

SCHOOL OF EDUCATION
HUMAN SERVICES

CHILD DEVELOPMENT I

Course #2160

12.5 credits

REVISED 2016

PASSAIC COUNTY TECHNICAL INSTITUTE
45 Reinhardt Road
Wayne, New Jersey

I. Course Description

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

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

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

II. CTE Curriculum Unit Planner

Content Area:	Child Development I	Grade	9
Unit Plan Title:	Guiding Manuscript Writing Experiences		
Standards Addressed	<p>9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.</p> <p>9.3.12.ED. 10 Apply organizational skills and logic to enhance professional education and training practice.</p> <p>9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training</p> <p>9.3.12.ED.10 Apply organizational skills and logic to enhance professional education and training practice.</p> <p>9.3.12.ED.11 Demonstrate group management skills that enhance professional education and training practice.</p> <p>9.3.HU- ED.1 Demonstrate communication techniques with children to facilitate ongoing development and enhance learning.</p> <p>9.3.HU- ED.7 Apply principles of child growth and development, including social, emotional, physical and cognitive milestones, to provide comprehensive program offerings.</p> <p>9.3.12.ED- ADM.1 Use research- based practices to develop, communicate and enlist support for a vision of success for all learners.</p> <p>9.3.12.ED- ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture.</p> <p>9.3.12.ED- ADM.3 Create instructional programs to meet the learning organization's objectives.</p> <p>9.3.12.ED- ADM.4 Identify instructional practices that meet the learning organization's objectives.</p> <p>9.3.12.ED- ADM.6 Identify operations to meet the learning organization's objectives.</p> <p>9.3.12.ED- ADM.7 Plan strategically to meet the learning organization's objectives.</p> <p>9.3.12.ED- ADM.8 Apply internal and external resources to meet the learning organization's objectives and learner needs.</p> <p>9.3.12.ED- PS.1 Identify strategies, techniques and tools used to determine the needs of diverse learners.</p> <p>9.3.12.ED- PS.2 Implement methods to enhance learner success.</p> <p>9.3.12.ED- PS.3 Identify resources and support services to meet learners' needs.</p> <p>9.3.12.ED- PS.4 Identify resources and support services available in the learning organization to enhance the learning environment.</p> <p>9.3.12.ED- TT.1 Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs.</p>		

9.3.12.ED- TT.2 Employ knowledge of learning and developmental theory to describe individual learners.
9.3.12.ED- TT.3 Use content knowledge and skills of instruction to develop standards- based goals and assessments.
9.3.12.ED- TT.4 Identify materials and resources needed to support instructional plans.
9.3.12.ED- TT.5 Establish a positive climate to promote learning.
9.3.12.ED- TT.7 Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures.
9.3.12.ED- TT.8 Demonstrate flexibility and adaptability in instructional planning.
9.3.12.ED- TT.10 Evaluate teaching and training performance indicators to determine and improve effectiveness of instructional practices and professional development.

Essential Questions

- What is manuscript writing?
- Why is important to establish proper manuscript writing during the early years?
- How might a caregiver/ teacher model proper techniques to format letters and numbers for young children?
- How is manuscript writing related to a young child's cognitive and physical development?
- How might a caregiver/teacher encourage proper manuscript writing in young children?

Anchor Text

Working with Young Children, 8th Edition Judy Herr, 2016
The Goodheart-Willcox Company, Inc. ISBN#978-1-63126-024-7

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

- “How Do I Write...? Scaffolding Preschoolers' Early Writing Skills” Sonia Q. Cabell, Laura S. Totorelli, Hope Gerde <http://www.readingrockets.org>
- “The Importance of Curse of Cursive Handwriting”, <http://www.prospectmagazine.co.uk>
- “Writing with Young Children”, Melissa Wood <http://commons.ed>
- “How should We Teach Our Children to Write?” Cursive First, Print Later!
<http://www.howtotutor.com/cursive.htm>

Expected Proficiencies

See attached

Formative/Summative Assessments

- Student will research, compare and contrast different writing systems for young children.
- Practice proper formation of manuscript writing (letters/numerals) through use of a variety manuscript writing systems (Zaner-Bloser, Handwriting without Tears, etc.).
- Students will practice proper formation of letters through a variety of mediums (paint, shaving cream, playdough).

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

Students will receive 5 hours per month of practical experience attending the Head Start program with the supervision of their teachers.

Suggested Time Frame: 2 weeks

Content Area:	Child Development I	Grade	9			
Unit Plan Title:	Careers Working with Children and Families					
Standards Addressed						
<p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p> <p>9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.</p> <p>9.3.21.ED.9 Describe state- specific professional development requirements to maintain employment and to advance in an education and training career.</p>						

