

SCHOOL OF EDUCATION HUMAN SERVICES

CHILD DEVELOPMENT IV CURRICULUM

Course # 1119

15 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 pre-school teacher, teacher's assistant or home day care 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 IV	Grade	12
Unit Plan Title:	Experiencing the learner/ Styles, Needs and Assessment		
Standard(s) Addressed			
<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.5 Demonstrate group collaboration skills to enhance professional education and training practice.</p> <p>9.3.12. ED .10 Apply organizational skills and logic to enhance professional education and training practice.</p> <p>9.3 .HU-ED.1 Demonstrate communication techniques with children to facilitate ongoing development and enhance learning.</p> <p>9.3 HU-ED.2 Communicate effectively with fellow staff members to facilitate child development activities.</p> <p>9.3. HU-ED.7 Apply principles of child growth and development, including social, emotional, physical and cognitive milestones, to provide comprehensive program offerings.</p> <p>9.3. HU-ED.8 Evaluate for inclusiveness of children with special needs.</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.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-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> <p>9.3.12.ED-TT.1 Use foundational knowledge of subject matter to plan and prepare effective instruction and</p>			

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.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.11 Implement strategies to maintain relationships with others to increase support for the organization.

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

9.3.HU-PC.4 Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services.

9.3.HU-PC.7 Apply methods of obtaining feedback to understand expectations and promote high-quality personal care services standards.

Essential Questions

- What are some components that make for appropriate learning environment for special needs students?
- What are some theorized connections between self- esteem and academic achievement?
- How is self-awareness and the awareness of others associated with problem solving and decision making?
- How is a positive self-image promoted in a classroom environment? How do you evaluate and address a pre-school age child's style of learning?
- What are the observation tools and protocols for assessing the needs of children?
- What does the term "The Whole Child" mean to an educator?

Anchor Text(s)

The Child Development Associate National Credentialing Program and CDA Competency Standards. Preschool Edition. The Council for Professional Recognition, 2013.

Working with Young Children, Eight Edition. Judy Herr. 2016, Goodheart-Wilcox, , ISBN#978-1-63126-024-7

Essentials for Working with Young Children, Second Edition. Council for Professional Recognition. 2014., ISBN # 978-0-9889650-6-5

Informational Texts (3-5) [*career-related readings; journal articles, books, etc.*]

- “How to Build Healthy Self Esteem,” www.scholastic.com
- “Special Education,” www.cec.sped.org
- “Self-Esteem and Learning Disabilities,” www.ldail.com
- National Association and Education of Young Children www.naeyc.org
- “Experiencing Education, Tenth Edition,” www.teachercadet.org
- “Experiencing Education,” Tenth Edition. Teacher Cadet Curriculum (CERRA) 2010

Expected Proficiencies

See Attached

Writing Assessments

- Students will research and compile resources to accommodate all learners and record their findings into their on-going career portfolio.
- Students will record anecdotal records of pre-school children using the proper observation guidelines.
- Students will develop age appropriate lesson plans that differentiates instruction.
- Student will develop a career portfolio competency statement that outlines techniques to assess and support the learner’s needs.
- Student will create and present information through the use of a variety of media.

Resources (*software, videos, career exploration-related documents*)

- “The Other Side”, Author, Jacqueline Woodson, E.B Lewis Illustrator. Storyline Online
- “Stand Tall Molly Lou Melon”, Author, Patty Lovell, David Catrow, Illustrator

- “Experiencing Education”, Tenth Edition. Teacher Cadet Curriculum, www.CERRA.org
- “What are you really thinking” www.tolerance.org/hidden_bias/02.html
- “Gardner’s multiple Intelligences”, www.edwebproject.org/edref.mi.intro.html
- Student field practical experience with NAEYC approved child care center 5-6 hours per week.
- National Association and Education of Young Children www.naeyc.org
- Eden Institute, Princeton, NJ – www.edenautism.org

Suggested Time Frame: On-going 2-3 weeks

Content Area:	Child Development IV	Grade	12
Unit Plan Title:	Curriculum Planning and Field Trips		
Standard(s) Addressed			

- 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 .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 for inclusiveness of children with special needs.**
- 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.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-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.**
- 9.3.HU-FAM.4 Comply with laws and procedures that govern abuse, neglect, confidentiality and other health and safety situations.**
- 9.3.HU-PC.4 Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services.**
- 9.3.HU-PC.7 Apply methods of obtaining feedback to understand expectations and promote high-quality personal care services standards**

Essential Questions

- How might knowledge of a child's "learning style preference" affect lesson design?
- What are some key elements of each of the multiple intelligences (MI)?
- How important is the educator's tone of voice when working with pre-school learners?
- Why are field trips an important component of the implementation of a lesson plan?
- What is the purpose of theme walks?
- Why are terminologies helpful in dealing with special needs students?
- What are some factors in teaching English Language Learners?
- When developing a curriculum to meet the needs of the whole child, why is it important that it is multicultural sensitive?

