

Education and Training I
Revised UBD Curriculum
Egg Harbor Township High School
Family and Consumer Science Department



Created By: Family and Consumer Science
Department
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June 2015

DISTRICT MISSION STATEMENT

Our mission in the Egg Harbor Township School District is to partner with the student, family, school, and community to provide a safe learning environment that addresses rigorous and relevant 21st Century standards and best practices which will develop academic scholarship, integrity, leadership, citizenship, and the unique learning style of students, while encouraging them to develop a strong work ethic and to act responsibly in their school community and everyday society.

CAREER AND TECHNICAL EDUCATION

Mission:

New Jersey's Office of Career and Technical Education seeks to prepare students for career opportunities of the 21st century, succeed as global citizens and support healthy economic growth for New Jersey. Career and Technical Education prepares students to succeed as global citizens for career opportunities for the 21st Century and to support healthy economic growth within the state.

INTRODUCTION

The most precious resource teachers have is time. Regardless of how much time a course is scheduled for, it is never enough to accomplish all that one would like. Therefore, it is imperative that teachers utilize the time they have wisely in order to maximize the potential for all students to achieve the desired learning.

High quality educational programs are characterized by clearly stated goals for student learning, teachers who are well-informed and skilled in enabling students to reach those goals, program designs that allow for continuous growth over the span of years of instruction, and ways of measuring whether students are achieving program goals.

EGG HARBOR TOWNSHIP SCHOOL DISTRICT CURRICULUM TEMPLATE

The Egg Harbor Township School District has embraced the backward-design model as the foundation for all curriculum development for the educational program. When reviewing curriculum documents and the Egg Harbor Township curriculum template, aspects of the backward-design model will be found in the stated enduring *understandings/essential questions*, *unit assessments*, and *instructional activities*. Familiarization with backward-design is critical to working effectively with Egg Harbor Township's curriculum guides.

GUIDING PRINCIPLES: WHAT IS BACKWARD DESIGN?

WHAT IS UNDERSTANDING BY DESIGN?

"Backward design" is an increasingly common approach to planning curriculum and instruction. As its name implies, "backward design" is based on defining clear goals, providing acceptable evidence of having achieved those goals, and then working 'backward' to identify what actions need to be taken that will ensure that the gap between the current status and the desired status is closed.

Building on the concept of backward design, Grant Wiggins and Jay McTighe (2005) have developed a structured approach to planning programs, curriculum, and instructional units. Their

model asks educators to state goals; identify deep understandings, pose essential questions, and specify clear evidence that goals, understandings, and core learning have been achieved.

Program based on backward design use desired results to drive decisions. With this design, there are questions to consider, such as: What should students understand, know, and be able to do? What does it look like to meet those goals? What kind of program will result in the outcomes stated? How will we know students have achieved that result? What other kinds of evidence will tell us that we have a quality program? These questions apply regardless of whether they are goals in program planning or classroom instruction.

The backward design process involves three interrelated stages for developing an entire curriculum or a single unit of instruction. The relationship from planning to curriculum design, development, and implementation hinges upon the integration of the following three stages.

Stage I: Identifying Desired Results: Enduring understandings, essential questions, knowledge and skills need to be woven into curriculum publications, documents, standards, and scope and sequence materials. Enduring understandings identify the “big ideas” that students will grapple with during the course of the unit. Essential questions provide a unifying focus for the unit and students should be able to answer more deeply and fully these questions as they proceed through the unit. Knowledge and skills are the “stuff” upon which the understandings are built.

Stage II: Determining Acceptable Evidence: Varied types of evidence are specified to ensure that students demonstrate attainment of desired results. While discrete knowledge assessments (e.g.: multiple choice, fill-in-the-blank, short answer, etc...) will be utilized during an instructional unit, the overall unit assessment is performance-based and asks students to demonstrate that they have mastered the desired understandings. These culminating (summative) assessments are authentic tasks that students would likely encounter in the real-world after they leave school. They allow students to demonstrate all that they have learned and can do. To demonstrate their understandings students can explain, interpret, apply, provide critical and insightful points of view, show empathy and/or evidence self-knowledge. Models of student performance and clearly defined criteria (i.e.: rubrics) are provided to all students in advance of starting work on the unit task.

