Washington Township School District

> ***The mission of the Washington Township Public Schools*** *is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.*

Course Title:	**Child Development**

Grade Level(s):	10-12

Duration:	*Full Year:*	**X**	*Semester:*		*Marking Period:*	

Course Description:	Child Development is a five (5) credit dual credit course open to students grades 10-12 who have successfully completed Prenatal Development. This course is recommended to the student interested in pursuing child-related careers. This course provides students with an understanding of how children (preschool through age 12) develop physically, intellectually, and socially. In addition, students will explore aspects of issues concerning families and explore aspects of children with special needs. Students will learn ways to maintain children's health and safety while understanding the importance of learning through play in a welcoming and safe learning environment. Students enrolled in this course will have the opportunity to observe a WTPS certified preschool teacher's class regularly and will be given opportunities to work in small groups with the preschoolers under the supervision of the high school teacher. Students enrolled in this course are eligible to participate in the FCCLA Leadership program. This course satisfies the high school practical arts requirement. Students can apply to the Early Childhood Education Academy, create a professional portfolio, and seek CDA certification upon graduation. ***Due to the nature of this course, which requires interaction with pre-school aged children, certain disciplinary offenses may be deemed as grounds for removal and or the inability to be placed in this course.***
Primary Resources:	Textbook: Child Development- Early Stages Through Age 12. 10th edition Goodheart-Willcox G-W Learning digital platform Canva Nearpod Edpuzzle Latic Scheduler LATIC scheduler.docx

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

Designed by:	Linda Lopresti

Under the Direction of:	Kayla Berry

Written: Linda Lopresti

Revised: August 2023

BOE Approval:

Unit Title: (1) Children's Health, Safety, and Basic Needs/ Observations

Unit Description: This unit will provide students with knowledge of safe practices when working with children. Students will become familiar with evacuation plans and emergencies. Students will learn how to maintain children's health in a child-care setting by exploring topics such as allergies, toxins, communicable diseases, special medical needs in children, first aid, and foodborne illnesses. In addition, students will become familiar with different types of observations, the sequence of observations, and learn how to conduct a purposeful observation in a preschool classroom. Students will acknowledge the importance of meeting children's basic needs to ensure a positive learning environment.

Unit Duration: 4-5 weeks

Desired Results

Standard(s) 9.3.HU-FAM.5; 9.3.HU-ED.5; 9.3.12.ED-TT.9; 9.3.12.ED.4; 9.3.12.ED-ADM.2

Indicators:

- Identify safety standards should change with the growth and development of the child
- Prevent indoor and outdoor hazards
- Perform first aid practices when working with children and follow evacuation procedures
- Identify allergens and communicable disease and understand the importance of prevention
- Conduct purposeful observations to guide the understanding of child development
- Compile a list of state Childcare rules and regulations, ECE Associations, Legal Requirements for Child Abuse and Neglect
- Write CDA competency statements (**CDA portfolio requirement)**

Understandings:
Students will understand that…
- The importance of conducting a purposeful observation to understand how children develop
- Adults must create safe spaces for children to learn and thrive
- Policies and Procedures should be outlined to protect children's health and safety
- If children's basic needs are not satisfied, they will no longer be concerned with higher-level skills and may not reach their full potential

Essential Questions:

- What policies and procedures should be implemented in emergency situations?
- What steps should be taken when a child is injured or sick?
- How do I prevent common injuries and accidents in children?
- How can I support a safe environment for children at school and at home?
- How can understanding the basic needs of children help us guide them to higher-level needs?
- Why should we observe children and what are the guidelines for observing children?

Assessment Evidence

Performance Tasks:

- Create various health and safety plans in a child-related career setting of your choice

- Compile a list of state Childcare rules and regulations, ECE Associations, Legal Requirments for Child Abuse and Neglect (**CDE portfolio requirement)**

Other Evidence:

Summative Assessments
Formative Assessments
Supportive Assignments
Individual and collaborative participation in class discussion
Small Group Lesson Plan
Observation Forms
Efficacy Notebook

• Conduct and log an observation in a preschool classroom	

Benchmarks:

Schoology student portfolios will include at least one Performance task and include CDA documentation for the Professional Portfolio **which was set up in the Early Childhood Development course** to be used as a measure of progress towards mastery of Career Readiness, Life Literacies and Key Skills standards. Portfolios can include Edtech projects, formal assessments, anecdotal observations and records, or photos of lesson samples and artifacts taken from a school device.