- 9.3.12.ED.10 Apply organizational skills and logic to enhance professional education and training practice.
- 9.3.12.ED.11 Demonstrate group management skills that enhance professional education and training practice.
- 9.3.HU- ED.1 Demonstrate communication techniques with children to facilitate ongoing development and enhance learning.
- 9.3.HU- ED.2 Communicate effectively with fellow staff members to facilitate child development activities.
- 9.3.HU- ED.3 Maintain working knowledge of child development licensing and certification organizations to keep abreast of current procedures and changes.
- 9.3.HU- ED.6 Adhere to ethical and legal responsibilities, laws and regulations to protect children and families.
- 9.3.HU- ED.7 Apply principles of child growth and development, including social, emotional, physical and cognitive milestones, to provide comprehensive program offerings.
- 9.3.HU- ED.8 Evaluate curriculum for inclusiveness of children with special needs.
- 9.3.HU- ED.6 Adhere to ethical and legal responsibilities, laws and regulations to protect children and families.
- 9.3.HU- ED.7 Apply principles of child growth and development, including social, emotional, physical and cognitive milestones, to provide comprehensive program offerings.
- 9.3.HU- ED.8 Evaluate curriculum for inclusiveness of children with special needs.
- 9.3.12.ED- ADM.1 Use research- based practices to develop, communicate and enlist support for a vision of success for all learners.
- 9.3.12.ED- ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture.
- 9.3.12.ED- ADM.3 Create instructional programs to meet the learning organization's objectives.
- 9.3.12.ED- ADM.4 Identify instructional practices that meet the learning organization's objectives.
- 9.3.12.ED- ADM.9 Describe advocacy strategies to promote the learning organization's needs.
- 9.3.12.ED- TT.1 Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs.
- 9.3.12.ED- TT.2 Employ knowledge of learning and developmental theory to describe individual learners.
- 9.3.12.ED- TT.3 Use content knowledge and skills of instruction to develop standards- based goals and assessments.
- 9.3.12.ED- TT.4 Identify materials and resources needed to support instructional plans.
- 9.3.12.ED- TT.5 Establish a positive climate to promote learning.
- 9.3.12.ED- TT.6 Identify motivational, social and psychological practices that guide personal conduct.
- 9.3.12.ED- TT.7 Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures.
- 9.3.12.ED- TT.8 Demonstrate flexibility and adaptability in instructional planning.

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

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

Essential Questions

- What are characteristics of an effective teacher/child care provider?
- What are the various careers in education?
- What careers are available for individuals interested in Human Services?
- What are the required qualifications of individuals pursuing teaching and/or human service careers (degrees)?

Anchor Texts

Working with Young Children, 8th Edition Judy Herr , 2016

The Goodheart-Willcox Company, Inc. ISBN #978-1-63126-024-7

Lifespan Development, 1st Edition Sharleen Kato , 2014

The Goodheart-Willcox Company, Inc. ISBN #978-1-61960-231

Informational Texts

- *Occupational Outlook Handbook* www.bls.gov/oco/
- “Twelve Characteristics of Effective Early Childhood Teachers”, Laura J. Colker <https://www.naeyc.org>
- “You Think You Know What Teachers do. Right? or Wrong?” Valerie Strauss <http://www.washingtonpost.com/>
- “Jobs”-<http://www.earlychildhoodteacher.org/jobs/>
- “Six Strategies for 21st Century Early Childhood Teachers” <http://www.earlychildhoodteacher.org>
- “Early Childhood Teacher Certification in New Jersey” <http://www.earlychildhoodteacher.org>

Expected Proficiencies

See attached

Formative/Summative Assessments

- Students will research careers in Early Childhood Education, Elementary Education and Secondary Education and Human Services
- Student will create and present information through use of various media
- Students will interview an educator and/or a professional in human services and write a reflection summarizing the interview.

Resources

Students will receive 5 hours per month of practical experience attending the Head Start program with the supervision of their teachers.

Suggested Time Frame: 2-3 weeks

Content Area:	Child Development I	Grade(s)	9
Unit Plan Title:	Health and Safety		

Standards Addressed

- 9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.
9.3.12.ED.4 Evaluate and manage risks to safety, health and the environment in education and training settings.
9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.
9.3.HU- ED.1 Demonstrate communication techniques with children to facilitate ongoing development and enhance learning.
9.3.HU- ED.2 Communicate effectively with fellow staff members to facilitate child development activities.
9.3.HU- ED.3 Maintain working knowledge of child development licensing and certification organizations to keep abreast of current procedures and changes.

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

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

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

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

9.3.12.ED- ADM.3 Create instructional programs to meet the learning organization's objectives.

9.3.12.ED- ADM.4 Identify instructional practices that meet the learning organization's objectives.

9.3.12.ED- ADM.7 Plan strategically to meet the learning organization's objectives.

9.3.12.ED- ADM.8 Apply internal and external resources to meet the learning organization's objectives and learner needs.

9.3.12.ED- PS.1 Identify strategies, techniques and tools used to determine the needs of diverse learners.

9.3.12.ED- PS.2 Implement methods to enhance learner success.

9.3.12.ED- PS.3 Identify resources and support services to meet learners' needs.

9.3.12.ED- PS.4 Identify resources and support services available in the learning organization to enhance the learning environment.

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

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

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

Essential Questions

- How can a child's health and well-being be protected and maintained?
- How might a child be cared for if the child becomes ill/injured?
- What are some procedures to ensure a safe and healthy environment?
- Why is it important to learn and demonstrate proper hygiene with adults and young children?

Anchor Text

Working with Young Children, 8th Edition Judy Herr, 2016
The Goodheart-Willcox Company, Inc. ISBN# 978-1-63126-024-7

Informational Texts

- “Childhood Diseases-What Parents need to Know”
<http://www.nlm.nih.gov/medlineplus/magazine/issues/spring08/articles/spring08pg5-6.html>
- “Childhood Illnesses: Get the Facts” <http://www.webmd.co>
- <https://www.youtube.com/watch?v=z87EIgmssBQ> Sep 15, 2010
- “Handwashing’ <https://www.youtube.com/watch?v=z87EIgmssBQ>

Expected Proficiencies

See attached

Formative/Summative Assessments

- Students will select, research and present a lesson about an illness/disease.
- Student will research, demonstrate and present guidelines according to the Universal Health Precautions/Center for Disease Control.
- Students will create booklet/pamphlet for a young child referencing various health and safe procedures.

