



# 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:       | Foundations of Early Childhood Education   |  |           |   |                 |  |
| Grade Level(s):     |  |  |           |   |                 |  |
| Duration:           | Full Year:   |  | Semester: | X | Marking Period: |  |
| Course Description: | <p>Foundations of Education is a double period dual credit semester course open to students grades 11-12 who have successfully completed Child Development and are enrolled in the second semester course Teaching Strategies for Early Childhood Education. This course is recommended to the student interested in pursuing an early childhood education career. This course provides students with an understanding of how to create and maintain a safe and engaging learning environment for young children. Students will learn ways to maintain children's health and safety while understanding the importance of learning through play. Students enrolled in this course will have the opportunity to work daily with three- and four-year-olds in our WTHS childcare program. They will understand the foundations of setting up the learning environment and maintaining routines with positive management techniques to guide children. Students will lead whole group activities, plan a field trip, and work with children on mini lessons in individual learning centers. In addition, students will direct gross motor skill activities and follow WTHS safety and evacuation procedures with children under the direct supervision of the high school teacher. Students enrolled in this course are eligible to participate in the FCCLA Leadership program. Students can apply to the Early Childhood Education Academy, create a professional portfolio, and seek CDA certification upon graduation. This course satisfies the high school practical arts requirement. <b><i>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.</i></b></p> |  |           |   |                 |  |
| Primary Resources:  | <p>Textbook: Working with Young Children 9<sup>th</sup> edition (Goodheart-Willcox) and Foundations of Early Childhood Education: Teaching in a Diverse Society 7<sup>th</sup> edition (McGraw Hill)<br/>G-W Learning digital platform<br/>Pinterest<br/>Canva<br/>Nearpod<br/>Edpuzzle<br/>The Creative Curriculum</p>  |  |           |   |                 |  |

## 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 Description:** Providing a safe environment for children is one of the most important jobs as a teacher. Childcare workers need to know how to safely evacuate children and how to handle accidents and injuries. In this unit, students will understand that guiding health and safety for children includes knowledge of potential dangers in the environment, knowledge of transmittable illness prevention, and knowledge of how to choose safe equipment and toys. Students enrolled in the academy and seeking CDA certification should see the teacher early in the year to arrange for a verification visit at the end of the school year. Students must bring their completed CDA portfolio to the visit.

**Unit Duration:** 5-6 weeks

### Desired Results

**Standard(s):** 9.3.12.ED.3; 9.3.12.ED.4; 9.3.12.ED-PS.2; 9.3.12.ED-TT.4; 9.3.HU-ED.3; 9.3.HU-ED.5; 9.3.HU-ED.6; 9.3.HU-FAM.4; 9.3.HU-FAM.5; 9.4.12.CI.1; 9.4.12.TL.1

#### Indicators:

- Describe safety factors to consider when purchasing toys and playground equipment
- Develop a workable health policy for a childcare center and safe layout of a learning center
- Explain the importance of sanitary control in early childhood education programs
- Explain the importance of first aid training and identify procedures for treating illness and injuries
- Write CDA competency statements (**CDA portfolio requirement**)

#### Understandings:

*Students will understand that...*

- Adults and caregivers are responsible for the health and safety of children
- The best way to begin guiding children's health is by setting health policies
- Safety is a key consideration when choosing toys and playground equipment
- Laws and guidelines have been developed to help consumers buy safe products

#### Essential Questions:

- How can the physical layout of a childcare class be safe, comply with local, state, and federal regulations, and encourage learning and physical activity?
- What basic health practices and procedures are used in a childcare setting regarding illness, communicable diseases, accidents, and trauma
- How can I ensure a well-run, purposeful program responsive to participants' needs?