Test Gen software (McGraw Hill Connect) could also be used as a measure of progress towards mastery of

Learning Plan

Learning Activities:

- Explore state licensing requirements and create health and safety plans in a child career setting of your choice. Include fire safety and evacuation plans, communicable disease prevention, and food safety
- Have discussions on common injuries and accidents involving young children. Think-Pair-Share how to prevent common accidents
- Observe and log health and safety plans in a preschool classroom
- Interview a preschool teacher, elementary school teacher, or adult that works with children ages 3-12. Discuss ways to keep students safe and write a description of the conversation. Report back to class.
- Create and log activities to teach young children about hand washing and basic hygiene
- Create and log activities to teach children fire safety and prevention
- Invite guest speakers (local firemen, student resource officers, school nurse)
- Explore Maslow's Hierarchy of Human needs and Brazelton and Greenspan's Irreducible Needs. Create an infographic using Canva or another Edtech tool illustration how child-care centers and elementary schools can meet these basic needs
- Explore direct and indirect observations, subjective and objective evaluations, running records, anecdotal records and checklists. Discuss what makes an observation purposeful. Discuss guidelines for observing children. Watch videos of preschool lessons and school age lessons and record observations. Peer review then discuss as a class using online collaborative tools such as Padlet or Flipgrid. Observe an actual preschool class and meet in small groups to discuss.
- Write CDA competency statement (see Benchmark)

Resources:
Textbook: Child Development: Early Stages Through Age 12 10th edition Goodheart-Willcox
G-W Learning digital platform
Canva
Newsela
Nearpod
Edpuzzle
Padlet
Flipgrid

Unit Modifications for Special Population Students	
Advanced Learners	• Add additional materials, requirements, or challenges to assigned projects/labs • Act as peer leader in the classroom to assist other learners • Complete additional projects/lab activities at their discretion
Struggling Learners	• Modify the pace of teacher demonstrations and instruction • Utilize peer assistance • Provide additional resources • Modify assessments/extend deadlines as necessary • Modify projects, labs, and online activities
English Language Learners	Modifications are **required** to be used in content-area classrooms where a student has limited English proficiency. These modifications are given based on the English proficiency of the student while maintaining the rigor of the content. Sheltered English Instruction strategies are utilized to provide students with limited English proficiency access to grade-level, mainstream content while promoting English proficiency development. Can-Do Descriptions for Proficiency Levels Grades 9-12 NJDOE ELL Resources SEI Strategies for Family & Consumer Sciences
Learners with an IEP	Each special education student has Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include: • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

- **ELA**- RST.11-12.3: Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
  NJSLSA.W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- **Math**- Make sense of problems and persevere in solving them.
- **Science**- WHST.9-12.9: Draw evidence from informational texts to support analysis, reflection, and research
- **Social Studies**- 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture
- **Health & Physical Education**- 2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan.
- **Visual & Performing Arts**- 1.2.8.Cr3b: Communicate an intentional purpose and meaning utilizing varying point of view and perspective.
- **Business-** 9.1.5.PB.1: Develop a personal budget and explain how it reflects spending, saving, and charitable contributions.
- **Technology Education**- 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
- **Financial Literacy**- 9.1.12.PB.4: Explain how you would revise your budget to accommodate changing circumstances.

Integration of 21st Century Skills

Indicators:

Career readiness, life literacies, and key skills are critical components of Family and Consumer Science education. This curriculum not only focuses on the mastery of key skills and content, but also promotes the understanding of career technical education by including 21st century interdisciplinary themes. This course includes skills such as -Critical thinking, problem solving, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication as listed in the NJ Career Readiness, Life Literacies, and Key Skills Student Learning Standards.

Unit Title: (2) The Preschool Years

Unit Description: This unit will explore how preschoolers grow physically, intellectually, and socio-emotionally. In addition, this unit will provide many guided opportunities for students to work with preschoolers and observe them in an actual preschool classroom. Students will observe various math and language arts lessons utilizing The Creative Curriculum for preschoolers and understand how learning centers and activities are arranged and delivered to encourage preschool learning in all areas of development.

