

Career and Technical Education (CTE)
GRADES 10-12/Child Development 2 (CD 2)

BOARD APPROVAL DATE: September 2020

BOARD ADOPTION OF STATE STANDARDS: September 2020

Unit Overview (Standards Coverage)

Unit	Standards	Unit Focus	Skills Overview	Suggested Pacing
Unit 1	CRP 2 CRP 4 CRP 8 9.3.HU-ED.1 9.3.HU-ED.7	<ul style="list-style-type: none"> Principles of child development Teaching and learning Observing children 	<ul style="list-style-type: none"> Understand the importance of studying children through observation. Practice identifying and writing objective statements. Explore and define positive guidance techniques. Write lesson plans using reliable teacher resources Review physical, cognitive, social - emotional characteristics of young children 	10-12 weeks
Unit 2	CRP 2 CRP 4 CRP 6 CRP 8 9.3.HU-ED.1 9.3.HU-ED.7	<ul style="list-style-type: none"> Lesson planning using developmentally appropriate practice. Preschool environment Toy Safety Children from birth to age two Children from two to three years of age Children from four to five years of age 	<ul style="list-style-type: none"> Plan, write, and implement developmentally appropriate lessons. Selecting developmentally appropriate toys Describe guidelines for children's safety Physical and cognitive development in the first two years of life Physical, cognitive, and social-emotional development of two and three year olds 	10-12 weeks

			<ul style="list-style-type: none"> Physical, cognitive, and social-emotional development of four and five year olds 	
Unit 3	CRP 2 CRP 4 CRP 6 CRP 8 9.3.HU-ED.1 9.3.HU-ED.7	<ul style="list-style-type: none"> Culturally responsive classroom and diverse curriculums <ul style="list-style-type: none"> Art Activities Language Activities Dramatic play Math Science Social Studies Music and movement 	<ul style="list-style-type: none"> DAP lesson plans Build an inclusive and responsive classroom 	10-12 weeks
Unit 4	CRP 2 CRP 4 CRP 6 CRP 8 9.3.HU-ED.1 9.3.HU-ED.7	<ul style="list-style-type: none"> Middle Childhood Children's Safety Health and Nutrition Guiding children with special needs Inventory 	<ul style="list-style-type: none"> Physical, cognitive, and social-emotional development of school aged children. Understand the importance of a healthful diet Understand factors that influence good health in children Explain the role of the teacher in working with children who have special needs 	12-14 weeks

This document outlines in detail the answers to following four questions:

1. What do we want our students to know?

- 2. How do we know if they learned it?**
- 3. What do we do if they did not learn it?**
- 4. What do we do when they did learn it?**

Unit 1 CTE Grades 10-12/Child Development 2		
Content & Practice Standards (write in full)	Suggested Standards for Practice	Critical Knowledge & Skills
<ul style="list-style-type: none">● CRP 2 - Apply appropriate academic and technical skills.● CRP 4 - Communicate clearly and effectively and with reason.● CRP 8 - Utilize critical thinking to make sense of problems and persevere in solving them.● 9.3.HU-ED.1 - Demonstrate communication techniques with children to facilitate ongoing development and enhance learning.● 9.3.HU-ED.7 - Apply principles of child growth and development, including social, emotional, physical and cognitive milestones,	<ul style="list-style-type: none">● NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.● NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.● NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.● NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	<ul style="list-style-type: none">● Summarize guidelines for observing children.● Compile a list of contents for a portfolio.● Understand the physical, cognitive, social and emotional development of preschool aged children.● Demonstrate developmentally appropriate practice in preschool lab.● Develop appropriate lesson plans using knowledge gained from observation and understanding of milestones.
Unit 1 CTE Grades 10-12/Child Development 2		
Stage 1 – Desired Results		
UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)	
Students will understand their responsibilities, as teachers, to organize and promote a safe and healthy learning environment. Students will develop workplace skills such as managing time wisely, working in groups, developing a culturally responsive classroom for preschoolers, and understanding principles of child development and theory . They will also understand the importance to develop authentic observation skills to help plan lessons and assess students. Students will practice positive guidance techniques to encourage positive behavior and development limits.	<ul style="list-style-type: none">● Working with Young Children textbook and student workbook● Reliable teacher resources to help plan lessons● CDC website https://www.cdc.gov/ncbddd/actearly/milestones/index.html● Discovery Education● NAEYC articles and publications● Quizizz	
UNDERSTANDINGS		
Students will understand how preschool aged children develop physically, cognitively, socially, and emotionally. They will understand how the development of preschool aged children will affect their role as a teacher in regards to lesson planning, environment, materials, and curriculum.		
<ul style="list-style-type: none">● Understand the impact of lesson planning on program goals.● Develop observation skills to determine needs of preschool students● Use informal assessments to guide lesson planning● Use positive guidance to control challenging behaviors and set limits		