Anchor Text(s)

The Child Development Associate National Credentialing Program and CDA Competency Standards. Preschool Edition. The Council for Professional Recognition, 2013.

Working with Young Children, Eight Edition. Judy Herr. 2016, Goodheart-Wilcox, ISBN#978-1-63126-024-7

Essentials for Working with Young Children, Second Edition. Council for Professional Recognition. 2014., ISBN # 978-0-9889650-6-5

Informational Texts (3-5) [*career-related readings; journal articles, books, etc.*]

- "Experiencing Education, Tenth Edition". Teacher Cadet Curriculum (CERRA) 2010
- National Association and Education of Young Children www.naeyc.org
- "The Intentional Teacher", Revised Edition. Ann Epstein. NAEYC 2014 (Teacher resource)
- "Advice for a New Preschool Teacher". www.naeyc.org

Expected Proficiencies

See attached

Writing Assessments

- Students will research and compile resources and record their findings to their on-going career portfolio.
- Student will develop a reflective competency statement on ways to advance physical and intellectual competence.
- Students will develop and implement age appropriate lesson plans that address the learning styles of children.

- **Students will record anecdotal records of pre-school children using the proper observation guidelines.**
- **Student will create and present information through the use of a variety of media.**
- **Student will develop a career competency goal statement that states how to use the curriculum and teaching strategies to build a learning environment.**

Resources (*software, videos, career exploration-related documents*)

- **“Experiencing Education”, Tenth Edition. Teacher Cadet Curriculum, www.CERRA.org**
- **Eden Institute, Princeton, NJ – www.edenautism.org**
- **National Association and Education of Young Children www.naeyc.org**
- **Student field practical experience with a NAEYC approved child care center 5-6 hours per week.**

Suggested Time Frame: On-going 4-6 weeks

Content Area:	Child Development IV	Grade	12
Unit Plan Title:	Ensuring a Safe and Healthy Learning Environment for Children		
Standard(s) Addressed			
<p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</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.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.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.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-PS.1 Identify strategies, techniques and tools used to determine the needs of diverse learners.</p> <p>9.3.12.ED-PS.4 Identify resources and support services available in the learning organization to enhance the learning environment.</p> <p>9.3.12.ED-TT.1 Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs.</p> <p>9.3.12.ED-TT.2 Employ knowledge of learning and developmental theory to describe individual learners.</p> <p>9.3.12.ED-TT.4 Identify materials and resources needed to support instructional plans.</p> <p>9.3.12.ED-TT.5 Establish a positive climate to promote learning.</p> <p>9.3.12.ED-TT.6 Identify motivational, social and psychological practices that guide personal conduct.</p> <p>9.3.12.ED-TT.8 Demonstrate flexibility and adaptability in instructional planning.</p> <p>9.3.12.ED-TT.10 Evaluate teaching and training performance indicators to determine and improve effectiveness of instructional practices and professional development.</p> <p>9.3.HU-FAM.2 Identify community resources to provide family and community services.</p> <p>9.3.HU-ED.1 Demonstrate communication techniques with children to facilitate ongoing development and enhance learning.</p> <p>9.3.HU-ED.2 Communicate effectively with fellow staff members to facilitate child development activities.</p>			

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

9.3.HU-PC.4 Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services.

9.3.HU-PC.7 Apply methods of obtaining feedback to understand expectations and promote high-quality personal care services standards.

Essential Questions

- **How are positive and productive relationships fostered with families of students?**
- **Why is time management a benefit when working with students, families and school administrators?**
- **What are observation tools and protocols?**
- **How do you define professionalism?**
- **Based on your attributes, which area of education do you feel you can make the greatest impact on children?**
- **How can a classroom environment impact the health and safety of the children?**
- **Why is it important to assess a child upon entering your classroom each morning and before leaving that evening?**
- **How do you apply safe and healthy practices that comply with state regulations?**
- **Why is record keeping so important when working with young children, their families, and community?**
- **What are some guidelines a teacher should follow to ensure a safety and healthy learning environment?**
- **Why is it important for people working with children and/or adult to be CPR, AED and First aid certificated?**
- **What are your legal responsibilities as a teacher when you suspect that a child maybe a victim of abuse?**
- **What role does your room arrangement assist in maintaining a safe and healthy environment?**

Anchor Text(s)

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Working with Young Children, Eight Edition. Judy Herr. 2016, Goodheart-Wilcox, ISBN#978-1-63126-024-7

Essentials for Working with Young Children, Second Edition. Council for Professional Recognition. 2014., ISBN # 978-0-9889650-6-5

Informational Texts (3-5) [career-related readings; journal articles, books, etc.]

