SCHOOL OF EDUCATION/ HUMAN SERVICES

CHILD DEVELOPMENT II

Course #1117

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 II	Grade	10
Unit Plan Title:	Child Development Principles and Theories		

Standards Addressed

9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
9.3.12.ED.4 Evaluate and manage risks to safety, health and the environment in education and training settings.
9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.
9.3.12.ED.10 Apply organizational skills and logic to enhance professional education and training practice.
9.3.12.ED.11 Demonstrate group management skills that enhance professional education and training practice.
9.3.12.ED- ADM.1 Use research- based practices to develop, communicate and enlist support for a vision of success for all learners.
9.3.12.ED- ADM.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.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.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.8 Demonstrate flexibility and adaptability in instructional planning.

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

9.3.HU- FAM.2 Identify community resources to provide family and community services.

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

9.3.HU- ED.2 Communicate effectively with fellow staff members to facilitate child development activities.

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

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

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

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

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

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

Essential Questions

1. Why is research by developmental theorists vital to the understanding of young children?
2. Why is it important to understand the role of the brain development in understanding the growth of a child?
3. Who are the important educational theorists and how does their theories guide educational instruction?

Anchor Text

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

Informational Texts

- "Theories of Child Development: Building Blocks of Developmentally Appropriate Practices"
- http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=411
- "Open Windows: Prime Times for Early Learning"
- http://www.communityplaythings.com/resources/articles/2010/open-windows-prime-times-for-early-learning

- "Influences on Early Childhood Development"
- http://www.education.com/reference/article/early-childhood-development/
- "Brain Development"
- https://www.zerotothree.org/early-learning/brain-development

Expected Proficiencies

 See Attached

Formative/Summative Assessments

- Students will research, give an oral presentation on specific facts and history an educational theorist/theory, highlighting their own opinion about information.
- Students will create developmentally and age appropriate daily lesson plans.
- Students will record anecdotal observations of preschool students and learning environment.
- Students will examine, analyze and report on various Child Development related materials.
- Research Simulated Task: on related Child Development topic to be determined.

Resources

Fieldwork Experience:

 Each student will complete five hours per month of practical experience with Head Start under direction of Head Teacher and Child Development Instructors.

 Create original classroom décor to maintain a welcoming and developmentally appropriate learning environment.

Suggested Time Frame: 6 weeks

Content Area:	Child Development II	Grade	10
Unit Plan Title:	Curriculum and Children's Health and Safety		

Standards Addressed

9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
9.3.12.ED.4 Evaluate and manage risks to safety, health and the environment in education and training settings.
9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.
9.3.12.ED.10 Apply organizational skills and logic to enhance professional education and training practice.
9.3.12.ED.11 Demonstrate group management skills that enhance professional education and training practice.
9.3.12.ED- ADM.1 Use research- based practices to develop, communicate and enlist support for a vision of success for all learners.
9.3.12.ED- ADM.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.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.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.8 Demonstrate flexibility and adaptability in instructional planning.
9.3.12.ED- TT.10 Evaluate teaching and training performance indicators to determine and improve effectiveness of instructional practices and professional development.
9.3.HU- FAM.2 Identify community resources to provide family and community services.
9.3.HU- ED.1 Demonstrate communication techniques with children to facilitate ongoing development and enhance learning.

9.3.HU- ED.2 Communicate effectively with fellow staff members to facilitate child development activities.

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

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

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

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

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

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

Essential Questions

1. What components should be considered when planning curricula for young children?
2. What are the various types of learning styles that must be considering in creating a well-rounded curriculum?
3. Why is it important to develop lesson plans to guide daily instructional activities?
4. How does a professional establish, prevent and respond to various health and safety issues in a classroom?
5. What should a professional do when they suspect maltreatment or abused?