Students will know...	Students will be able to...
<p><i>What content will be covered that students must master?</i></p> <p>Students will know observations and assessments include work samples, objective statements, and anecdotal evidence.</p> <p>Students will understand how themes can help organize learning.</p>	<p><i>What should students be able to accomplish to demonstrate understanding?</i></p> <p>Students will be able to identify and list the principle areas of child development.</p> <p>Students will be able to explain the role of the teacher in the classroom</p> <p>Students will be able to write a lesson plan.</p> <p>Students will be able to use observations to assess learning and lesson plans.</p> <p>Students will be able to develop classroom limits and promote positive behavior</p>
Stage 2 – Assessment Evidence	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> Research and review lesson plans from teacher resources to evaluate developmental areas such as cognitive, physical, social, and emotional. Analyze areas and materials in the preschool lab that can help developmentally appropriate practice. Role play scenarios of positive guidance Create a game to promote teamwork and critical thinking skills using only index cards, dice, and markers. Write lesson plans as a group focusing on the areas of child development Begin individual portfolio Complete at least two observations demonstrating the use of objective statements Compare and contrast Piaget and Vygotsky 	<p>Other Evidence (Alternate Assessments):</p> <ul style="list-style-type: none"> Participation Portfolio development (lesson plans, observations, assessments) Narrative writing Evidence of group work through brainstorming, think-pair-share partnerships Quizzes, tests, exams Lesson plans Teaching Lab (graded using rubric)
Stage 3 – Learning Plan	
<p>Students are developing a strong, foundational knowledge of child development. Students will be exploring the areas of cognitive, social, emotional, and physical development in regards to child development through observation, lesson planning, and managing the preschool lab. The preschool lab and the individual portfolio will be ongoing authentic assessments in which students can analyze and transfer knowledge gained from practical experience in the classroom. Students will understand the necessary characteristics and responsibilities required of teachers in the preschool lab. Students will develop workplace skills through group work and technology.</p> <p>Possible questions and/or obstacles for the students:</p> <ul style="list-style-type: none"> How do theories and theorists help me understand young children and early childhood education? What is important in lesson planning and how is it applied in the preschool lab? 	

- What is my role in my group? What does it look like? sound like? How do my actions affect my group and the classroom?
- In what ways is technology used in the preschool classroom?
- What is the difference between lesson plans and curriculum?
- Why do we observe? What do we observe?

Students will reflect on their past experiences in the preschool lab and list characteristics or traits that can help early childhood teachers care for and relate to young children. They will analyze careers that focus on understanding young children's cognitive development and why it is important. Students will practice observing students in the preschool lab using standard observation techniques and professional writing. Students will identify elements of their learning that have encouraged social -emotional wellness and why positive guidance helps self-esteem.

Learning Experiences and projects:

Students will connect learning and reflection through the development of their portfolio. They will begin to build the portfolio at the beginning of the year through observations, research writing, developing lesson plans, and building assessments for the preschool lab. The portfolio will bridge Child Development 2 and 3.

The experiences from the preschool lab will help students develop a strong understanding of how young children learn. Students will have hands-on practice using positive guidance techniques to help guide the children through the daily routine. Students will understand the need for teamwork and organization as it applies to the preschool lab and beyond.

The "Design a preschool" project requires students to demonstrate a beginning knowledge of activity areas and their uses.

What pre-assessments will you use to check student's prior knowledge, skill levels, and potential misconceptions?

Are all three types of goals (acquisition, meaning, and transfer) addressed in the learning plan?

Does the learning plan reflect principles of learning and best practices?

Is there tight alignment with Stages 1 and 2?

Is the plan likely to be engaging and effective for all students?

PROGRESS MONITORING

- As students write responses, lesson plans, etc.. circulate to provide feedback and help.
- Use Discussion Questions in Google Classroom to open dialogue between students and teachers to clarify ideas and thoughts. Encourage class to respond to each other and provide answers and insight to assignments. Model proper format for responding (student to student).
- Use criterion-based quizzes to assess if students are understanding necessary vocabulary
- Use heterogeneous groups and DQ in Google Classroom
- Quizzes
- Students may not recall areas of child development.
- Students may have difficulty with listing/locating items and aligning to developmental areas.

- Students may have difficulty organizing and writing a lesson plan
- Teacher will circulate room providing feedback
- Re-teaching, heterogeneous small groups, one on one teacher conference, notes in Google Classroom, peer partners.