Stage III: Designing Learning Activities: Instructional tasks, activities, and experiences are aligned with stages one and two so that the desired results are obtained based on the identified evidence or assessment tasks. Instructional activities and strategies are considered only once stages one and two have been clearly explicated. Therefore, congruence among all three stages can be ensured and teachers can make wise instructional choices.

At the curricular level, these three stages are best realized as a fusion of research, best practices, shared and sustained inquiry, consensus building, and initiative that involves all stakeholders. In this design, administrators are instructional leaders who enable the alignment between the curriculum and other key initiatives in their district or schools. These leaders demonstrate a clear purpose and direction for the curriculum within their school or district by providing support for implementation, opportunities for revision through sustained and consistent professional development, initiating action research activities, and collecting and evaluating materials to ensure alignment with the desired results. Intrinsic to the success of curriculum is to show how it aligns with the overarching goals of the district, how the document relates to district, state, or

national standards, what a high quality educational program looks like, and what excellent teaching and learning looks like. Within education, success of the educational program is realized through this blend of commitment and organizational direction.

INTENT OF THE GUIDE

This guide is intended to provide teachers with course objective and possible activities, as well as assist the teacher in planning and delivering instruction in accordance with the New Jersey Core Curriculum Content Standards. The guide is not intended to restrict or limit the teacher's resources or individual instruction techniques. It is expected that the teacher will reflectively adjust and modify instruction and units during the course of normal lessons depending on the varying needs of the class, provided such modified instruction attends to the objectives and essential questions outlined below.

Unit Name: Art for Children **Time Frame:** 1 or 2 blocks

Author: Egg Harbor Township Family and Consumer Science Department

Art for Children

Subject: Education and Training

Country: USA

Course/Grade: Education and Training I- Level 1 of 3

State/Group: NJ

School: Egg Harbor Township High School

UNIT SUMMARY:

This is an introductory course to teach the high school students the basics of art instruction for children. Topics include stages of art, art supplies and skills gained for the children.

UNIT RESOURCES

Textbook - [Working with Young Children](#), By: Judy Herr, Ed.D.

Internet Resource Links:

<http://www.state.nj.us/education/cte/career/HServices/index.html>- Curriculum

- [Curriculum Overview – Early Childhood Development and Services](#)
- [Early Childhood Development & Services Career Pathway Plan of Study](#)
- [Early Childhood Program of Study](#)

NAEYC- National Association for the Education of Young Children – [www. NSEYC.org](http://www.naeyc.org)

STAGE ONE

GOALS AND STANDARDS

21st Century. 9

CRP1- Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP7. Employ valid and reliable research strategies.

NJCCS AGRI 9-12.9.4.12.A.11,12,13,16,17: Employ critical thinking skills (analyze, synthesize and evaluate) independently and in teams to solve problems and make decisions.

WHST11-12.2.8.1.12.F, 9.1.12.A: Critical Thinking, Problem Solving and Decision Making

WORK 9-12.9.1.12.F.2: Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

ENDURING UNDERSTANDING

Students will understand that:

- Lesson plans contain step by step directions for the activity.
- EIGHT components of a LESSON PLANS

ESSENTIAL QUESTIONS

1. How does the provision of developmentally appropriate creative activities promote critical thinking, problem solving and brain development in the young child in the classroom?
2. How is creativity defined for and assessed in young children?
3. Why is it important that appropriate creative activities and experiences be introduced and made available as children are developmentally ready for them?
4. How can a young child's growth and development be enhanced through creative thought and expression?
5. What are the connections between art and sensory experiences in creating lessons and activities that support developmentally appropriate practice in the early childhood learning classroom?
6. How do early experiences with art promote physical, social, emotional and cognitive growth in young learners?
7. What are the basic art supplies and activities needed for and used in an early childhood learning classroom?

KNOWLEDGE AND SKILLS

The Students will be able to:

- Explain how art enables growth in the four learning domains
- Describe art experiences
- List art supplies appropriate for young children
- Explain suitable art activities for young children

STAGE TWO

PERFORMANCE TASKS

- Using pages 368-369, describe stages of art
- Give each table the challenge of coming up with art supplies. Make a list. Read the list, describe a winner!
- Use a paper bag pumpkin as the activity for explaining an art lesson plan. During this activity the students will become familiar with teaching a painting lesson, be able to locate supplies in the classroom and how to deal with clean- up.
- Read pages 357-361 in Working with Young Children.
- Using Working with Young Children textbook page 360 create objectives for various activities.
- Using power point, go step by step through a lesson plan to insure the students know how to write a plan.