Unit Duration: 8-9 weeks

Desired Results

Standard(s): 9.3.12.ED.1; 9.3.12.ED.2; 9.3.12.ED.3; 9.3.12.ED.4; 9.3.12.ED.5; 9.3.12.ED-TT.1; 9.3.12.ED-TT.2; 9.3.12.ED-TT.4; 9.3.12.ED-TT.5; 9.4.12.CI.1; 9.4.12.TL.1

Indicators:

- Describe the major milestones in preschool physical development
- Identify stress in preschoolers and explain how to positively guide behavior and express emotions constructively
- Described the major areas of concept learning in preschoolers
- Explain how to stimulate cognitive development in preschoolers and summarize activities that aid in logical thinking concepts, memory, and reading and writing readiness
- Explain the obstacles to preschooler's logical thinking
- Explain the preconceptual and intuitive substages of the preoperational stage
- Explain the three major origins of abstract though in preschoolers identified by Vygotsky
- Develop healthy meal plans for preschoolers
- Write CDA competency statements (**CDA portfolio requirement)**

Understandings:	Essential Questions:
Students will understand that…	
	• What are the significant physical, intellectual, and social changes that occur during the preschool years?
• Growth and development change during the preschool years and their bodies can now support a vast expansion of motor skills and cognitive skills	• How can the intellectual, social and physical changes that occur during the preschool years be addressed at home and at school?
• Food attitudes that preschoolers learn may last a lifetime	• How can caregivers and educators develop emergent readers and writers?
• During the preschool years, brain development and cognitive changes in pretend play, mental images, drawing, language, and memory lead to better comprehension of complex concepts	• How can the learning environment encourage preschool physical, intellectual, and social-emotional development?
• Adults can help preschoolers understand societal expectations and serve as mirrors for a child's self-awareness	
• Preschool age children learn more about themselves as they show responsibility, begin moral development, and expand their self-concept	
• Preschool age children may experience developmental and environmental stress and caregivers can help them process and identify emotions	

Assessment Evidence

Performance Tasks:	Other Evidence:
• Observe and log preschool whole class lessons and small group activities. Record and reflect on observations in an efficacy notebook **(portfolio requirement)** • Create and teach small group guided mini lessons for preschoolers that develop logical thinking concepts and early reading and writing readiness	Summative Assessments Formative Assessments Supportive Assignments Individual and collaborative participation in class discussion Small Group Lesson Plan Observation Forms Efficacy Notebook

Benchmarks:

Schoology student portfolios will include at least one Performance task and include CDA documentation for the Professional Portfolio **which was set up in the Early Childhood Development course** to be used as a measure of progress towards mastery of Career Readiness, Life Literacies and Key Skills standards. Portfolios can include Edtech projects, formal assessments, anecdotal observations and records, or photos of lesson samples and artifacts taken from a school device.

TestGen software (G-W Learning.com) could also be used as a measure of progress towards mastery of

Learning Plan

Learning Activities:

- Create an Ad campaign for a new preschool using Canva or another Edtech tool
- Using Canva create a preschool physical milestones chart. Discuss how these milestones affect ability.
- Read and review The Creative Curriculum
- Observe a preschool teacher teaching various skills and subjects. Record and reflect in efficacy notebooks
- Read and research hand preference in young children using reliable, authoritative sources. Write an informative essay illustrating the best way to address this in children
- Create a fine motor skills lesson through a series of creative activities to be taught in the preschool during mini lessons, center time, or in class. Flipgrid may also be utilized in this process
- Create an activity that uses cooking as a way to encourage nutrition. Work with culinary teachers and preschool teacher and develop a strategy to include this in the preschool classroom
- Use Pic monkey or another online collage application to create a collage using graphic illustrations that depict preschoolers physical, intellectual, and emotional needs
- Students will create various activities using logical thinking concepts for preschoolers such as sorting and classifying, understanding cause and effect, and evaluating electronic learning media for preschoolers. Teach lessons to class (Flipgrid may be used) or incorporate lessons into The Creative Curriculum's thematic units and teach during small group mini lessons or in learning centers. Record and reflect in efficacy notebooks. Show preschool video clips in class and peer evaluate.
- Study the five obstacles in preschool thinking
- Describe how a classroom environment can promote reading and writing readiness then observe how a preschool classroom is designed to encourage this. Record and reflect in efficacy notebooks
- Read children's literature books in small groups and evaluate for connections to reading comprehension, phonemic awareness, and phonics.
- Create activities that encourage emergent writing and describe how writing develops from the early emergent years to the early primary years. Work with preschoolers in learning centers to encourage reading and writing or create an activity for small group mini lessons.
- Research Piaget and Kohlberg's Stages of Moral Judgment and Reasoning during the preschool years. Chart findings in a digital presentation and have students present in small groups. Peer assess
- Create scenarios where preschoolers may experience physical and environmental stress. Problem solve in groups.