Planned Differentiation & Interventions for Tiers I, II, III, ELL, 504s, SPED, and Gift & Talented Students

- *Rethink and revise. Dig deeper into ideas at issue (through the faces of understanding). Revise, rehearse, and refine, as needed. Guide students in self-assessment and self-adjustment, based on feedback from inquiry, results, and discussion.*
- *Evaluate understandings. Reveal what has been understood through final performances and products. Involve students in a final self-assessment to identify remaining questions, set future goals, and point toward new units and lessons.*
- *Tailor (personalize) the work to ensure maximum interest and achievement. Differentiate the approaches used and provide sufficient options and variety (without compromising goals) to make it most likely that all students will be engaged and effective.*

Gifted & Talented: Encourage students to locate and research articles supporting guidance techniques or provide more challenging articles for students to analyze guidance techniques. Allow alternate ways for students to organize observations and portfolio. Provide opportunities for creativity and problem solving within the portfolio

Tier I: Allow students to choose their own template or format for collecting observations and digital portfolio. Analyze the pros and cons of each template. Encourage students to work in pairs to brainstorm, discuss, and analyze individual portfolios. Allow time for reflection.

Tier II: Allow students access to teacher notes to perform peer check on on-going assignments and topics. Use an observation guide to help students determine developmental areas. Demonstrate skills and have students model them.

Tier III: Reteach topics and procedures for digital notebook. Use a virtual checklist for portfolios. Use sentence starters to help with observations. Allow students to retake quiz or exam. Use repetition and check for understanding frequently. Create consistency between the activities and assignments.

ELL: Design assessments to be completed in small groups, break topics down into smaller segments, check for understanding often (thumbs up/thumbs down, post-its), create word walls with photos, access to classroom binder with examples of observations and portfolio materials, and partner with peers. Allow alternative physical portfolios rather than virtual.

504s: Accommodating based on recommendations. Ability for notes and lessons to be unplugged, select grouping, etc...Additionally, 504 students will be grouped into appropriate tiers and receive those additional supports/accommodations.

SPED: Accommodations will be provided according to IEP. Examples: preferential seating, extra time to complete assignments and quizzes, read quiz aloud, copy of notes, access to powerpoint. Additionally, SPED students will be grouped into appropriate tiers and receive those additional supports/accommodations.

Unit 2 CTE Grades 10-12/Child Development 2		
Content & Practice Standards	Suggested Standards for ELA Practice	Critical Knowledge & Skills
<ul style="list-style-type: none">● CRP 2 - Apply appropriate academic and technical skills.● CRP 4 - Communicate clearly and effectively and with reason.● CRP 8 - Utilize critical thinking to make sense of problems and persevere in solving them.● 9.3.HU-ED.1 - Demonstrate communication techniques with children to facilitate ongoing development and enhance learning.● 9.3.HU-ED.7 - Apply principles of child growth and development, including social, emotional, physical and cognitive milestones	<ul style="list-style-type: none">● Writing in which the development, organization, and style are appropriate to task, purpose, and audience.● NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.● NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.● NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	<ul style="list-style-type: none">● Explain the value of planned indoor and outdoor space.● Name the basic activity areas in a center, along with the functions of each area.● Describe safety factors to consider when purchasing toys for preschool.● Explain how children in the first two years of life develop cognitively, socially, and emotionally.● Explain how two and three year olds develop cognitively, socially, and emotionally.● Explain how four and five year olds develop cognitively, socially, emotionally, and how that affects teaching them in the lab.
Unit 2 CTE Grades 10-12/Child Development 2		
Stage 1 – Desired Results		
UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)	
Focus is on students as teachers and that their primary goal is to keep children safe and healthy. They will learn how to arrange space to promote safety as well as learning and fun. Understanding the characteristics of children at different ages will help the student plan, assess, and teach to promote the developmental needs and interests of children at different ages.	<ul style="list-style-type: none">● Working with Young Children textbook and student workbook● Reliable teacher resources to help plan lessons● CDC website https://www.cdc.gov/ncbddd/actearly/milestones/index.html● Discovery Education● NAEYC articles and publications● Quizizz	
UNDERSTANDINGS		

Students will understand that studying and understanding child growth and development are parts of teaching young children. The physical space and arrangement of the classroom and materials impact children's learning and program goals. The goals of the space include a physically safe environment for the children, providing areas that promote cognitive, emotional, social, and physical growth. Toys in the classroom help the children explore the world around them and motivate them to be active learners.