Resources

- Students will receive 5 hours per month of practical experience attending the Head Start program with the supervision of their teachers.
- Students will view videos on hand washing techniques.

Suggested Time Frame: 2-3 weeks

Content Area:	Child Development I	Grade	9
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Unit Plan Title:	Early Childhood Programs
Standards Addressed	
<p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p> <p>9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.</p> <p>9.3.HU- ED.6 Adhere to ethical and legal responsibilities, laws and regulations to protect children and families.</p> <p>9.3.HU- ED.7 Apply principles of child growth and development, including social, emotional, physical and cognitive milestones, to provide comprehensive program offerings.</p> <p>9.3.12.ED- ADM.5 Model leadership skills for personnel in order to improve the performance of the learning organization.</p> <p>9.3.12.ED- ADM.6 Identify operations to meet the learning organization's objectives.</p> <p>9.3.12.ED- ADM.7 Plan strategically to meet the learning organization's objectives.</p> <p>9.3.12.ED- ADM.8 Apply internal and external resources to meet the learning organization's objectives and learner needs.</p> <p>9.3.12.ED- ADM.9 Describe advocacy strategies to promote the learning organization's needs.</p> <p>9.3.12.ED- PS.3 Identify resources and support services to meet learners' needs.</p> <p>9.3.12.ED- PS.4 Identify resources and support services available in the learning organization to enhance the learning environment.</p> <p>9.3.12.ED- TT.1 Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs.</p> <p>9.3.12.ED- TT.4 Identify materials and resources needed to support instructional plans.</p>	
Essential Questions	
<ul style="list-style-type: none"> • What types of programs are available for young children and their families? • What governmental agency in New Jersey monitors child care and day care centers? • What is the referral agency in Passaic County that might assist parents in selecting a quality day care center? • What is the professional organization that sets guidelines for professionals as well as programs for young children? 	
Anchor Text(s)	

Working with Young Children, 8th Edition Judy Herr, 2016
The Goodheart-Willcox Company, Inc. ISBN# 978-1-63126-024-7

Informational Texts

- “Main Types of Early Childhood Care and Education” <http://futureofchildren.org/>
- “Different Approaches to Teaching: Comparing Three Preschool Programs”
- http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=367
- “Principles of child development and learning that inform developmentally appropriate practice” <https://oldweb.naeyc.org>

Expected Proficiencies

See attached

Formative/Summative Assessments

- Students will select, research and present a program offered to parents of young children.
- Students will create an advertisement for a quality daycare program for young children.

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

Students will receive 5 hours per month of practical experience attending the Head Start program with the supervision of their teachers.

Suggested Time Frame: 2-3 weeks

Content Area:	Child Development I	Grade	9
Unit Plan Title:	Preparing the Environment		

Standard(s) Addressed

9.3.12.ED.4 Evaluate and manage risks to safety, health and the environment in education and training settings.
9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.
9.3.HU- ED.1 Demonstrate communication techniques with children to facilitate ongoing development and enhance learning.
9.3.HU- ED.7 Apply principles of child growth and development, including social, emotional, physical and cognitive milestones, to provide comprehensive program offerings.
9.3.HU- ED.8 Evaluate curriculum for inclusiveness of children with special needs.

9.3.12.ED- ADM.1 Use research- based practices to develop, communicate and enlist support for a vision of success for all learners.

9.3.12.ED- ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture
9.3.12.ED- ADM.5 Model leadership skills for personnel in order to improve the performance of the learning organization.
9.3.12.ED- ADM.6 Identify operations to meet the learning organization's objectives.
9.3.12.ED- ADM.7 Plan strategically to meet the learning organization's objectives.
9.3.12.ED- ADM.8 Apply internal and external resources to meet the learning organization's objectives and learner needs.
9.3.12.ED- PS.1 Identify strategies, techniques and tools used to determine the needs of diverse learners.
9.3.12.ED- PS.2 Implement methods to enhance learner success.
9.3.12.ED- PS.3 Identify resources and support services to meet learners' needs.
9.3.12.ED- PS.4 Identify resources and support services available in the learning organization to enhance the learning environment.
9.3.12.ED- TT.1 Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs.
9.3.12.ED- TT.4 Identify materials and resources needed to support instructional plans.
9.3.12.ED- TT.5 Establish a positive climate to promote learning.
9.3.12.ED- TT.6 Identify motivational, social and psychological practices that guide personal conduct.
9.3.12.ED- TT.7 Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures.
9.3.12.ED- TT.8 Demonstrate flexibility and adaptability in instructional planning.

Essential Questions

- Why is space valued when organizing a physical environment for young children?
- What are the basic activity areas in a child care center?

- Why is proper placement of activity areas necessary to maintain a beneficial learning environment?

Anchor Text(s)

Working with Young Children, 8th Edition Judy Herr, 2016
The Goodheart-Willcox Company, Inc. ISBN #978-1-63126-024-7

Informational Texts

- “Education World: Creating a Safe Classroom Environment” [www.educationworld.com](http://www.educationworld.com/professional-development/safeclassroom.htm) › Professional Development
- “Teaching Our Youngest: A Guide for Preschool Teachers & Child Care”
http://www2.ed.gov/teachers/how/early/teachingouryoungest/page_pg4.html United States Department of Education Aug 31, 2007
- “Creating Indoor Environments for Young Children – Early childhood”
www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=294
- “How to Create a Positive Learning Environment for Children” [www.livestrong.com](http://www.livestrong.com/article/311377-how-create-positive-learning-environment-children/) › Parenting
- “Indoor and Outdoor Environment | Child Care Aware”<http://childcareaware.org/providers/making-a-difference/indoor-and-outdoor-environment/>

Expected Proficiencies

See attached

Formative/Summative Assessments

- Students will research and present the benefits of a physical environment in various early childhood settings.
- Student will create/design and label original floor plans reflective of research.