- Observe children playing in a preschool room and record ways the preschool teacher guides appropriate behavior in an efficacy notebook. How are conflicts handled or prevented?
- Observe a child for an extended period of time following confidentiality guidelines **(portfolio requirement)**
- Create a calming area in a preschool room and explain how it will be utilized. Observe a calming area in a preschool room. Research "Time in" as an alternative to "Time Out"
- Write CDA competency statement_ How can I support the advancement of physical and intellectual competence in preschoolers? (see Benchmarks) **portfolio requirement**

Resources:
Textbook: Child Development: Early Stages Through Age 12 10th edition Goodheart-Willcox
G-W Learning digital platform
Canva
Newsela
Nearpod
Edpuzzle
Picmonkey
Flipgrid
The Creative Curriculum

Unit Modifications for Special Population Students	
Advanced Learners	• Add additional materials, requirements, or challenges to assigned projects/labs • Act as peer leader in the classroom to assist other learners • Complete additional projects/lab activities at their discretion
Struggling Learners	• Modify the pace of teacher demonstrations and instruction • Utilize peer assistance • Provide additional resources • Modify assessments/extend deadlines as necessary • Modify projects, labs, and online activities
English Language Learners	Modifications are **required** to be used in content-area classrooms where a student has limited English proficiency. These modifications are given based on the English proficiency of the student while maintaining the rigor of the content. Sheltered English Instruction strategies are utilized to provide students with limited English proficiency access to grade-level, mainstream content while promoting English proficiency development. Can-Do Descriptions for Proficiency Levels Grades 9-12 NJDOE ELL Resources SEI Strategies for Family & Consumer Sciences
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Integration of 21st Century Skills

Indicators:

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Unit Title: (3) The Importance of Play

Unit Description: Research shows that the benefits of play are limitless and involve all domains of child development. Children's stages of play build on one another. This unit will explore the stages and benefits of play and how children learn through play. In addition, students will study the importance of play based on the research of Piaget, Vygotsky, and Erickson. Students will identify toys and games that benefit a child's learning and development through play.

Unit Duration: 4-5 weeks

Desired Results

Standard(s): 9.3.12.ED.2; 9.3.12.ED-TT.2; 9.4.12.CI.1; 9.4.12.CT.4; 9.4.12.IML.2; 9.4.12.TL.3

Indicators:
- identify the stages and benefits of art, music, science and language experiences
- describe the benefits of literature experiences and identify age-appropriate reading techniques for preschool children to school age
- identify ways that adults can encourage play in children
- describe the importance of play and play activities in children's lives
- Write CDA competency statements **(portfolio requirement)**

Understandings: *Students will understand that…* - Play has benefits in all areas of child development - Research supports the benefits of play - Play evolves with each stage of development - Adults should be familiar with the types of play and stages of play so they can encourage children to express and refine their learning through play	**Essential Questions:** - Why is play important in a child's learning and development? - How do the different types of play affect a child's growth, development, and ability to learn? - What is the developmental progression in literature, music, art, and drama and why is it important?

Assessment Evidence

Performance Tasks: - Assign preschool age or school age to small groups. Then assign a type of play (physical, language-logic, manipulative/constructive) or play experience (music, art, cooking, science, or language) to these small groups so that each group as an age assigned and a type of play assigned. Have students create a game for their age group. - Observe and log preschool whole class lessons and small group activities. Record and reflect on observations in an efficacy notebook **(portfolio requirement)**	**Other Evidence:** Summative Assessments Formative Assessments Supportive Assignments Individual and collaborative participation in class discussion Small Group Lesson Plan Observation Forms Efficacy Notebook

Benchmarks:

Schoology student portfolios will include at least one Performance task and include CDA documentation for the Professional Portfolio **which was set up in the Early Childhood Development course** to be used as a measure of progress towards mastery of Career Readiness, Life Literacies and Key Skills standards. Portfolios can include Edtech projects, formal assessments, anecdotal observations and records, or photos of lesson samples and artifacts taken from a school device.

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Learning Plan

Learning Activities:

- Observe children in play in a preschool class. Record notes in efficacy notebooks noting type of skills learned through play and/or play experience
- Design classroom centers on a budget using Smart Draw or another online design tool that include:
  - Multiple types of play
  - Various stages of play
  - Opportunities for literature, music, art, and drama development
- Read and analyze the stages of play with objects and identify the corresponding stage of cognitive development. Summarize findings
- In small groups, research Piaget, Vygotsky, and Erikson's theories of play and how play affects children and social emotional development. Choose one of these theorists and summarize their research on children's play and include how they view the importance of play in your response. Share results with peers in a slide show. Have students ask one question about each theorist using a collaborative app such as Padlet or Schoology discussions and respond to questions. Exit tickets could also be used
- Read a teacher-created resource on the benefits of play, then in small groups brainstorm ways teachers could explain the benefits of play to parents and other adults. Record on large chart paper, post, and do a gallery walk
- Create a list of attractive toys for each stage of development (preschool and school age). Write a brief explanation of why each toy is attractive and developmentally appropriate.
- Assign an age group (preschool or school age) to small groups. Then assign a type of play (active-physical, language-logic, manipulative-constructive) or play experience (music, art, cooking, science, or language). Have groups create games appropriate for their assigned age group and type of play or play experience
- Write CDA competency statement: Competency Statement Written Narrative CS III__How can I support the advancement of social and emotional competence and positive guidance? (**Portfolio Requirement**)

Resources:
Textbook: Child Development: Early Stages Through Age 12 10th edition Goodheart-Willcox
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Newsela
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Edpuzzle
Padlet

Unit Modifications for Special Population Students	
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Integration of 21ˢᵗ Century Skills

Indicators:

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Unit Title: (4) The School Age Years

Unit Description: This unit will explore how school- age children grow physically, intellectually, and socio-emotionally. Students will explore theory and research to understand how adults and caregivers can encourage growth and development in all areas. Students will continue to observe preschoolers in a preschool classroom in this unit, but observations will focus on the changes that will occur as these children mature into their school years.

Unit Duration: 8-9 weeks

Desired Results

Standard(s): 9.3.12.ED.1; 9.3.12.ED-ADM.2; 9.3.12.ED-PS.1; 9.3.12.ED-TT.2; 9.3.12.ED-TT.6; 9.3.HU-ED.1; 9.3.HU-ED.6; 9.4.12.CT.1; 9.4.12.IML.7; 9.4.12.TL.4

Indicators:

- Describe major physical, intellectual, and social-emotional milestones in school-age children
- Plan healthy meals for school-age children
- Identify problems cause by sleep deprivation and describe how parents can help their school-age children get enough rest and sleep
- Explain brain development and cognitive changes that affect leaning in the school-age years
- Explain how parents can prepare their children for primary school
- Give examples of how parents and caregivers can provide enrichment activities for school-age children
- List ways adults can guide children's electronic media use during the school-age years
- Explain how school-age children learn to express emotions in socially acceptable ways
- Describe how adults can reduce children's stress during the school-age years

Understandings:	Essential Questions:
Students will understand that…	
	• What are the significant physical, intellectual, and social changes that occur during the school-age years?
• School-age children will go through major physical changes as their brain and other organs continue to mature and develop	• How can the intellectual and social changes that occur during the school-age years be addressed at home and at school?
• Adults and caregivers should encourage healthy eating in school age children	• How can parents ensure optimal development in prepubescent school-age children?
• School age children need adequate sleep and healthy hygiene	• How do school-age children develop more logical and systematic reasoning abilities, and how do parents and teachers challenge intellectual progress?
• School-age children have major gains in their thinking skills and may have specific abilities	
• School age children's self-awareness grows as they show responsibility, establish moral conscience, and expand self-concept	• Why is it important for school-age children to express their emotions in socially acceptable ways?
• Adults and caregivers can help guide school-age children to act in socially responsible ways	

Assessment Evidence

Performance Tasks:	Other Evidence:
• Visit literacynet.org and take Garnder's multiple intelligence quiz to find your strengths. Design lessons/activities for school age children that build upon specific strengths. Teach in small groups to peers	Summative Assessments Formative Assessments Supportive Assignments Individual and collaborative participation in class discussion Small Group Lesson Plan Observation Forms Efficacy Notebook
• Create a handout using Canva or other digital application that parents can use to help children prepare for primary school. In this	

handout, include media and digital device safety rules	
• Research Piaget's, Vygotsky's and Garner's theories about how school age-children learn. Take notes about areas of agreement and disagreement. Then assign each group member one theorist to portray. In a small group presentation, present the theory in character and dialogue with other theorists.	

Benchmarks:

Schoology student portfolios will include at least one Performance task and include CDA documentation for the Professional Portfolio **which was set up in the Early Childhood Development course** to be used as a measure of progress towards mastery of Career Readiness, Life Literacies and Key Skills standards. Portfolios can include Edtech projects, formal assessments, anecdotal observations and records, or photos of lesson samples and artifacts taken from a school device.