Students will know...	Students will be able to...
<ul style="list-style-type: none"> • how children birth through age five develop cognitively, socially, emotionally, and physically. • how to plan and maintain a safe learning environment for young learners. • how to identify toys and educational materials that teach children appreciation for all people and cultures. 	<ul style="list-style-type: none"> • Design a preschool with the basic activity areas using an architect's ruler and graph paper. • List developmentally appropriate materials and toys to use with young learners. • Implement a lesson plan using materials in the lab • Informally assess students during a lesson and check for understanding

Stage 2 – Assessment Evidence

Performance Tasks: <ul style="list-style-type: none"> • Design a preschool • Develop a portfolio • Informally assess preschool students • Identify milestones • Align lesson plans to NJ Standards • Maintain safety standards in the classroom • Create a toy 	Other Evidence (Alternate Assessments): <ul style="list-style-type: none"> • Participation • Portfolio development (lesson plans, observations, assessments) • Reflection • Evidence of group work through brainstorming, think-pair-share partnerships • Quizzes, tests, exams • Lesson plans • Teaching Lab (graded using rubric)
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Stage 3 – Learning Plan

• Where is the work headed? Why is it headed there? What are the student's final performance obligations, the anchoring performance assessments? What are the criteria by which student work will be judged for understanding? (These are questions asked by students. Help the student see the answers to these questions upfront.)

Students are observing and guiding young learners to understand the world around them. They are reading and interpreting developmental milestones in the assigned textbook and then building lessons to promote cognitive, social and emotional growth. Students will begin to be able to guide young learners through developmentally appropriate lessons and determine what materials will enhance the child's understanding. The students' performance will be graded using a teaching rubric to help guide them through their objectives. The students will have a working knowledge of the preschool environment because of the preschool design project. The project encourages the student to analyze each activity area in the preschool lab and its requirements and uses.

Possible questions:

- What happens if the child breaks a toy?
- What happens if they fight over the same toy?
- How can I determine if a toy is educational?
- How long should the toy last?
- What happens if a toy is recalled?
- Why are the preschool areas separated?

• *Hook the student through engaging and provocative entry points: thought-provoking and focusing experiences, issues, oddities, problems, and challenges that point toward essential questions, core ideas, and final performance tasks.*

Students are introduced to the preschool design project by answering and writing a reflection about a favorite room in their house or a favorite toy from childhood. Through large group discussion, the class will list characteristics of toy and/or room and how that can be translated into a preschool learning environment. Photos from preschool classrooms based in public schools will be reviewed and discussed. Students will have the opportunity to see pictures of a real preschool classroom and the materials, amount, and placement of materials.

Final tasks include the preschool design drawing, a list of materials and the area they belong, written lesson plans that demonstrate knowledge of available materials. Students will add the design project to their portfolio.

Students will also create a toy from classroom materials to enhance a developmental area

• *Explore and Equip. 21st Century Learning and Interdisciplinary connections. Engage students in learning experiences that allow them to explore the big ideas and essential questions; that cause them to pursue leads or hunches, research and test ideas, try things out. Equip students for the final performances through guided instruction and coaching on needed skill and knowledge. Have them experience the ideas to make them real.*

Students will develop interpersonal communication skills through active participation in classroom activities.

Students will refine research skills to plan, prepare, and implement developmentally appropriate lesson plans.

Students will develop work ready skills by working in heterogeneous groups and rotating responsibilities in the group.

• *Organize and sequence the learning for maximal engagement and effectiveness, given the desired results.*

- Name the basic activity areas in a preschool classroom along with the functions of each area.
- Explain guidelines for selecting developmentally appropriate toys, equipment, and educational materials.
- Relate how the development of two through five year olds will affect your role as teacher.
- Create a toy using classroom materials.

What pre-assessments will you use to check student's prior knowledge, skill levels, and potential misconceptions?

Reflection and class discussion of favorite room or toy. Discuss the attributes of room or toy and why it has meaning for the student.

PROGRESS MONITORING

- As students write responses, lesson plans, etc.. circulate to provide feedback and help.
- Use Discussion Questions in Google Classroom to open dialogue between students and teachers to clarify ideas and thoughts. Encourage class to respond to each other and provide answers and insight to assignments. Model proper format for responding (student to student).
- Use criterion-based quizzes to assess if students are understanding necessary vocabulary
- Use heterogeneous groups and DQ in Google Classroom
- Quizzes
- Students may not recall areas of child development.
- Students may have difficulty with listing/locating items and aligning to developmental areas.
- Students may have difficulty organizing and writing a lesson plan

- Teacher will circulate room providing feedback
- Re-teaching, heterogeneous small groups, one on one teacher conference, notes in Google Classroom, peer partners.

Planned Differentiation & Interventions for Tiers I, II, III, ELL, 504s, SPED, and Gift & Talented Students

- *Rethink and revise. Dig deeper into ideas at issue (through the faces of understanding). Revise, rehearse, and refine, as needed. Guide students in self-assessment and self-adjustment, based on feedback from inquiry, results, and discussion.*
- *Evaluate understandings. Reveal what has been understood through final performances and products. Involve students in a final self-assessment to identify remaining questions, set future goals, and point toward new units and lessons.*
- *Tailor (personalize) the work to ensure maximum interest and achievement. Differentiate the approaches used and provide sufficient options and variety (without compromising goals) to make it most likely that all students will be engaged and effective.*

Gifted & Talented: Allow alternate ways for students to organize observations and portfolio. Provide opportunities for creativity and problem solving within the portfolio. Encourage students to redesign current classrooms using different scales. Allow students to be creative with preschool design. Encourage students to create a toy using technology.