OTHER EVIDENCE:

- Test on Art Activities
- Written plan on art

STAGE THREE

LEARNING PLAN

The students will help with planning the introduction and closure of the lesson.
Evaluate the art lesson and provide other ideas of activities that can be used.

Unit Name: Child Care Options **Time Frame:** 1 or 2 blocks
Author: Egg Harbor Township Family and Consumer Science Department

UNIT: Child Care Options

Subject: Education and Training **Country:** USA
Course/Grade: Education and Training I- Level 1 of 3 **State/Group:** NJ
School: Egg Harbor Township High School

UNIT SUMMARY: Child Care Options

During this unit, the students will explore the reasons for substitute care, types of substitute care and how to determine a quality child care program

UNIT RESOURCES

Textbook – [The Developing Child](#)

Internet Resource Links:

<http://www.state.nj.us/education/cte/career/HServices/index.html>

Curriculum

- [Curriculum Overview – Early Childhood Development and Services](#)
- [Early Childhood Development & Services Career Pathway Plan of Study](#)
- [Early Childhood Program of Study](#)

STAGE ONE

GOALS AND STANDARDS

21st Century. 9

CRP1- Act as a responsible and contributing citizen and employee
CRP2. Apply appropriate academic and technical skills
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP7. Employ valid and reliable research strategies.

WHST11-12.2.8.1.12.F, 9.1.12.A: Critical Thinking, Problem Solving and Decision Making
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WORK 9-12.9.1.12.B.4.c, d, e, f, g: Time management; Organization; Decision Making; Goal Setting; Resources Allocation

LA.11-12.CCSS-ELA- Literacy.WHST.11-12.2b- Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

LA.11-12.CCSS.ELA-Literacy.WHST.11-12.2 – Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments or technical processes.

LA. 11-12.CCSS.ELA-Literacy.WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

ENDURING UNDERSTANDING

Students will understand that...

Parents may need substitute care for a variety of reasons

Knowing there are agencies available to protect children as well as help adults make decisions about child care options make the process more informative.

Determine the most important criteria for safe and effective care for your child.

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Knowing there are agencies available to protect children as well as help adults make decisions about child care options make the process more informative.

ESSENTIAL QUESTION

Determine the most important criteria for safe and effective care for your child.

KNOWLEDGE AND SKILLS

The Students will be able to:

- Explore child care option
- Relate the options for child care to the ABC Learning Center.

STAGE TWO

PERFORMANCE TASKS

- Write a one minute paper on you earliest experience with child care.
- Using a graphic organizer, review home-based care and center based care (these can be drawn in your interactive notebooks)
- Instruct students to write examples or definitions of each care option.
- What is NAEYC? Why are ratios set for children to teachers in a daycare setting?
- What does it mean to be accredited by the NAEYC? www.naeyc.org
- Students will make a flyer or glogster to inform parents about NAEYC.
- Write a story on choosing a preschool from the child's point of view. Use Questions for Evaluating Child Care page 610 in The Developing Child as a guide. The story must have at least three items from each section on the chart on Page 610. The storybook will be presented in a prezi or PowerPoint format.
- Opening statement could be: "Hi, I am _____, and it is time to go to preschool. Mommy and Daddy need to make sure the school is the best for me...."

OTHER EVIDENCE

Though the exploration of the chapter on child care options, the students will be able to apply their knowledge to future child care choices.

STAGE THREE

Students will share their power point with each for feedback on the project.

Unit Name: Genetics

Time Frame: 1 or 2 blocks

Author: Egg Harbor Township Family and Consumer Science Department

UNIT: Genetics

Subject: Education and Training Country: **USA**

Course/Grade: Education and Training I- Level 1 of 3

State/Group: **NJ**

School: **Egg Harbor Township High School**

UNIT SUMMARY: Genetics

This unit will focus on in depth look at birth defects both genetic and environment. Birth defects have a big impact on learning.