Learning Plan

Learning Activities:

- In groups, review the physical developmental milestones children achieve during the school-age years. Have each group member select one age, and then create an easy-to-follow infographic using Canva or another digital tool of the milestones that children achieve during these years. Include digital photos of children achieving various milestones during each year
- Observe preschoolers in a preschool class and compare their physical milestones to school age children's milestones. Record in efficacy notebook
- In small groups, research stories about children who experience precocious puberty using authoritative sources. How does precocious puberty affect their social-emotional lives? What are some ways that schools and educational programs are supporting families whose children are experiencing precocious puberty? Respond in a well-developed essay
- On sticky note chart paper, write "hygiene" "physical activity" and "rest and sleep". Have students write ways to meet these needs on post it notes and then stick on the appropriate chart. Gallery Walk and discuss.
- Create meal plans for school age children. Research "How to talk to kids about food in healthy manner." Then investigate signs that a child may have or may be developing an eating disorder. Discuss causes of eating disorders and types. What treatments are available for families?
- Research Piaget's, Vygotsky's and Garner's theories about how school age-children learn. Take notes about areas of agreement and disagreement. Then assign each group member one theorist to portray. In a small group presentation, present the theory in character and dialogue with other theorists.
- In small groups, analyze why attention and memory are crucial to a child's ability to process and learn information? Why would learning be difficult without these skills? Answer using exit tickets
- Brainstorm examples of transductive, deductive, and inductive reasoning. For each type of reasoning, write a short scenario with a partner, comparing and contrasting the three types of reasoning.
- Observe preschoolers in a preschool classroom and record how school age children would respond to cognitive tasks as compared to preschoolers. Record in efficacy notebook.
- Create a handout using Canva or other digital application that parents can use to help children prepare for primary school. In this handout, include media and digital device safety rules
- With a partner, create a checklist for children with weak executive function to use for school guidance. Discuss and report back to class
- Choose one logical thinking concept and make inferences about how a school-age child's learning of this concept changes the way the child sees the world. Respond in writing
- Research Bilingualism and describe how schools can meet the needs of bilingual students

- Create a visual chart illustrating Piaget's autonomous reality stage and its characteristics and Kohlberg's interpersonal conformity and maintaining the social order stage and its characteristics. In groups, create scenarios for each stage and report back to class.
- Visit literacynet.org and take Garnder's multiple intelligence quiz to find your strengths. Design lessons/activities for school age children that build upon specific strengths. Teach in small groups to peers
- Discuss how schools can meet the needs of gifted students. Develop enrichment activities that school age children would enjoy
- Review the ways adults and caregivers can help school-age children manage conflicts. Choose two of these ways to compare and contrast. How do the two ways help manage a conflict? How effective are the two ways? Is one way more effective than the other? Discuss pair-share and report back to class
- Observe preschoolers in a preschool classroom. Compare how they handle conflicts with their peers to school age children. Record in efficacy notebook
- Guest speaker: school guidance counselor. What kind of morality do school-age children possess? How do they act on that morality? Review Kohlberg's theory of moral reasoning with the counselor. Draw connections between the theory and the counselor's experiences with students. Write a short reflection after the presentation
- Create strategies that adults and caregivers can use to guide and model appropriate social behavior in school age children. Use Padlet to post ideas and comment on at least one other response
- Using authoritative sources, research situations that put a child at risk for negative peer relations. Read scenarios and problem solve in small groups.

Resources:
Textbook: Child Development: Early Stages Through Age 12 10th edition Goodheart-Willcox
G-W Learning digital platform
Canva
Newsela
Nearpod
Edpuzzle
Padlet

Unit Modifications for Special Population Students	
Advanced Learners	• Add additional materials, requirements, or challenges to assigned projects/labs • Act as peer leader in the classroom to assist other learners • Complete additional projects/lab activities at their discretion
Struggling Learners	• Modify the pace of teacher demonstrations and instruction • Utilize peer assistance • Provide additional resources • Modify assessments/extend deadlines as necessary • Modify projects, labs, and online activities
English Language Learners	Modifications are **required** to be used in content-area classrooms where a student has limited English proficiency. These modifications are given based on the English proficiency of the student while maintaining the rigor of the content. Sheltered English Instruction strategies are utilized to provide students with limited English proficiency access to grade-level, mainstream content while promoting English proficiency development. Can-Do Descriptions for Proficiency Levels Grades 9-12 NJDOE ELL Resources SEI Strategies for Family & Consumer Sciences
Learners with an IEP	Each special education student has Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include: • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

- **ELA**- RST.11-12.3: Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
  NJSLSA.W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
- **Math**- Make sense of problems and persevere in solving them.
- **Science**- WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research
- **Social Studies**- 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture
- **Health & Physical Education**- 2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan.
- **Visual & Performing Arts**- 1.2.8.Cr3b: Communicate an intentional purpose and meaning utilizing varying point of view and perspective.
- **Business-** 9.1.5.PB.1: Develop a personal budget and explain how it reflects spending, saving, and charitable contributions.
- **Technology Education**- 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
- **Financial Literacy**- 9.1.12.PB.4: Explain how you would revise your budget to accommodate changing circumstances.