Resources

Students will receive 5 hours per month of practical experience attending the Head Start program with the supervision of their teachers.

Suggested Time Frame: 2-3 weeks

Content Area:	Child Development I	Grade	9			
Unit Plan Title:	Selecting Toys, Equipment and Educational Materials for Young Children					
Standards Addressed						
<p>9.3.12.ED.4 Evaluate and manage risks to safety, health and the environment in education and training settings.</p> <p>9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.</p> <p>9.3.HU- ED.1 Demonstrate communication techniques with children to facilitate ongoing development and enhance learning.</p> <p>9.3.HU- ED.7 Apply principles of child growth and development, including social, emotional, physical and cognitive milestones, to provide comprehensive program offerings.</p> <p>9.3.HU- ED.8 Evaluate curriculum for inclusiveness of children with special needs.</p> <p>9.3.12.ED- ADM.1 Use research- based practices to develop, communicate and enlist support for a vision of success for all learners.</p> <p>9.3.12.ED- ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture.</p> <p>9.3.12.ED- ADM.3 Create instructional programs to meet the learning organization's objectives.</p> <p>9.3.12.ED- ADM.4 Identify instructional practices that meet the learning organization's objectives.</p> <p>9.3.12.ED- ADM.7 Plan strategically to meet the learning organization's objectives.</p> <p>9.3.12.ED- ADM.8 Apply internal and external resources to meet the learning organization's objectives and learner needs.</p> <p>9.3.12.ED- PS.1 Identify strategies, techniques and tools used to determine the needs of diverse learners.</p> <p>9.3.12.ED- PS.2 Implement methods to enhance learner success.</p> <p>9.3.12.ED- PS.3 Identify resources and support services to meet learners' needs.</p> <p>9.3.12.ED- TT.1 Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs.</p> <p>9.3.12.ED- TT.2 Employ knowledge of learning and developmental theory to describe individual learners.</p> <p>9.3.12.ED- TT.4 Identify materials and resources needed to support instructional plans.</p>						

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

Essential Questions

- What are some factors for selecting developmentally appropriate toys for young children?
- What is the government agency that enforces and lists guidelines and issues recalls of playthings for young children?
- What are some sources and methods for purchasing/selecting playthings for young children?
- What are some toys/materials that might provide an understanding of cross content material for young children?
- How might the teacher select playthings/materials reflective of all cultures?

Anchor Text

Working with Young Children, 8th Edition Judy Herr, 2016

The Goodheart-Willcox Company, Inc. ISBN #978-1-63126-024-7

Informational Texts

- CPSC.gov (Consumer Product Safety Commission)
“Good Toys for Young Children | National Association for the Education ...”
www.naeyc.org/ecp/...
- National Association for the Education of Young Child...
“Guidelines for Choosing Developmentally Appropriate Toys for Young ...”
www.livestrong.com
- “Choosing Appropriate Toys and Equipment for Young Children”
www.earlychildhoodnews.com

Expected Proficiencies

See attached

Formative/Summative Assessments

- Students will research and compile a list of safety concerns when selecting toys, equipment and educational materials.
- Students will research, select and present age appropriate playthings for young children.

Resources

Students will receive 5 hours per month of practical experience attending the Head Start program with the supervision of their teachers.

Suggested Time Frame: 2-3 weeks

Content Area:	Child Development I	Grade	9
Unit Plan Title:	Observation/Assessment of Children		

Standards Addressed

9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.

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

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

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

9.3.12.ED- ADM.1 Use research- based practices to develop, communicate and enlist support for a vision of success for all learners.

9.3.12.ED- ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture.

9.3.12.ED- ADM.7 Plan strategically to meet the learning organization's objectives.

9.3.12.ED- ADM.8 Apply internal and external resources to meet the learning organization's objectives and learner needs.

9.3.12.ED- PS.1 Identify strategies, techniques and tools used to determine the needs of diverse learners.

9.3.12.ED- PS.2 Implement methods to enhance learner success.

9.3.12.ED- PS.3 Identify resources and support services to meet learners' needs.

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

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

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

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

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

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

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

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

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

Essential Questions

- What are some factors when choosing a method of assessment?
- Why is observing young children important for assessing progress?
- How might a portfolio serve as a useful assessment tool for young children?
- How might technology be used in assessing young children?
- What are advantages and disadvantages of various assessment tools?