Tier I: Encourage students to work in pairs to brainstorm, discuss, and analyze individual preschool designs. Allow time for reflection.

Tier II: Allow students access to teacher notes to perform peer check on on-going assignments and topics. Use an observation guide to help students determine developmental areas. Demonstrate skills and have students model them. Supply students with a blank frame of preschool to fill in areas.

Tier III: Reteach topics and procedures for digital/physical portfolio. Use a virtual/physical checklist for portfolios. Use sentence starters to help with observations. Allow students to retake quiz or exam. Use repetition and check for understanding frequently. Create consistency between the activities and assignments. Supply students with a blank frame of preschool to fill in areas. Walk around the room to help students create lists.

ELL: Design assessments to be completed in small groups, break topics down into smaller segments, check for understanding often (thumbs up/thumbs down, post-its), create word walls with photos, access to classroom binder with examples of observations and portfolio materials, and partner with peers. Allow alternative physical portfolios rather than virtual.

504s: Accommodating based on recommendations. Ability for notes and lessons to be unplugged, select grouping, etc...Additionally, 504 students will be grouped into appropriate tiers and receive those additional supports/accommodations.

SPED: Accommodations will be provided according to IEP. Examples: preferential seating, extra time to complete assignments and quizzes, read quiz aloud, copy of notes, access to powerpoint. Additionally, SPED students will be grouped into appropriate tiers and receive those additional supports/accommodations.

Unit 3 CTE Grades 10-12/Child Development 2		
Content & Practice Standards	Suggested Standards for ELA Practice	Critical Knowledge & Skills
<ul style="list-style-type: none">● CRP 2 - Apply appropriate academic and technical skills.● CRP 4 - Communicate clearly and effectively and with reason.● CRP 8 - Utilize critical thinking to make sense of problems and persevere in solving them.● 9.3.HU-ED.1 - Demonstrate communication techniques with children to facilitate ongoing development and enhance learning.● 9.3.HU-ED.7 - Apply principles of child growth and development, including social, emotional, physical and cognitive milestones	<ul style="list-style-type: none">● Writing in which the development, organization, and style are appropriate to task, purpose, and audience.● NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.● NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.● NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences	<ul style="list-style-type: none">● Importance of art experiences and techniques for guiding art experiences● Importance of storytelling and techniques for guiding storytelling experiences● Stages of play and play themes● Goals of early math experiences● Planning science and technology activities● Importance of social studies and activities that promote cultural awareness● Importance of music and movement experience and organizing gross motor activities
Unit 3 CTE Grades 10-12/Child Development 2		
Stage 1 – Desired Results		
UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)	
Students will develop an understanding of curriculum development and the all inclusive nature of the preschool program. They will begin to understand the fundamentals of art activities such as process over product and develop a system for choosing books to enhance the curriculum and learning environment.	<ul style="list-style-type: none">● Working with Young Children textbook and student workbook● Reliable teacher resources to help plan lessons● CDC website https://www.cdc.gov/ncbddd/actearly/milestones/index.html● Discovery Education● NAEYC articles and publications● Quizizz	
UNDERSTANDINGS		
Students will understand that the NJ learning standards help develop lessons for the preschool students. Art promotes physical, social, emotional, and cognitive growth. Storytelling is an art that requires practice. The key to a good story is selection. Math experiences should help form concepts such as color and shape recognition, classification, measurement, counting, time, temperature, space, and volume. Science and technology focuses on the natural processes and their products and using tools to make things happen.		