Anchor Text

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

Informational Texts

- "Early Childhood Curriculum Models" by Diane Trister Dodge www.childcareexchange.com/library/5015571.pdf
- "The Right Kindergarten Curriculum" By Deborah Kenny http://www.washingtonpost.com/opinions/making-the-common-core-work-for-students/2013/03/08/a8e7b5d8-86a8-11e2-98a3-b3db6b9ac586_story.html
- Excerpts from Creative Curriculum, High Scope and Emergent Curriculum
- "Childhood Obesity: Common Misconceptions" http://www.healthychildren.org/English/health-issues/conditions/obesity/Pages/Childhood-Obesity-Common-Misconceptions.aspx

- "Protecting Against Negligence" By Sandra Crosser, Ph.D.
  http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=287
- "Proper Procedures: Preventing the Spread of Disease in Infant and Toddler Classrooms",
  Terri Jo Swim Ph.D. http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=66

Expected Proficiencies

 See Attached

Formative/Summative Assessments

- Students will develop a weekly thematic block lesson plan that includes center based learning activities as well as small/large group lessons.
- Students will research health or safety issues that families face in today's society.
- Students will create a letter to be sent home to parents with a list of various reference sources about children's health and safety.
- Students will create developmentally and age appropriate daily lesson plans.
- Students will record anecdotal observations of preschool students and the learning environment.
- Students will examine, analyze and report on various children's health and safety topics.

Resources

Fieldwork Experience:

Each student will complete five hours per month of practical experience with Head Start under direction of Head Teacher and Child Development Instructors.

Create original classroom décor to maintain a welcoming and developmentally appropriate learning environment.

Suggested Time Frame: 6 weeks

Content Area:	Child Development II	Grade(s)	10
Unit Plan Title:	From Birth to Three Development		

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.5 Demonstrate group collaboration skills to enhance professional education and training practice.
9.3.12.ED.8 Demonstrate ethical and legal behavior within and outside of education and training settings.
9.3.12.ED.11 Demonstrate group management skills that enhance professional education and training practice.
9.3.12.ED- ADM.1 Use research- based practices to develop, communicate and enlist support for a vision of success for all learners.
9.3.12.ED- ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture.
9.3.12.ED- ADM.4 Identify instructional practices that meet the learning organization's objectives.
9.3.12.ED- ADM.5 Model leadership skills for personnel in order to improve the performance of the learning organization
9.3.12.ED- ADM.7 Plan strategically to meet the learning organization's objectives.
9.3.12.ED- 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.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.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.8 Demonstrate flexibility and adaptability in instructional planning.
9.3.12.ED- TT.10 Evaluate teaching and training performance indicators to determine and improve effectiveness of instructional practices and professional development.

9.3.HU- FAM.2 Identify community resources to provide family and community services.

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

9.3.HU- ED.2 Communicate effectively with fellow staff members to facilitate child development activities.

9.3.HU- ED.4 Create and maintain relationships between staff and parents/family members to encourage involvement and facilitate child development and learning.

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

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

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

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

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

Essential Questions

1. What is the importance of knowing the roles of genetics and environment in fetal development?

2. Why is being aware of an infant's quickly changing physical, cognitive and social-emotional needs important in meeting their daily needs?

3. How can a professional create a safe and nurturing environment for infants and toddlers?

4. What are daily routines and what is the proper care for infants and toddlers?

5. How can professionals use child development milestones to create a developmentally appropriate curriculum for children ages 2-3?

6. What are the important factors of a two and three years old's development that one needs to recognize in order to create an environment that supports independence, self-awareness and language development?

Anchor Text

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

Informational Texts

- http://www.cdc.gov/ncbddd/birthdefects/articles.html
- "Birth Defects" http://www.healthline.com/health/birth-defects#Overview1

- "Caring for Infants and Toddlers in Groups" https://www.zerotothree.org/resources/77-how-to-care-for-infants-and-toddlers-in-groups
- "Infant Mental Health: A Case of a Hitting Toddler" https://www.psychologytoday.com/blog/child-in-mind/201111/infant-mental-health-_case-hitting-toddler
- "Toddlers (2-3 years of age)" http://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/toddlers2.html
- "Expressive Language (Using Words and Language)" http://www.childdevelopment.com.au/understanding-language/65
- "The Role of Early Oral Language in Literacy Development" http://languagemagazine.com/?page_id=5100
- "Gender Roles and Gender Differences" http://highered.mheducation.com/sites/0072820144/student_view0/chapter15/index.html

Expected Proficiencies

See Attached

Formative/Summative Assessments

- Students will research various birth defects affecting the world today, with a focus on one particular birth defect. They will deliver information through an oral presentation. Students must cite multiple sources that have different viewpoints on preventions and/or treatments.
- Students grouped in pairs will create a business proposal for new toy/game to that promotes the development of an infant/toddler.
- Students will create developmentally and age appropriate daily lesson plans
- Students will record anecdotal observations of preschool students and the learning environment.
- Research Simulated Task: On a related Child Development topic to be determined.
- Students will examine, analyze and report on various birth to age three development topics.

