety needed when allowing others into the preschool room.
- Identify common child illnesses.
- Explore evacuation procedures.

Unit Essential Questions:

- How can educators create and maintain a safe and secure learning environment for preschool children?
- Why is it important for educators to be prepared for emergencies and safety situations?
- How do emergency procedures help protect children, staff, and families?

Lesson Essential Questions:

- What steps should teachers follow during a fire drill?
- Why is it important to follow emergency procedures quickly and accurately?
- What procedures should be followed when visitors or volunteers enter the learning environment?
- How can teachers recognize signs and symptoms of illness in young children?

- What steps should teachers take during an evacuation?

Materials/Resources:

- Children
- PowerPoints
- Classroom
- Outside

Vocabulary:

Intruder	Shelter in place	Authorized pick up	Contagious
Lockdown	Fever	Infection	Strep Throat
Sanitation	Virus	Ear Infection	Conjunctivitis

Assessments:

- Completed Assignments
- Formative Assessment



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Unit 4: Children's Literature

Time: 3-4 days

Standards:

PA FCS State Standard

- 11.4.9-12.E Identify characteristics of quality literature for children that develop the child's imagination, creativity, reading, and writing skills.
- 11.4.9-12.B Demonstrate integration of academic standards that address language, culture, learning styles, and early childhood experiences.

Know:

- Characteristics of developmentally appropriate books for preschool-aged children.
- Strategies used during interactive read-alouds to promote engagement and comprehension.
- The purpose of open-ended questions, predictions, discussions, and vocabulary development during reading.
- Techniques for maintaining children's attention during story time.
- The role of books and reading experiences in supporting early literacy development.

Understanding/Key Learning:

- Children's books should be selected based on developmental appropriateness, interests, and learning needs of preschool-aged children.
- Interactive reading experiences help build language, literacy, listening, comprehension, and social-emotional skills.
- Effective read-alouds encourage children to think, predict, respond, and make connections to the text.
- Interactive reading creates meaningful opportunities for vocabulary development and oral language growth.
- Planning and preparation are essential for creating engaging literacy experiences that meet the developmental needs of preschool children.

Do:

- Identify developmentally age-appropriate children's books for preschoolers.
- Create an interactive reading for preschool-age children.
- Demonstrate an interactive reading to keep children engaged.

Unit Essential Questions:

- How can books support the growth and development of preschool children?
- What makes a children's book developmentally appropriate for preschoolers?
- How can read-aloud experiences foster a love of reading in young children?
- What strategies help preschool children understand and connect with stories?

Lesson Essential Questions:

- Why is it important to choose books that reflect children's experiences and cultures?
- What makes a read-aloud interactive rather than passive?
- What reading techniques encourage participation and comprehension?
- How do voice, expression, and questioning influence children's interest in a story?

Materials/Resources:

- Children's Books
- Children
- Power Points

Vocabulary:

Read-Aloud

Engaging

Comprehension

Retell

Developmentally

Appropriate

Prediction

Sequencing

Open-Ended Questions

Expression

Modeling

Plot

Setting

Rhyme

Assessments:

- Rubric
- Completed Assignments



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Unit 5: Observing Children

Time: 3-4 days

Standards:

PA State Standards:

- 11.3.9-12.D Analyze strategies that promote human growth, development, and well-being.
- 11.4.9-12.C Analyze developmentally appropriate and culturally responsive practices to evaluate early childhood education providers and services.

National FCS Standards:

- 4.2.2 Explore assessment tools and methods to observe and interpret children's growth and development and apply to assess growth and development across the lifespan.
- 4.2.3 Analyze cultural and environmental influences when assessing development of children, youth and adults.
- 4.2.4 Address specific developmental needs of children, youth and adults based on assessment of their abilities.

Know:

- The major domains of child development are physical, cognitive, language, social-emotional, and adaptive/self-help.
- Observation techniques used to assess children's development and learning.
- The difference between formal and informal assessment methods.
- How to collect, record, and interpret observational data.

Understanding/Key Learning:

- Observation is an effective tool for assessing children's skills, behaviors, and developmental growth.
- Developmental milestones provide guidelines for monitoring progress and identifying areas that may need additional support.
- Ongoing observation allows educators to recognize strengths, monitor growth, and address developmental needs.

Do:

- Analyze preschoolers for kindergarten readiness.
- Assess children's developmental abilities through observation and milestone-based evaluation.
- Identify different strategies for observing children.

Unit Essential Questions:

- Why is observation an important tool for understanding children's development and learning?
- Why is it important to use multiple observation and assessment strategies when evaluating children's development?
- How can developmental milestones be used to assess children's growth and progress?

Lesson Essential Questions:

- How do developmental domains contribute to kindergarten readiness?

- What evidence can be gathered to determine whether a child is meeting age-appropriate expectations?
- When is one observation method more effective than another?
- What patterns can teachers use to help guide children through ongoing observations?

