

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

CTE



Career and Technical Education

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Coordinated By: Dr. Carmelita Graham

June 2016

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: Education and Training II

Time Frame: Approx. 8 weeks

Author: Jacquelyn McGinty

UNIT

Subject: Education and Training II

Country: USA

Course/Grade: FCS 9-12

State/Group: NJ

School: Egg Harbor Twp. High School

UNIT SUMMARY

Students will explain guidelines for selecting developmentally appropriate toys. They will describe safety factors to consider when purchasing toys. They will demonstrate the fundamentals in classroom set up and the preschool environment. Finally, they will write and implement lesson plans using New Jersey Preschool Standards.

UNIT RESOURCES

Working with Young Children textbook

Internet Resource Links:

www.NAEYC.org

Consumer Product Safety Commission - www.cpsc.org

STAGE ONE

GOALS AND STANDARDS

The students will deepen their understanding of Early Childhood Education (P-3). Students will define and develop leadership skills through classroom participation and FCCLA projects. Students will be introduced to the New Jersey Preschool Standards. Students will plan and prepare the environment for three and four year old students. They will be working in groups planning, preparing, and implementing lesson plans. Students will develop the skills to design an engaging and educational bulletin board for the classroom. Finally, they will design toy based on the guidelines from FCCLA.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

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

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

9.2.8.B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.2.12.C.3 Identify transferable career skills and design alternate career plans.

9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.

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

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 begin understand how playing with toys relates to learning. Students will understand the benefit to different types of toys. They will also understand how chronological age and developmental age help determine developmentally appropriate practice.

ESSENTIAL QUESTIONS

How can the environment help the children learn and grow?

Why is it important to plan before teaching children?

What are the major important considerations when selecting toys for children?

How do you design and construct a toy appropriate for a child?

What are the essential elements of teaching young children?

How can you prepare for a career in education?

KNOWLEDGE AND SKILLS

Students will be able to:

Lesson planning

- **Plan, prepare, and implement developmentally appropriate lessons**

- **Write clear and organized lesson plans based on New Jersey Preschool Standards**
- **Develop an age appropriate educational toy**

Environment

- **Plan and set up preschool classroom**
- **Design bulletin boards that are educational and appropriate**
- **Assess the toys and room for safety hazards**

STAGE TWO

PERFORMANCE TASKS

Students will begin the year by developing their understanding of the lesson planning and the preschool environment. They will explore FCCLA leadership projects and plan for competitions. They will design lessons that are developmentally appropriate to assess the students. The students will align lessons to the New Jersey Preschool Standards. Students will also complete observations and research current topics in child development and early childhood education.

OTHER EVIDENCE

Written lesson plans

Preschool Lab experience

Reflective journal

Essays

Quizzes

Chapter tests

Portfolio progress

Classroom discussion and interaction in class activities

Completion of assignments

STAGE THREE

LEARNING PLAN:

Students will develop the necessary skills to produce a meaningful lesson plan. They will build their collaboration skills through class discussions and FCCLA projects. Students will

understand their role as teacher in the ABC Learning Center. They will reflect on implemented lesson plans and classroom environment. They will create a preschool. List the basic activity areas in a center along with the basic functions and supplies and materials needed in the area. Organize the basic areas of the ABC Learning Center. If the preschool assignment is completed then begin toys.

Unit Name: Education and Training II
Marking Period 2
Author: Jacquelyn McGinty

Time Frame: Approx. 8 weeks

UNIT

Subject: Education and Training II

Country: USA

Course/Grade: FCS 9-12

State/Group: NJ

School: Egg Harbor Twp. High School

UNIT SUMMARY

Students will develop skills planning lessons for three and four year old children. They will research and discuss educational toys, a print-rich environment, literacy, child abuse, and good health in young children. Students will complete observations. Students will understand the cognitive, social, emotional, physical, and intellectual development of children two through twelve.

UNIT RESOURCES

Working with Young Children textbook

Internet Resource Links:

Discover 360 - library resource

www.naeyc.org

www.nj.gov/education/ece/guide/standards.pdf

STAGE ONE

GOALS AND STANDARDS

The students will deepen their understanding of Early Childhood Education (P-3). Students will define and develop leadership skills through classroom participation and FCCLA projects. Students will be introduced to the New Jersey Preschool Standards. Students will describe the positive health environmental factors that influence good health. They will research and discuss the four types of child abuse and agencies/programs that are available to children and their families. They will be working in groups planning, preparing, and implementing lesson plans. Students will develop the skills to design an engaging and educational bulletin board for the classroom. Finally, they will design toy based on the guidelines from FCCLA.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

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

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

9.2.8.B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through

school, home, work, and extracurricular activities for use in a career.