UNIT RESOURCES

Textbook – [The Developing Child](#)

Internet Resource Links:

<http://www.state.nj.us/education/cte/career/HServices/index.html>

Curriculum

- [Curriculum Overview – Early Childhood Development and Services](#)
- [Early Childhood Development & Services Career Pathway Plan of Study](#)
- [Early Childhood Program of Study](#)

STAGE ONE

GOALS AND STANDARDS

21st Century. 9

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WHST11-12.2.8.1.12.F, 9.1.12.A: Critical Thinking, Problem Solving and Decision Making
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WORK 9-12.9.1.12.B.4.c, d, e, f, g: Time management; Organization; Decision Making; Goal Setting; Resources Allocation

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LA. 11-12.CCSS.ELA-Literacy.WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

ENDURING UNDERSTANDING

Students will understand that...

Understanding the female reproductive system gives insight into conception and female health issues.

Knowledge of proper fetal development enables parents to understand that changes will take place during the development process.

The study of genetics is the key to understanding the factors involved in passing on traits from generation to generation. Genetics can have an influence on normal development

The study of genetics is the key to understanding the factors involved in passing on traits from generation to generation. Genetics can have an influence on normal development.

Knowing the causes of birth defects can help to eliminate them.

Genetic counseling and prenatal tests are the keys to helping parents become knowledgeable about the outcome of the pregnancy knowledgeable about the outcome of the pregnancy.

ESSENTIAL QUESTION

Why study genetics?

What is the difference between genetic and environmental birth defects?

What is the importance of birth defect detection and genetic counseling?

KNOWLEDGE AND SKILLS

The Students will be able to:

- Recognize how birth defects affect the child as well as the entire family.
- That birth defects usually mean a special learner and the learning process will need to take on a different focus.

STAGE TWO

PERFORMANCE TASKS

Genetics

- Identify one of your traits. Think about which parent gave you that trait. Write answer in interactive notebooks. Share answers.
- To begin the study of Genetics, use the following online “Tour of the Basics”

- As you are reviewing the tour, write the definitions of the key terms – chromosomes, genes, genome, DNA, dominant genes, recessive genes.
- Review Traits by playing “Trait Bingo” (site attached under resources)
- Ask Students: What is the importance of proper prenatal development? Write answers in notebooks
- After this discussion, the students will fill in a T-chart on the important development during each month. Include what happens to the mother as the fetus is developing. Use pages 108-112 in the Developing Child as a reference.

Anticipatory – Discuss the following questions: What is a birth defect? How does it affect the family? Can birth defects be avoided? What is the different between environmental birth defects and genetic birth defects? Why is it important to know your family history?

- Using pages 123-141, assign each student a topic for a poster. Create the poster, then do a gallery tour (guidelines below in resources) to study poster and take a test on the findings. This part of the project is done with a partner. (buddy-study)
- Topics include: cerebral palsy, cleft lip/palate, Cystic fibrosis, Down's syndrome, muscular dystrophy, PKU, sickle Cell Anemia, Spina Bifida, Tay Sachs, alcohol, drugs, caffeine, tobacco, illegal drugs, x-rays, hazardous substances, infections, toxoplasmosis, chicken pox, sexually transmitted disease.
- Poster guidelines include: description, detection, causes, treatment
- Define Genetic Counseling
- Use a graphic organizer to define Prenatal Testing

OTHER EVIDENCE

Through research, tests, discussions, the students will demonstrate knowledge of birth defects.

STAGE THREE

This plan can be tailored to individual students because it is an individual project.

Reflect on the gallery tour process.

Unit Name: Lesson Plan Writing

Time Frame: 1 or 2 blocks

Author: Egg Harbor Township Family and Consumer Science Department

UNIT

Subject: Education and Training Country: USA

Course/Grade: Education and Training I- Level 1 of 3

State/Group: NJ

School: **Egg Harbor Township High School**

UNIT SUMMARY: Lesson Plan Writing

This unit is designed to teach the students how to write lesson plans. These plans are essential for the presentation of activities. Students will learn parts of the lesson plan with a step by step project example.

UNIT RESOURCES

Textbook - [Working with Young Children](#), By: Judy Herr, Ed.D.

Internet Resource Links:

<http://www.state.nj.us/education/cte/career/HServices/index.html>- Curriculum

- [Curriculum Overview – Early Childhood Development and Services](#)
- [Early Childhood Development & Services Career Pathway Plan of Study](#)
- [Early Childhood Program of Study](#)

STAGE ONE

GOALS AND STANDARDS

21st Century. 9

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WORK 9-12.9.1.12.B.4.c, d, e, f, g: Time management; Organization; Decision Making; Goal Setting; Resources Allocation

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WHST.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

LA.11-12.CCSS.ELA-Literacy.WHST.11-12.2 – Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments or technical processes.

