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:	**Teaching Methods for Early Childhood Development**
Grade Level(s):	11-12

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

Course Description:

Teaching Strategies for Early Childhood Education is a double period dual credit semester course open to students grades 11-12 who have successfully completed the Foundations of Early Childhood Education semester course. This course is recommended to the student interested in pursuing an early childhood education career. After learning the foundations of early childhood education from the first semester course, students will build upon their learning by providing a variety of learning experiences to help promote physical, intellectual, and social-emotional growth in children by working directly with children enrolled in the WTHS childcare program. Students will guide whole group circle -time, small group skill lessons, and learning center activities to guide STEM, language arts, writing, literacy, music and movement, dramatic play and sensory learning experiences under the direct supervision of the high school teacher. Finally, students will learn how to engage parents and families by preparing newsletters, daily communication forms, and planning end of school year events. Students enrolled in this course are eligible to participate in the FCCLA Leadership program. Students can apply to the Early Childhood Education Academy, complete their professional CDA portfolio, and seek CDA certification upon graduation. This course satisfies the high school practical arts requirement. ***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: Working with Young Children 9th edition (Goodheart-Willcox) G-W Learning digital platform
Pinterest
Canva
Nearpod
Edpuzzle
The Creative Curriculum
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) Guiding STEM (Science, Technology, Engineering, Math) Experiences

Unit Description: STEM is about exploration, and when children make their own discoveries, they are making guesses or hypotheses while learning to make sense of the world around them. The real-life skills that children develop when learning STEM help make them better problem solvers and learners. Therefore, students enrolled in this course will create art, block building, sensory, math, and science experiences for the children. Lesson activites can occur with the whole group, small group mini lessons and/or during center time exploration.

Unit Duration: 5-6 weeks

Desired Results

Standard(s): 9.3.12.ED.2; 9.3.12.ED-ADM.3; 9.3.12.ED-ADM.5; 9.3.12.ED-PS.1; 9.3.12.ED-TT.1; 9.3.12.ED-TT.3; 9.3.12.ED-TT.10; 9.3.12.ED-TT.11; 9.3.HU-ED.2; 9.3.HU-ED.7; 9.4.12.CT.1; 9.4.12.TL.1

Indicators:

- Explain what is meant by STEM
- Outline procedures for planning science and technology
- Identify methods for using children's senses to teach science and math concepts
- Describe how technology can be integrated throughout the environment and in daily routines
- Design math experiences that stress specific math concepts
- Plan a variety of art, block building, and other sensory activities for children
- Write a professional philosophy statement **(CDA portfolio requirement)**

Understandings:

Students will understand that…

- STEM education teaches young children how to solve problems by using their critical thinking skills
- STEM learning teaches kids about the power of technology and innovation
- Through STEM, children learn to work together in teams to find solutions to problems, record data, present findings, and knock their heads (and hands) together to resolve an issue
- During STEM activities, children learn to figure out how things work. It allows them to fail and try again

Essential Questions:

- How can we ensure equitable representation in math, science, and art?
- What are the benefits of a STEM curriculum?
- How can you create an environment and identify materials and equipment that are conducive to STEM learning?
- How can STEM activities help students think critically as they work to solve problems?
- What are the goals of early math experiences?
- How can you assess the math abilities of students?

Assessment Evidence

Performance Tasks:

- Design a STEM experience for preschoolers and/or school aged children that includes at least one math concept
- Write a professional philosophy statement using CDA guidelines (page 8- see link in Benchmarks) **CDA portfolio requirement**
- Write a summary of your CDA education (your experience in the WTHS Early Childhood Education Academy) **-CDA portfolio requirement**

Other Evidence:

Summative Assessments
Formative Assessments
Supportive Assignments
Individual and collaborative participation in class discussion
Small Group Lesson Plan
Latic Scheduler
Bulletin Boards
Activity lesson plans
Efficacy Notebook
Observation Forms

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 a math activity for 100 days of school

Submit CDA (Child Development Association) application by October if applying for licensing