9.2.12.C.3 Identify transferable career skills and design alternate career plans.

9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.

WHST.11-12.2.8.1.12.F, 9.1.12.A: Critical Thinking, Problem Solving and Decision Making

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 how planning can help both teacher and student. They will begin to understand the responsibilities of an early childhood educator. They will develop an understanding of cognitive, physical, and intellectual development of two, three, four, five, and six through twelve year old children.

ESSENTIAL QUESTIONS

What are the factors that contribute to good health in children?

What is an epidemic vs.pandemic?

What are the four types of child abuse?

What programs or agencies are there for families and individuals to help against child abuse?

What responsibility do you have as an educator to report and help prevent child abuse and neglect?

What does it mean to have a print rich environment?

What are the benefits to young children to see the written word and the act of writing?

Why is it essential to plan prior to presenting lessons to the children?

What is the educational benefit to toys?

KNOWLEDGE AND SKILLS

Students will be able to:

Curriculum

- **Plan, prepare, and implement developmentally appropriate lesson plans**
- **Develop program goals**
- **Use themes as a basis for planning curriculum**
- **Write a plan**
- **Cite the importance of assessment in curriculum planning**
- **Define manuscript writing**
- **Define elements in a print rich environment**
- **Explain activities that help children develop writing skills.**
- **Explain toy safety and health concerns**

Environment

- **Name basic activity areas in a center, along with functions of each area**
- **Summarize factors that affect the organization of space in a center**

Child Development

- **Describe the physical, cognitive, and social-emotional development of two and three year olds.**
- **Explain how three year olds develop physically, cognitively, socially, and emotionally.**
- **Recognize the signs of child neglect and abuse**
- **Teach children how to resist child abuse**
- **List programs and advocates for families and children.**

STAGE TWO

PERFORMANCE TASKS

Students will be able write a lesson plan using the current theme as a basis. They will also complete an observation and use the information from observation to plan developmentally appropriate lesson plans. Students will practice positive guidance techniques. They will

also begin to understand how language comprehension and expression is developed in two- and three-year-old children

OTHER EVIDENCE

Written lesson plans

Preschool Lab experience

Reflective journal

Essays

Quizzes

Chapter tests

Classroom discussion and interaction in class activities

Completion of assignments

STAGE THREE

LEARNING PLAN

Students will plan, prepare, and implement lessons to preschool children. They will reflect on implemented lesson plans and classroom environment. Students will understand age-appropriate toys and toy recalls. They will design an informational pamphlet to educate parents about toy safety.

Lesson Planning

- Plan lessons using themes, curriculum, and New Jersey Preschool Standards
- Write well-planned lessons
- Analyze what is essential for a well-planned lesson or curriculum

Toy Safety

- Design and produce an educational pamphlet about toy safety
- Research toy recall and history of recalled toys
- Determine the difference between recalled and banned
- Describe guidelines for promoting children's safety
- Design a toy based on FCCLA rubric, safety standard, and age of child

Child Development

- Complete observation
- Determine typical and atypical behavior for two and three year old
- The students will complete a chart detailing and understanding health and safety issues in the classroom
- Students will read and deepen their understanding of how children learn and what are the developmental milestone both typical and atypical.
- They will create a newsletter intended for parents detailing the physical and cognitive development of children birth to age two.

Unit Name: Education and Training II
Marking Period 3
Author: Jacquelyn McGinty

Time Frame: Approx. 8 weeks

UNIT

Subject: Education and Training II

Country: USA

Course/Grade: FCS 9-12

State/Group: NJ

School: Egg Harbor Twp. High School

UNIT SUMMARY

This unit contains information for students to be aware of the health and safety issues learning centers and applying them to the ABC Learning Center.

Students will develop skills planning lessons for three and four year old children. They will research and discuss educational toys, a print-rich environment, literacy, child abuse, and good health in young children. Students will complete observations. Students will understand the cognitive, social, emotional, physical, and intellectual development of children two through twelve.

UNIT RESOURCES

Working with Young Children textbook

Internet Resource Links:

Discover 360 - library resource

www.naeyc.org

www.nj.gov/education/ece/guide/standards.pdf

www.who.org

www.healthychildren.org

STAGE ONE

GOALS AND STANDARDS

The students will deepen their understanding of Early Childhood Education (P-3). Students will define and develop leadership skills through classroom participation and FCCLA projects. Students will be introduced to the New Jersey Preschool Standards. Students will describe the positive health environmental factors that influence good health. They will research and discuss the four types of child abuse and agencies/programs that are available to children and their families. They will be working in groups planning, preparing, and implementing lesson plans. Students will develop the skills to design an engaging and educational bulletin board for the classroom. Finally, they will design toy based on the guidelines from FCCLA.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

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

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

9.2.8.B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.2.12.C.3 Identify transferable career skills and design alternate career plans.