LA. 11-12.CCSS.ELA-Literacy.WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

ENDURING UNDERSTANDING

Students will understand that:

- Lesson plans contain step by step directions for the activity
- EIGHT components of a LESSON PLANS

ESSENTIAL QUESTION

- Why write lesson plans?
- What are the components of lesson plans?

KNOWLEDGE AND SKILLS

The Students will be able to:

- Create a lesson plan
- Explain eight components of a lesson plan have knowledge of three parts of an objective

STAGE TWO

PERFORMANCE TASKS

- Read pages 357-361 in Working with Young Children
- Using Working with Young Children textbook page 360 create objectives for various activities.
- Using PowerPoint, go step by step through a lesson plan to make insure the students know how to write a plan.

OTHER EVIDENCE

-Written plans

STAGE THREE

LEARNING PLAN

Pre-test to see what the students know about lesson plan writing.

Or cut a completed or sample lesson plan and have the students put it back together in the proper categories.

Unit Name: Music for Children

Time Frame: 1 or 2 blocks

Author: Egg Harbor Township Family and Consumer Science Department

UNIT: Music for Children

Subject: Education and Training Country: **USA**

Course/Grade: Education and Training I- Level 1 of 3

State/Group: **NJ**

School: Egg Harbor Township High School

UNIT SUMMARY: Music for Children

During this unit, the high school students will learn the benefits of music activities, how to teach music activities and various musical activities

UNIT RESOURCES

Textbook – [The Developing Child](#)

Internet Resource Links:

<http://www.state.nj.us/education/cte/career/HServices/index.html>

Curriculum

- [Curriculum Overview – Early Childhood Development and Services](#)
- [Early Childhood Development & Services Career Pathway Plan of Study](#)
- [Early Childhood Program of Study](#)

STAGE ONE

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ENDURING UNDERSTANDING

Students will understand that...

Music can help a child learn in many ways.

Children may not participate however they still enjoy music and will learn from music.

ESSENTIAL QUESTION

- What benefits of guided music and movement activities in the early learning classroom?
- What are the developmental benefits of music and movement experiences in the early learning classroom?
- What are the developmental benefits of music and movement experiences in the early learning classroom?
- How can the early childhood educator facilitate and guide age-appropriate guided music experiences with a learning lesson plan?
- How do music and movement experiences assist in the age appropriate development in all four domains in the early learning classroom?
- How can individual student and group music and movement experiences are integrated into learning lesson plans to support and promote early learning and age-appropriate development needs
- What are the effects on early childhood brain development are supported and promoted through music and movement activities that are included in learning

KNOWLEDGE AND SKILLS

The Students will be able to..

Explore different music and movement activities for children.

Define the learning that will take place when children perform music activities.

STAGE TWO

PERFORMANCE TASKS

- Brainstorm music activities
- Each day for about 2 weeks open the class with a music activity. Include calendar/ circle time.
- Read page 506 in Working With Young Children, and take notes on the benefits of the music experiences. How does music help with all domains.
- Create a list of rhythm and movement activities

OTHER EVIDENCE

Discuss songs that the students remember from childhood.

STAGE THREE

Practice songs in class.

Unit Name: Observations

Time Frame: 2 class days

Author: Egg Harbor Township Family and Consumer Science Department

UNIT: Observations

Subject: Education and Training Country: USA

Course/Grade: Education and Training I- Level 1 of 3

State/Group: NJ

School: **Egg Harbor Township High School**

UNIT SUMMARY: Observations

This unit will instruct student on the importance of observations when learning about children. It will focus on how to observe and how to interpret the observation.