Students will know...	Students will be able to...
<ul style="list-style-type: none"> • how to develop lessons focusing on program and curriculum goals. • implement activities for large group and small group settings • how to encourage participation in various activities to promote cognitive, social, emotional, and physical health 	<p>Students will be able to write and implement a variety of lesson plans focusing on the many areas of learning. They will produce art activities that promote process over product and encourage critical thinking skills through hands-on exploration and problem solving in all areas of curriculum.</p>
Stage 2 – Assessment Evidence	
<p>Performance Tasks:</p> <p><i>What projects, hands-on lessons, use of manipulatives, active participation in new situations, etc. will reveal evidence of meaning-making and transfer (true understanding)?</i></p> <ul style="list-style-type: none"> • Students will visit the high school library and meet with the librarian to use databases to choose and refine searches for children literature. • Students will read aloud in pairs and review reading skills and book chosen. • Create classroom book list to add to portfolio • Demonstrate the ability to use flannel board for story sequencing • Explore art materials and create activity that encourages creativity and process over product • Identify math materials in classroom that can be used on a daily basis • Create science journals for plants and caterpillars. • Create classroom family book • Organize and participate in gross motor activities both in small and large groups. • Introduce new music to young children 	<p>Other Evidence (Alternate Assessments):</p> <ul style="list-style-type: none"> • Participation • Portfolio development (lesson plans, observations, assessments) • Reflection • Evidence of group work through brainstorming, think-pair-share partnerships • Quizzes, tests, exams • Lesson plans • Teaching Lab (graded using rubric)
Stage 3 – Learning Plan	
<p>• <i>Where is the work headed? Why is it headed there? What are the student's final performance obligations, the anchoring performance assessments? What are the criteria by which student work will be judged for understanding? (These are questions asked by students. Help the student see the answers to these questions upfront.)</i></p> <p>Students will compile a list of children's literature that can be used throughout the year. They will also research ways to read books using technology and virtual libraries. Students will be evaluated on an art lesson plan that encourages social and emotional development.</p> <p>Students will create puppet shows with cooperation from the children and create roles and simple dialogue to teach a concept such as how to share or how to brush your teeth, etc..</p> <p>Students will understand the foundational math concepts that are taught in preschool provide the framework for all future understanding. Students will be evaluated through lesson plans, preparation, and participation.</p>	

• *Hook the student through engaging and provocative entry points: thought-provoking and focusing experiences, issues, oddities, problems, and challenges that point toward essential questions, core ideas, and final performance tasks.*

- Lesson planning: Invite students to recall and reflect on previous teaching experiences in the preschool lab. What worked? What was a challenge? How can you fix the issues?
- Group work: Encourage students to review and share ideas on how teams can use time wisely and work together efficiently. How does technology play a part in planning and collaboration? How can you support and motivate within your group? What characteristics do leaders have that help in a group setting?
- Curriculum: Students will reflect on current schedule and identify key elements such as small group time, large group time, free choice, social interaction, hands-on application, etc.. to determine if lessons and curriculum is balanced and appropriate for all learners.

• *Explore and Equip. 21st Century Learning and Interdisciplinary connections. Engage students in learning experiences that allow them to explore the big ideas and essential questions; that cause them to pursue leads or hunches, research and test ideas, try things out. Equip students for the final performances through guided instruction and coaching on needed skill and knowledge. Have them experience the ideas to make them real.*

- Students will evaluate curriculum to make sense of problems that may arise in preschool lab or classroom
- Students will use technology to collaborate within and outside the classroom to build a meaningful portfolio and brainstorm with group members
- Students develop workplace and team skills to increase knowledge of early childhood education
- Students utilize appropriate academic skills such as using reliable teacher resources and library databases to develop lesson plans.

What pre-assessments will you use to check student's prior knowledge, skill levels, and potential misconceptions?

Students will make predictions, list, and discuss observations of preschoolers to guide current program goals.

PROGRESS MONITORING

- As students write responses, lesson plans, etc.. circulate to provide feedback and help.
- Use Discussion Questions in Google Classroom to open dialogue between students and teachers to clarify ideas and thoughts. Encourage class to respond to each other and provide answers and insight to assignments. Model proper format for responding (student to student).
- Use criterion-based quizzes to assess if students are understanding necessary vocabulary
- Use heterogeneous groups and DQ in Google Classroom
- Quizzes
- Students may have difficulty organizing and writing a lesson plan
- Re-teaching, heterogeneous small groups, one on one teacher conference, notes in Google Classroom, peer partners.

Teacher will circulate room providing feedback

- *Rethink and revise. Dig deeper into ideas at issue (through the faces of understanding). Revise, rehearse, and refine, as needed. Guide students in self-assessment and self-adjustment, based on feedback from inquiry, results, and discussion.*
- *Evaluate understandings. Reveal what has been understood through final performances and products. Involve students in a final self-assessment to identify remaining questions, set future goals, and point toward new units and lessons.*
- *Tailor (personalize) the work to ensure maximum interest and achievement. Differentiate the approaches used and provide sufficient options and variety (without compromising goals) to make it most likely that all students will be engaged and effective.*

Gifted & Talented: Allow alternate ways for students to organize observations and portfolio. Provide opportunities for creativity and problem solving within the daily routine and in regards to lesson planning. Allow students to be creative with lesson plan ideas and themes.

Tier I: Encourage students to work in pairs to brainstorm, discuss, and analyze individual lesson plans and curriculum. Encourage mixed group participation by using group collaboration techniques such as “fly one over” and “jigsaw”.

Tier II: Allow students access to teacher notes to perform peer check on on-going assignments and topics. Use an observation guide to help students determine developmental areas. Demonstrate skills and have students model them. Supply students with a minimally filled in lesson plan.

