

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut



Early Childhood
June 2019

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New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

Early Childhood

Grades 10-12

The Early Childhood course introduces students to the foundations of early childhood development. Students begin with the study of family structures from a historical perspective; they explore their own developmental milestones and their effect on growth and development. They learn about prenatal development and the labor and delivery process. Students then begin to explore the many facets of child development from birth to three, gaining knowledge about the milestones in the developmental process. Students also learn the challenges of parenting and the skills necessary to build strong families by completing reflective reading and writing assignments, observing real-life scenarios, and participating in discussions with peers.

The Early Childhood course is open to students in the tenth through twelfth grades. This course is a prerequisite for taking Child Development, the second elective in the child development/human services career pathway. Students who successfully complete this course will be eligible to apply for enrollment in the more advanced Child Development class.

PACING GUIDE

<u>Unit #</u>	<u>Title</u>	<u>Weeks</u>	<u>Pages</u>
1	Learning About Children	3 Weeks	6-9
2	Prenatal Development	4 Weeks	10-12
3	Labor and Delivery	4 Weeks	13-15
4	Development of and Care for Infants The Child from One to Three	3 Weeks	16-19
5	The Child from One to Three	3 Weeks	20-23

UNIT 1: LEARNING ABOUT CHILDREN: 3 WEEKS

Stage 1 Desired Results		
ESTABLISHED GOALS <ul style="list-style-type: none"> FCS-4.2.1 Analyze child development theories and their implications for educational and childcare practices. FCS-4.2.2 Apply a variety of assessment methods to observe and interpret children's growth and development. FCS-4.2.3 Analyze cultural and environmental influences when assessing children's development. CCR-W 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. CCR-R 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. CCR-W 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. 	Transfer	
	<i>Students will be able to independently use their learning to...</i>	
	Analyze many of the challenges of parenting and some of the skills and planning to build strong families.	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> The philosophies of child development theorists give us insight on how to understand, observe, and nurture children. Studying family structures from past to present shows us the impact on child development. Parenting styles have an impact on child behavior. 	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> <ul style="list-style-type: none"> How can we use child development theories to understand the physical, mental, and emotional development of children? What influence does family structure have on child development? What are the influences of environment on children?
	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> How we use child development theories to understand the physical, mental, and emotional development of children. The influence family structure and parenting styles have on child development. 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> View online or classroom video to observe children in a variety of settings in order to identify stages of development Give oral presentation or written reflection based on observations Complete research projects as assigned according to teacher rubric

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A M T M T	<ul style="list-style-type: none"> • Discussion • Completion of the history of family research project according to teacher made rubric. • Group observation report with peer evaluation • Personal mural of family traditions completed according to assigned rubric • Completion of class role plays 	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i> Goal: Depict a parenting style based on a chosen scenario. Role: Instructor; illustrator Audience: Peers Situation: Real world scenarios/reactions based on knowledge of parenting style Product: visual presentation (video, storyboard poster, debate, etc) Standard for Success: Teacher-prepared rubric</p>
		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i> <ul style="list-style-type: none"> • Responses to student workbook questions after textbook readings or to prepared questions • Participation in class discussions. • Tests and Quizzes </p>