Anchor Texts

Working with Young Children, 8th Edition Judy Herr, 2016
The Goodheart-Willcox Company, Inc. ISBN #978-1-63126-024-7

Informational Texts

- “Wondering with Children: The Importance of Observation in Early Education” <http://ecrp.uiuc.edu/v7n2/forman.html>
- “Assessment:AppreciatingChildren’s Development” <http://www.earlychildhoodnews.com/>
- “Observation: The Primary Tool in Assessment” www.childcareexchange.com
- “Assessment in Early Childhood” <http://www.getreadytoread.org/>

• “Informal Methods of Assessment” http://www.education.com/
Expected Proficiencies
See attached
Formative/Summative Assessments
<ul style="list-style-type: none"> Students will research and compile a variety of assessment tools. Students will create individual assessment tools.
Resources (<i>software, videos, career exploration-related activities</i>)
Students will receive 5 hours per month of practical experience attending the Head Start program with the supervision of their teachers.
Suggested Time Frame: 2-3 weeks

Content Area:	Child Development I	Grade	9			
Unit Plan Title:	Reading/Storytelling to and with Young Children					
Standard Addressed						
9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice. 9.3.HU- ED.1 Demonstrate communication techniques with children to facilitate ongoing development and enhance learning. 9.3.HU- ED.7 Apply principles of child growth and development, including social, emotional, physical and cognitive milestones, to provide comprehensive program offerings. 9.3.12.ED- ADM.1 Use research- based practices to develop, communicate and enlist support for a vision of success for all learners. 9.3.12.ED- ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture.						

9.3.12.ED- ADM.6 Identify operations to meet the learning organization's objectives.
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9.3.12.ED- PS.2 Implement methods to enhance learner success.
9.3.12.ED- TT.1 Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs.
9.3.12.ED- TT.2 Employ knowledge of learning and developmental theory to describe individual learners.
9.3.12.ED- TT.4 Identify materials and resources needed to support instructional plans.
9.3.12.ED- TT.5 Establish a positive climate to promote learning.
9.3.12.ED- TT.7 Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures.
9.3.12.ED- TT.8 Demonstrate flexibility and adaptability in instructional planning.
9.3.12.ED- TT.10 Evaluate teaching and training performance indicators to determine and improve effectiveness of instructional practices and professional development.

Essential Questions

- What are the advantages of storytelling?
- What are the four types of books for young children?
- What is the process of choosing a book for a young child?
- What are the steps to reading a story to young children?
- What are a few storytelling methods?
- Why is it important to read to young children on a daily basis?

Anchor Text

Working with Young Children, 8th Edition Judy Herr, 2016
The Goodheart-Willcox Company, Inc. ISBN #978-1-63126-024-7

Informational Texts

- “Promoting Language with Books and E-Book or Paper Book – What’s Best for Young Children” <http://www.hanen.org>
- “On Reading, Learning to Read, and Effective Reading Instruction: An Overview of What We Know and How We Know It” <http://www.ncte.org/positions/statements/onreading>
- “Learning Language and Literacy - National Association for the ...” www.naeyc.org/
- “Reading and Storytelling with children” http://raisingchildren.net.au/articles/reading_preschoolers.html
- “Why Reading is Important for Children: The Benefits – Early Moments ...”<https://www.earlymoments.com/...a...reading/why-reading-to-children-is-important>

Expected Proficiencies

See attached

Formative/Summative Assessments

- Students will create original stories and /or storybooks for young children.
- Students will research and compile a list age appropriate storybooks for young children.
- Students will evaluate a selection of storybooks for young children.

Resources

Students will receive 5 hours per month of practical experience attending the Head Start program with the supervision of their teachers.

Suggested Time Frame: 3-4 weeks

Content Area:	Child Development I	Grade	9
Unit Plan Title:	Classroom Limits/Routines		

Standards Addressed

- 9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.
- 9.3.HU- ED.1 Demonstrate communication techniques with children to facilitate ongoing development and enhance learning.
- 9.3.HU- ED.7 Apply principles of child growth and development, including social, emotional, physical and cognitive milestones, to provide comprehensive program offerings.
- 9.3.12.ED- ADM.1 Use research- based practices to develop, communicate and enlist support for a vision of success for all learners.
- 9.3.12.ED- ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture.
- 9.3.12.ED- ADM.5 Model leadership skills for personnel in order to improve the performance of the learning organization.
- 9.3.12.ED- PS.1 Identify strategies, techniques and tools used to determine the needs of diverse learners.
- 9.3.12.ED- PS.2 Implement methods to enhance learner success.
- 9.3.12.ED- PS.3 Identify resources and support services to meet learners' needs.
- 9.3.12.ED- PS.4 Identify resources and support services available in the learning organization to enhance the learning environment.
- 9.3.12.ED- TT.1 Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs.
- 9.3.12.ED- TT.5 Establish a positive climate to promote learning.
- 9.3.12.ED- TT.6 Identify motivational, social and psychological practices that guide personal conduct.

Essential Questions

- What are some reasons for having classroom limits (rules)?
- What are some guidelines for setting classroom limits?
- What are some methods for enforcing limits?
- What is the importance of a daily schedule?
- What are some transition techniques while caring for young children?

Anchor Text

Working with Young Children, 8th Edition Judy Herr, 2016
The Goodheart-Willcox Company, Inc. ISBN #978-1-63126-024-7

Informational Texts

- “What are Developmental Domains?” by Becky L. Spivey, M.Ed. <http://www.handyhandouts.com>
- “How Best To Establish Limits and Routines With Young Children ...” www.peterhaiman.com/.../how-best-to-establish-limits-and-routines-with-young-child...
- “Appropriate Limits for Young Children” - North Carolina Cooperative ...
<https://www.ces.ncsu.edu/depts/fcs/pdfs/fcs455.pdf>
- “Ages & Stages: Helping Children Adjust to Rules & Routines”
www.scholastic.com/.../ages-stages-helping-children-adjust-rule

Expected Proficiencies

See attached

Formative/Summative Assessments

- Students will create a chart with classroom limits for young children
- Students will research/compile a list of effective transitions while working with young children

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

Students will receive 5 hours per month of practical experience attending the Head Start program with the supervision of their teachers.