### Assessment Evidence

#### Performance Tasks:

- Design lessons that teach children healthy habits such as handwashing, toothbrushing, eating healthy, wearing weather- appropriate clothing, and preventing the spread of germs through sneezing and coughing
- Create a plan to control foodborne illness and allergies in the classroom and post in the classroom (**CDA portfolio requirement**)
- Create a plan for treating a sick or injured child. Create a form to communicate with parents
- Create three activity plans covering multiple developmental domains to include in CDA portfolio (**CDA portfolio requirement- 9 total required**)

#### Other Evidence:

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

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### 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:

- Guest speakers: community helpers that keep us safe such as school nurse, visit from fire department (fire prevention week), student resource officer, or veteran for Veteran's Day
- Create a plan for treating a sick or injured child. Create a form to communicate with parents
- Practice fire drills and other emergency drills with children
- Create and post classroom guidelines for safe behavior using simple pictures and words. Teach an interactive lesson and review daily
- Create a class helper chart and group management system to control traffic flow and the number of children working in groups
- Create a calming space to help students process emotions with self-guided activities to be included in space. Teach how to use as whole group before using
- Create and post a schedule for children. Use simple words and easy to interpret pictures
- Create a place for students to "check in" with their name upon arrival
- Create a chart with simple picture for children as they enter the room in regard to how they want to be greeted: example, fist pump, verbal "hi", hug, silly dance, or high five
- Create a "what voice should I use" chart and teach a mini lesson to the whole group
- Create a layout of a safe preschool classroom environment. Consider traffic flow, safe toys to include in centers, and child proofing materials such as outlet covers. Use an online design website such as Smart Draw then observe our center for potential safety hazards and record in efficacy notebook
- Teach universal songs to be used in the daycare with lesson/activity (handwashing song to teach the steps; clean-up song- teach the importance of cleaning up to keep the environment safe; weather song to teach appropriate dress) Include mini lessons in centers (reading center: books on safety, proper dress, exercise, tooth brushing and handwashing. Writing center can include words or task cards associated with health and germ prevention with pictures. Stem center could include glitter germs and sensory "germ" table.
- Teach mini lessons or whole group lessons on germ prevention and create activities related to health and safety to be used in all learning centers.
- Create mini lessons within learning centers and incorporate Creative Curriculum themes into centers that relate to health and safety (clothing and exercise)
- Create Bulletin boards (fire safety, germ prevention, dental health, exercise, healthy eating etc)
- Use the Latic scheduler to schedule your time to be most effective and productive when not working with children
- Explore The Creative Curriculum. Based on the required centers, have students choose safe toys and activities to be utilized that meet the program's goals
- Teach a lesson on playground safety and create picture cards to be displayed in class, that show safe behavior. Recite and review daily with children
- Create a plan to control foodborne illness and allergies in the classroom and post in the classroom **(include in CDA portfolio: Resource section\_RC I)**

- Create a plan for first aid kit storage, basic supplies to be included and steps to care for an injured child. Clearly label where the first- aid kit is stored and epi-pens
- **Write Competency Statement CS 1 for CDA requirement (if not completed in Child Development)**

**Resources:**

Working with Young Children 9<sup>th</sup> edition (Goodheart-Willcox)  
G-W Learning Digital Platform  
Pinterest  
Smart Draw  
Canva  
Nearpod  
Edpuzzle  
The Creative Curriculum

## Unit Modifications for Special Population Students

|                                  |   |
|----------------------------------|---|
| <b>Advanced Learners</b>         | <ul style="list-style-type: none"> <li>• Add additional materials, requirements, or challenges to assigned projects/labs</li> <li>• Act as peer leader in the classroom to assist other learners</li> <li>• Complete additional projects/lab activities at their discretion</li> </ul>  |
| <b>Struggling Learners</b>       | <ul style="list-style-type: none"> <li>• Modify the pace of teacher demonstrations and instruction</li> <li>• Utilize peer assistance</li> <li>• Provide additional resources</li> <li>• Modify assessments/extend deadlines as necessary</li> <li>• Modify projects, labs, and online activities</li> </ul>  |
| <b>English Language Learners</b> | <p>Modifications are <b>required</b> 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.</p> <p><a href="#">Can-Do Descriptions for Proficiency Levels Grades 9-12</a><br/> <a href="#">NJDOE ELL Resources</a><br/> <a href="#">SEI Strategies for Family &amp; Consumer Sciences</a></p>   |
| <b>Learners with an IEP</b>      | <p>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:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p> <p>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 <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p> |
| <b>Learners with a 504</b>       | <p>Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.</p>   |

## 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 21<sup>st</sup> 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.