UNIT RESOURCES:

[Textbook- Developing Child - Holly E. Brisbane](#)

[Textbook - Working with Young Children, By: Judy Herr, Ed.D.](#)



Internet Resource Links:

<http://www.state.nj.us/education/cte/career/HServices/index.html>- Curriculum

- [Curriculum Overview – Early Childhood Development and Services](#)
- [Early Childhood Development & Services Career Pathway Plan of Study](#)
- [Early Childhood Program of Study](#)

How People Learn: National Research Council:

<http://www.nap.edu/openbook.php?isbn=0309070368>

Learning to Look, Looking to Learn by Laura J. Colker

STAGE ONE

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- WHST11-12.2.8.1.12.F, 9.1.12.A: Critical Thinking, Problem Solving and Decision Making
- WORK 9-12.9.1.12.F.2: Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

ENDURING UNDERSTANDING

- The qualities that each individual process may be the qualities that are enduring to children and their education.
- It is important to understand that parenting and children change with the generations
- Learning about children comes largely from observing them as they learn and play.
- Child Development research has given great insight into how children learn and develop
- Developing and understanding that both nature and nurture can have a profound effect on the development of the child and their learning.

ESSENTIAL QUESTIONS

- What elements are foundational to the development of early child care systems?
- What skills and tools are important to enhance understanding young children?
- Why do parents need to equip themselves with knowledge, tools, and skills to guide children's behavior? What do these skills look like?
- How does foundational research by developmental theorist build on the practice of child care systems?

KNOWLEDGE AND SKILLS

The Students will be able to..

- Identify the best way to learn about children
- Compare children past and present
- Explain the benefits of studying children
- Summarize observation skills and interpret data from observations
- Analyze Developmental theories
- Compare and Contrast nature vs. nurture

STAGE TWO

PERFORMANCE TASKS

- Fill in a word web with the answers to the question, "Studying children will help me understand myself by....."
- Use a graphic organizer to explain childhood past and present
- Define the characteristics of development.
- Create a timeline on theorists, explain theories of today and the past as the theories relate to HOW PEOPLE LEARN, National Research Council. See resource list.
- Read characteristics of development on page 14 in The Developing Child textbook, prepare for question and answer session following the reading.
- Prepare a critical debate on nature vs. nurture
- Using the internet make a list of at least 10 ways to help a child develop a positive self-esteem. (This activity could be timed and used as a competition.)
- Ask students to draw a picture of the key pad on their phone without looking at the phone.

- Discuss questions on page 19 of the teacher's manual for the video "Learning to Look, Looking to Learn"
- Look at a penny and describe the penny in their interactive notebook.
- View the video, reflect on the video p 23
- Prepare for the observation: ask the students: What is important when preparing for the observation? Make a list on the board. (List should include, sit away from the child, do not let the child know you are observing them, no talking, cell phones or helping with the children while observing) Discuss objective vs. subjective observations. Using a review identify which statement is objective and which is subjective.
- Divide class in ½, half play with toys that are placed in areas of the room, the other half will write what is being observe. Then the groups switch. Share observations and discuss. Look for objective vs. subjective statements.
- Reflect on the experience. How can it be linked back to the theorist and child development benchmarks?

OTHER EVIDENCE

- Summative Assessment
- Test on Observations
- Interactive notebook journal
- Observation reports
- Timeline
- Formative
- Timeline Presentation

STAGE THREE

LEARNING PLAN

Using the word web explore what experiences the students had when beginning their study of children.

Unit Name: Parenting

Time Frame: *1 week

*(this unit may be taught after the children start which will be a longer time frame)

Author: Egg Harbor Township Family and Consumer Science Department

UNIT: Parenting

Subject: Education and Training Country: **USA**

Course/Grade: Education and Training I- Level 1 of 3

State/Group: **NJ**

School: **Egg Harbor Township High School**

UNIT SUMMARY:

UNIT RESOURCES:

Textbook- Developing Child - Holly E. Brisbane

Textbook - Working with Young Children, By: Judy Herr, Ed.D.



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NAEYC website

STAGE ONE

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NJCCCS AGRI 9-12.9.4.12.A.11,12,13,16,17: Employ critical thinking skills (analyze, synthesize and evaluate) independently and in teams to solve problems and make decisions.

WHST11-12.2.8.1.12.F,

9.1.12.A: Critical Thinking, Problem Solving and Decision Making

WORK

9-12.9.1.12.F.2: Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences

ENDURING UNDERSTANDING

Being informed on all the aspects of parenting enables students to have an understanding that parenting is a lifelong commitment.

Having the proper tools available to deal with parenting issues will give students a comfort level for parenting.

Students need to have an understanding that parenting changes throughout the life of the child.