Suggested Time Frame: 3-4 weeks

Content Area:	Child Development I	Grade	9
Unit Plan Title:	Curriculum for Young Children		

Standards Addressed

- 9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.
- 9.3.HU- ED.1 Demonstrate communication techniques with children to facilitate ongoing development and enhance learning.
- 9.3.HU- ED.7 Apply principles of child growth and development, including social, emotional, physical and cognitive milestones, to provide comprehensive program offerings.
- 9.3.HU- ED.8 Evaluate curriculum for inclusiveness of children with special needs,
- .9.3.12.ED- ADM.1 Use research- based practices to develop, communicate and enlist support for a vision of success for all learners.
- 9.3.12.ED- ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture.
- 9.3.12.ED- ADM.3 Create instructional programs to meet the learning organization's objectives.
- 9.3.12.ED- ADM.4 Identify instructional practices that meet the learning organization's objectives.
- 9.3.12.ED- PS.1 Identify strategies, techniques and tools used to determine the needs of diverse learners.
- 9.3.12.ED- PS.2 Implement methods to enhance learner success.
- 9.3.12.ED- PS.3 Identify resources and support services to meet learners' needs.
- 9.3.12.ED- PS.4 Identify resources and support services available in the learning organization to enhance the learning environment.
- 9.3.12.ED- PS.1 Identify strategies, techniques and tools used to determine the needs of diverse learners.
- 9.3.12.ED- PS.2 Implement methods to enhance learner success.
- 9.3.12.ED- PS.3 Identify resources and support services to meet learners' needs.
- 9.3.12.ED- PS.4 Identify resources and support services available in the learning organization to enhance the learning environment.
- 9.3.12.ED- TT.1 Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs.
- 9.3.12.ED- TT.2 Employ knowledge of learning and developmental theory to describe individual learners.
- 9.3.12.ED- TT.3 Use content knowledge and skills of instruction to develop standards- based goals and assessments.
- 9.3.12.ED- TT.4 Identify materials and resources needed to support instructional plans.
- 9.3.12.ED- TT.5 Establish a positive climate to promote learning.
- 9.3.12.ED- TT.6 Identify motivational, social and psychological practices that guide personal conduct.
- 9.3. 12.ED- TT.7 Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures.
- 9.3.12.ED- TT.8 Demonstrate flexibility and adaptability in instructional planning.
- 9.3.12.ED- TT.9 Utilize assessment and evaluation tools and data to advance learner achievement and adjust instructional plans.

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

Essential Questions

- What is curriculum?
- What are some commercial curriculums available for young children?
- How does an age appropriate curriculum impact a young child's learning?

Anchor Text

Working with Young Children, 8th Edition Judy Herr, 2016

The Goodheart-Willcox Company, Inc. ISBN #978-1-63126-024-7

Informational Texts

- "Defining Quality Curriculum for Young Children" http://DCF.WI.GOV/YOUNGSTAR/PDF/QUALITY_CURRICULUM.PDF
- "Selecting Developmentally Appropriate Curriculum" <https://WWW.CCEIONLINE.COM/NEWSLETTERS>
- "The 10 NAEYC Program Standards | NAEYC For Families" <https://FAMILIES.NAEYC.ORG/.../...>

Expected Proficiencies

See attached

Formative/Summative Assessments

- Students will research and create a presentation on a variety of Early Childhood curricula.

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

Students will receive 5 hours per month of practical experience attending the Head Start program with the supervision of their teachers.

Suggested Time Frame: 2-3 weeks

Content Area:	Child Development I	Grade	9			
Unit Plan Title:	Practical Experience/Collaborative Tasks					
Standard(s) Addressed						
<p>9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.</p> <p>9.3.HU- ED.1 Demonstrate communication techniques with children to facilitate ongoing development and enhance learning.</p> <p>9.3.HU- ED.7 Apply principles of child growth and development, including social, emotional, physical and cognitive milestones, to provide comprehensive program offerings.</p> <p>9.3.HU- ED.8 Evaluate curriculum for inclusiveness of children with special needs.</p> <p>9.3.12.ED- ADM.1 Use research- based practices to develop, communicate and enlist support for a vision of success for all learners.</p> <p>9.3.12.ED- ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture.</p> <p>9.3.12.ED- ADM.5 Model leadership skills for personnel in order to improve the performance of the learning organization.</p> <p>9.3.12.ED- PS.1 Identify strategies, techniques and tools used to determine the needs of diverse learners.</p> <p>9.3.12.ED- PS.2 Implement methods to enhance learner success.</p> <p>9.3.12.ED- PS.3 Identify resources and support services to meet learners' needs.</p> <p>9.3.12.ED- PS.4 Identify resources and support services available in the learning organization to enhance the learning environment.</p> <p>9.3.12.ED- TT.1 Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs.</p> <p>9.3.12.ED- TT.2 Employ knowledge of learning and developmental theory to describe individual learners.</p> <p>9.3.12.ED- TT.3 Use content knowledge and skills of instruction to develop standards- based goals and assessments.</p> <p>9.3.12.ED- TT.4 Identify materials and resources needed to support instructional plans.</p> <p>9.3.12.ED- TT.5 Establish a positive climate to promote learning.</p> <p>9.3.12.ED- TT.6 Identify motivational, social and psychological practices that guide personal conduct.</p> <p>9.3.12.ED- TT.7 Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures.</p>						

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

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

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

Essential Questions

- Why is collaboration and cooperation amongst group members important?
- How might group members successfully complete assigned tasks?
- What might an individual group member contribute to a group project?