Create a Bulletin Board that teaches math and science concepts

Create a math game and play math games with the children

Create a math focus wall to be used daily at circle time that includes a number of the day and math in different ways (written out, ten frame, domino, tally mark, what comes before and after, writing rhyme and counting creature) Reinforce daily during morning meeting/circle time

Create basic skills file folder activities to be used in center learning or small group skill lessons
Create task cards to be used in the science, math, block building, and water/sensory learning centers

Create STEM challenges in block building

Create an "All about me" lesson activity and have students get familiar with body parts. Sing Head, Shoulders Knees and Toes, or do the Hockey Poky. Read books related to topic

Create STEM Iron Chef challenges using marshmallows, pretzel sticks, icing, goldfish, food coloring and graham crackers (check allergies prior to assigning and throw out creations after judging for creativity, team work, and appearance)

Set timers to introduce children to the concept of time. Sing Hickory Dickory Dock and make a clock with moving hands

Sing songs with the children: Five green and speckled frogs, little pumpkin, ducks, snowmen, turkeys, etc. finger plays and other counting songs (Alice the Camel, BINGO, Ants Go Marching etc.)

Create Water play and art experiences for the children: sink or float activities, mixing colors etc.

Take nature walks and create art with grass, leaves, sticks, and pebbles

Have a class pet. Learn about its habitat and characteristics

Get a butterfly kit and have kids watch the life cycle of the butterfly. Have the students chart the progress

Grow and plant a flower and have students chart the progress and read books about plants and flowers. Discuss

Read books about science and engineering and discuss

Watch a preschool teacher conduct a STEM lesson. Record and reflect in efficacy notebook

Experiment with baking soda, water, vinegar and food coloring. Make a volcanic eruption and other science experiments

Incorporate Creative curriculum themes into learning centers, gardening, insects and light

Create task cards for light table in science center and guide learning

Use magnifying glasses to look at various insects. Have students draw their insect.

Explore weather using the weather chart daily with children. Create a class rain catcher and measure rain with the children

Have children build creations with playdough or Legos using task cards.

Create a five senses experience for children

Explore sizes, colors, shapes, and weights of objects, patterns, magnets, and puzzles in the math learning center with task cards

Create a focus shape wall to be used daily at morning meeting/circle time with the shape of the week (name of shape, flat or solid, shape creature, things that are this shape, shape song)

Incorporate technology into learning centers: e-readers, headphones, I pad with preschool learning games

Resources:

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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) Guiding Early Language, Music and Movement, Literacy and Writing Experiences

Unit Description: Literacy is the foundation for reading, writing, communicating and socializing. Preschool literacy instruction is focused on the development of children's emergent literacy which includes the knowledge, skills, and attitudes that ultimately promote reading and writing development. Although children will develop many literacy skills during this time, research indicates that the following are most important: oral language: includes expressive and receptive vocabulary, and listening comprehension skills; alphabetic principle: includes knowledge of the alphabet & phonological awareness (the ability to recognize and manipulate sounds in words;) and print awareness: includes understanding and recognition of environmental print and text features. Therefore, students will create daily lessons that build upon these early reading and writing skills. In addition, they will have children engage in sociodramatic play such as puppetry and storytelling experiences that encourage language and literacy concepts. Finally, students will explore, sing and move to music.

Unit Duration: 5-6 weeks

Desired Results

Standard(s): 9.3.12.ED.2; 9.3.12.ED-ADM.3; 9.3.12.ED-ADM.5; 9.3.12.ED-PS.1; 9.3.12.ED-TT.1; 9.3.12.ED-TT.3; 9.3.12.ED-TT.10; 9.3.12.ED-TT.11; 9.3.HU-ED.2; 9.3.HU-ED.7; 9.4.12.CT.1; 9.4.12.TL.1

Indicators:

- Develop activities that help children develop writing skills
- Discuss guidelines for helping children develop writing skills
- Guide socio-dramatic play activities
- Outline the steps to follow when reading aloud to children
- Explain a variety of storytelling methods
- Plan a variety of music activities and explain the benefits of music experiences
- Write a children's book and link standards to the book **(CDA portfolio requirement)**
- Create a list of children's books with summaries **(CDA portfolio requirement)**