- **“Protecting Against Negligence”, By Sandra Crosser, Ph.D.**
http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=287
- **“Proper Procedures: Preventing the Spread of Disease in Infant and Toddler Classrooms Experiencing Education”, Tenth Edition. Teacher Cadet Curriculum (CERRA), 2010**
- **“Proper Procedures: Preventing the Spread of Disease in Infant and Toddler Classrooms”, By Terri Jo Swim Ph.D.**
http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=66

Expected Proficiencies

See attached

Writing Assessments

- **Students will research and compile resources to add into their on-going career portfolio.**
- **Students will summarize the legal requirements regarding child abuse.**
- **Student will develop and implement age appropriate, unit related, lesson plans that promote health and safety.**
- **Student will develop a CDA portfolio competency goal statements that will outline ways to provide a safe and healthy environment and will that promotes self-regulation in children.**

Resources (*software, videos, career exploration-related documents*)

- **“Experiencing Education”, Tenth Edition. Teacher Cadet Curriculum (CERRA), 2014**
- **Student field practical experience with NAEYC approved child care center 5-6 hours per week**
- **Community based Child Care Centers that are N.J. State approved and/or NAEYC Accredited.**
- **National Association and Education of Young Children www.naeyc.org**

Suggested Time Frame: On-going 5-7 weeks

Content Area:	Child Development IV	Grade	12
Unit Plan Title:	Professionalism and Involving the Families		
CCS Standard(s) Addressed			
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.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.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.5 Model leadership skills for personnel in order to improve the performance of the learning organization			
9.3.12.ED-ADM.7 Plan strategically to meet the learning organization’s objectives.			
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-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.10 Evaluate teaching and training performance indicators to determine and improve effectiveness of instructional practices and professional development.**
- 9.3.HU-FAM.2 Identify community resources to provide family and community services.**
- 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.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-FAM.4 Comply with laws and procedures that govern abuse, neglect, confidentiality and other health and safety situations.**
- 9.3.HU-PC.4 Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services.**
- 9.3.HU-PC.7 Apply methods of obtaining feedback to understand expectations and promote high-quality personal care services standards.**

Essential Questions

- **How can a classroom environment contribute to the negative behavior of children?**
- **How are positive and productive relationships fostered with families of students?**
- **Why is time management a benefit when working with students, families and school administrators?**

- What are observation tools and protocols?
- How do you define professionalism?
- Why is record-keeping so important when working with young children, their families, and community?
- What are your legal responsibilities as a teacher when you suspect that a child maybe a victim of abuse?

Anchor Text(s)

The Child Development Associate National Credentialing Program and CDA Competency Standards. Preschool Edition. The Council for Professional Recognition, 2013.
Working with Young Children, Eight Edition. Judy Herr. 2016, Goodheart-Wilcox, ISBN#978-1-63126-024-7
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Informational Texts (3-5) [*career-related readings; journal articles, books, etc.*]

- “Advice for a New Preschool Teacher.” www.naeyc.org
- “Observation- Child Care Exchange.” <https://www.childcareexchange.com/library/5011250.pdf>
- “What to expect in Preschool: The classroom.” www.greatschools.org/gk/articles/preschool-classroom/
- “Teaching Our Youngest- United States Department of education”. <https://www2ed.gov/teachers>.
- “Experiencing Education”, Tenth Edition. Teacher Cadet Curriculum (CERRA), 2010

Expected Proficiencies

See attached

Writing Assessments

- Students will research and compile resources to add into their on-going career portfolio.
- Student will develop a reflective competency statement on establishing and maintaining productive family relationships.
- Student will develop and implement age appropriate, unit related, lesson plans.
- Students will record anecdotal records of pre-school children using the age and developmental assessment tools.

- **Student will create and present information through use of various media.**
- **Student will develop a career competency goal statement that outlines ways to maintain a commitment to professionalism.**

Resources (*software, videos, career exploration-related documents*)

- **“Experiencing Education, Tenth Edition.” Teacher Cadet Curriculum, www.CERRA.org**
- **Community based Child Care Centers that are N.J. State approved and/or NAEYC Accredited.**
- **National Association and Education of Young Children www.naeyc.org**

Suggested Time Frame: On-going 3-4 weeks

III. Instructional Strategies

Individualized Instruction

Teacher Directed Instruction

Differentiated Instructions

Technology Infusion (UDL Universal Design for Learners)

Life Skill Applications

Peer Tutoring

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

III. Instructional Strategies (continue)

Community outreach

Field trips (Child Care facilities, Social Service Agencies, Conferences)
Internships
Externships
Job Shadowing
Guest Speakers

Volunteer Work

Professional Student Memberships:

NAEYC (National Association for the Education of Young Children)

Tomorrow Teachers' Program

Summer Urban Teachers' Academy

IV. Scope and Sequences

Grade 9

Weeks	Objectives	9	10	11	12
2-3	Guiding Manuscript Writing				
	Define manuscript writing	ID	R	R	R
	List reasons for encouraging the development of writing skills in preschool setting	ID	R	R	R
	Explain activities that help children develop writing skills	ID	R	R	R