Integration of 21st Century Skills

Indicators:

Career readiness, life literacies, and key skills are critical components of Family and Consumer Science education. This curriculum not only focuses on the mastery of key skills and content, but also promotes the understanding of career technical education by including 21st century interdisciplinary themes. This course includes skills such as -Critical thinking, problem solving, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication as listed in the NJ Career Readiness, Life Literacies, and Key Skills Student Learning Standards.

Unit Title: (5) Special Needs and Other Concerns of Families
Unit Description: As children grow, they may encounter family life challenges. In some circumstances, children may experience abuse and/or neglect. This unit will explore resources for children in crisis situations and describe ways that adults/caregivers and schools can help children cope with difficult situations. In addition, there may be times that families/caregivers, schools, and medical professionals identify developmental differences and special needs in children. This unit will also discuss differences in physical, intellectual, and social-emotional needs in preschool to school age children and explain the types of help and resources available for children with special needs.
Unit Duration: 4-5 weeks

Desired Results

Standard(s): 9.3.12.ED.3; 9.3.12.ED.6; 9.3.12.ED.7; 9.3.12.ED-ADM.1; 9.3.12.ED-ADM.8; 9.3.12.ED-TT.4; 9.3.12.ED-TT.8; 9.3.HU-ED.8; 9.3.HU-FAM.4; 9.3.HU-FAM.5

Indicators:

- Explain the process of reporting abuse
- Recognize child abuse, neglect and other family concerns
- Describe the effects of child neglect and abuse on children's development
- Explain how causes of neglect and abuse are treated and list strategies to prevent it
- List strategies to help children cope with family challenges
- Explain the principles behind developmental differences and special needs among children
- Identify special needs that affect multiple areas of children's development including attention disorders and autism spectrum disorder
- Describe the type of help and resources available to help families who have children with special needs

Understandings:	Essential Questions:
Students will understand that…	
	• What types of challenges affect children, and how can parents and other adults protect children and help children develop resilience?
• There are resources to protect children from neglect and abuse or children in crisis	• What are short- and long-term stressors that affect child growth and development?
• Adults and caregivers can help children develop resilience in stressful circumstances	
• Help for children with special needs hinges on the idea that children are more alike than they are different.	• What types of developmental differences affect children at home and at school?
• Federal law outlines programs for the identification of and services for children with special needs	• How can student with special needs be supported at school and at home?

Assessment Evidence

Performance Tasks:	Other Evidence:
• Working with a partner, research resources for children in crisis in your state. Resources might include federal and state agencies, crisis centers, or nurseries, and hotline for families in need. Create a five-panel pamphlet of these resources, including their names, contact information, and brief summaries of their services. Use Canva or another digital application. Share your pamplets with the class	Summative Assessments Formative Assessments Supportive Assignments Individual and collaborative participation in class discussion Small Group Lesson Plan Observation Forms Efficacy Notebook

- Based on a scenario student/mock IEP shared at the beginning of the unit, students will develop a learning plan to support the learner that includes:
  - Learning strategies
  - Behavioral strategies
  - SEL strategies

Benchmarks:

Schoology student portfolios will include at least one Performance task and include CDA documentation for the Professional Portfolio **which was set up in the Early Childhood Development course** to be used as a measure of progress towards mastery of Career Readiness, Life Literacies and Key Skills standards. Portfolios can include Edtech projects, formal assessments, anecdotal observations and records, or photos of lesson samples and artifacts taken from a school device.