Understandings:

Students will understand that…

- Music is a powerful form of communication for every culture and can be used to teach many skills
- Literacy is the foundation for reading, writing, communicating and socializing
- Preschool literacy instruction is focused on the development of children's emergent literacy which includes the knowledge, skills, and attitudes that ultimately promote reading and writing development
- Children benefit cognitively, physically, socially, and emotionally from socio-dramatic play
- Children's books are an important source of stories
- Through storytelling and language experiences, children can develop an enjoyment of books and learn many skills
- Preschoolers need to be surrounded by print to encourage early writing

Essential Questions:

- How does puppet and/or sociodramatic play contribute to cognitive, social, and physical development?
- How can the environment be leveraged to support sociodramatic play and language development?
- What are the advantages of storytelling?
- Why are multicultural and bilingual books important?
- How can we ensure equitable representation in our stories and classroom?
- What are the types of children's books and why does it matter?
- How can you vary storytelling methods and why is it important?
- How can music experiences be presented to children to improve reading, math, language, vocabulary, motor skills, and spatial relationships?
- How can having a print-rich environment encourage children to learn how to write?

Assessment Evidence

Performance Tasks:	Other Evidence:
• Write a children's book and read to children guiding learning. Discuss standards that children can learn from the book **(CDA portfolio requirement)** • Create a children's book list with summaries **(CDA portfolio requirement)** • Develop and implement a lesson to teach a skill or concept through puppets and/or dramatic play to children	Summative Assessments Formative Assessments Supportive Assignments Individual and collaborative participation in class discussion Small Group Lesson Plan Latic Scheduler Bulletin Boards Activity lesson plans Efficacy Notebook Observation Forms

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:

Observe a preschool teacher or school librarian reading to children. How is literacy being developed? Record and reflect in efficacy notebook

Use language experiences to encourage story telling

Create interactive alphabet bulletin boards

Create a word wall and use environmental print throughout the day care

Create a focus wall with the letter of the day to be reviewed daily during morning meeting/circle time (find it, trace it, match it, short it, write it, sound it out) Use pocket charts and have photo cards and rhymes of how to write it

Write and publish a children's book and read to children guiding learning

Develop and implement a lesson to teach a skill or concept through puppets and/or dramatic play to children

Explore multicultural storybooks. Create a thematic lesson from the book.

Use felt characters to tell a story and/or finger puppets with the children

Work with students in learning centers in basic skills folders and/ or use task cards

Create a writing center to be used in the day care

Create lessons where children practice beginning sounds or making letters using links in small groups/and/or play alphabet games with them

Create lessons that white boards and have children practice writing their names

Make a "My Letter" alphabet book for children and guide them through the activities in it

Make puppets and put on a puppet show for children teaching about a social studies event or other theme

Create a teach lessons where children can listen to music, play musical instruments, sing, and dance to music (incorporate Creative Curriculum theme: music making)

Resources:

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Interdisciplinary Connections

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Integration of 21st Century Skills

Indicators:

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Unit Title: (3) Engaging Parents and Families

Unit Description: Young children benefit from having informed and engaged parents. In this unit, students will learn the importance of family engagement to promote an exchange of ideas and information. Students will create ideas for establishing positive caregiver-family partnerships and explore fundraising and how parent-teacher conferences are conducted. Finally, students will plan, create, and conduct an "end of year" ceremony for the preschoolers and their families.