	Make letters following the Zaner-Bloser writing system	ID	R	R	R
	Outline the sequence children follow in learning alphabet letters	ID	R	R	R
	Discuss guidelines for helping children develop writing skills	ID	R	R	R
2-3	You: Working with Young Children				
	Explain how social and economic changes will increase the need for child care services and early childhood teachers	ID	R	R	R
	Describe career opportunities in the early childhood field	ID	R	R	R
	Describe the CDA Credential	ID	R	R	R
	List responsibilities of the early childhood teacher	ID	R	R	R
	Explain how certain personal characteristics can help early childhood teachers care for and educate young children	ID	R	R	R
1-2	Career Paths in Education and Human Services (Lifespan Development)				
	Summarize career opportunities for teachers and trainers within and outside of the school	I	R	D	R
	Identify career opportunities in the professional support and administrative path ways	I	R	D	R
	Compare and contrast career opportunities for counseling and mental health service professionals	I	R	D	R
	Identify career opportunities in the family and community service pathway	I	R	D	R
1-2	Health and Safety				
	Explain the importance of sanitary control in early childhood programs	I	R	DR	R
	List steps for controlling the spread of foodborne and blood borne illnesses	I	R	DR	R
	Explain the importance of first aid and CPR training	I	R	DR	R
	Explain how to care for children who become ill	I	R	DR	R
	Identify common illnesses and diseases of early childhood	I	R	DR	R

	List objectives for maintaining a safe environment for children	I	R	DR	R
	Understand the importance of having evacuation drills	I	R	DR	R
2-3	Types of Early Childhood Programs				
	List and describe the various types of early childhood programs available to parents and their children	ID	R	R	R
	Explain the advantages of disadvantages of each type of program	ID	R	R	R
	Name the three types of center sponsorship	ID	R	R	R
	Explain steps families may take in choosing quality child care	ID	R	R	R
	List indications of quality in early childhood programs	ID	R	R	R
	List the components of center accreditation	ID	R	R	R
2-3	Preparing the Environment				
	Explain the value of planned indoor and outdoor space	ID	R	R	R
	Name the basic activity areas in a center along with the functions of each are	ID	R	R	R
	List criteria to consider when choosing playroom furniture and color schemes	ID	R	R	R
	Summarize factors that affect the organize of space in a center	ID	R	R	R
	Organize basic activity areas of the classroom and outdoor play	ID	R	R	R
2-3	Selecting Toys, Equipment and Educational Materials				
	Explain guidelines for selecting developmentally appropriate toys, equipment and educational materials	ID	R	R	R
	Describe safety factors to consider when purchasing toys and playground equipment	ID	R	R	R
	Explain how to report unsafe toys and equipment to the appropriate agencies	ID	R	R	R
	List sources and methods for purchasing toys and equipment	ID	R	R	R

	Identify toys and educational materials that teach children appreciation for people of all cultures	ID	R	R	R
2-3	Observing Children: A Tool for Assessment				
	List purpose of assessment	ID	R	R	R
	Contrast initial and ongoing assessment	ID	R	R	R
	List the factor to consider in choosing a method of assessment	ID	R	R	R
	List the advantages and disadvantages of various assessment tools	ID	R	R	R
	Compile a list of contents for child's portfolio	ID	R	R	R
	Summarize guideline for observing children	ID	R	R	R
4-5	Guiding Storytelling Experiences				
	Explain the advantages of storytelling	D	R	R	R
	List the four types of children's books	D	R	R	R
	Discuss the process of choosing children's books	D	R	R	R
	Outline the steps to follow when reading aloud to children	D	R	R	R
	Explain a variety of storytelling methods	D	R	R	R
	Practice storytelling abilities using enthusiasm, fluency, intonation strategies (pitch, stress) and verbal/ nonverbal gestures.	D	R	R	R
2-3	Establishing Classroom Limits				
	Explain the reasons for having classroom limits	D	R	R	R
	List guideline for establishing classroom limits	D	R	R	R
	Describe methods for enforcing limits	D	R	R	R