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| <b>Unit Title:</b> (2) Guiding Children in The Physical Classroom Environment  |  |
| <b>Unit Description:</b> Clearly defined spaces are a key element to the effective design of any early childcare education program. In this unit, students will plan spaces in the childcare room to serve several purposes and fit the specific needs of the children in the WTHS childcare program They will assist the teacher in creating physical care stations, interest centers, and gross motor skill centers. Spaces will be created where children can work and play together. Students will also learn how to choose appropriate toys an equipment for spaces, create management systems/bulletin boards to control traffic patterns and also learn to set, enforce, and communicate safe limits and boundaries, while creating routines and procedures to be used to enforce these limits. |  |
| <b>Unit Duration:</b> 5-6 weeks  |  |
| <b>Desired Results</b>   |  |
| <b>Standard(s):</b> 9.3.12.ED.3; 9.2.12.CAP.4; 9.3.12.ED.5; 9.3.12.ED.11; 9.3.12.ED-ADM.1; 9.3.12.ED-ADM.2; 9.3.12.ED-ADM.5; 9.3.12.ED-PS.4; 9.3.12.ED-TT.4; 9.3.12.ED-TT.5; 9.3.12.ED-TT.7; 9.3.HU-ED.1; 9.4.12.CT.1; 9.4.12.TL.1   |  |
| <b>Indicators:</b>   |  |
| <ul style="list-style-type: none"> <li>list criteria when choosing the layout of the physical classroom</li> <li>Summarize factors that affect the organization of space in an early childhood education center</li> <li>Label specific areas in the space with appropriate visuals</li> <li>Explain guidelines for selecting developmentally appropriate toys, equipment, and educational materials</li> <li>List guidelines for establishing and enforcing classroom limits for classroom areas and activities</li> <li>Guide children successfully through the daily routines</li> <li>Explain the importance of a daily schedule</li> <li>Explain the use of transition techniques to move smoothly from one activity to another</li> </ul>  |  |
| <b>Understandings:</b><br><i>Students will understand that...</i> <ul style="list-style-type: none"> <li>An inclusive environment benefits children and their families</li> <li>A carefully planned space allows teachers more time to nurture and less time redirecting student's behavior</li> <li>Established procedures and routines help children learn to be responsible for themselves, their belongings, and classroom materials and equipment</li> <li>Setting appropriate limits help children develop self-control</li> </ul>   | <b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What factors affect the organization of an early childhood education physical environment?</li> <li>How can a planned space be conducive to safety and learning?</li> <li>How can the environment stimulate growth and development?</li> <li>How do you prioritize, budget for, and purchase items for a classroom?</li> <li>What factors are vital in selecting appropriate computer programs for children?</li> </ul> |
| <b>Assessment Evidence</b>   |  |
| <b>Performance Tasks:</b> <ul style="list-style-type: none"> <li>Design an ideal classroom environment that aligns allows for safe traffic flow and learner engagement</li> <li>Design and advocate for a strategy that would support the Social Emotional well-being of young learners</li> <li>Design and teach procedures and routines for classroom management</li> </ul>  | <b>Other Evidence:</b> <p>Summative Assessments<br/> Formative Assessments<br/> Supportive Assignments<br/> Individual and collaborative participation in class discussion<br/> Small Group Lesson Plan<br/> Latic Scheduler<br/> Bulletin Boards<br/> Activity lesson plans<br/> Efficacy Notebook<br/> Observation Forms</p>   |



- Create three activity plans covering multiple developmental domains to include in CDA portfolio (**CDA portfolio requirement- 9 total required**)

### **Benchmarks:**

Schoolology 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:**

- Create bulletin boards to encourage routines and procedures and teach minilessons. Reinforce daily (classroom jobs, Daily Schedule, Whole group meeting and “Calendar”. SEL check-in, classroom management-traffic control, Are you a bucket filler?)
- Create a focus wall to establish daily routines: Letter of the day, color of the day, shape of the week, and number of the week pocket charts to be used in whole group morning meeting routines. Mini lessons can be design for small group instruction or learning center guidance
- Create task center cards to be used to organize learning in small groups
- Create “Brain Breaks in 60 seconds” to help manage classroom activity
- Visit a preschool classroom and observe the physical space, routines and procedures that encourage development. Record observations in efficacy notebook
- Use the Latic scheduler to schedule your time to be most effective and productive when not working with children
- Create and teach lessons that establish and reinforce healthy boundaries and limits
- Read stories about school and school routines, social-emotional learning and safe spaces and other topics related to theme (incorporate Creative Curriculum themes pets, and buildings-what are some pet spaces and how are buildings designed?)
- Create centers that reflect Creative Curriculum themes: pets, buildings, holidays, and also reinforce number, letter, shape and color of the day while being cognizant of the physical space and routines that guide behavior
- For fire prevention week, have guest speakers from the WTFD
- Utilize visual transitions and attention getters to be used in the day care. Post and use consistently
- Discuss how to communicate limits to children. Evaluate different classroom individual and group management techniques used in preschools
- Discuss scenarios that may occur in day care centers and problem solve in groups
- Interview a preschool teacher: how are limits set and enforced?
- Investigate some behavioral problems that may occur and research causes and ways to help children cope with stress
- Prepare a checklist of ways to avoid overstimulation in children