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

Experience:

Each student will complete five hours per month of practical experience with Head Start under direction of Head Teacher and Child Development Instructors.

Create original classroom décor to maintain a welcoming and developmentally appropriate learning environment.

Content Area:	Child Development II	Grade	10
Unit Plan Title:	Guiding Play and Puppetry Experiences		

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.4 Evaluate and manage risks to safety, health and the environment in education and training settings.
9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.
9.3.12.ED.10 Apply organizational skills and logic to enhance professional education and training practice.
9.3.12.ED.11 Demonstrate group management skills that enhance professional education and training practice.
9.3.12.ED- ADM.1 Use research- based practices to develop, communicate and enlist support for a vision of success for all learners.
9.3.12.ED- ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture.
9.3.12.ED- ADM.5 Model leadership skills for personnel in order to improve the performance of the learning organization
9.3.12.ED- ADM.7 Plan strategically to meet the learning organization's objectives.
9.3.12.ED- PS.1 Identify strategies, techniques and tools used to determine the needs of diverse learners.
9.3.12.ED- PS.2 Implement methods to enhance learner success.
9.3.12.ED- TT.1 Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs.
9.3.12.ED- TT.2 Employ knowledge of learning and developmental theory to describe individual learners.
9.3.12.ED- TT.3 Use content knowledge and skills of instruction to develop standards- based goals and assessments
9.3.12.ED- TT.4 Identify materials and resources needed to support instructional plans.
9.3.12.ED- TT.5 Establish a positive climate to promote learning.
9.3.12.ED- TT.6 Identify motivational, social and psychological practices that guide personal conduct.

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

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

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

9.3.HU- FAM.2 Identify community resources to provide family and community services.

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

9.3.HU- ED.2 Communicate effectively with fellow staff members to facilitate child development activities.

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

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

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

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

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

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

Essential Questions

1. What are the various stages of play and how do they affect a child's interaction with adults and peers?
2. How does a young child's imagination grow and develop through dramatic play?
3. How can a teacher expand and develop a child's ability to play?
4. What role do puppets play in the development of preschool aged children?

Anchor Texts

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

Informational Texts

- "Back-to-Basics: Play in Early Childhood" http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=240

- http://www.naeyc.org/play
- "Child's Play Is About More than Games" http://www.wsj.com/articles/peter-gray-and-lenore-skenazy-childs-play-is-about-more-than-games-1409179516
- "The Importance of Play in Early Childhood Development"
  http://store.msuextension.org/publications/HomeHealthandFamily/MT201003HR.pdf

Expected Proficiencies

See Attached

Formative/Summative Assessments

- Write a developmentally appropriate story/play that can be performed using puppets.
- Design and create various types of puppets and a stage to deliver student written plays.
- Students will create developmentally and age appropriate daily lesson plans.
- Students will record anecdotal observations of preschool students and the learning environment.
- Students will examine, analyze and report on children's play topics.

Resources

Experience:

Each student will complete five hours per month of practical experience with Head Start under direction of Head Teacher and Child Development Instructors.

Create original classroom décor to maintain a welcoming and developmentally appropriate learning environment.

Suggested Time Frame: 5 weeks

Content Area:	Child Development II	Grade	10

Unit Plan Title:	Preschooler's and Middle Childhood Development

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.4 Evaluate and manage risks to safety, health and the environment in education and training settings.

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

9.3.12.ED.10 Apply organizational skills and logic to enhance professional education and training practice.

9.3.12.ED.11 Demonstrate group management skills that enhance professional education and training practice.

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

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

9.3.12.ED- ADM.5 Model leadership skills for personnel in order to improve the performance of the learning organization

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

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

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

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

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

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

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

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

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

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

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

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

9.3.HU- FAM.2 Identify community resources to provide family and community services.

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

9.3.HU- ED.2 Communicate effectively with fellow staff members to facilitate child development activities.

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

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

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

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

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

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

Essential Questions

1. What are the differences in development between that of a 4 year old and a 5 year old?
2. How can a preschool teacher foster a preschooler's ability to develop problem solving skills and group interactions?
3. What are development concerns and issues professionals will encounter working with children ages 6-12?
4. How does family influence impact a child's health and wellness?