	List useful limits for various classroom areas and activities	D	R	R	R
2-3	Handling Daily Routine				
	Explain the importance of a daily schedule	D	R	R	R
	Guide children successfully through the daily routines of dressing/ undressing, eating, napping, toileting and cleanup	D	R	R	R
	Explain the use of transitions techniques to move smoothly from one activity to another	D	R	R	R
2-3	Curriculum				
	Develop program goals	I	D	R	R
	Indicate who is involved in curriculum development	I	D	R	R
	Cite the importance of assessment in curriculum planning	I	D	R	R
	Learn about various types of curriculum in use today	I	D	R	R
	Describe factors to consider in curriculum planning	I	D	R	R
	Illustrate the use of themes as a basis for planning curriculum	I	D	R	R
	Write a block plan and lesson plan for a one week program	I	D	R	R
6-10*	Practical Experiences and Collaborative Tasks				
	Complete developmentally and age appropriate lesson plan following set guidelines	ID	DR	DR	DR
	Apply created lesson plans with group of preschool age children	ID	DR	DR	DR
	Assist lead teachers in the preparation of creating lesson plan	ID	DR	DR	DR
	Support lead teacher while working with group of preschool age children	ID	DR	DR	DR
	Facilitate meaningful discussion while working with children	ID	DR	DR	DR
	Supervise children while completing projects and playtime	ID	DR	DR	DR
	Interact with children ages infant-preschool in daycare setting	ID	DR	DR	DR

	Take initiative at daycare center while working with young children	ID	DR	DR	DR
	Assist daycare teachers in whatever tasks are asked of them	ID	DR	DR	DR
	Record anecdotal records of preschool age child	ID	DR	DR	DR
	Collaborate in small groups to create appropriate classroom decor	ID	DR	DR	DR
	Learn how to communicate ideas with all peers	ID	DR	DR	DR
	Learn how to interact with peers in varied groupings	ID	DR	DR	DR
	Work cohesively to complete tasks in timely fashion	ID	DR	DR	DR

Grade 10

Weeks	Objectives	9	10	11	12
3 -4	Child Development Principles and Theories				
	Describe the areas and principle of development		ID	R	DR
	Learn about the different components of brain development		ID	R	DR
	Develop understanding of role of windows of opportunities		ID	R	DR
	Identify various theories and theorist of child development		ID	R	DR
	Learn how theories of development can be used as practical guides to early care and education		ID	R	DR
	Compare and contrast developmental theorist/theories		ID	R	DR
	Apply theory of multiple intelligence in daily teaching activities		ID	R	DR

3-5	Curriculum				
	Develop program goals	I	D	R	R
	Indicate who is involved in curriculum development	I	D	R	R
	Cite the importance of assessment in curriculum planning	I	D	R	R
	Learn about various types of curriculum in use today	I	D	R	R
	Describe factors to consider in curriculum planning	I	D	R	R
	Illustrate the use of themes as a basis for planning curriculum	I	D	R	R
	Write a block plan and lesson plan for a one week program	I	D	R	R
1-2	Health and Safety				
	Explain the importance of sanitary control in early childhood programs	I	R	DR	R
	List steps for controlling the spread of foodborne and blood borne illnesses	I	R	DR	R
	Explain the importance of first aid and CPR training	I	R	DR	R
	Complete requirement for First-Aid and CPR certifications		ID		DR
	Explain how to care for children who become ill	I	R	DR	R
	Identify common illnesses and diseases of early childhood	I	R	DR	R
	List objectives for maintaining a safe environment for children	I	R	DR	R
	Understand the importance of having evacuation drills	I	R	DR	R
2-3	Understanding Children from Birth to Age 2				
	Chart the physical development of children in the first two years after birth		ID	R	R
	Describe how children develop cognitively in the first two years after birth		ID	R	R

	Explain how children in the first two years after birth develop socially and emotionally		ID	R	R
	Learn how to correctly care for infants hygiene needs		ID	R	R
	Identify potential harmful and deadly issues that infants may face		ID	R	R
2-3	Understanding Two and Three Year Olds				
	Describe the physical, cognitive and social-emotional development of two-year -olds		ID	R	R
	Explain how three-year olds develop physically, cognitively and socially and emotionally		ID	R	R
	Relate how the development of two and three-year olds will affect the role of the teacher		ID	R	R
1	Programs for Infants and Toddlers				
	List the characteristics of a nurturing infant-toddler caregiver		ID	R	R
	State guidelines for proper infant-toddler care		ID	R	R
	Handle the routines of infants and toddlers		ID	R	R
	Learn how to keep correct records of child's daily habits and communicate them with parents		ID	R	R
2-3	Understanding Four and Five Year Olds				
	Describe the physical, cognitive and social-emotional development of four and five year olds		ID	R	R
	Explain how a teacher can plan programs and relate to four and five year old in developmentally appropriate ways		ID	R	R
3-4	Guiding Play and Puppetry Experiences				
	Describe the stages of play		ID	R	R
	Explain the stages of material use in play		ID	R	R
	Summarize the benefits of socio-dramatic play		D	R	R