Stage 3 – Learning Plan

<p style="text-align: center;">Pre-Assessment</p> <p style="text-align: center;"><i>Students will complete a “Do Now” activity: List three reasons why students want to learn about child development and will then share their answers with the class.</i></p>	
	<p>SUMMARY OF KEY LEARNING EVENTS AND INSTRUCTION:</p> <p><i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> TEACHER discusses organizational techniques and provides a checklist for maintaining classroom binders/notebooks to encourage organization of all materials and notes needed for the course. Grading according to checklist occurs at periodic intervals. O TEACHER presents bell ringer activity: List three reasons why students want to learn about child development. Share answers with the class. Bell ringer questions will be a part of binder grading. W,H,R STUDENTS will use notebook/binder pages to answer bell ringer question and discuss answers. E TEACHER assigns chapter reading(s) on developmental theorists and studying and observing young children and accompanying workbook questions. W STUDENTS will complete textbook readings and answer assigned questions from student workbook. H TEACHER prepares a chart for students to organize information about child development theorists. E,T TEACHER presents a PowerPoint presentation on the developmental theorists, their findings, and the significance for child development. H STUDENTS will take notes from teacher’s presentation on theorists, using the teacher- prepared chart; students will store in binder. E,T TEACHER reviews the difference between objective and subjective observations and provides a sample observation to illustrate the difference (PowerPoint from textbook resource). After reviewing the differences between objective and subjective observations, STUDENTS will read a description of each type of observation and will be able to identify each sample correctly and explain their choice. H,R,E2 TEACHER shows video clips from Early Childhood Observation CD (textbook resource) or provides scenarios to view/read about children
	<p>PROGRESS MONITORING:</p> <ul style="list-style-type: none"> Students will receive feedback from teacher and peers during discussion. 1-1 discussion with teacher during worksheet completion. Completion of notebook assignments. Group cooperation and peer to peer think pair share discussions. Completion of worksheets and exit tickets. Preparation of role plays and appropriate solutions to the given topic. Ability to self-assess and reflect on the applicable worksheets/projects. <p>SUGGESTED RESOURCES:</p> <ul style="list-style-type: none"> The Developing Child. Tenth Ed., Brisbane, Holly E., New York, NY, Glencoe/McGraw Hill 2010 textbook reading on children and parenting The Developing Child – student workbook The “Early Childhood Observations” CD – resource from The Developing Child text Teacher-prepared chart for notes on theorists Teacher-prepared rubric for projects and for binder maintenance

A, M, T	<ul style="list-style-type: none"> • in a variety of settings. TEACHER uses cooperative groups and assigns half of the groups to write a subjective observation and the other half to write an objective observation followed by peer review of observations. TEACHER discusses the importance of using observation tools to understand children and meet their individual needs. W,H,E,R,O • STUDENTS will view video clips from Early Childhood Observation CD or from selected video resources and will work in small groups to write a subjective or objective observation report as assigned. H • STUDENTS groups will share their observation reports. Peers will review and suggest improvements. W,E,R,E2 • TEACHER assigns reading on the characteristics of families and accompanying workbook questions. 	
A, M	<ul style="list-style-type: none"> • STUDENTS will read text and complete assigned student workbook questions on the characteristics and structures of families. W,E2,O • TEACHER assigns project to complete a mural of favorite family traditions for classroom display and discussion. Provides rubric for requirements and grading. W,H,E,E2,T,O 	
M, T	<ul style="list-style-type: none"> • STUDENTS will complete a mural of personal family traditions according to a teacher- prepared rubric. Students will post their murals on the classroom walls and share the significance of these traditions in their own development. W,E,E2,T,O • TEACHER assigns project to investigate families past and present; topics to research: health, education, work, play, and dress. Completes research and create a visual presentation to the class according to teacher-provided rubric. W,H,E,E2,T,O 	
M, T	<ul style="list-style-type: none"> • STUDENTS will complete a visual presentation on their families past and present. W,E,E2,T,O • TEACHER defines and facilitates identifying examples of the 4 types of parenting styles. TEACHER provides an article defining each. W,R, E2,T • TEACHER assigns project where students will creatively portray 1 parenting style. Teacher created rubric will be provided. W,H, E 	
M, T	<ul style="list-style-type: none"> • STUDENTS will work independently or in small groups developing skits, debates, videos or artwork depicting a parenting style based on a given scenario. H,E,R,E2,T 	