Materials/Resources:

- Children
- Power Points

Vocabulary:

Observation	Gross Motor	Empathy	Running Record
Assessment	Fine Motor	Cooperative Play	Tally
Evaluation	Sympathy	Cognitive Development	Objective vs Subjective Observations

Assessments:

- Completed Assignments
- Formative Assessments



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Unit 6: Guided Behavior

Time: 1 week

Standards:

PA State Standards

- 11.3.9-12.D Analyze strategies that promote human growth, development, and well-being.
- 11.4.9-12.C Analyze developmentally appropriate and culturally responsive practices to evaluate early childhood education providers and services.
- 11.4.9-12.F Demonstrate skills for building and maintaining positive collaborative relationships with children, youth, and adults in their family, school, and community environments.

National FCS Standards

- 4.2.2 Explore assessment tools and methods to observe and interpret children's growth and development and apply to assess growth and development across the lifespan.
- 4.2.4 Address specific developmental needs of children, youth and adults based on assessment of their abilities.

Know:

- The importance of fostering independence in young children.
- The characteristics of positive behavior guidance in early childhood settings.
- The role of routines, expectations, and consistency in supporting children's behavior.
- The importance of modeling appropriate behaviors and social skills.
- Factors that influence children's behavior include developmental level, environment, emotions, and individual needs.
- Strategies for helping children build confidence, resilience, and self-esteem.

Understanding/Key Learning:

- Guidance strategies should be respectful, developmentally appropriate, and focused on teaching rather than punishing.
- Every child develops at an individual pace and benefits from support tailored to their strengths and needs.
- Encouragement and positive reinforcement can increase children's confidence, motivation, and independence.
- Supporting children's growth involves nurturing their social, emotional, cognitive, physical, and behavioral development.
- Consistent expectations and routines help children feel secure and make positive choices.
- Positive relationships between educators and children are essential for healthy development and behavior.

Do:

- Identify strategies to help children become independent.
- Explore the implementation of strategies to promote positive behavior.
- Identify strategies to help redirect children's behavior.
- Analyze effective strategies to help guide children's behavior.
- Demonstrate how to assist children in their growth.

Unit Essential Questions:

- What role does positive guidance play in children's growth and development?
- Why is it important to understand the reasons behind children's behavior?
- How can guidance strategies help children develop self-control, confidence, and social skills?
- How do supportive environments contribute to children's success and well-being?

Lesson Essential Questions:

- How can providing choices help children develop responsibility and confidence?
- What is positive behavior guidance?
- Why is it important to teach alternative behaviors when redirecting children?
- What makes a behavior guidance strategy effective?
- How can guidance strategies contribute to children's long-term success?

Materials/Resources:

- Power Point
- Children
- Research

Vocabulary:

Initiative	Positive Guidance	Praise	Respect
Confidence	Self-Help Skills	Redirection	Expectations
Self Esteem	Independence	Self Regulation	Problem Solving

Assessments:

- Formative Assessment



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Grade Level: 10th-12th Grades

Unit 7: Panther Preschool

Time: 12-14 weeks

Standards:

PA State Standards:

- 11.3.9-12.D Analyze strategies that promote human growth, development, and well-being.
- 11.4.9-12.A Demonstrate the integration of theories of child development and their impact on parenting and childcare.
- 11.4.9-12.B Demonstrate integration of academic standards that address language, culture, learning styles, and early childhood experiences.
- 11.4.9-12.C Analyze developmentally appropriate and culturally responsive practices to evaluate early childhood education providers and services.
- 11.4.9-12.D Analyze current issues in health and safety affecting children at each stage of child development.
- 11.4.9-12.F Demonstrate skills for building and maintaining positive collaborative relationships with children, youth, and adults in their family, school, and community environments.

National FCS Standards:

- 4.2.1 Analyze child development theories and their implications for educational and childcare practices.
- 4.2.2 Explore assessment tools and methods to observe and interpret children's growth and development and apply to assess growth and development across the lifespan.
- 4.2.3 Analyze cultural and environmental influences when assessing development of children, youth and adults.
- 4.2.4 Address specific developmental needs of children, youth and adults based on assessment of their abilities.
- 4.2.5 Analyze strategies that promote growth and development of children, youth and adults.
- 4.3.2 Implement learning activities in all curriculum areas that meet the developmental needs of learners.
- 4.3.3 Implement an integrated curriculum that incorporates a learner's language, learning styles, early experiences, and cultural values.
- 4.3.4 Demonstrate a variety of teaching methods to meet individual needs of learners.
- 4.3.5 Arrange the classroom environment to provide for learners' exploration, discovery, development, and reflection through multiple methods including learning centers.
- 4.3.6 Establish effective activities, routines, and transitions for various age groups.
- 4.4.1 Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity.
- 4.4.2 Apply safe and healthy practices that comply with local, state, and federal regulations to assure learners' safety.
- 4.4.3 Implement strategies to teach health, safety, and sanitation habits.
- 4.4.6 Implement basic health practices and prevention procedures for workers and learners regarding illness, communicable diseases, accidents and trauma.
- 4.4.7 Demonstrate security and emergency procedures.
- 4.5.1 Apply developmentally appropriate and culturally responsive guidelines for behavior.
- 4.5.2 Demonstrate problem-solving and decision making skills when working with children, youth and adults.
- 4.5.3 Demonstrate interpersonal skills that promote positive and productive relationships with learners.
- 4.5.4 Implement strategies for constructive and supportive interactions between children, youth and adults and their families and communities.
- 4.5.5 Analyze learners' developmental progress and summarize developmental issues and concerns.