	Prepare the classroom environment and guide socio-dramatic play activities		D	R	R
	Summarize the benefits of puppetry experience		D	R	R
	Make and use a puppet		ID	R	R
	Write and tell a puppet story		ID	R	R
2-3	Middle Childhood				
	Describe the physical, cognitive and social-emotional development of school-age children		ID	R	R
	Summarize potential health concerns of middle childhood		ID	R	R
	Explain moral development during childhood		ID	R	R
1	Programs for School-Aged Children				
	Describe the three basic program models used in school-aged child care		ID	R	R
	Explain ways to assess children's interests for curriculum planning		ID	R	R
	List the components of a typical daily schedule in a school-age child care program		ID	R	R
2-3	Guiding Art, Block building and Sensory Experiences				
	Explain how art experiences promote physical, social, emotional and cognitive growth		ID	R	R
	Describe techniques for guiding art experiences		ID	R	R
	List the stages of art skill development		ID	R	R
	Compile a list of art supplies needed for a classroom				
	Learn the different stages children will proceed through with block building		ID	R	R
	Explain the different skills sensory experience help to develop		ID	R	R
	Understand the importance of displaying children's art work		ID	R	R
2-3	Guiding Social Studies Experiences				

	Explain the importance of social studies experiences		ID	R	R
	Outline the role of the teacher in designing and guiding social studies experiences		ID	R	R
	Describe ways to include multicultural, intergenerational, democracy, ecology, geography, community living, current events, and holiday concepts in the curriculum		ID	R	R
	Explain the importance of morning meeting		ID	R	R
6-10*	Practical Experiences and Collaborative Tasks				
	Complete developmentally and age appropriate lesson plan following set guidelines	ID	DR	DR	DR
	Apply created lesson plans with group of preschool age children	ID	DR	DR	DR
	Assist lead teachers in the preparation of creating lesson plan	ID	DR	DR	DR
	Support lead teacher while working with group of preschool age children	ID	DR	DR	DR
	Facilitate meaningful discussion while working with children	ID	DR	DR	DR
	Supervise children while completing projects and playtime	ID	DR	DR	DR
	Interact with children ages infant-preschool in daycare setting	ID	DR	DR	DR
	Take initiative at daycare center while working with young children	ID	DR	DR	DR
	Assist daycare teachers in whatever tasks are asked of them	ID	DR	DR	DR
	Record anecdotal records of preschool age child				
	Collaborate in small groups to create appropriate classroom decor	ID	DR	DR	DR
	Learn how to communicate ideas with all peers	ID	DR	DR	DR
	Learn how to interact with peers in varied groupings	ID	DR	DR	DR
	Work cohesively to complete tasks in timely fashion	ID	DR	DR	DR

Grade 11

Weeks	Objectives	9	10	11	12
2-3	Developing Guidance Skills				
	Identify goals of effective guidance			ID	R
	List personality traits of effective early childhood teachers			ID	R
	Describe principles of direct and indirect guidance			ID	R
	Explain various techniques for effective guidance			ID	R
	Summarize ways to promote a positive self-concept			ID	R
2-3	Guidance Challenges				
	Identify situation and feelings that cause tension in children			ID	R
	Describe behavior problems that result from tension			ID	R
	Guide children as they learn appropriate social-emotional skills			ID	R
	Describe the effect of family stressors on children and families			ID	R
2-3	Curriculum				
	Develop program goals	I	D	R	R
	Indicate who is involved in curriculum development	I	D	R	R
	Cite the importance of assessment in curriculum planning	I	D	R	R
	Learn about various types of curriculum in use today	I	D	R	R
	Describe factors to consider in curriculum planning	I	D	R	R
	Illustrate the use of themes as a basis for planning curriculum	I	D	R	R
1-2	Health and Safety				

	Explain the importance of sanitary control in early childhood programs	I	R	DR	R
	List steps for controlling the spread of foodborne and blood borne illnesses	I	R	DR	R
	Explain the importance of first aid and CPR training	I	R	DR	R
	Explain how to care for children who become ill	I	R	DR	R
	Identify common illnesses and diseases of early childhood	I	R	DR	R
	List objectives for maintaining a safe environment for children	I	R	DR	R
	Understand the importance of having evacuation drills	I	R	DR	R
2-3	Planning Nutritious Meals and Snacks				
	List goals for a good nutrition program			ID	R
	Explain the importance of a healthful diet		I	D	R
	Describe nutritional problems that can result from poor diet		I	D	R
	Name the food groups in MyPyramid and the main nutrients they supply			ID	R
	Plan nutritious and appealing meals and snacks for children			ID	R
2-3	Guiding Food and Nutrition Experiences				
	Explain the cause of food and nutrition experience			ID	R
	Conduct positive food and nutrition experiences for children that promote healthful eating habits			D	R
	Give examples of ways to work with parents to best serve children's nutritional needs			D	R
	List nutritional concepts to teach in early childhood settings			ID	R
	Outline the procedure for conducting cooking experiences			ID	R
	Select and prepare simple recipes for children to use in early cooking experiences			ID	R