Tier III: Reteach topics and procedures for digital/physical portfolio.. Use a virtual checklist for portfolios. Supply students with a partially filled in lesson plan. Use a checklist for milestone observations. Allow students to retake quiz or exam. Use repetition and check for understanding frequently. Create consistency between the activities and assignments. Supply students with a blank frame of preschool to fill in areas. Walk around the room to assist students with assignments and routine.

ELL: Design assessments to be completed in small groups, break topics down into smaller segments, check for understanding often (thumbs up/thumbs down, post-its), create word walls with photos, access to classroom binder with examples of observations and portfolio materials, and partner with peers. Allow alternative physical portfolios rather than virtual.

504s: Accommodating based on recommendations. Ability for notes and lessons to be unplugged, select grouping, etc...Additionally, 504 students will be grouped into appropriate tiers and receive those additional supports/accommodations.

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Content & Practice Standards	Suggested Standards for ELA Practice	Critical Knowledge & Skills
<ul style="list-style-type: none">● CRP 2 - Apply appropriate academic and technical skills.● CRP 4 - Communicate clearly and effectively and with reason.● CRP 8 - Utilize critical thinking to make sense of problems and persevere in solving them.● 9.3.HU-ED.1 - Demonstrate communication techniques with children to facilitate ongoing development and enhance learning.● 9.3.HU-ED.7 - Apply principles of child growth and development, including social, emotional, physical and cognitive milestones	<ul style="list-style-type: none">● Writing in which the development, organization, and style are appropriate to task, purpose, and audience.● NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.● NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.● NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences	<ul style="list-style-type: none">● Summarize development and health concerns of middle childhood● Describe guidelines for promoting children’s safety● Explain the importance of a healthful diet● Explain the role of the teacher in working with children who have special needs
Unit 4 CTE Grades 10-12/Child Development 2		
Stage 1 – Desired Results		
UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)	
Students will develop an understanding of the middle childhood years (6-12) and the developmental changes that occur. They will develop and provide a safe environment for young children. Students will learn about nutrition and planning nutritious meals and snacks. They will explore the many different definitions of healthy and understand the objectives for guiding health. Students will learn about the expanding roles for teachers and professionals in guiding children with special needs.	<ul style="list-style-type: none">● Working with Young Children textbook and student workbook● Reliable teacher resources to help plan lessons● CDC website https://www.cdc.gov/ncbddd/actearly/milestones/index.html● Discovery Education● NAEYC articles and publications● Quizizz● EdPuzzle● TEDTalks● healthychildren.org	
UNDERSTANDINGS		
Students will understand that Middle Childhood is a unique time in which self identity is forming. Social emotional health is important at all stages of life. Students will understand that the safety of young children is the primary responsibility of the teacher and they will learn basic safety objectives and limits. They will understand the basics of nutrition and how it affects children developmentally. Students will develop an understanding of health policies and how daily health protocols protect all individuals in a center. They will also identify practical supports to help a diverse group of students and their individual needs.		
Students will know...	Students will be able to...	
<i>What content will be covered that students must master?</i> <ul style="list-style-type: none">● Students will know that self-concept and self-esteem are part of social emotional development and can be encouraged through friendships and strengthening interpersonal communication skills.	<i>What should students be able to accomplish to demonstrate understanding?</i> <p>Students will be able to write lesson plans using the NJ standards as guidance. They will also be able to evaluate and edit individual portfolios to reflect learning. They will be able to describe ways teachers and parents can contribute to a child’s understanding of a healthy diet.</p>	

