

SCHOOL OF EDUCATION/
HUMAN SERVICES

CHILD DEVELOPMENT III

Course #1118

12.5 credits

REVISED 2016

PASSAIC COUNTY TECHNICAL INSTITUTE

45 Reinhardt Road

Wayne, New Jersey

I. COURSE DESCRIPTION

The study of child development prepares a student to acquire a working knowledge of the principles of a child's growth and development. Skills and strategies will be developed for planning a safe, healthy learning environment and managing an effective program. Students will be prepared to work in the field as a preschool teacher, teacher's assistant or home daycare provider. Or pursue post-secondary degrees to qualify for positions such as program directors, child psychologist, social worker, child life specialist or in pediatric care.

Using Bloom's Taxonomy to implement Universal Designs for Learners (UDL), Problem-based learning (PBL) and differentiated practices, the students will explore in-depth the theories and techniques needed to be expert student learners. The concept of Universal Design for Learning (UDL) is the intersection where cross content curriculum, integrated units, multi-sensory teaching, multiple intelligences, use of computers (technology) in schools, performance based assessment, differentiated instruction and other methods come together. The goal of Problem-Based Learning (PBL) is to expose students to real life situations, engage them in self-directed learning and encourage collaborative as a group.

Student-centered collaborative activities will enhance the student's ability to eventually develop and illustrate the fundamental skills practiced by an early childhood, social work professional and/or psychologist. Community service and internship/externship experiences allow the students to gain first hand experiences while integrating the knowledge, skills and techniques addressed in this curriculum. These community service and potential employment activities also provide the students with valuable immediate feedback from practicing early child care professionals. Additionally, these experiences will provide volunteer hours to be applied towards the Child Development Associate (CDA) 480 hour requirement.

II. PCTI CTE Curriculum Unit Planner

Content Area:	Child Development III	Grade	11
Unit Plan Title:	Promoting Children’s Safety and Guiding Children’s Health		
Standards Addressed			
<p>CTE Standards:</p> <p>9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p> <p>9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.</p> <p>9.3.12.ED.4 Evaluate and manage risks to safety, health and the environment in education and training settings.</p> <p>9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.</p> <p>9.3.12.ED.6 Analyze ethical and legal policies of professional education and training practice.</p> <p>9.3.12.ED.7 Explain legal rights that apply to individuals and practitioners within education and training settings.</p> <p>9.3.12.ED.8 Demonstrate ethical and legal behavior within and outside of education and training settings.</p> <p>9.3.21.ED.9 Describe state- specific professional development requirements to maintain employment and to advance in an education and training career.</p> <p>9.3.12.ED.10 Apply organizational skills and logic to enhance professional education and training practice.</p> <p>9.3.12.ED.11 Demonstrate group management skills that enhance professional education and training practice.</p> <p>9.3.12.ED- ADM.1 Use research- based practices to develop, communicate and enlist support for a vision of success for all learners.</p> <p>9.3.12.ED- ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture.</p>			

- 9.3.12.ED- ADM.3** Create instructional programs to meet the learning organization’s objectives.
- 9.3.12.ED- ADM.4** Identify instructional practices that meet the learning organization’s objectives.
- 9.3.12.ED- ADM.5** Model leadership skills for personnel in order to improve the performance of the learning organization.
- 9.3.12.ED- ADM.6** Identify operations to meet the learning organization’s objectives.
- 9.3.12.ED- ADM.7** Plan strategically to meet the learning organization’s objectives.
- 9.3.12.ED- ADM.8** Apply internal and external resources to meet the learning organization’s objectives and learner needs.
- 9.3.12.ED- ADM.9** Describe advocacy strategies to promote the learning organization’s needs.
- 9.3.12.ED- PS.1** Identify strategies, techniques and tools used to determine the needs of diverse learners.
- 9.3.12.ED- PS.2** Implement methods to enhance learner success.
- 9.3.12.ED- PS.3** Identify resources and support services to meet learners’ needs.
- 9.3.12.ED- PS.4** Identify resources and support services available in the learning organization to enhance the learning environment.
- 9.3.12.ED- TT.1** Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs.
- 9.3.12.ED- TT.2** Employ knowledge of learning and developmental theory to describe individual learners.
- 9.3.12.ED- TT.3** Use content knowledge and skills of instruction to develop standards- based goals and assessments.
- 9.3.12.ED- TT.4** Identify materials and resources needed to support instructional plans.
- 9.3.12.ED- TT.5** Establish a positive climate to promote learning.
- 9.3.12.ED- TT.6** Identify motivational, social and psychological practices that guide personal conduct.
- 9.3.12.ED- TT.7** Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures.
- 9.3.12.ED- TT.8** Demonstrate flexibility and adaptability in instructional planning.
- 9.3.12.ED- TT.9** Utilize assessment and evaluation tools and data to advance learner achievement and adjust instructional plans.
- 9.3.12.ED- TT.10** Evaluate teaching and training performance indicators to determine and improve effectiveness of instructional practices and professional development.
- 9.3.12.ED- TT.11** Implement strategies to maintain relationships with others to increase support for the organization.

Essential Questions

- What should be considered to maintain a safe environment for children?

- How can fire safety be promoted and practiced?
- What are the emergency procedures for poisonous substances?
- What are the signs of child neglect and abuse, and the legal mandates required by the state of New Jersey for child care staff?
- What is the state of New Jersey's licensing rules and regulations for child care staff members and child care centers?
- Why is documentation of incidents important?
- How are children and parents protected under the Privacy Law?
- What are communicable diseases and what diseases are considered communicable?
- What sanitary practices are needed in early childhood centers and educational locations?
- What are some basic First Aid treatments generally handled by childcare staff members?
- Childcare staff and educators need to be aware of what common special health concerns?