### **Resources:**

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**Integration of 21<sup>st</sup> Century Skills**

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|  |   |
|--|---|
| <b>Unit Title:</b> (3) The Curriculum and Guiding Field Trips  |   |
| <b>Unit Description:</b> In this unit, students will explore a developmentally appropriate early childhood curriculum that is evidence-based and consistent with research on how children develop and learn. Students will understand how program goals help curriculum emerge. Students will plan lessons and activities using early learning standards and create formalized lesson plans with learning expectations. Students will explore various programs such as Montessori, Head Start, for-profit and nonprofit early childhood schools as well as The Creative Curriculum: NJ state adopted preschool curriculum for early learners. Students will also understand the importance of including authentic learning experiences into the curriculum and will explore how to guide field trip experiences as it related to curriculum.   |   |
| <b>Unit Duration:</b> 5-6 weeks  |   |
| <b>Desired Result</b>  |   |
| <b>Standard(s):</b> 9.2.12.CAP.2; 9.3.12.ED.6; 9.3.12.ED.1; 9.3.12.ED.1; 9.3.12.ED-ADM.7; 9.3.12.ED-PS.1; 9.3.12.ED-TT.1; 9.3.12.ED-TT.3; 9.3.12.ED-TT.4; 9.3.HU-ED.2; 9.3.HU-ED.6; 9.3.HU-ED.8;   |   |
| <b>Indicators:</b> <ul style="list-style-type: none"> <li>• Develop developmental and program goals for curriculum</li> <li>• List indicators of quality early education programs</li> <li>• Use early learning standards and learning targets in lesson plans</li> <li>• Explain various approaches to curriculum development</li> <li>• Develop STEM, reading and writing readiness, art, music and movement, and socio-dramatic play lessons using a thematic approach</li> <li>• Plan an authentic learning experience such as a field trip</li> </ul>   |   |
| <b>Understandings:</b><br><i>Students will understand that...</i> <ul style="list-style-type: none"> <li>• Studies show that children from high-quality early childhood education programs do better in primary school especially in the areas of reading, math, and social development</li> <li>• A developmentally appropriate curriculum tailors learning experiences to children's ages, stages of development, interests, needs, abilities, and experiences</li> <li>• Before the curriculum can be planned, program goals are to be established</li> <li>• Assessment is needed in order to plan a curriculum that is both individualized and developmentally appropriated for all areas of learning</li> <li>• Children gain firsthand experiences during field trips to connect words and concepts with real objects, people, and places</li> <li>• When planning activities for young children, consider the diversity of individual learning styles</li> <li>• Early learning standards are guidelines for educators and caregivers to use that inform their decisions about their approach to curriculum development</li> <li>• Lesson plans take various forms, but most include learning standards, learning targets, developmental goals, introduction, procedures, materials, assessment and self-evaluation</li> </ul> | <b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• What makes an emergent curriculum effective?</li> <li>• What are the pros and cons of some current curriculum and early childhood education programs</li> <li>• What instruments are used to measure quality childcare</li> <li>• Why are the use of program goals in curriculum and lesson planning important?</li> <li>• What makes a lesson plan effective?</li> <li>• Why are learning goals important?</li> <li>• How can you plan for assessment?</li> <li>• What is the best way to plan and guide children during field trips</li> </ul> |

## Assessment Evidence

### Performance Tasks:

- Design an ideal classroom environment that aligns with the needs of your curriculum
- Plan and guide a virtual or in-person field trip experience for emergent learners
- Create formalized lesson plans and assessments
- Create three activity plans covering various developmental domains to include in CDA portfolio (**CDA portfolio requirement- 9 total required**)