Children need to have proper guidance in order to become healthy happy adults.

Parents need to use a variety of techniques in order to have effective parenting

ESSENTIAL QUESTIONS

KNOWLEDGE AND SKILLS

The Students will be able to:

- Analyze the traits needed to be an effective parent.
- Identify parenting skills.
- Apply parenting skills to classroom teaching and learning.

STAGE TWO

PERFORMANCE TASKS

- In your notebooks answer, “Why is parenting like no other job? Share answers
- Divide class into 5 groups, within each group, pass around a paper titled, The Traits of Fabulous Parents, Each member of the group needs to write one trait, pass the paper around the group until no one can think of another trait.
- Each person in the group will be assigned a topic for making a poster. The topics include: Meeting Basic Needs, Different types of family structures, Family Life Styles, Trenie: includes affecting families and sources of support, How can you build a strong family?
- (other ideas for extending learning could: Compare family structures in other cultures, Create a list of activities families can do together, discuss family values, create a directory of community resources to help families, Research adoption not only American adoption but other countries as well, create an advice column)
- Interview a parent that has been through all the stages of Ellen Galinsky's stages of parenthood. Prepare interview before interview. Page 50 – The Developing Child
- In notebook, define parenting styles
- Divide the students into age groups of children. Using the textbook, The Developing Child, research the physical, emotional, social and intellectual needs of each age group. Report using a spider map format.
- Using think-pair-share, discuss the following questions: How does guidance differ from punishment? What is the goal of guidance?
- Define in notebook: guidance, self-guidance and conscience
- Give the students directions to do something such as stand up, put your right hand up, sit down, stand up, lift your left leg. How did the class react? What were the problems? Now discuss what happens if you tell a child to “Go upstairs, get undressed, take a bath, and don’t waste time” Use page 89 in The Developing Child as a guide.
- Hand out Role Playing scenarios: Being a role Model, setting limits, positive reinforcement, bribing, unintentional misbehavior, natural consequence making children promise to behave, shouting or yelling, logical consequences, loss of privileges, time-out, bribing, shouting or yelling, shaming or belittling, threatening to withhold love, exaggerating the consequences.

OTHER EVIDENCE

Summative Assessment

Through tests, journals (notebook) and class participation the students will become familiar with parenting skills.

STAGE THREE

The lesson is designed to make an imprint on the students to be able to use when they become parents.

Unit Name: Prenatal Development Prenatal

Frame: 1 or 2 blocks

Author: Egg Harbor Township Family and Consumer Science Department

UNIT: Prenatal Development

Subject: Education and Training Country: USA

Course/Grade: Education and Training I- Level 1 of 3

State/Group: NJ

School: **Egg Harbor Township High School**

UNIT SUMMARY: Prenatal Development

This unit will focus on normal development of a fetus from development to birth.

UNIT RESOURCES

Textbook – [The Developing Child](#)

Internet Resource Links:

<http://www.state.nj.us/education/cte/career/HServices/index.html>

Curriculum

- [Curriculum Overview – Early Childhood Development and Services](#)
- [Early Childhood Development & Services Career Pathway Plan of Study](#)
- [Early Childhood Program of Study](#)

STAGE ONE

GOALS AND STANDARDS

21st Century. 9

CRP1- Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP7. Employ valid and reliable research strategies.

WHST11-12.2.8.1.12.F, 9.1.12.A: Critical Thinking, Problem Solving and Decision Making
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WORK 9-12.9.1.12.B.4.c, d, e, f, g: Time management; Organization; Decision Making; Goal Setting; Resources Allocation

LA.11-12.CCSS-ELA- Literacy.WHST.11-12.2b- Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

LA.11-12.CCSS.ELA-Literacy.WHST.11-12.2 – Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments or technical processes.

LA. 11-12.CCSS.ELA-Literacy.WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

ENDURING UNDERSTANDING

Students will understand that...

- Understanding the female reproductive system gives insight into conception and female health issues.
- Knowledge of proper fetal development enables parents to understand that changes will take place during the development process.
- The study of genetics is the key to understanding the factors involved in passing on traits from generation to generation. Genetics can have an influence on normal development

ESSENTIAL QUESTION

- Why is understanding the female reproductive system important?
- What is the importance of knowing proper development of a fetus?
- Why study genetics?

KNOWLEDGE AND SKILLS

The Students will be able to..