Anchor Text

Working with Young Children, 8th Edition. Judy Herr. Goodheart-Wilcox, 2016 ISBN: 978-1-63126-031-5

Informational Texts

- Make-Themselves-Safer.aspx
- “The Role of educators in Preventing and Responding to Child Abuse and Neglect.”
<https://childwelfare.gov/pubs/usermanuals/educator/>
- “Diseases-What Parents Need to Know.” <http://www.nlm.nih.gov/medlineplus/magazine/issues/spring08/articles/spring08pg5-6.html>
- “Childhood Illnesses: Get the Facts.” <http://www.webmd.com/>
- “What Should You Do When You Suspect Abuse?” <http://www.scholastic.com/teachers/article/what-should-you-do-when-you-suspect-child-abuse>
- “Environmental Risk Factors and Children's Mental Health Problems.”
<https://www.princeton.edu/~ota/disk2/1986/8603/860306.PDF>

Expected Proficiencies

See attached

Formative/ Summative Assessments

- Prepare a written presentation on procedures necessary to keep children safe with regard to indoor and outdoor settings, equipment safety, proper supervision, management of children, documentation of incidents, and fire safety.
- Locate a playground safety checklist and analyze a playground for its safety.
- Research and report on the effects of emotional child abuse and explain why self-esteem and emotional abuse so devastating to children.
- Research and report on how children report such instances and terms children use to describe their experiences.
- Research what mandates the state of New Jersey requires of child care staff and professionals with regard to reporting suspected abuse.
- Write about the effects of disease on public policy changes in education.
- Locate state licensing requirements for preschool classrooms and report on findings.
- Design a newsletter informing parents of a specific health concern.

Resources

- Head Start and field observations of education and human service professionals

- Maintain classroom responsibilities including bulletin boards, classroom environment, lesson plans, instruction and assessment.
- NJ State Standards

Suggested Time Frame: 1 week

Content Area:	Child Development III	Grade	11
Unit Plan Title:	Preschool Curriculum and Observing Children through Assessments		

Standards Addressed

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Essential Questions

- What components should be considered when planning curricula for young children?
- What are the different types of learning styles?
- What is a thematic curriculum?
- Why are lesson plans important and what are the ten essential components of a well written lesson plan?
- What are program goals?
- What is the purpose of assessment and what are the various methods used?
- What is the purpose and process of documentation?

Anchor Text

Working with Young Children, 8th Edition. Judy Herr. Goodheart-Wilcox, 2016 ISBN: 978-1-63126-031-5

Informational Texts

- “The Importance of Lesson Planning.” <https://teachingandlearnwithgeorgia.wordpress.com/2012/07/26/the-importance-of-lesson-planning>.
- “Lesson Plans.” <http://www.bbblocks.samhsa.gov/>
- “What are Common Core Standards?” <http://www.education.com/magazine/article/what-are-common-core-standards/>
- “Early Childhood Curriculum Models, Diane Trister Dodge.” www.childcareexchange.com/library/5015571.pdf
- Excerpts from Creative Curriculum, High Scope and Emergent Curriculum.
- “Planning Curriculum to Meet the Common Core State Standards.” <http://www.readingrockets.org/article/planning-curriculum-meet-common-core-state-standards>
- “Preschool Assessment: A Guide to Developing a Balanced Approach.” <http://nieer.org/resources/policybriefs/7.pdf>
- “Assessing Young Children.”
- http://images.pearsonassessments.com/images/tmrs/tmrs_rg/AssessingYoungChildren.pdf?WT.mc_id=TMRS_Assessing_Young_Children
- “Why is Assessment Important?” <http://www.education.com/reference/article/why-assessment-important/>

- “Assessing Young Children: What's Old, What's New, and Where Are We Headed?”
- http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=210

Expected Proficiencies

See attached

Formative/ Summative Assessments

- Observe children and write anecdotal and specific assessments.
- Create individual and small group lesson plans for preschool children including State standards (NJSLs).
- Design a checklist to determine a child’s abilities in a specific domain.
- Research the various learning styles and present and conduct activities to demonstrate each.

Resources

- Students will visit the Head Start Program to observe various learning styles.
- Head Start children will visit PCTI classrooms to receive instruction from student created lesson plans.
- Head Start and field observations of education and human service professionals.
- Maintain classroom responsibilities including bulletin boards, classroom environment, lesson plans, instruction and assessment.
- Various Preschool Curriculum, Assessments and NJSLs standards.

Suggested Time Frame: 4 weeks

Content Area:	Child Development III	Grade	11
Unit Plan Title:	Developing Guidance Skills and Guidance Challenges in the Preschool Classroom		

Standards Addressed

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9.3.12.ED- TT.11 Implement strategies to maintain relationships with others to increase support for the organization.

Essential Questions

- What are the goals and techniques of effective guidance?
- What are the principles of direct and indirect guidance?
- What are ways to promote a positive self-concept in children?
- What are situations and feelings that cause tension in children?
- What are behavior problems in children and how can children be guided to learn appropriate social and emotional skills?
- What are the effects of family stressors on children?

Anchor Text

Working with Young Children, 8th Edition. Judy Herr. Goodheart-Wilcox, 2016 ISBN: 978-1-63126-031-5

Informational Texts

- “Building Resilience: The Power to Cope with Adversity.” www.zerotothree.org/reprints
- “Planning for Positive Guidance: Powerful Interactions Make a Difference.” <http://www.naeyc.org/tyc/article/planning-for-positive-guidance>
- “Guiding Young Children: 21 Strategies.” http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=578
- “Challenging Behaviors and the Role of Preschool Education.” <http://nieer.org/resources/policybriefs/16.pdf>
- “Prevention and Intervention for the Challenging Behaviors of Toddlers and Preschoolers.” https://depts.washington.edu/isei/iy/powell_19.1_05.pdf

Expected Proficiencies

See attached

Formative/ Summative Assessments

- Research Stimulated Task #1: Child Development related topic.
- Research proper guidance techniques and write a guidance policy for a preschool center.
- Observe, record and reflect on teacher interactions with children.
- Locate books and write a lesson plan that promotes positive self-concept in children.
- Design a checklist in avoiding over stimulating young children.
- Create a list of books that address stressful situations with children.
- Research the effects of family stresses on young children.
- Write an article for a parent newsletter in handling challenging behaviors of young children.

Resources

- Students will visit the Head Start Program to observe various learning styles.
- Head Start children will visit PCTI classrooms to receive instruction from student created lesson plans.

- Head Start and field observations of education and human service professionals.
- Maintain classroom responsibilities including bulletin boards, classroom environment, lesson plans, instruction and assessment.

Suggested Time Frame: 3 weeks

Content Area:	Child Development III	Grade	11
Unit Plan Title:	Math, Science and Technology Content in the Preschool Classroom		

Standards Addressed

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Essential Questions

- How are the senses used to teach science to young children?
- What is the role of the teacher in planning and implementing science and technology activities?
- What manipulatives are available to teach children about science?
- How can science concepts be taught with preschoolers?
- How can technology be incorporated in the preschool classroom?
- What strategies promote mathematical concepts for young children?
- What are the two common forms of assessment to determine math skills in a young child?
- What three dimensional object can be used to promote math experiences?
- Why color is considered a math concept for young children?
- What is classification and how is it connected to the development of math skills?
- What techniques can be used to assist young children with the concept of time?