TestGen software (G-W Learning.com) could also be used as a measure of progress towards mastery of

Learning Plan

Learning Activities:

- In groups of three, assign each group member one area of development (social, -emotional, physical, intellectual). Study the effects of each type of child neglect or abuse in your assigned area of development and create a spreadsheet using Excel documenting your thoughts. Share your spreadsheet with other groups, add to the spreadsheet to create a comprehensive spreadsheet detailing how each type of neglect or abuse affects all three areas of development
- Research school initiatives that seek to combat peer abuse. Choose one initiative and research its history, mission, and implementation. What services does the initiative offer? In your opinion, how effective is the initiative? Evaluate the initiative using examples from experience
- Make observations in the preschool class. How could the environment encourage equitable access for children with special needs and/or children with special concerns? Record and reflect in efficacy notebook and discuss in class
- In small groups, review articles from authoritative sources on illness and death and its effects on children. Create an interactive digital presentation using Nearpod. Include a sequential exploration of how children come to understand illness and death and select some practical videos that demonstrate effective techniques for helping children cope. Present to the class using teacher-paced mode
- Working with a partner, research resources for children in crisis in your state. Resources might include federal and state agencies, crisis centers, or nurseries, and hotline for families in need. Create a five-panel pamphlet of these resources, including their names, contact information, and brief summaries of their services. Use Canva or another digital application. Share your pamphlets with the class
- Engage in interactive physical disabilities simulations for hearing and visual impairments. Students could watch video simulations and respond. For visual impairments, blindfold one student. Have another student place an object in the room. The blindfolded student will have to find the object using just voice commands
- Engage in video ADHD or dyslexia simulations. Reflect and respond
- For fine motor skills impairment simulations, wear oven mitts and try to unbutton buttons on a shirt or coat. Reflect and response.
- For gross motor skills impairment simulations, place a bean bag the knees and elbows and walk an obstacle course.
- For speech and language impairments, create a charades-like game where students have to communicate something that is written on a card without writing, spelling or speaking

- Based on a scenario student/mock IEP shared at the beginning of the unit, students will develop a learning plan to support the learner that includes:
  - Learning strategies
  - Behavioral strategies
  - SEL strategies
- Interview high school teachers or preschool teacher and ask how that teacher accommodates children with special needs (such as: makes environmental changes, has special education teacher available, makes curricular changes etc.) Record and reflect in efficacy notebook and discuss with a peer
- Have students research autism spectrum disorder (ASD) using authoritative sources and write about how educators and caregivers can help an overly stimulated child. Create a safe space for a student experiencing sensory overload
- Research anxiety orders and depression. In groups, discuss how schools, adults, caregivers and schools can help students using SEL. Create an SEL activity for school age students. Observe how a preschool teacher incorporates SEL into the classroom community. Record in efficacy notebooks

Resources:

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Unit Modifications for Special Population Students	
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Interdisciplinary Connections

Indicators:

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Unit Title: (6) Careers in Child Development
Unit Description: Making career decisions involves learning about yourself, different types of career paths, employment trends, and qualifications needed to reach a career outcome. In this unit, students will use the IMC Ferguson database to explore careers, take a career assessment, and formulate career goals. In addition, students will write a mock letter of interest and mock resume related to a career of their choosing. Students will learn effective ways to use social media sites such as LinkedIn to discover job openings while building their online network. They will explore different types of interviews and conduct a mock interview
Unit Duration: 2-3 weeks

Desired Results

Standard(s): 9.2.12.CAP.4; 9.2.12.CAP.7; 9.3.12.ED.9; 9.3.HU-ED.3; 9.4.12.CI.2

Indicators:

- Understand the importance of self-assessment and differentiate between aptitudes and abilities
- Identify resources for finding jobs
- List various child-related careers
- Explain the process of writing a resume and identify its main components
- Describe guidelines for succeeding on the job

Understandings:	Essential Questions:
Students will understand that…	
	What types of child-related careers are available, and what qualities and next steps make a successful career?
• Choosing a career is a crucial decision that affects one's lifestyle	
• There are steps to take to help a person discover their interests	
• Child-related careers are diverse and growing	
• To apply for a job, one must search for the job using several means and write a resume	
• A letter that accompanies a resume is typically thought of when referring to a cover letter	
• Your performance during an interview will greatly affect your chances of getting a job	
• Professionalism is important when leaving a job	

Assessment Evidence

Performance Tasks:	Other Evidence:
• Create a mock letter of interest and a mock resume • Interview a peer	Summative Assessments Formative Assessments Supportive Assignments Individual and collaborative participation in class discussion Small Group Lesson Plan Observation Forms Efficacy Notebook

Benchmarks:

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Learning Plan

Learning Activities:

Explore careers using Ferguson database
Take career assessments
Complete teacher-made Nearpods
Watch career-related videos posted on the Ferguson database
Create a mock resume and letter of interest
Explore LinkedIn profiles
Explore types of interviews using the Ferguson database
Conduct a mock interview with peers
Interview a teacher. Ask about qualifications and how they achieved their career goals. Respond and reflect in efficacy notebook

Resources:

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Nearpod
Edpuzzle
Ferguson Careers IMC database

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