Draw a diagram of the female reproductive system.

Explain the female reproductive system as it relates to a healthy pregnancy.

STAGE TWO

PERFORMANCE TASKS

- Using a diagram of female anatomy. Label and define ovary, uterus, fallopian tube, cervix, urethra, vagina, bladder,
- Using the interactive notebooks, students can draw the diagram or they can staple a printed copy to the inside of the notebook.
- For review: Ask students to get a partner, have the diagram of the female reproductive system with separate labels for the parts .The pairs should place as fast as they can the words to locate the part of the female reproductive system.
- Explain ovulation then discuss conception, using video in the reference section.
- Ask Students: What is the importance of proper prenatal development? Write answers in interactive notebooks
- Using Life/Form Human reproduction and Development Kit from Nasco
- Discuss each stage using the models from kit.
- After this discussion, the students will fill in a T-chart on the important development during each month. Include what happens to the mother as the fetus is developing. Use pages 108-112 in the Developing Child as a reference.
- There are resources on the website to help explain process.

OTHER EVIDENCE

Though projects, tests and journal entries the students will gain an understanding of prenatal development.

STAGE THREE

LEARNING PLAN

K-W-L chart to see what the students know about reproduction

Unit Name: Storytelling

Time Frame: 1 or 2 blocks

Author: Egg Harbor Township Family and Consumer Science Department

UNIT: Storytelling

Subject: Education and Training Country: **USA**

Course/Grade: Education and Training I- Level 1 of 3

State/Group: **NJ**

School: Egg Harbor Township High School

UNIT SUMMARY: Storytelling Activities

This unit will prepare the students for presenting storytelling activities to children. Included will be types of stories, ways to tell stories and benefits of storytelling for children. The capstone activity is a Storybook Ethics project which enables the students make a story come alive for the children.

UNIT RESOURCES

Textbook - [Working with Young Children](#), By: Judy Herr, Ed.D.

Internet Resource Links:

<http://www.state.nj.us/education/cte/career/HServices/index.html>- **Curriculum**

- [Curriculum Overview – Early Childhood Development and Services](#)
- [Early Childhood Development & Services Career Pathway Plan of Study](#)
- [Early Childhood Program of Study](#)

STAGE ONE

GOALS AND STANDARDS

21st Century. 9

CRP1- Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP7. Employ valid and reliable research strategies.

WHST11-12.2.8.1.12.F, 9.1.12.A: Critical Thinking, Problem Solving and Decision Making
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WORK 9-12.9.1.12.B.4.c, d, e, f, g: Time management; Organization; Decision Making; Goal Setting; Resources Allocation

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LA. 11-12.CCSS.ELA-Literacy.WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

ENDURING UNDERSTANDING

Students will understand that...

- Explain the advantages of storytelling
- List four types of children's books
- Explain storytelling methods
- Outline steps when reading aloud to children

ESSENTIAL QUESTION

- How can the selection of age-appropriate books and the development of storytelling skills help foster a child's love of reading and increase a child's vocabulary in developmentally appropriate fashion?
- How do you choose between the four types of children's books to ensure that story and illustrations are appropriate for the age of the children in the learning classroom?
- How should you choose among the variety of storytelling methods when developing the learning lesson for young children in the learning classroom?
- What techniques contribute to effective storytelling experiences for young children in the classroom?
- How can you evaluate if the storytelling experience met the learning objectives for the lesson plan in the early childhood classroom?

KNOWLEDGE AND SKILLS

The Students will be able to:

- Recognize four types of storybooks.
- List criteria for selecting books for children.
- Present a creative story using guidelines for FCCLA State project- Storybook Ethics.
- List the variety of ways to tell a story.
- Practice reading stories to children.
- Explain the importance of questioning during the story.
- Incorporate technology into storytelling.

STAGE TWO

PERFORMANCE TASKS

Review pages 389-403 in the Working with Young Children textbook.

Present various stories as examples of stories.

Work through FCCLA project “Storybook Ethics” and create a story to perform for the children.

OTHER EVIDENCE

- Storybook Ethics Project
- Reflection on stories

STAGE THREE

LEARNING PLAN

K-W-L chart to see what the students know about storytelling.

Answer the question in notebook: Reflect on stories that you enjoyed as a child. What were the stories and why did you enjoy the stories?