Anchor Text

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Informational Texts

- “Teaching Science Literacy.” <http://www.ascd.org/publications/educational-leadership/mar11/vol68/num06/Teaching-Science-Literacy.aspx>
- “Gaining STEAM: Teaching Science Through Art.” <http://www.usnews.com/news/stem-solutions/articles/2014/02/13gaining-steam-teaching-science-through-art>
- “A Better Way to Teach?” <http://news.sciencemag.org/2011/05/better-way-teach>
- “Does Our Approach to Math fail Even the Smartest Kids?” <http://www.greatschools.org/students/academic-skills/6343-why-americas-smarter-students-fail-math.gs?pageal>
- “Teaching math to People Who Think They Hate It.” <http://www.theatlantic.com/education/archieve/2014/10/teaching-math-to-people-who-think-they-hate-it/381125/>
- “Math discussions increases understanding of concepts.” <http://www.ernweb.com/educational-research-articles/math-discussions-increases-understanding-of-concepts/>

Expected Proficiencies

See attached

Formative/ Summative Assessments

Research Stimulated Task #2: Child Development related topics:

- Students will add to their on-going career portfolio
- Research activities and materials that can be used to teach various math concepts
- Create weekly lesson plans to teach math and science concepts
- Research Kindergarten readiness in regards to math, including concepts that should be known and design a schedule that prepares students to meet these needs.
- Design a plan to incorporate technology in the preschool classroom
- Research and evaluate 10 online programs (interactive learning games/ activities) for preschoolers.

Resources

- Head Start and field observations of education and human service professionals.
- Head Start children will visit PCTI classrooms to receive instruction from student created lesson plans.
- Maintain classroom responsibilities including bulletin boards, classroom environment, lesson plans, instruction and assessment.

Suggested Time Frame: 6 weeks

Content Area:	Child Development III	Grade	11
Unit Plan Title:	Music and Movement with Young Children		
Standard(s) Addressed			
<p>CTE Standards:</p> <p>9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p> <p>9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.</p> <p>9.3.12.ED.4 Evaluate and manage risks to safety, health and the environment in education and training settings.</p> <p>9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.</p> <p>9.3.12.ED.6 Analyze ethical and legal policies of professional education and training practice.</p> <p>9.3.12.ED.7 Explain legal rights that apply to individuals and practitioners within education and training settings.</p> <p>9.3.12.ED.8 Demonstrate ethical and legal behavior within and outside of education and training settings.</p> <p>9.3.21.ED.9 Describe state- specific professional development requirements to maintain employment and to advance in an education and training career.</p> <p>9.3.12.ED.10 Apply organizational skills and logic to enhance professional education and training practice.</p> <p>9.3.12.ED.11 Demonstrate group management skills that enhance professional education and training practice.</p> <p>9.3.12.ED- ADM.1 Use research- based practices to develop, communicate and enlist support for a vision of success for all learners.</p> <p>9.3.12.ED- ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture.</p> <p>9.3.12.ED- ADM.3 Create instructional programs to meet the learning organization’s objectives.</p> <p>9.3.12.ED- ADM.4 Identify instructional practices that meet the learning organization’s objectives.</p> <p>9.3.12.ED- ADM.5 Model leadership skills for personnel in order to improve the performance of the learning organization.</p> <p>9.3.12.ED- ADM.6 Identify operations to meet the learning organization’s objectives.</p> <p>9.3.12.ED- ADM.7 Plan strategically to meet the learning organization’s objectives.</p> <p>9.3.12.ED- ADM.8 Apply internal and external resources to meet the learning organization’s objectives and learner needs.</p> <p>9.3.12.ED- ADM.9 Describe advocacy strategies to promote the learning organization’s needs.</p> <p>9.3.12.ED- PS.1 Identify strategies, techniques and tools used to determine the needs of diverse learners.</p> <p>9.3.12.ED- PS.2 Implement methods to enhance learner success.</p>			

- 9.3.12.ED- PS.3** Identify resources and support services to meet learners' needs.
- 9.3.12.ED- PS.4** Identify resources and support services available in the learning organization to enhance the learning environment.
- 9.3.12.ED- TT.1** Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs.
- 9.3.12.ED- TT.2** Employ knowledge of learning and developmental theory to describe individual learners.
- 9.3.12.ED- TT.3** Use content knowledge and skills of instruction to develop standards- based goals and assessments.
- 9.3.12.ED- TT.4** Identify materials and resources needed to support instructional plans.
- 9.3.12.ED- TT.5** Establish a positive climate to promote learning.
- 9.3.12.ED- TT.6** Identify motivational, social and psychological practices that guide personal conduct.
- 9.3.12.ED- TT.7** Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures.
- 9.3.12.ED- TT.8** Demonstrate flexibility and adaptability in instructional planning.
- 9.3.12.ED- TT.9** Utilize assessment and evaluation tools and data to advance learner achievement and adjust instructional plans.
- 9.3.12.ED- TT.10** Evaluate teaching and training performance indicators to determine and improve effectiveness of instructional practices and professional development.
- 9.3.12.ED- TT.11** Implement strategies to maintain relationships with others to increase support for the organization.

Essential Questions

- Why is music important and how does it benefit children?
- How can music be incorporated into other common core domains?
- How does music assist with a young child's brain development?
- How is music and a child's social emotional state communicated?
- How can a child's attempt at dance indicate their motor coordination?
- How can music and play be interconnected?

Anchor Text

Working with Young Children, 8th Edition. Judy Herr. Goodheart-Wilcox, 2016 ISBN: 978-1-63126-031-5

Informational Texts

- "The Importance of Dance and Movement." www.niu.edu/.../importanceofmusicandmove
- www.youtube.com/watch?v=ufyrxaQRZrg

- [Philosophy, Early Childhood Standards - National Dance ...](#)
- www.ndeo.org/content.aspx?
- [PDF]"Music and Movement for Young Children's Healthy" [www.southernearlychildhood.org/.../Music and Movement for Young](http://www.southernearlychildhood.org/.../Music_and_Movement_for_Young)

Expected Proficiencies

See attached

Formative/ Summative Assessments

- Research and write a report on the effect of music on brain development.
- Create a song that requires a student to use a rhythm instrument.
- Research the cultural music of a different country and create a child's dance lesson using the music from another country.
- Students will add to their on-going career portfolio
- Students will develop content related lesson plans

Resources

- Head Start children will visit PCTI classrooms to receive instruction from student created lesson plans.
- Head Start and field observations of education and human service professionals.
- Maintain classroom responsibilities including bulletin boards, classroom environment, lesson plans, instruction and assessment.