Anchor Text

Working with Young Children, 8th Edition Judy Herr, 2016

The Goodheart-Willcox Company, Inc. ISBN #978-1-63126-024-7

Informational Texts

- “What Is Cooperative Learning, and What Does It Do?”: Group work ...” <https://www.teachervision.com/cooperative-learning/teaching-methods/48448.html>
- “What is Cooperative Learning?” - <http://serc.carleton.edu/introgeo/cooperative/index.html>
- - “ Group work: Using cooperative learning groups effectively | Center for ...” <https://cft.vanderbilt.edu/.../setting-up-and-facilitating-group-work...>

Expected Proficiencies

See attached

Formative/Summative Assessments

- Students will create lesson plans reflective of various content areas.
- Students will engage in carrying out lesson plans and write a summary/reflection assessing individual performance.
- Students will create monthly bulletin boards with classmates and write a reflection on completed tasks.

Resources

Students will receive 5 hours per month of practical experience attending the Head Start program with the supervision of their teachers.

Suggested Time Frame: 10 weeks

III. Instructional Strategies

Individualized Instruction

Teacher Directed Instruction

Project Based Learning

Differentiated Instructions

Bulletin Boards/ Creative Classroom Environments

Life Skill Applications

Peer Tutoring

Collaborative Learning Activities

Interdisciplinary Collaboration projects

Posters

Reflective Journals

Practical Experiences

Self-Assessment

Rubrics

Community outreach

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

Job Shadowing

Guest Speakers

Volunteer work at local day care centers and Head Start

Professional Student Memberships: Future Educators Association

NAEYC (National Association for the Education of Young Children)

IV. Scope and Sequences

Key: I-Introduced D- Direct Instruction R- Reinforce M-Mastery

Grade 9

Week S	Objectives	9	10	11	12
2	Guiding Manuscript Writing				
	Define manuscript writing	ID	R	R	M

	List reasons for encouraging the development of writing skills in preschool setting	ID	R	R	M
	Explain activities that help children develop writing skills	ID	R	R	M
	Make letters following the Zaner-Bloser writing system	ID	R	R	M
	Outline the sequence children follow in learning alphabet letters	ID	R	R	R
	Discuss guidelines for helping children develop writing skills	ID	R	R	M
2-3	You: Working with Young Children				
	Explain how social and economic changes will increase the need for child care services and early childhood teachers	ID	R	R	M
	Describe career opportunities in the early childhood field	ID	R	R	M
	Describe the CDA Credential	ID	R	R	M
	List responsibilities of the early childhood teacher	ID	R	R	M

	Explain how certain personal characteristics can help early childhood teachers care for and educate young children	ID	R	R	M
1-2	Career Paths in Education and Human Services (Lifespan Development)				
	Summarize career opportunities for teachers and trainers within and outside of the school	I	R	D	M
	Identify career opportunities in the professional support and administrative path ways	I	R	D	M
	Compare and contrast career opportunities for counseling and mental health service professionals	I	R	D	M
	Identify career opportunities in the family and community service pathway	I	R	D	M
2-3	Health and Safety				
	Explain the importance of sanitary control in early childhood programs	I	R	DR	M
	List steps for controlling the spread of foodborne and blood borne illnesses	I	R	DR	M

	Explain the importance of first aid and CPR training	I	R	DR	M
	Explain how to care for children who become ill	I	R	DR	M
	Identify common illnesses and diseases of early childhood	I	R	DR	M
	List objectives for maintaining a safe environment for children	I	R	DR	M
	Understand the importance of having evacuation drills	I	R	DR	M
2-3	Types of Early Childhood Programs				
	List and describe the various types of early childhood programs available to parents and their children	ID	R	R	M
	Explain the advantages of disadvantages of each type of program	ID	R	R	M
	Name the three types of center sponsorship	ID	R	R	M
	Explain steps families may take in choosing quality child care	ID	R	R	M
	List indications of quality in early childhood programs	ID	R	R	M

	List the components of center accreditation	ID	R	R	M
2-3	Preparing the Environment				
	Explain the value of planned indoor and outdoor space	ID	R	R	M
	Name the basic activity areas in a center along with the functions of each area	ID	R	R	M
	List criteria to consider when choosing playroom furniture and color schemes	ID	R	R	M
	Summarize factors that affect the organization of space in a center	ID	R	R	M
	Organize basic activity areas of the classroom and outdoor play	ID	R	R	M
2-3	Selecting Toys, Equipment and Educational Materials				
	Explain guidelines for selecting developmentally appropriate toys, equipment and educational materials	ID	R	R	M
	Describe safety factors to consider when purchasing toys and playground equipment	ID	R	R	M

	Explain how to report unsafe toys and equipment to the appropriate agencies	ID	R	R	M
	List sources and methods for purchasing toys and equipment	ID	R	R	M
	Identify toys and educational materials that teach children appreciation for people of all cultures	ID	R	R	M
2-3	Observing Children: A Tool for Assessment				
	List purpose of assessment	ID	R	R	M
	Contrast initial and ongoing assessment	ID	R	R	M
	List the factor to consider in choosing a method of assessment	ID	R	R	M
	List the advantages and disadvantages of various assessment tools	ID	R	R	M
	Compile a list of contents for child's portfolio	ID	R	R	M
	Summarize guideline for observing children	ID	R	R	M
3-4	Guiding Storytelling Experiences				