Anchor Text

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

Informational Texts

- "Factors Affecting Socialization of Children" http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=553
- "Childhood Fears: Helping Children Cope" http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=244
- "Emerging Morality: How Children Think About Right and Wrong" http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=118
- "Childhood obesity: is it being taken seriously?" http://www.medicalnewstoday.com/articles/280370.php
- "Spotlight on middle childhood: Rejuvenating the 'forgotten' years" http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3299351/

Expected Proficiencies
See Attached

Formative/Summative Assessments
- Students will develop a thematic based lesson plan for each developmental domain in the support of a preschooler's development.   - Students in groups will create a school-aged program that focuses on support for various developmental domains or health issues of middle childhood students.   - Students will evaluate programs and debate the functionality of each other's program design.   - Students will create developmentally and age appropriate daily lesson plan   - Students will take anecdotal observations of preschool students and the learning environment   - Research Simulated Task: On a related Child Development topic to be determined   - Students will examine, analyze and report on middle childhood topics.

Resources
Fieldwork Experience: Each student will complete five hours per month of practical experience with Head Start under direction of Head Teacher and Child Development Instructors. Create original classroom décor to maintain a welcoming and developmentally appropriate learning environment..

Suggested Time Frame: 7 weeks

Content Area:	Child Development II	Grade	10
Unit Plan Title:	Guiding Art, Block building, Sensory and Social Studies Experiences		

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.4 Evaluate and manage risks to safety, health and the environment in education and training settings.

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

9.3.12.ED.10 Apply organizational skills and logic to enhance professional education and training practice.

9.3.12.ED.11 Demonstrate group management skills that enhance professional education and training practice.

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

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

9.3.12.ED- ADM.5 Model leadership skills for personnel in order to improve the performance of the learning organization

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

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

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

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

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

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

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

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

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

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

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

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

9.3.HU- FAM.2 Identify community resources to provide family and community services.

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

9.3.HU- ED.2 Communicate effectively with fellow staff members to facilitate child development activities.

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

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

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

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

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

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

Essential Questions

1. What are the stages of art development in children ages 0-5 years?
2. What are the benefits of children being exposed to art, block building, and sensory experiences?
3. How do art/sensory experiences help children grow and learn in all four developmental domains?
4. What important function does the teaching of multicultural/intergenerational studies, democracy, ecology, geography, community living, current events, and holiday concepts have in the preschool environment?
5. How does the including of social studies based concepts help children develop in all four areas of development?

Anchor Text

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

Informational Texts

- "Art in Early Childhood: Curriculum Connections"
  http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=113
- "The Arts and Creative Problem Solving" http://www.pbs.org/parents/education/music-arts/the-arts-and-creative-problem-solving/
- "Social Studies in Today's Early Childhood Curricula" https://www.naeyc.org/files/yc/file/200509/MindesBTJ905.pdf
- High Scope Extensions_Vol29 http://www.highscope.org/file/NewsandInformation/Extensions/Extensions_Vol29No1_web-SocialStudies.pdf

Expected Proficiencies

See Attached

Students will research various recipes for art/sensory experience for a preschool classroom. Recipes will need to be expanded the recipes for a classroom of 15+ children; and determine the cost.

Develop a list of community resources that children could visit; determine how realistic it is to visit and write a recommendation as to the educational value or not of a visit.

Students will create developmentally and age appropriate daily lesson plans.

Students will record anecdotal observations of preschool students and the learning environment.

Students will examine, analyze and report on block building, art, sensory and social studies' topics

Resources

Fieldwork Experience:

Each student will complete five hours per month of practical experience with Head Start under direction of Head Teacher and Child Development Instructors.

Create original classroom décor to maintain a welcoming and developmentally appropriate learning environment.

Prepare various art sensory projects that are available for use in a preschool classroom.