Suggested Time Frame: 3 weeks

Content Area:	Child Development III	Grade	11
Unit Plan Title:	Nutrition with Young Children		

Standards Addressed

CTE Standards:

- 9.3.12.ED.1** Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
- 9.3.12.ED.2** Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
- 9.3.12.ED.3** Use critical thinking to process educational communications, perspectives, policies and/or procedures.
- 9.3.12.ED.4** Evaluate and manage risks to safety, health and the environment in education and training settings.
- 9.3.12.ED.5** Demonstrate group collaboration skills to enhance professional education and training practice.
- 9.3.12.ED.6** Analyze ethical and legal policies of professional education and training practice.
- 9.3.12.ED.7** Explain legal rights that apply to individuals and practitioners within education and training settings.
- 9.3.12.ED.8** Demonstrate ethical and legal behavior within and outside of education and training settings.
- 9.3.21.ED.9** Describe state- specific professional development requirements to maintain employment and to advance in an education and training career.
- 9.3.12.ED.10** Apply organizational skills and logic to enhance professional education and training practice.
- 9.3.12.ED.11** Demonstrate group management skills that enhance professional education and training practice.
- 9.3.12.ED- ADM.1** Use research- based practices to develop, communicate and enlist support for a vision of success for all learners.
- 9.3.12.ED- ADM.2** Identify behaviors necessary for developing and sustaining a positive learning culture.
- 9.3.12.ED- ADM.3** Create instructional programs to meet the learning organization's objectives.
- 9.3.12.ED- ADM.4** Identify instructional practices that meet the learning organization's objectives.
- 9.3.12.ED- ADM.5** Model leadership skills for personnel in order to improve the performance of the learning organization.
- 9.3.12.ED- ADM.6** Identify operations to meet the learning organization's objectives.
- 9.3.12.ED- ADM.7** Plan strategically to meet the learning organization's objectives.
- 9.3.12.ED- ADM.8** Apply internal and external resources to meet the learning organization's objectives and learner needs.

- 9.3.12.ED- ADM.9** Describe advocacy strategies to promote the learning organization’s needs.
- 9.3.12.ED- PS.1** Identify strategies, techniques and tools used to determine the needs of diverse learners.
- 9.3.12.ED- PS.2** Implement methods to enhance learner success.
- 9.3.12.ED- PS.3** Identify resources and support services to meet learners’ needs.
- 9.3.12.ED- PS.4** Identify resources and support services available in the learning organization to enhance the learning environment.
- 9.3.12.ED- TT.1** Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs.
- 9.3.12.ED- TT.2** Employ knowledge of learning and developmental theory to describe individual learners.
- 9.3.12.ED- TT.3** Use content knowledge and skills of instruction to develop standards- based goals and assessments.
- 9.3.12.ED- TT.4** Identify materials and resources needed to support instructional plans.
- 9.3.12.ED- TT.5** Establish a positive climate to promote learning.
- 9.3.12.ED- TT.6** Identify motivational, social and psychological practices that guide personal conduct.
- 9.3.12.ED- TT.7** Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures.
- 9.3.12.ED- TT.8** Demonstrate flexibility and adaptability in instructional planning.
- 9.3.12.ED- TT.9** Utilize assessment and evaluation tools and data to advance learner achievement and adjust instructional plans.
- 9.3.12.ED- TT.10** Evaluate teaching and training performance indicators to determine and improve effectiveness of instructional practices and professional development.
- 9.3.12.ED- TT.11** Implement strategies to maintain relationships with others to increase support for the organization.

Essential Questions

- What are the goals for a well -rounded nutrition program for preschool children?
- What is the importance of a healthful diet and what problems can result if nutritional needs are not met?
- How would you plan nutritious and appealing meals and snacks for young children?
- What nutritional problems can result from a poor diet?
- What systems can be used to plan healthful meals and snacks for young children?

Anchor Text

Working with Young Children, 8th Edition. Judy Herr. Goodheart-Wilcox, 2016 ISBN: 978-1-63126-031-5

Informational Texts

- “Teaching Preschoolers about Nutrition.” <https://www.kaplanco.com/ii/teaching-preschoolers-about-nutrition>
- “Early Childhood Nutrition: Toddlers to Preschoolers 12–48 Months.” <https://medical.gerber.com/nutrition-health-topics/infant-early-childhood-nutrition/articles/early-childhood-nutrition-toddlers-to-preschoolers>
- “Guidelines for School Health Programs to Promote Lifelong Healthy Eating.” <https://www.cdc.gov/mmwr/preview/mmwrhtml/00042446.htm>

Expected Proficiencies

See attached

Formative/ Summative Assessments

- Research childhood obesity, make a pamphlet for parents, showing steps necessary to prevent and treat this potential medical issue.
- Research and create a weekly/ monthly nutritional program for young children incorporating eating issues (i.e. allergies, diabetes, lactose intolerant).
- Research and report on food and the effects on the brain in young children.
- Create a healthy recipe and activity to prepare with preschool children.

Resources

- Head Start and field observations of education and human service professionals.
- Maintain classroom responsibilities including bulletin boards, classroom environment, lesson plans, instruction and assessment.
- Choosemyplate.gov

Suggested Time Frame: 3 weeks

Content Area:	Child Development III	Grade	11
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Unit Plan Title: Special Needs in Working with Young Children

Standards Addressed

CTE Standards:

- 9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
- 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
- 9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.
- 9.3.12.ED.4 Evaluate and manage risks to safety, health and the environment in education and training settings.
- 9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.
- 9.3.12.ED.6 Analyze ethical and legal policies of professional education and training practice.
- 9.3.12.ED.7 Explain legal rights that apply to individuals and practitioners within education and training settings.
- 9.3.12.ED.8 Demonstrate ethical and legal behavior within and outside of education and training settings.
- 9.3.21.ED.9 Describe state- specific professional development requirements to maintain employment and to advance in an education and training career.
- 9.3.12.ED.10 Apply organizational skills and logic to enhance professional education and training practice.
- 9.3.12.ED.11 Demonstrate group management skills that enhance professional education and training practice.
- 9.3.12.ED- ADM.1 Use research- based practices to develop, communicate and enlist support for a vision of success for all learners.
- 9.3.12.ED- ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture.
- 9.3.12.ED- ADM.3 Create instructional programs to meet the learning organization's objectives.
- 9.3.12.ED- ADM.4 Identify instructional practices that meet the learning organization's objectives.
- 9.3.12.ED- ADM.5 Model leadership skills for personnel in order to improve the performance of the learning organization.
- 9.3.12.ED- ADM.6 Identify operations to meet the learning organization's objectives.
- 9.3.12.ED- ADM.7 Plan strategically to meet the learning organization's objectives.
- 9.3.12.ED- ADM.8 Apply internal and external resources to meet the learning organization's objectives and learner needs.
- 9.3.12.ED- ADM.9 Describe advocacy strategies to promote the learning organization's needs.
- 9.3.12.ED- PS.1 Identify strategies, techniques and tools used to determine the needs of diverse learners.
- 9.3.12.ED- PS.2 Implement methods to enhance learner success.
- 9.3.12.ED- PS.3 Identify resources and support services to meet learners' needs.
- 9.3.12.ED- PS.4 Identify resources and support services available in the learning organization to enhance the learning environment.
- 9.3.12.ED- TT.1 Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs.