	Identify various eating problems encountered in young children			D	R
2-3	Guiding Math Experiences				
	List objectives of early math experiences			ID	R
	Use two basic assessments to determine math skills of children			ID	R
	Recognize a variety of three-dimensional objects that can be used to promote math experiences			ID	R
	Identify math experiences that promote the development of key math concepts			ID	R
	Design math experiences that stress specific math concepts			ID	R
2-3	A Career for You in Early Childhood Education				
	Explain how interests, abilities, values and family responsibilities affect career choices			ID	R
	Compile a resume			ID	R
	Write a cover letter			ID	R
	List various methods for seeking employment			ID	R
	List questions to ask during an interview			ID	R
	Prepare a teaching portfolio			ID	R
	Explain the basic interviewing process			ID	R
	Describe illegal questions and how to respond to them			ID	R
	Describe the rights and responsibilities of employees and employers			ID	R
	Summarize the importance of finding balance among family, work and community roles			ID	R
1-2	Preparing for Careers (lifespan Development)				
	Demonstrate how to research careers			D	R

	Recognize the importance of establishing short and long term goals when developing a career plan			D	
2-3	Career Paths in Education and Training (Lifespan Development)				
	Summarize career opportunities for teachers and trainers within and outside of the school	I		D	R
	Identify career opportunities in the professional support and administrative path ways	I		D	R
	Evaluate employment opportunities and trends in the field of education and training			D	R
2-3	Career Paths in Human Services (Lifespan Development)				
	Compare and contrast career opportunities for counseling and mental health service professionals	I		D	R
	Identify career opportunities in the family and community service pathway	I		D	R
	Summarize career opportunities for consumer services workers			D	R
	Recognize job duties of various human service workers			D	R
2-3	Observing Children: A Tool for Assessment				
	List purpose of assessment	ID	R	R	R
	Contrast initial and ongoing assessment	ID	R	R	R
	List the factor to consider in choosing a method of assessment	ID	R	R	R
	List the advantages and disadvantages of various assessment tools	ID	R	R	R
	Compile a list of contents for child's portfolio	ID	R	R	R
	Summarize guideline for observing children	ID	R	R	R
2-3	Guiding Children with Special Needs				

	Contribute to the development of an Individualized Education Plan for a child with special needs			ID	R
	Develop individualized learning objectives and teaching strategies for a child			ID	R
	Explain the role of the teacher in working with children who have special needs			ID	R
	Describe methods for identifying and working with special needs that may be encountered in the early childhood program			ID	R
	Describe methods of integrating children with special needs into a typical program			ID	R
	Explain the special needs of children who are gifted and how these needs can be met			ID	R
2-3	Guiding Science Experiences				
	Explain what is meant by the term science			ID	R
	Discuss reason for studying science			ID	R
	Outline the procedures for planning science activities			ID	R
	List a variety of science activities and sources for supplies			ID	R
	Explain the roles of the teacher in guiding science experiences			ID	R
	Identify methods for developing children's understanding and their senses			ID	R
	Name and explain various ways to teach science concepts			ID	R
2-3	Guiding Music and Movement Experiences				
	Explain the benefits of music experience		ID	R	R
	Outline the teacher's role in music experiences		ID	R	R
	Demonstrate the use and purpose of rhythm instruments in the program		ID	R	R
	Explain how to teach various movement activities		ID	R	R

	Describe movement activities that promote children's development		ID	R	R
6-10*	Practical Experiences and Collaborative Tasks				
	Complete developmentally and age appropriate lesson plan following set guidelines	ID	DR	DR	DR
	Apply created lesson plans with group of preschool age children	ID	DR	DR	DR
	Assist lead teachers in the preparation of creating lesson plan	ID	DR	DR	DR
	Support lead teacher while working with group of preschool age children	ID	DR	DR	DR
	Facilitate meaningful discussion while working with children	ID	DR	DR	DR
	Supervise children while completing projects and playtime	ID	DR	DR	DR
	Interact with children ages infant-preschool in daycare setting	ID	DR	DR	DR
	Take initiative at daycare center while working with young children	ID	DR	DR	DR
	Assist daycare teachers in whatever tasks are asked of them	ID	DR	DR	DR
	Record anecdotal records of preschool age child	ID	DR	DR	DR
	Collaborate in small groups to create appropriate classroom decor	ID	DR	DR	DR
	Learn how to communicate ideas with all peers	ID	DR	DR	DR
	Learn how to interact with peers in varied groupings	ID	DR	DR	DR
	Work cohesively to complete tasks in timely fashion	ID	DR	DR	DR