Suggested Time Frame: 5 weeks

III. Instructional Strategies

Individualized Instruction

Teacher Directed Instruction

Project Based Learning

Differentiated Instructions

Bulletin Boards/ Making a Creative Classroom Environment

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

Volunteering at local day care centers and Head Start centers

Professional Student Memberships: Future Educators Association

NAEYC (National Association for the Education of Young Children)

Summer Urban Teachers' Academy

Week of Young Child Program

Student created Winter Festival Program

IV. Scope and Sequences

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

Grade 10

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

6	Curriculum and Health and Safety				
	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
	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
	Complete requirement for First-Aid and CPR certifications				DR
	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
7	**0-3 Development**				
	Chart the physical development of children in the first two years after birth		ID	R	M
	Describe how children develop cognitively in the first two years after birth		ID	R	M
	Explain how children in the first two years after birth develop socially and emotionally		ID	R	M
	Learn how to correctly care for infants hygiene needs		ID	R	M
	Identify potential harmful and deadly issues that infants may face		ID	R	M
	Describe the physical, cognitive and social-emotional development of two-year -olds		ID	R	M
	Explain how three-year olds develop physically, cognitively and socially and emotionally		ID	R	M
	Relate how the development of two and three-year olds will affect the role of the teacher		ID	R	M
	List the characteristics of a nurturing infant-toddler caregiver		ID	R	M
	State guidelines for proper infant-toddler care		ID	R	M

	Handle the routines of infants and toddles		ID	R	M
	Learn how to keep correct records of child's daily habits and communicate them with parents		ID	R	M
5	**Guiding Play and Puppetry Experiences**				
	Describe the stages of play		ID	R	M
	Explain the stages of material use in play		ID	R	M
	Summarize the benefits of sociodramatic play		D	R	M
	Prepare the classroom environment and guide socio-dramatic play activities		D	R	M
	Summarize the benefits of puppetry experience		D	R	M
	Make and use a puppet		ID	R	M
	Write and tell a puppet story		ID	R	M
7	**Preschooler and Middle Childhood Development**				
	Describe the physical, cognitive and social-emotional development of four and five year olds		ID	R	M

	Explain how a teacher can plan programs and relate to four and five year old in developmentally appropriate ways	ID	R	M
	Describe the physical, cognitive and social-emotional development of school-age children	ID	R	M
	Summarize potential health concerns of middle childhood	ID	R	M
	Explain moral development during childhood	ID	R	M
	Describe the three basic program models used in school-aged child care	ID	R	M
	Explain ways to assess children's interests for curriculum planning	ID	R	M
	List the components of a typical daily schedule in a school-age child care program	ID	R	M
5	**Guiding Art, Block building and Sensory Social Studies Experiences**			
	Explain how art experiences promote physical, social, emotional and cognitive growth	ID	R	M
	Describe techniques for guiding art experiences	ID	R	M
	List the stages of art skill development	ID	R	M
	Compile a list of art supplies needed for a classroom			M
	Learn the different stages children will proceed through with block building	ID	R	M

	Explain the different skills sensory experience help to develop		ID	R	M
	Understand the importance of displaying children's art work		ID	R	M
	Explain the importance of social studies experiences		ID	R	M
	Outline the role of the teacher in designing and guiding social studies experiences		ID	R	M
	Describe ways to include multicultural, intergenerational, democracy, ecology, geography, community living, current events, and holiday concepts in the curriculum		ID	R	M
	Explain the importance of morning meeting		ID	R	M
6-10*	**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 is 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 8th edition, Judy Herr, 2016, The Goodheart-Willcox Company, ISBN# 978-1-63126-024-7

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

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

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

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

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 day care provider or choose to further their education in teaching (early childhood education and/or special education), program directors, child psychologist, social worker, child life specialist or pediatric care.

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

Proficiencies:

1.   Be prepared to work in various child care positions such as: pre-school teacher, teacher's assistant, home day care provider or choose to further their education in teaching (early childhood education and/or special education), program directors, child psychologist, social worker, child life specialist or counseling.

2.   Illustrate the fundamental skills practiced by an early childhood professionals.

3.   Analyze and apply educational theory to practice.

4.   Describe and explain the development of children in all domains including cognitive, physical and social emotional.

5.   Explain the curriculum development process and various components.

6.   Explain and implement specific content area experiences to promote physical, social, emotional and cognitive growth in young children.

7.   Complete and participate in developmentally and age appropriate lesson plans and activities following set guidelines.

8.   Comprehend and utilize various assessment tools while observing young children and the preschool environment.

9.   Identify and meet the needs of various learning styles.

10. Describe methods for identifying and working with special needs children.

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

34. Accept constructive feedback aimed at personal growth.

35. Maintain professionalism through actions, communication and appearance.

36. Engage in professional development opportunities including field trips, conferences and workshops.

37. Demonstrate positive role model behaviors at all times.