UNIT 2: PRENATAL DEVELOPMENT: 4 WEEKS

Stage 1 Desired Results		
ESTABLISHED GOALS <ul style="list-style-type: none"> FCS-15.1 Analyze roles and responsibilities of parenting. FCS-15.2 Evaluate parenting practices that maximize human growth and development FCS-15.4 Analyze physical and emotional factors related to beginning the parenting process. NHES-1.12.4 Analyze how genetics and family history can impact personal health. NHES-1.12.5 Propose ways to reduce or prevent injuries and health problems. NHES-1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors. NHES-8.12.4 Adapt health messages and communication techniques to a specific target audience. CCR-R 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. CCR-W 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 	Transfer	
	<i>Students will be able to independently use their learning to...</i> Analyze the stages of pregnancy and the role of genetics vs. the environment. Explain the importance of physical and mental health and personal care during pregnancy.	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> Many factors influence the health of the pregnant woman and her unborn baby. There are options available for people to have children in other ways when faced with infertility. 	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> <ul style="list-style-type: none"> Why do we need to know about physical/emotional health and personal care during pregnancy? What happens to the pregnant woman and her unborn baby during prenatal development? The impact of birth defects on families and society.
	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> Early signs of pregnancy and changes to the pregnant woman's body during pregnancy What occurs during the three stages of prenatal development The environmental and physical hazards that affect the unborn baby Options for infertile couples. 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> Explaining information from assigned textbook chapters on prenatal development. Completing a timeline of prenatal physical changes for a pregnant woman and fetal changes from conception to birth. Summarizing the history of the March of Dimes. Classifying birth defects by their category.

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A,M,T M,T M A,T	<ul style="list-style-type: none"> • Vocabulary word defined and illustrated according to rubric • Pregnancy tower • Discussion • Notebook assignments • Rubrics/Exemplars 	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i> Goal/Challenge - What will happen when raw (unopened) eggs are soaked in liquid? Role – scientist Audience - peers and faculty Situation - The egg membrane represents an amniotic sac and demonstrates the permeability of its walls. Students will observe and reflect on the effect of different liquids on fetal development (the eggs). Products - Students will complete a lab observation worksheet and a reflection paper based on a teacher made rubric and exemplars.
		OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i> <ul style="list-style-type: none"> • Responses to questions after textbook readings or to teacher-prepared questions • Participation in class discussions • Tests • Quizzes

Unit 2: Prenatal Development: 4 Weeks (continued)

Stage 3 – Learning Plan

ESTABLISHED GOALS <ul style="list-style-type: none"> FCS-15.1 Analyze roles and responsibilities of parenting. FCS-15.2 Evaluate parenting practices that maximize human growth and development FCS-15.4 Analyze physical and emotional factors related to beginning the parenting process. NHES-1.12.4 Analyze how genetics and family history can impact personal health. NHES-1.12.5 Propose ways to reduce or prevent injuries and health problems. NHES-1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors. NHES-8.12.4 Adapt health messages and communication techniques to a specific target audience. CCR-R 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. CCR-W 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 	Transfer	
	<i>Students will be able to independently use their learning to...</i> Discuss many issues related to childbirth and postnatal health including Childbirth complications, birthing options and new parent healthcare.	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> Many factors influence the health of the pregnant woman and her unborn baby, the delivery process and during postnatal care. New parents have childbirth options and the importance of postnatal physical and emotional healthcare. 	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> <ul style="list-style-type: none"> What happens during the phases of labor and delivery? What happens during postnatal care? What delivery options do parents have?
	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> Vocabulary associated with labor and delivery The stages of labor and the major occurrences in each Delivery options. 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> Interpret symptoms of false labor from true labor. Explaining the stages of labor and major events in each stage Explain the stages of the birth process.

Unit 3: Labor and Delivery: 4 Weeks (continued)

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence

<p>A,M,T</p> <p>M</p> <p>A,M,T</p> <p>T</p>	<ul style="list-style-type: none"> • Vocabulary word defined and illustrated according to rubric • Discussion • Notebook assignments • Rubrics/Exemplars 	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i> Goal/Challenge – Research and present the physical and emotional needs of a new mom and how these needs can be met. Student Role - You play the niece/nephew of a new mom. Audience - New moms Situation - Your Aunt just had a baby and as a new mother, meeting her physical and emotional needs after childbirth can be difficult. Products - Student choice (3 panel board, game, children’s book, poem, song, video (sitcom, news report, etc). Standards/Criteria - Teacher created rubric & exemplars</p>
		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> • Responses to questions after textbook readings or to teacher-prepared questions or vocabulary • Participation in class discussions • Review cards of the labor and delivery process for self and peer teaching and review • Test on unit concepts and vocabulary.