- 9.3.12.ED- TT.2** Employ knowledge of learning and developmental theory to describe individual learners.
- 9.3.12.ED- TT.3** Use content knowledge and skills of instruction to develop standards- based goals and assessments.
- 9.3.12.ED- TT.4** Identify materials and resources needed to support instructional plans.
- 9.3.12.ED- TT.5** Establish a positive climate to promote learning.
- 9.3.12.ED- TT.6** Identify motivational, social and psychological practices that guide personal conduct.
- 9.3.12.ED- TT.7** Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures.
- 9.3.12.ED- TT.8** Demonstrate flexibility and adaptability in instructional planning.
- 9.3.12.ED- TT.9** Utilize assessment and evaluation tools and data to advance learner achievement and adjust instructional plans.
- 9.3.12.ED- TT.10** Evaluate teaching and training performance indicators to determine and improve effectiveness of instructional practices and professional development.
- 9.3.12.ED- TT.11** Implement strategies to maintain relationships with others to increase support for the organization.

Essential Questions

- How do professionals develop an Individualized Education Plan (IEP), who is involved in the process, in what capacity and what are the components of the IEP?
- What are the components and what is the purpose of an Individual Family Service Plan (IFSP) and how does it differ from an IEP?
- What is the role of a teacher working with children with special needs?
- What are methods for identifying and working with children with special needs?
- What kind of special needs, you as a professional, may encounter with your student population?
- How would you provide community based agencies that may assist them with their child's special needs?
- What are the challenges of working with gifted children and how can their needs be met?

Anchor Text

Working with Young Children, 8th Edition. Judy Herr. Goodheart-Wilcox, 2016 ISBN: 978-1-63126-031-5

Informational Texts

- "IFSP Outcomes Part 1 of 3." https://www.youtube.com/watch?v=bqN30k_FQ3g
- "IFSP Outcomes Part 2 of 3." <https://www.youtube.com/watch?v=5aC4horQG10>
- "IFSP Outcomes Part 3 of 3." https://www.youtube.com/watch?v=bqN30k_FQ3g

- “Individualized Education Program (IEP), Introduction to Evidence-Based Practice.” <http://www.specialeducationguide.com/pre-k-12/tools-and-research/scholarly-and-evidence-based-research-articles/>
- “Psychosocial Intervention to improve school performance of students with ADD.” <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2998237/>
- <http://www.specialeducationguide.com/pre-k-12/tools-and-research/scholarly-and-evidence-based-research-articles/>
- “National Association of Child Care Resource & Referral Agencies.” www.naccrra.org
- “ERIC/EECE Newsletter.” www.ericcece.org
- “Identifying Developmental Delays.” <http://www.childdevelopmentmedia.com/articles/identifying-developmental-delays/>

Expected Proficiencies

See attached

Formative/ Summative Assessments

Research Stimulated Task #3: Child Development related topics:

- Students will conduct independent research to develop a visual and auditory presentation on a selected special needs disorder.
- Students will analyze the abilities and needs of children and their impact on the child’s growth and development.
- Students will be able to add to their digital presentation and list of social service agencies as a special needs component into their ongoing employment portfolio.

Resources

- Head Start and field observations of education and human service professionals
- Maintain classroom responsibilities including bulletin boards, classroom environment, lesson plans, instruction and assessment.

Suggested Time Frame: 6 weeks

Content Area:	Child Development III	Grade	11
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Unit Plan Title:	Professionalism: Education and Human Services
Standard(s) Addressed	
<p>CTE Standards:</p> <p>9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p> <p>9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.</p> <p>9.3.12.ED.4 Evaluate and manage risks to safety, health and the environment in education and training settings.</p> <p>9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.</p> <p>9.3.12.ED.6 Analyze ethical and legal policies of professional education and training practice.</p> <p>9.3.12.ED.7 Explain legal rights that apply to individuals and practitioners within education and training settings.</p> <p>9.3.12.ED.8 Demonstrate ethical and legal behavior within and outside of education and training settings.</p> <p>9.3.21.ED.9 Describe state- specific professional development requirements to maintain employment and to advance in an education and training career.</p> <p>9.3.12.ED.10 Apply organizational skills and logic to enhance professional education and training practice.</p> <p>9.3.12.ED.11 Demonstrate group management skills that enhance professional education and training practice.</p> <p>9.3.12.ED- ADM.1 Use research- based practices to develop, communicate and enlist support for a vision of success for all learners.</p> <p>9.3.12.ED- ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture.</p> <p>9.3.12.ED- ADM.3 Create instructional programs to meet the learning organization’s objectives.</p> <p>9.3.12.ED- ADM.4 Identify instructional practices that meet the learning organization’s objectives.</p> <p>9.3.12.ED- ADM.5 Model leadership skills for personnel in order to improve the performance of the learning organization.</p> <p>9.3.12.ED- ADM.6 Identify operations to meet the learning organization’s objectives.</p> <p>9.3.12.ED- ADM.7 Plan strategically to meet the learning organization’s objectives.</p> <p>9.3.12.ED- ADM.8 Apply internal and external resources to meet the learning organization’s objectives and learner needs.</p> <p>9.3.12.ED- ADM.9 Describe advocacy strategies to promote the learning organization’s needs.</p> <p>9.3.12.ED- PS.1 Identify strategies, techniques and tools used to determine the needs of diverse learners.</p> <p>9.3.12.ED- PS.2 Implement methods to enhance learner success.</p> <p>9.3.12.ED- PS.3 Identify resources and support services to meet learners’ needs.</p> <p>9.3.12.ED- PS.4 Identify resources and support services available in the learning organization to enhance the learning environment.</p>	

9.3.12.ED- TT.1 Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs.