Grade 12

Weeks	Objectives	9	10	11	12
2-3	Promoting Children's Safety				
	List objectives for maintaining a safe environment for children	I	R	R	D
	Describe guidelines for promoting children's safety	I	R	R	D
	Names ways to promote and practice fire safety in an early childhood program	I	R	R	D
	Outline the procedures for treating poisoning	I	R	R	D
	Recognize the signs of child neglect and abuse	I	R	R	D
	Teach children how to resist child abuse				ID
	Explain types of liability as a child care provider				ID
3-4	Guiding Children's Health				
	Describe the positive environmental factors that influence good health in children				D
	Develop a workable health policy for a child care center				D
	Explain the importance of sanitary control in early childhood programs	I	R	R	DR
	List steps for controlling the spread of foodborne illnesses	I	R	R	DR
	Explain the importance of first aid and CPR training	I	R	R	DR
	Complete requirement for First-Aid and CPR certifications		ID		DR
	Identify various injuries and outline procedure for treating them				D
	Explain how to care for children who become ill in your care	I	R	R	DR
	Describe your responsibility when caring for children with special illnesses				D

3-4	Involving Parents and Families				
	List objectives for parent involvement			ID	R
	Cite advantages and disadvantages of various methods for involving parents in the center			ID	R
	Describe the importance of a positive caregiver/family alliance			ID	R
	Design center newsletter			ID	R
	Write a letter to parents			ID	R
	Plan, conduct and follow a parent-teacher conference			ID	R
	Explain how to conduct a discussion group			ID	R
	Describe the process of recruiting and orientating parent volunteers			ID	R
2-3	Guiding Field Trips				
	Describe the importance of field trips			ID	R
	Explain points of consideration for first field trip experiences			ID	R
	List ways to promote safety on a field trip			ID	R
	Explain the types and purposes of theme walks			ID	R
	Plan a field trip form pre-trip planning to follow-up activities			ID	R
2-3	Curriculum				
	Develop program goals	I	D	R	R
	Indicate who is involved in curriculum development	I	D	R	R
	Cite the importance of assessment in curriculum planning	I	D	R	R
	Learn about various types of curriculum in use today	I	D	R	R
	Describe factors to consider in curriculum planning	I	D	R	R

	Illustrate the use of themes as a basis for planning curriculum	I	D	R	R
	Write a block plan and lesson plan for a one week program	I	D	R	R
2-3	Observing Children: A Tool for Assessment				
	List purpose of assessment	ID	R	R	R
	Contrast initial and ongoing assessment	ID	R	R	R
	List the factor to consider in choosing a method of assessment	ID	R	R	R
	List the advantages and disadvantages of various assessment tools	ID	R	R	R
	Compile a list of contents for child's portfolio	ID	R	R	R
	Summarize guideline for observing children	ID	R	R	R
21-25*	Practical Experiences and Collaborative Tasks				
	Complete developmentally and age appropriate lesson plan following set guidelines	ID	DR	DR	DR
	Apply created lesson plans with group of preschool age children	ID	DR	DR	DR
	Assist lead teachers in the preparation of creating lesson plan	ID	DR	DR	DR
	Support lead teacher while working with group of preschool age children	ID	DR	DR	DR
	Facilitate meaningful discussion while working with children	ID	DR	DR	DR
	Supervise children while completing projects and playtime	ID	DR	DR	DR
	Interact with children ages infant-preschool in daycare setting	ID	DR	DR	DR
	Take initiative at daycare center while working with young children	ID	DR	DR	DR
	Assist daycare teachers in whatever tasks are asked of them	ID	DR	DR	DR
	Record anecdotal records of preschool age child	ID	DR	DR	DR

	Collaborate in small groups to create appropriate classroom decor	ID	DR	DR	DR
	Learn how to communicate ideas with all peers	ID	DR	DR	DR
	Learn how to interact with peers in varied groupings	ID	DR	DR	DR
	Work cohesively to complete tasks in timely fashion	ID	DR	DR	DR

*A 20-22 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, Eight Edition. Judy Herr. 2016, Goodheart-Wilcox, ISBN#978-1-63126-024-7**
- **Working with Young Children, The Observation Guide, 2016, Judy Herr, The Goodheart-Willcox Company, Inc.**

- **Working with Young Children, The Student Activities Guide.2016, Judy Herr, The Goodheart-Willcox Company, Inc.**
- **Lifespan Development, 2014. Sharleen L. Kato, The Goodheart-Willcox Company, Inc. 2014.**
- **Lifespan Development, Student Workbook 2014, Sharleen L. Kato, The Goodheart-Willcox Company, Inc. 2014.**
- **The Child Development Associate National Credentialing Program and CDA Competency Standards. Preschool Edition. The Council for Professional Recognition, 2013.**
- **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.**
- **.Experiencing Education, Tenth Edition. Center for Educator Recruitment and Retention and Advancement (Cerra),**
- **The Teacher Cadet Curriculum, 2010**
- **Essentials for Working with Young Children, Second Edition. Council for Professional Recognition. 2014., ISBN # 978-0-9889650-6-5**

Professional Resource Websites

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

Center for Educator Recruitment and Retention and Advancement (Cerra) – www.cerra.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 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 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 multi-media 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.