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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:

Early childhood facilities can protect children's health and well-being by setting health policies and enforcing regulations. Policies might include requiring all children enrolled to have exams and immunizations. Plans should be in place on how and when illnesses occur. Keeping the center sanitary is also an important aspect of controlling the spread of diseases.

ESSENTIAL QUESTIONS

- How can children's health be protected, maintained and improved while in childcare facilities?
- How can a young child's health and wellbeing be protected, maintained and improved in the early learning environment?
- Why is it important to identify childhood illness in the learning environment?
- How can an early childhood educator help prevent the spread of illness in the early childhood learning environment?
- What are the recommendations and regulations that ensure that the early childhood learning environment is sanitary at all times?
- What does it mean to have a print rich environment?
- What are the benefits to young children to see the written word and the act of writing?
- What are some issues concerning the health of children including emotional, social, physical, and intellectual?

KNOWLEDGE AND SKILLS

Students will be able to:

Health and safety

- Discuss and describe common childhood illnesses
- Create a schedule to maintain cleanliness in classroom
- Understand what protocols are needed to handle infectious diseases and illness.
- Explain the importance of sanitary control in early childhood programs
- Explain pandemic versus epidemic
- Identify various injuries and outline procedures for treating them
- Explain how to care for children who become ill while in your care
-

STAGE TWO

PERFORMANCE TASKS

-Review pages 240-263

-Assign students section in which they will teach their classmates about their section. This presentation should include research beyond the textbook.

-Review Health and Safety issues as they relate to the ABC Learning Center.

Complete essay on pandemic versus epidemic

OTHER EVIDENCE

Written lesson plans

Preschool Lab experience

Reflective journal

Essays

Quizzes

Chapter tests

Classroom discussion and interaction in class activities

Completion of assignments

STAGE THREE

LEARNING PLAN

Discuss terms used when dealing with the health and safety issues.

Identify agencies to contact for health and safety concerns.

- The students will complete a chart detailing and understanding health and safety issues in the classroom.
- Students will research and discuss pandemic versus epidemic. Students will use internet to research current issues in children's health.
- They will create a newsletter intended for parents detailing the physical and cognitive development of children birth to age two.
- Students will read and deepen their understanding of how children learn and what are the developmental milestone both typical and atypical. Students will be reading and completing the items on the syllabus for 3rd marking period. They will complete chapter 6 assignments on two-year-old self help skills and language skills and begin working on short answer essay questions discussing social and emotional development of 3 year old.

Unit Name: Education and Training II
Marking Period 4
Author: Jacquelyn McGinty

Time Frame: Aprox. 8 weeks

UNIT

Subject: Education and Training II

Country: USA

Course/Grade: FCS 9-12

State/Group: NJ

School: Egg Harbor Twp High School

UNIT SUMMARY

Students will develop skills planning lessons for three and four year old children. They will research and describe the stages of handwriting and creative experiences for ages two through five. Students will complete observations. Students will understand the cognitive, social, emotional, physical, and intellectual development of children four and five years old and school aged/ middle childhood (ages six through twelve).

UNIT RESOURCES

Working with Young Children textbook

Internet Resource Links:

Discover 360 - library resource

www.naeyc.org

www.nj.gov/education/ece/guide/standards.pdf

www.who.org

www.healthychildren.org

STAGE ONE

GOALS AND STANDARDS

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discuss the four types of child abuse and agencies/programs that are available to children and their families. They will be working in groups planning, preparing, and implementing lesson plans. Students will develop the skills to design an engaging and educational bulletin board for the classroom. Finally, they will design toy based on the guidelines from FCCLA.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

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

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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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 be able to describe the cognitive development of children birth to age two. Understand and describe language comprehension. Students will be able to describe and evaluate the development of creativity in young children. Students will develop lesson plans that help foster creativity. Understand the concept of process over product when discussing art lesson in early childhood education.

Students will research a chosen topic about how four and five year old children over a difficult life issue such as jealousy, lying, poverty, death of a family member, articulation, stuttering, divorce, etc. Students will begin to understand how they can scaffold their instruction to help develop the young learners skills and be aware of what is the next stage of development for the four and five year olds.