Unit Duration: 5-6 weeks

Desired Results

Standard(s): 9.2.12.CAP.2; 9.2.12.CAP.3; 9.2.12.CAP.5; 9.2.12.CAP.7; 9.3.12.ED.1; 9.3.12.ED.2; 9.3.12.ED.6; 9.3.12.ED.6; 9.3.12.ED-ADM.3; 9.3.12.ED-ADM.8; 9.3.12.ED-PS.3; 9.3.12.ED-TT.1; 9.3.12.ED-TT.11; 9.3.HU-FAM.2; 9.3.HU-FAM.3

Indicators:

- List objectives for family engagement
- Plan and conduct a mock parent-teacher conference
- Describe the fundraising process
- Plan, organize and follow through with a family event
- Write CDA competency narratives (**CDA portfolio requirement**)

Understandings:
Students will understand that…

- Families play a key role in promoting the physical, emotional, cognitive, and social development of children
- Parent-teacher conferences can help build partnerships between schools and families
- Newsletters and daily blasts are effective tools for communicating with families

Essential Questions:

What can schools do to promote positive partnerships with families?

How can positive school-family partnerships benefit children, schools, and families?

How can fundraisers and charitable events promote positive community relationships?

How can I maintain a commitment to professionalism?

Assessment Evidence

Performance Tasks:

- Working in teams, prepare an "end of year" ceremony for the 3- and 4-year-olds and their families based on a theme with special recognition to the 4-year-olds who are "moving up".
- Design family communication tools: emergency form, accident report, child observation form **(CDA portfolio requirement)**

Other Evidence:

Summative Assessments
Formative Assessments
Supportive Assignments
Individual and collaborative participation in class discussion
Small Group Lesson Plan
Latic Scheduler
Bulletin Boards
Activity lesson plans
Efficacy Notebook
Observation Forms

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:

Continue working with preschoolers during morning meeting/circle time and prepare lessons according to a theme (incorporate Creative Curriculum themes: exercise and balls) Continue calendar, shape of the day, letter of the day, number of the day and color of the day. Continue working on skills in small groups and assisting children in learning centers with task cards

Engage children in fundraising and/or charitable activities (ex: lemonade stand for Alex's Lemonade, create blankets for Project Linus. Work with high school class advisors to see how children can help with fundraisers

Explore effect parent -teacher conferences and scenarios and have a mock parent-teacher conference

Complete the FQ Summary sheet to reflect on feedback from families (see CDA competency standards book- **CDA portfolio requirement)**

Complete the Reflective Dialogue Sheet during your CDA verification visit (**CDA portfolio requirement**)

Create a Smore communication newsletter for parents and/or a daily news flash.

Design family communication tools: emergency form, accident report, child observation form **(CDA portfolio requirement)**

Ask an adult who has a special talent or hobby to visit the daycare and demonstrate this hobby

Working in teams, prepare an "end of year" ceremony for the 3- and 4-year-olds and their families based on a theme with special recognition to the 4-year-olds who are "moving up".

Write CDA competency narrative: How can I establish positive and productive relationships with families? **(CDA portfolio requirement)**

Write CDA competency narrative: How can I maintain a commitment to professionalism? **(CDA portfolio requirement)**

Prepare to submit the CDA portfolio that you have been developing throughout the Early Childhood Education Academy and compile it in this format:
Cover Page: Your CDA Professional Portfolio cover sheet
• Tab 1: CDA Education
- My CDA Education cover sheet
- All relevant training transcripts, certificates, and other official documentation
such as college transcripts
• Tab 2: Family Questionnaires
- Family Questionnaire cover sheet
- All completed and returned Family Questionnaires
• Tab 3: Reflective Competency Statement 1
- Resource Collection Items RC I-1, RC I-2, and RC I-3

• Tab 4: Reflective Competency Statement 2
- Resource Collection Items RC II-1 through RC II-9
• Tab 5: Reflective Competency Statement 3
- Resource Collection Items RC III
• Tab 6: Reflective Competency Statement 4
- Resource Collection Items RC IV-1 through RC IV-4
• Tab 7: Reflective Competency Statement 5
- Resource Collection Items RC V
• Tab 8: Reflective Competency Statement 6
- Resource Collection Items RC VI-1, RC VI-2, and RC VI-3
• Tab 9: Professional Philosophy Statement

Next steps: apply and take CDA exam

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- **Financial Literacy**- 9.1.12.PB.4: Explain how you would revise your budget to accommodate changing circumstances.

Integration of 21st Century Skills

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.