9.3.12.ED- TT.2 Employ knowledge of learning and developmental theory to describe individual learners.

9.3.12.ED- TT.3 Use content knowledge and skills of instruction to develop standards- based goals and assessments.

9.3.12.ED- TT.4 Identify materials and resources needed to support instructional plans.

9.3.12.ED- TT.5 Establish a positive climate to promote learning.

9.3.12.ED- TT.6 Identify motivational, social and psychological practices that guide personal conduct.

9.3.12.ED- TT.7 Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures.

9.3.12.ED- TT.8 Demonstrate flexibility and adaptability in instructional planning.

9.3.12.ED- TT.9 Utilize assessment and evaluation tools and data to advance learner achievement and adjust instructional plans.

9.3.12.ED- TT.10 Evaluate teaching and training performance indicators to determine and improve effectiveness of instructional practices and professional development.

9.3.12.ED- TT.11 Implement strategies to maintain relationships with others to increase support for the organization.

9.3.HU.1 Evaluate principles of planning, development, implementation and evaluation to accomplish long- range goals in the human services.

9.3.HU.2 Evaluate the role of the family, community and human services in society and the economy.

9.3.HU.3 Use effective communication with human services clients and their families.

9.3.HU.4 Demonstrate ethical and legal conduct in human services settings.

9.3.HU.5 Evaluate career opportunities in each of the Human Services Career Pathways.

9.3.HU.6 Explain how human development principles enhance the wellbeing of individuals and families.

9.3.HU- CMH.1 Use clear written, spoken and nonverbal messages when communicating with clients about mental health services and the counseling process.

9.3.HU- CMH.2 Utilize functional and specialized assessments to evaluate needs and solutions for counseling and mental health.

9.3.HU- CMH.3 Evaluate client motivation, strengths and weaknesses to develop a client treatment program.

9.3.HU- CMH.4 Demonstrate knowledge of an operational mental health or counseling program that meets organizational goals.

9.3.HU- CMH.5 Demonstrate the ethical and legal responsibilities of counseling and mental health services.

9.3.HU- CMH.6 Choose appropriate counseling and therapy techniques to serve identified needs.

9.3.HU- ED.1 Demonstrate communication techniques with children to facilitate ongoing development and enhance learning.

9.3.HU- ED.2 Communicate effectively with fellow staff members to facilitate child development activities.

9.3.HU- ED.3 Maintain working knowledge of child development licensing and certification organizations to keep abreast of current procedures and changes.

9.3.HU- ED.4 Create and maintain relationships between staff and parents/family members to encourage involvement and facilitate child development and learning.

9.3.HU- ED.5 Evaluate safety and sanitation procedures associated with the early childhood education environment to assure compliance and prevent potential hazards.

9.3.HU- ED.6 Adhere to ethical and legal responsibilities, laws and regulations to protect children and families.

9.3.HU- ED.7 Apply principles of child growth and development, including social, emotional, physical and cognitive milestones, to provide comprehensive program offerings.

9.3.HU- ED.8 Evaluate curriculum for inclusiveness of children with special needs.

9.3.HU- FAM.1 Use formal and informal assessment practices to create and evaluate a prevention and/or treatment plan.

9.3.HU- FAM.2 Identify community resources to provide family and community services.

9.3.HU- FAM.3 Communicate effectively to gain support from the client's family and other support groups.

9.3.HU- FAM.4 Comply with laws and procedures that govern abuse, neglect, confidentiality and other health and safety situations.

9.3.HU- FAM.5 Evaluate crisis prevention, intervention and resolution techniques to formulate emergency plans.

Essential Questions

- How do interests, abilities and values affect career choices?
- How can careers be researched?
- What are the rights and responsibilities of employees and employers?
- How should a professional portfolio be compiled?
- What are the various methods for seeking employment?
- What is the interview process consists of and what are questions that could and should be asked?
- What is the importance and how can one balance life roles?
- How are applications, resumes and cover letters successfully prepared?
- What are various career opportunities in the field of education and human services?
- What are the various fields for counselors and mental health professionals?
- What are the characteristics and professional duties of an individual in the human service field?

Anchor Texts

Working with Young Children, 8th Edition. Judy Herr. Goodheart-Wilcox, 2016 ISBN: 978-1-63126-031-5

Lifespan Development, 1st Edition. Sharleen L. Kato. Goodheart Wilcox, 2014 ISBN: 978-1-61960-231-1

Informational Texts

- “Ethical Standards for Human Service Professionals.” <http://www.nationalhumanservices.org/ethical-standards-for-hs-professionals>
- “Journal of Human Services.” <http://www.nationalhumanservices.org/assets/Journal/nohs-v32n1-web.pdf>
- “Interviewing Tips and Techniques.” <http://www.helpguide.org/articles/work-career/interviewing-techniques.htm>
- “Developing an Effective Teaching Portfolio.” <http://www.ascd.org/publications/educational-leadership/mar96/vol53/num06/Developing-an-Effective-Teaching-Portfolio.aspx>
- “Teaching Portfolios.” <https://cft.vanderbilt.edu/guides-sub-pages/teaching-portfolios/>
- “The New Social Worker.” <http://www.socialworker.com/feature-articles>
- “ASCA School Counselor.” <https://www.schoolcounselor.org/magazine/category/legal-%7C-ethical>
- “Counseling Today.” <http://ct.counseling.org/>
- “Teacher/ Counselor Articles.” <http://www.kellybear.com/TeacherTips.html>
- “Mental Health Stigma: Society, Individuals and the Profession.” <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3248273/>
- “Guide to Psychiatry and Counseling.” <http://www.webmd.com/mental-health/guide-to-psychiatry-and-counseling>
- “Mental Health Professionals.” <http://www.allpsychologycareers.com/topics/mental-health-issues-articles.html>
- “Mental Health Counselor: Is This Career for You?” <http://dc.cod.edu/cgi/viewcontent.cgi?article=1323&context=essai>
- “A Philosophy of Teaching.” <http://chronicle.com/article/A-Philosophy-of-Teaching/129060/>
- “10 Steps to Developing a Meaningful Life Philosophy.” <https://www.scotthyoung.com/blog/2007/06/26/10-steps-to-developing-a-meaningful-life-philosophy/>
- “ROHN: 7 Tips for Developing your Personal Philosophy.” <http://www.success.com/article/rohn-7-tips-for-developing-your-personal-philosophy>

Expected Proficiencies

See attached

Formative/ Summative Assessments

- Develop Philosophies of Life and Education
- Write an Autobiography
- Develop a professional Resume and Cover letter
- Write a Letter to Families in regards to center events and/or notifications
- Research and Compare Education and Human Service fields
- Compare and contrast various Case studies

- Evaluate, design and implement Assessments for preschool children
- Compilation of Preschool Teaching Portfolio

Resources

- Naviance assessments (self and career assessments)
- Head Start and field observations of education and human service professionals.
- Maintain classroom responsibilities including bulletin boards, classroom environment, lesson plans, instruction and assessment.