ESSENTIAL QUESTIONS

- How do four and five year old children differ from two and three year olds in terms of physical, emotional, and cognitive development?
- How do math skills develop in four and five year old children?
- What do you do in the classroom that is building math and language skills in four and five year old children?
- What are the major developmental changes in school aged children?
- What are the characteristics of these children?
- How do they compare physically, emotionally, and cognitively to young children?
- What are some health concerns for children ages 6 to 12?
- What are some mental operations school-aged children begin to understand or have mastered?
- What are the characteristics of a child birth to age two?
- What is meant by typical and atypical development?
- How do children develop emotionally and socially the first two years of life?
- What are some self-help skills three year old children can perform independently?
- How can identifying emotions help children regulate them?
- What is language comprehension vs. language expression?
- What is creativity?
- How would you describe yourself in terms of being creative?
- What does it mean to say it is the process over product

KNOWLEDGE AND SKILLS

Students will be able to:

Child Development

- Describe the emotional, social, physical, cognitive development of children ages four through 12
- Summarize potential health concerns of middle childhood
- Explain moral development during middle childhood
- Describe developmental hand grasps for each stage
-

Lesson Planning

- Plan, prepare, and implement developmentally appropriate lessons
- Plan and prepare art lesson in which process is emphasized over product
- Describe and understand how handwriting is developed in the early learner
- How to promote handwriting in the classroom

STAGE TWO

PERFORMANCE TASKS

Textbook – Working with Young Children- pages 88-149

Understanding birth to age two- review charts for developmental milestones.

Understanding Two and Three Years Olds- review charts for developmental milestones.

-Use Chapter 6 as guidelines

Understanding Four and Five Year Olds – review charts for developmental milestones

-Use Chapter 7 as guidelines

Middle School

Use Chapter 8 as guidelines

Textbook: The Developing Child - pages 544-566

Adolescence

Create a chart outlining each age group and each domain

Create graphic organizer describing stages of handwriting

Write essay on creativity

Create two lesson plans on creativity and complete online creativity survey

OTHER EVIDENCE

Written lesson plans

Preschool Lab experience

Reflective journal

Essays

Quizzes

Chapter tests

Portfolio progress

Classroom discussion and interaction in class activities

Completion of assignments

STAGE THREE

LEARNING PLAN

At the completion of this unit, the students through discussions, will be able to have an understanding of the development of the child.

Curriculum Resources - Differentiated Instruction

Special Education Interventions in General Education

Visual Supports

Extended time to complete tests and assignments

Graphic Organizers

Mnemonic tricks to improve memory

Study guides

Use agenda book for assignments

Provide a posted daily schedule

Use of classroom behavior management system

Use prompts and model directions

Use task analysis to break down activities and lessons into each individual step needed to complete the task

Use concrete examples to teach concepts

Have student repeat/rephrase written directions

Heterogeneous grouping

Resources:

Do to Learn:

<http://www.do2learn.com/>

Sen Teacher:

<http://www.senteacher.org/>

Intervention Central:

<http://www.interventioncentral.org/>

Learning Ally:

<https://www.learningally.org/>

English Language Learners Interventions in Regular Education

Resources:

FABRIC - Learning Paradigm for ELLs (NJDOE)

www.nj.gov/education/bilingual/pd/fabric/fabric.pdf

Guide to Teaching ELL Students

<http://www.colorincolorado.org/new-teaching-ells>

Edutopia - Supporting English Language Learners

<https://www.edutopia.org/blog/strategies-and-resources-supporting-ell-todd-finley>

Reading Rockets

<http://www.readingrockets.org/reading-topics/english-language-learners>

Gifted and Talented Interventions in Regular Education

Resources:

Who are Gifted and Talented Students

<http://www.npr.org/sections/ed/2015/09/28/443193523/who-are-the-gifted-and-talented-and-what-do-they-need>

Hoagies Gifted Education Page

<http://www.hoagiesgifted.org/programs.htm>

21st Century Learning

Resources:

Partnership for 21st Century Learning

<http://www.p21.org/>

Career Ready Practices (NJDOE)

<http://www.nj.gov/education/cte/hl/CRP.pdf>

Curriculum Resources - Differentiated Instruction

Special Education Interventions in General Education

Visual Supports

Extended time to complete tests and assignments

Graphic Organizers

Mnemonic tricks to improve memory

Study guides

Use agenda book for assignments

Provide a posted daily schedule

Use of classroom behavior management system

Use prompts and model directions

Use task analysis to break down activities and lessons into each individual step needed to complete the task

Use concrete examples to teach concepts

Have student repeat/rephrase written directions

Heterogeneous grouping

Resources:

Do to Learn:

<http://www.do2learn.com/>

Sen Teacher:

<http://www.senteacher.org/>

Intervention Central:

<http://www.interventioncentral.org/>

Learning Ally:

<https://www.learningally.org/>

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