Know:

- How tone, body language, and language choice impact children's behavior and understanding.
- How children develop independence through self-help skills.
- How social-emotional development impacts behavior and learning.
- Differences between whole group, small group, and one-on-one instruction.
- Strategies such as modeling, scaffolding, guided practice, and repetition.
- Strategies for organizing a safe, engaging, and developmentally appropriate classroom environment.
- Techniques for guiding behavior using positive reinforcement.
- The importance of consistency and routines in preschool settings.
- The importance of cultural sensitivity and inclusive teaching practices.

Understanding/Key Learning:

- Teaching preschoolers requires balancing instruction, guidance, and support across large group, small group, and individual settings.
- A well-organized and positive classroom environment directly impacts student behavior and engagement.
- Modeling appropriate behavior and communication is a critical teaching strategy in early childhood settings.
- Preschool children learn best through hands-on experiences, play, and guided interaction.
- Strong relationships between teachers and children are essential for learning, behavior, and emotional development.
- Classroom routines, transitions, and structure help young children feel safe and support successful learning.
- Teachers must adapt instruction to meet individual needs through differentiation and flexible grouping.
- Social-emotional development is as important as academic development in early childhood education.

Do:

- Demonstrate the use of transitions.
- Create and analyze age-appropriate lessons for preschoolers.
- Assist children with everyday tasks.
- Demonstrate the ability to communicate with preschoolers.
- Analyze social development with preschoolers.
- Implement strategies to strengthen self-help with preschoolers.
- Show positivity as a guiding children through their days.
- Demonstrate nonverbal and verbal communication with preschoolers.
- Explore all the different types of preschool emotional development.
- Acquire respect while building a rapport with preschool children.
- Implement all teaching strategies for helping preschoolers learn.
- Plan clear and well-designed lesson plans based on a preschool learning center.
- Identify and demonstrate the steps for a successful lesson plan.
- Lead whole group instruction.
- Teach small group instruction.
- Work one-on-one with a preschooler.
- Identify how to group preschoolers.
- Create learning center age-appropriate groups to maximize learning.
- Provide opportunities for children to grow in all areas of development.
- Implement strategies for a successful preschool experience.
- Demonstrate appropriate modeling of a teacher for preschoolers.
- Show appropriate cultural sensitivity with preschoolers.
- Create a culture of kindness within the preschool classroom.
- Identify and practice strategies for organizing a physical space for learning.

Unit Essential Questions:

- How do effective teachers support the academic, social-emotional, and developmental growth of preschool children?
- What instructional strategies create meaningful, engaging, and developmentally appropriate learning experiences for preschoolers?
- How do communication, relationships, and classroom environment impact preschool learning and behavior?
- How do educators plan, organize, and implement instruction that meets the needs of all preschool learners?
- What does it mean to create a positive, inclusive, and developmentally appropriate preschool classroom culture?
- How do effective teachers balance whole group, small group, and individual instruction to support learning?

Lesson Essential Questions:

- What strategies help preschoolers move smoothly between activities?
- Why are transitions important in a preschool classroom?
- Why is positive communication important in early childhood settings?
- How do preschoolers develop social and emotional skills?
- What strategies help children build relationships and regulate emotions?
- How can teachers support empathy, kindness, and cooperation?
- Why are self-help skills important in early childhood development?
- What teaching strategies are most effective for preschool learners?
- How do modeling, scaffolding, and guided practice support learning?
- When is whole group instruction most effective in preschool settings?
- What strategies help create a culture of kindness and respect?

Materials/Resources:

- Panther Preschool Classroom
- Preschool Children
- PowerPoints

Vocabulary:

Whole group instruction	Differentiation	Positive relationships	Routine
One-on-one instruction	Lesson Plan	Tone of voice	Role model
Small group instruction	Grouping	Rapport	Culture of kindness
	Transitions	Peer interactions	

Assessments:

- Teaching Rubrics
- Assisting Rubrics
- Formative Assessments
- Summative Assessment