### Other Evidence:

Summative Assessments  
 Formative Assessments  
 Supportive Assignments  
 Individual and collaborative participation in class discussion  
 Small Group Activity Plans  
 Latic Scheduler  
 Bulletin Boards  
 Formal lesson plans  
 Observation Forms

### Benchmarks:

Schoolology 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:

- Have a guest preschool teacher talk about how curriculum is implemented
- Observe a preschool class. Observe materials, decorations, and objects in the space. Ask the teacher what themes the children are studying and then analyze how the classroom environment reinforces these themes. Respond and reflect in efficacy notebook
- Create thematic bulletin boards that align with program goals and curriculum
- Design an ideal classroom environment that aligns with the needs of your curriculum
- Plan and guide a virtual or in-person field trip experience for emergent learners
- Create formal lesson plans and assessments and implement in the childcare center (include Creative Curriculum themes: exercise and cameras in addition to holidays, letter, number, color, shape of the day)
- Develop STEM, reading and writing readiness, art, music and movement, and socio-dramatic play lessons using a thematic approach
- Use the Latic scheduler to schedule your time to be most effective and productive when not working with children
- Visit the website for the National Academy of Early Childhood Programs. Review the 10 NAEYC programs standards. Write an article on their importance
- Identify, compare, and contrast criteria parents use to select the best childcare program for their children, including financial considerations
- Research the biography of Maria Montessori. Write a one-page report detailing how her early experiences in medicine led her to define a philosophy of early childhood education. Discuss her contribution to the way children are educated today
- Create an assessment that can be used to influence curriculum
- Make a list of questions parents can use to choose quality childcare

- Research Head Start and write about its contributions to early education. Then research the early learning standards for NJ. Compare findings to the Head Start Early Learning Outcomes. Do you think one set of standards is more effective than another? Discuss
- In small groups, research information about children's learning styles and characteristics. Choose three of these unfamiliar learning styles and research them in-depth, including their descriptions, prevalence, and ideal learning environments. Then create a presentation and share in small groups. Discuss the benefits parents and teachers could have knowing a child's learning style? What could result if a child was allowed to learn only using or never using his or her preferred style?
- Calculate the total cost of a field trip for 20 three- and four-year-olds and their adult chaperones to a museum 35 miles from the school. The admission charge is \$7.00 for children and \$10.00 for adults. Determine the number of chaperones needed and include their admission in the calculations. Include transportation costs.
- Create a photo slide show of a field trip and other authentic learning
- Search websites that offer predeveloped virtual field trips. Choose three of these field trips, and then brainstorm a list of ten other virtual field trips that could be created based on these examples.

### **Resources:**

Textbook: Working with Young Children 9<sup>th</sup> edition (Goodheart-Willcox)

G-W Learning Digital Platform

Pinterest

Canva

Nearpod

Edpuzzle

The Creative Curriculum

IMC



## Unit Modifications for Special Population Students

|                                  |   |
|----------------------------------|---|
| <b>Advanced Learners</b>         | <ul style="list-style-type: none"> <li>• Add additional materials, requirements, or challenges to assigned projects/labs</li> <li>• Act as peer leader in the classroom to assist other learners</li> <li>• Complete additional projects/lab activities at their discretion</li> </ul>  |
| <b>Struggling Learners</b>       | <ul style="list-style-type: none"> <li>• Modify the pace of teacher demonstrations and instruction</li> <li>• Utilize peer assistance</li> <li>• Provide additional resources</li> <li>• Modify assessments/extend deadlines as necessary</li> <li>• Modify projects, labs, and online activities</li> </ul>  |
| <b>English Language Learners</b> | <p>Modifications are <b>required</b> 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.</p> <p><a href="#">Can-Do Descriptions for Proficiency Levels Grades 9-12</a><br/> <a href="#">NJDOE ELL Resources</a><br/> <a href="#">SEI Strategies for Family &amp; Consumer Sciences</a></p>   |
| <b>Learners with an IEP</b>      | <p>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:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p> <p>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 <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p> |
| <b>Learners with a 504</b>       | <p>Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.</p>   |

## 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 21<sup>st</sup> 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.