Suggested Time Frame: 10 weeks

III. Instructional Strategies

Teacher Directed Instruction

Differentiated Instructions

Technology Infusion (UDL Universal Design for Learners)

Life Skill Applications

Peer Tutoring

Individualized Instruction

Cooperative Learning Activities

Interdisciplinary Collaboration projects

Observations

Charts/Bulletin Boards/ Posters

Games

Reflective Journals

Charts/Posters/Bulletin Boards

Observations

Practical Experiences

Task Orientated Assessments

Self-Assessment

Peer Assessment

Rubrics

Community outreach:

Field trips (Child Care facilities, Social Service Agencies, Conferences)

Internships

Externships

Job Shadowing

Guest Speakers

Volunteer Work

Professional Student Memberships:

NJFEA (New Jersey Future Educators Association)

NAEYC (National Association for the Education of Young Children)

Tomorrow's Teachers' Program

Summer Urban Teachers' Academy

IV. Scope and Sequence

Key: (I: Introducing; D: Developing; R: Reinforcing; M: Mastery)

Grade 11

Weeks	Objectives	9	10	11	12
1	Promoting Children's Safety and Guiding Children's Health				

	Explain the importance of sanitary control in early childhood programs	I	R	DR	M
	List steps for controlling the spread of foodborne and blood borne illnesses	I	R	DR	M
	Explain the importance of first aid and CPR training	I	R	DR	M
	Explain how to care for children who become ill	I	R	DR	M
	Identify common illnesses and diseases of early childhood	I	R	DR	M
	List objectives for maintaining a safe environment for children	I	R	DR	M
	Understand the importance of having evacuation drills	I	R	DR	M
4	Preschool Curriculum and Observing Children through Assessments				
	Develop program goals	I	D	R	M
	Indicate who is involved in curriculum development	I	D	R	M
	Cite the importance of assessment in curriculum	I	D	R	M

	planning				
	Learn about various types of curriculum in use today	I	D	R	M
	Describe factors to consider in curriculum planning	I	D	R	M
	Illustrate the use of themes as a basis for planning curriculum	I	D	R	M
	List purpose of assessment	ID	R	R	M
	Contrast initial and ongoing assessment	ID	R	R	M
	List the factor to consider in choosing a method of assessment	ID	R	R	M
	List the advantages and disadvantages of various assessment tools	ID	R	R	M
	Compile a list of contents for child's portfolio	ID	R	R	M
	Summarize guideline for observing children	ID	R	R	M
3	Developing Guidance Skills and Guidance Challenges in the Preschool Classroom				
	Identify goals of effective guidance			ID	M

	List personality traits of effective early childhood teachers			ID	M
	Describe principles of direct and indirect guidance			ID	M
	Explain various techniques for effective guidance			ID	M
	Summarize ways to promote a positive self-concept			ID	M
	Identify situation and feelings that cause tension in children			ID	M
	Describe behavior problems that result from tension			ID	M
	Guide children as they learn appropriate social-emotional skills			ID	M
	Describe the effect of family stressors on children and families			ID	M
6	Math, Science and Technology Content in the Preschool Classroom				
	List objectives of early math experiences			ID	M
	Use two basic assessments to determine math skills of children			ID	M

	Recognize a variety of three-dimensional objects that can be used to promote math experiences			ID	M
	Identify math experiences that promote the development of key math concepts			ID	M
	Design math experiences that stress specific math concepts			ID	M
	Explain what is meant by the term science			ID	M
	Discuss reason for studying science			ID	M
	Outline the procedures for planning science activities			ID	M
	List a variety of science activities and sources for supplies			ID	M
	Explain the roles of the teacher in guiding science experiences			ID	M
	Identify methods for developing children's understanding and their senses			ID	M
	Name and explain various ways to teach science concepts			ID	M

3	Music and Movement with Young Children				
	Explain the benefits of music experience		ID	R	M
	Outline the teacher's role in music experiences		ID	R	M
	Demonstrate the use and purpose of rhythm instruments in the program		ID	R	M
	Explain how to teach various movement activities		ID	R	M
	Describe movement activities that promote children's development		ID	R	M
3	Nutrition with Young Children				
	List goals for a good nutrition program			ID	M
	Explain the importance of a healthful diet		I	D	M
	Describe nutritional problems that can result from poor diet		I	D	M
	Name the food groups in MyPyramid and the main nutrients they supply			ID	M
	Plan nutritious and appealing meals and snacks for			ID	M

	children				
	Explain the cause of food and nutrition experience			ID	M
	Conduct positive food and nutrition experiences for children that promote healthful eating habits			D	M
	Give examples of ways to work with parents to best serve children's nutritional needs			D	M
	List nutritional concepts to teach in early childhood settings			ID	M
	Outline the procedure for conducting cooking experiences			ID	M
	Select and prepare simple recipes for children to use in early cooking experiences			ID	M
	Identify various eating problems encountered in young children			D	M
6	Special Needs in Working with Young Children				
	Contribute to the development of an Individualized Education Plan for a child with special needs			ID	M
	Develop individualized learning objectives and			ID	M

	teaching strategies for a child				
	Explain the role of the teacher in working with children who have special needs			ID	M
	Describe methods for identifying and working with special needs that may be encountered in the early childhood program			ID	M
	Describe methods of integrating children with special needs into a typical program			ID	M
	Explain the special needs of children who are gifted and how these needs can be met			ID	M
10	Professionalism: Education and Human Services				
	Explain how interests, abilities, values and family responsibilities affect career choices			ID	M
	Compile a resume			ID	M
	Write a cover letter			ID	M
	List various methods for seeking employment			ID	M
	List questions to ask during an interview			ID	M