<ul style="list-style-type: none"> Students will recognize the signs of child neglect and abuse. They will develop reliable research skills that can promote children's safety. Students will know the goals for good nutrition and explain the importance of a healthy diet. Students will outline the role of the teacher in guiding children with special needs. 	<p>Students will be able to discuss communication disorders, visual impairments, and types of physical disabilities.</p>
Stage 2 – Assessment Evidence	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> Research agencies that help families and children Continue to build portfolio Case study Article Review Teacher exercises to experience perspectives of diverse learners Writing lesson plans Organize and check classroom to maintain safety Consumable and non-consumable inventory 	<p>Other Evidence (Alternate Assessments):</p> <ul style="list-style-type: none"> Participation Portfolio development (lesson plans, observations, assessments) Reflection Evidence of group work through brainstorming, think-pair-share partnerships Quizzes, tests, exams Lesson plans Teaching Lab (graded using rubric) Essays Menu development
Stage 3 – Learning Plan	
<p>• <i>Where is the work headed? Why is it headed there? What are the student's final performance obligations, the anchoring performance assessments? What are the criteria by which student work will be judged for understanding? (These are questions asked by students. Help the student see the answers to these questions upfront.)</i></p> <p>Middle childhood: Students will develop an understanding of the middle childhood years and compare to previous gained knowledge of younger children. How do the ages differ in friendships and sports? What are some of the contributing factors to help build a children self concept? How do safety limits help a child feel secure in an environment?</p> <p>Safety: Students will become more observant of safety features in the classroom and school environment such as location of fire extinguishers, outlet covers, AED units, fire evacuation plans, smoke alarms, hazardous chemical/cleaning product storage, etc... They will be able to complete a fire safety checklist. Who is in charge of the inspection? What happens if a center does not have the requirement fire safety materials?</p> <p>Health and Nutrition: Students will develop lesson plans that focus on nutrition and exercise. They will evaluate a menu for a young child and then create their own. What is diabetes and why does the classroom teacher need to be aware of students that have diabetes? What is anaphylactic shock and why does it occur? Students will develop an understanding of child and food preference and encouraging multicultural experience through social and cultural customs. What are some special ways your family celebrates birthdays? Why is it important to experience new foods?</p> <p>Guiding children with special needs: Students will understand the basic laws and guidance with IEPs and 504s. They will identify some communication disorders and visual impairments and what list teaching suggestions. What are symptoms? What is Autism? How is Giftedness defined?</p>	

• *Hook the student through engaging and provocative entry points: thought-provoking and focusing experiences, issues, oddities, problems, and challenges that point toward essential questions, core ideas, and final performance tasks.*

How would you tell someone you are allergic to strawberries if you cannot speak, write, or draw? What technology is available to help in communication? How can a teacher support students of all levels?

What is malnutrition and how can it be prevented? What is your typical breakfast? Do you eat something from each food group, everyday?

• *Explore and Equip. 21st Century Learning and Interdisciplinary connections. Engage students in learning experiences that allow them to explore the big ideas and essential questions; that cause them to pursue leads or hunches, research and test ideas, try things out. Equip students for the final performances through guided instruction and coaching on needed skill and knowledge. Have them experience the ideas to make them real.*

Students will apply principles of child growth and development to lesson plans. They will also provide evidence of understanding with artifacts in the portfolio.

Students will evaluate the curriculum for inclusiveness of children with special needs.

Students will model integrity and ethical leadership through participation and discussion in the classroom.

PROGRESS MONITORING

- As students write responses, lesson plans, etc.. circulate to provide feedback and help.
- Use Discussion Questions in Google Classroom to open dialogue between students and teachers to clarify ideas and thoughts. Encourage class to respond to each other and provide answers and insight to assignments. Model proper format for responding (student to student).
- Use criterion-based quizzes to assess if students are understanding necessary vocabulary
- Use heterogeneous groups and DQ in Google Classroom
- Quizzes
- Re-teaching, heterogeneous small groups, one on one teacher conference, notes in Google Classroom, peer partners.
- Teacher will circulate room providing feedback
- Encourage peer review for portfolio

Planned Differentiation & Interventions for Tiers I, II, III, ELL, 504s, SPED, and Gift & Talented Students

• *Rethink and revise. Dig deeper into ideas at issue (through the faces of understanding). Revise, rehearse, and refine, as needed. Guide students in self-assessment and self-adjustment, based on feedback from inquiry, results, and discussion.*

• *Evaluate understandings. Reveal what has been understood through final performances and products. Involve students in a final self-assessment to identify remaining questions, set future goals, and point toward new units and lessons.*

•*Tailor (personalize) the work to ensure maximum interest and achievement. Differentiate the approaches used and provide sufficient options and variety (without compromising goals) to make it most likely that all students will be engaged and effective.*

Gifted & Talented: Allow alternate ways for students to organize portfolios. Allow students to be creative with lesson plan ideas and themes. Encourage students to use library databases to compare and contrast menus for young children globally.

Tier I: Encourage students to work in pairs to brainstorm, discuss, and analyze individual lesson plans and curriculum. Encourage mixed group participation by using group collaboration techniques such as “fly one over” and “jigsaw”. Allow students to use online “MyPlate” to research menus for different age groups.

Tier II: Allow students access to teacher notes to perform peer check on on-going assignments and topics. Use an observation guide to help students determine developmental areas. Demonstrate skills and have students model them. Supply students with a minimally filled in lesson plan.

Tier III: Reteach topics and procedures for digital/physical portfolio.. Use a virtual checklist for portfolios. Supply students with a partially filled in lesson plan. Use a checklist for milestone observations. Allow students to retake quiz or exam. Use repetition and check for understanding frequently. Create consistency between the activities and assignments. Supply students with a blank frame of preschool to fill in areas. Walk around the room to assist students with assignments and routine. Allow students to use magazines to create a visual menu for young children.

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