	Explain the advantages of storytelling	D	R	R	M
	List the four types of children's books	D	R	R	M
	Discuss the process of choosing children's books	D	R	R	M
	Outline the steps to follow when reading aloud to children	D	R	R	M
	Explain a variety of storytelling methods	D	R	R	M
	Practice storytelling abilities using enthusiasm, fluency, intonation strategies (pitch, stress) and verbal/nonverbal gestures.	D	R	R	M
2-3	Establishing Classroom Limits				
	Explain the reasons for having classroom limits	D	R	R	M
	List guideline for establishing classroom limits	D	R	R	M
	Describe methods for enforcing limits	D	R	R	M
	List useful limits for various classroom areas and activities	D	R	R	M

2-3	Handling Daily Routine				
	Explain the importance of a daily schedule	D	R	R	M
	Guide children successfully through the daily routines of dressing/ undressing, eating, napping, toileting and cleanup	D	R	R	M
	Explain the use of transitions techniques to move smoothly from one activity to another	D	R	R	M
2-3	Curriculum				
	Develop program goals	I	D	R	M
	Indicate who is involved in curriculum development	I	D	R	M
	Cite the importance of assessment in curriculum planning	I	D	R	M
	Learn about various types of curriculum in use today	I	D	R	M
	Describe factors to consider in curriculum planning	I	D	R	M
	Illustrate the use of themes as a basis for planning curriculum	I	D	R	M

	Write a block plan and lesson plan for a one week program	I	D	R	M
10*	Practical Experiences and Collaborative Tasks				
	Complete developmentally and age appropriate lesson plan following set guidelines	ID	DR	DR	M
	Apply created lesson plans with group of preschool age children	ID	DR	DR	M
	Assist lead teachers in the preparation of creating lesson plan	ID	DR	DR	M
	Support lead teacher while working with group of preschool age children	ID	DR	DR	M
	Facilitate meaningful discussion while working with children	ID	DR	DR	M
	Supervise children while completing projects and playtime	ID	DR	DR	M
	Interact with children ages infant-preschool in daycare setting	ID	DR	DR	M

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

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

V. TEXTBOOKS AND INSTRUCTIONAL MATERIALS

Working with Young Children, Judy Herr, The Goodheart-Willcox Company, Inc. 2016. ISBN #978-1-63126-024-7

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

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

Sharleen L. Kato, Lifespan Development, Sharleen L. Kato, The Goodheart-Willcox Company, Inc. 2014. ISBN #978-1-61960-231

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

NJAC 10:122 Manual of Requirements for Child Care Centers. New Jersey Department of Children and Families,

Office of Licensing. Effective August, 2014 - August, 2019.

Professional Resource Websites

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

National Network for Child Care – www.nncc.org

Resources for teachers and parents – www.classbrain.com

SKILLS USA – www.skillsusa.org

Select Informational Texts

VI. Student Handout

Course Description:

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

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

Proficiencies:

1. Be prepared to work in various child care positions such as: pre-school teacher, teacher's assistant, home day care provider or choose to further their education in teaching (early childhood education and/or special education), program directors, child psychologist, social worker, child life specialist or counseling.
2. Illustrate the fundamental skills practiced by an early childhood professionals.
3. Analyze and apply educational theory to practice.
4. Describe and explain the development of children in all domains including cognitive, physical and social or emotional.
5. Explain the curriculum development process and various components.
6. Explain and implement specific content area experiences to promote physical, social, emotional and cognitive growth in young children.
7. Complete and participate in developmentally and age appropriate lesson plans and activities following set guidelines.
8. Comprehend and utilize various assessment tools while observing young children and the preschool environment.
9. Identify and meet the needs of various learning styles.
10. Describe methods for identifying and working with special needs children.
11. Recognize the importance of the family connection and incorporation of multicultural aspects in the childcare setting.
12. Understand symptoms of abuse and neglect and proper reporting procedures.
13. Design classroom environment including planning and creating bulletin boards, wall, ceiling and floor displays.

14. Assist teachers by checking children's work.
15. Design original developmentally appropriate cross-curricular stories and demonstrate proper storytelling techniques.
16. Teach, compile and maintain files of pictures, stories, songs, nursery rhymes and finger plays.
17. Create original materials to utilize with preschool children.
18. Supervise and assist with daily classroom routines and practicing proper guidance techniques.
19. Clean, sanitize and maintain equipment and supplies.
20. Understand and implement federal, state and local standards, policies, regulations and laws for childcare programs.
21. Identify and apply health and safety practices.
22. Assist children with problem solving strategies.
23. Understand the value of play for children.
24. Understand the value of games and toys.
25. Develop and understand proper nutrition guidelines for young children.
26. Employ an organized, systematic method for taking notes.
27. Demonstrate clear and concise writing skills in lesson planning and observations.
28. Compile documents in a professional portfolio that demonstrate competency and abilities in the field of education.
29. Utilize appropriate multi-media technology in order to deliver interactive presentations including oral skills.
30. Make proper use of print and non-print sources, including on-line.
31. Work cohesively to complete tasks in timely fashion.
32. Collaborate by sharing ideas, examples, and insights, productively and respectfully in informal conversation/discussion.
33. Learn how to communicate ideas and interact with peers in varied groupings.
34. Accept constructive feedback aimed at personal growth.
35. Maintain professionalism through actions, communication and appearance.

36. Engage in professional development opportunities including field trips, conferences and workshops.
37. Demonstrate positive role model behaviors at all times.

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