	Prepare a teaching portfolio			ID	M
	Explain the basic interviewing process			ID	M
	Describe illegal questions and how to respond to them			ID	M
	Describe the rights and responsibilities of employees and employers			ID	M
	Summarize the importance of finding balance among family, work and community roles			ID	M
	Demonstrate how to research careers			D	M
	Recognize the importance of establishing short and long term goals when developing a career plan			D	M
	Summarize career opportunities for teachers and trainers within and outside of the school	I		D	M
	Identify career opportunities in the professional support and administrative pathways	I		D	M
	Evaluate employment opportunities and trends in the field of education and training			D	M

	Recognize job duties of various human service workers			D	M
	Compare and contrast career opportunities for counseling and mental health service professionals	I		D	M
	Identify career opportunities in the family and community service pathway	I		D	M
	Summarize career opportunities for consumer services workers			D	M

*	Practical Experiences and Collaborative Tasks				
	Complete developmentally and age appropriate lesson plan following set guidelines	ID	DR	DR	M
	Apply created lesson plans with group of preschool age children	ID	DR	DR	M
	Assist lead teachers in the preparation of creating lesson plan	ID	DR	DR	M
	Support lead teacher while working with group of preschool age children	ID	DR	DR	M
	Facilitate meaningful discussion while working with children	ID	DR	DR	M
	Supervise children while completing projects and playtime	ID	DR	DR	M
	Interact with children ages infant-preschool in daycare setting	ID	DR	DR	M
	Take initiative at daycare center while working with young children	ID	DR	DR	M
	Assist daycare teachers in whatever tasks are asked of them	ID	DR	DR	M
	Record anecdotal records of preschool age child	ID	DR	DR	M
	Collaborate in small groups to create appropriate	ID	DR	DR	M

	classroom decor				
	Learn how to communicate ideas with all peers	ID	DR	DR	M
	Learn how to interact with peers in varied groupings	ID	DR	DR	M
	Work cohesively to complete tasks in timely fashion	ID	DR	DR	M

*A 6-10 week practical experience is an integral part of the Child Development Program. These weeks are broken down into 1-2 weeks of practical experience for each of the units listed above. Scheduling will be flexible based on classroom need and/or availability. This field work experience is necessary to fulfill the 480 hour requirement for a Child Development Associate (CDA) Certification as per the Council for Professional Recognition.

V. TEXTBOOKS AND INSTRUCTIONAL MATERIALS

Working with Young Children, Judy Herr, Goodheart-Willcox Company, Inc. 2016.

Working with Young Children, Student Activities Guide. Judy Herr, Goodheart-Willcox Company, Inc. 2016.

Working with Young Children: The Observation Guide. Judy Herr, Goodheart-Willcox Company, Inc. 2016.

Lifespan Development, Sharleen L. Kato, Goodheart-Willcox Company, Inc. 2014.

Lifespan Development: Student Workbook. Sharleen L. Kato, Goodheart-Willcox Company, Inc. 2014.

NJAC 10:122 Manual of Requirements for Child Care Centers. New Jersey Department of Children and Families, Office of Licensing. Effective August, 2014 - August, 2019.

Professional Resource Websites

National Association for the Education of the Young Child (NAEYC), www.NAEYC.org

National Network for Child Care – www.nncc.org

Resources for teachers and parents

www.classbrain.com

SKILLS USA – www.skillsusa.org/

Select Informational Texts

VI. Student Handout

Course Description:

The study of child development prepares a student to acquire a working knowledge of the principles of a child's growth and development. Skills and strategies will be developed for planning a safe, healthy, learning environment and managing an effective program operation. A student would be prepared to work in various child care positions such as: pre-school teacher, teacher's assistant, home daycare provider; or choose to further their education in teaching (early childhood education and/or special education), program directors, child psychologist, social worker, child life specialist or pediatric care.

Student-centered collaborative activities will enhance the student's ability to eventually develop and illustrate the fundamental skills practiced by an early childhood, social work professional and/or psychologist. Community service and internship/externship experiences allow the students to gain first hand experiences while integrating the knowledge, skills and techniques addressed in this curriculum. These community service and potential employment activities also provide the students with valuable immediate feedback from practicing early child care professionals.

Proficiencies:

1. Be prepared to work in various child care positions such as: pre-school teacher, teacher's assistant, home day care provider or choose to further their education in teaching (early childhood education and/or special education), program directors, child psychologist, social worker, child life specialist or counseling.
2. Illustrate the fundamental skills practiced by an early childhood professionals.
3. Analyze and apply educational theory to practice.
4. Describe and explain the development of children in all domains including cognitive, physical and social emotional.
5. Explain the curriculum development process and various components.

6. Explain and implement specific content area experiences to promote physical, social, emotional and cognitive growth in young children.
7. Complete and participate in developmentally and age appropriate lesson plans and activities following set guidelines.
8. Comprehend and utilize various assessment tools while observing young children and the preschool environment.
9. Identify and meet the needs of various learning styles.
10. Describe methods for identifying and working with special needs children.
11. Recognize the importance of the family connection and incorporation of multicultural aspects in the childcare setting.
12. Understand symptoms of abuse and neglect and proper reporting procedures.
13. Design classroom environment including planning and creating bulletin boards, wall, ceiling and floor displays.
14. Assist teachers by checking children's work.
15. Design original developmentally appropriate cross-curricular stories and demonstrate proper storytelling techniques.
16. Teach, compile and maintain files of pictures, stories, songs, nursery rhymes and finger plays.
17. Create original materials to utilize with preschool children.
18. Supervise and assist with daily classroom routines and practicing proper guidance techniques.
19. Clean, sanitize and maintain equipment and supplies.
20. Understand and implement federal, state and local standards, policies, regulations and laws for childcare programs.
21. Identify and apply health and safety practices.
22. Assist children with problem solving strategies.
23. Understand the value of play for children.
24. Understand the value of games and toys.
25. Develop and understand proper nutrition guidelines for young children.
26. Employ an organized, systematic method for taking notes.
27. Demonstrate clear and concise writing skills in lesson planning and observations.
28. Compile documents in a professional portfolio that demonstrate competency and abilities in the field of education.

29. Utilize appropriate multimedia technology in order to deliver interactive presentations including oral skills.
30. Make proper use of print and non-print sources, including on-line.
31. Work cohesively to complete tasks in timely fashion.
32. Collaborate by sharing ideas, examples, and insights, productively and respectfully in informal conversation/discussion.
33. Learn how to communicate ideas and interact with peers in varied groupings.
34. Accept constructive feedback aimed at personal growth.
35. Maintain professionalism through actions, communication and appearance.
36. Engage in professional development opportunities including field trips, conferences and workshops.
37. Demonstrate positive role model behaviors at all times.