Code	Pre-Assessment <i>Prewriting assignment to activate prior knowledge of labor and delivery.</i> <i>Student will complete a “Do Now”: What are some of the postnatal physical and emotional needs of a new mom?</i>	
A 		

UNIT 4: DEVELOPMENT OF AND CARE FOR INFANTS THE CHILD FROM ONE TO THREE YEARS: 3 WEEKS

Stage 1 Desired Results	
ESTABLISHED GOALS	<i>Transfer</i>

<ul style="list-style-type: none"> FCS-15.1 Analyze roles and responsibilities of parenting. FCS-15.2 Evaluate parenting practices that maximize human growth and development FCS-15.4 Analyze physical and emotional factors related to beginning the parenting process. NHES-1.12.4 Analyze how genetics and family history can impact personal health. NHES-1.12.5 Propose ways to reduce or prevent injuries and health problems. NHES-1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors. NHES-8.12.4 Adapt health messages and communication techniques to a specific target audience. CCR-R 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. CCR-W 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 	<p><i>Students will be able to independently use their learning to...</i></p> <p>Describe the major physical, emotional, social, and intellectual milestones during the first year of life.</p>	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand...</i></p> <ul style="list-style-type: none"> How an infant grows physical during the 1st year of life, How to influence and encourage and infants emotional and social development. How an infants' brain develops and grows and how to promote intellectual growth. 	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> What are the basic needs of a baby during his/her first year of life? What role do parents and caregivers play in the development of infants during the first year of life?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> Important milestones for an infant during the first year of life Basic care for an infant The importance of play in the growth and development of infants 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Describe the physical, emotional, social, and intellectual milestones of infants in their first year of life Demonstrate proper care of infants Understand the importance of play and demonstrate the use of appropriate toys to enhance infant development Distinguish between fine and gross motor skills.

Unit 4:Development of and Care for Infants The Child from One to Three: 3 Weeks (continued)

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence

<p>A M,T A,M A,M,T T</p>	<ul style="list-style-type: none"> • Vocabulary word defined • Discussion • Notebook assignments • Completion of class activities and student reflections • Rubrics/Exemplars 	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i> Goal: To persuades adults who care for children to practice activities with their kids that address their gross and fine motor skills. Role: Expert in the field of fine and gross motor skills. Audience: any type of child caregiver Situation: Children under the age of 5 need activities that help them practice their gross and fine motor skills. What are motor skills, why do they need to be practice (long term skills?) and what kind of activities can caregivers do with kids? Product: Pamphlet, commercial, etc. Standards for Success: Teacher made rubric</p>
		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> • Responses to questions after textbook readings and completion of graphic organizer on infant developmental areas and milestones • Demonstrate proper care and feeding of infants on manikins • Evaluation of toys to enhance infant development using teacher-prepared questions

Unit 4: Development of and Care for Infants The Child from One to Three: 3 Weeks (continued)

Stage 3 – Learning Plan

Code	<p style="text-align: center;">Pre-Assessment</p> <p style="text-align: center;"><i>Students will interview parents about their own personal milestones during their first year of life (first steps, words, etc.).</i></p> <p style="text-align: center;"><i>“Do Now”: What are 5 safety concerns we have to address when taking care of or living with an infant?</i></p>	
<p style="text-align: center;">A</p> <p style="text-align: center;">A,T</p> <p style="text-align: center;">M,T</p> <p style="text-align: center;">T</p>	<p>SUMMARY OF KEY LEARNING EVENTS AND INSTRUCTION <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> TEACHER assigns textbook reading on the baby’s first year of life and assigns student workbook assignments. TEACHER discusses the personal milestones to set the stage for the unit. TEACHER presents information on the physical development of infants during the first year of life using PowerPoint or videos. H,T STUDENTS will complete assigned textbook readings, graphic organizers, and student workbook pages on the baby’s first year of life. W,E,T TEACHER provides manikins to demonstrate proper care and safety of an infant. H,R,E2,T,O STUDENTS will use manikins to demonstrate proper care and safety of an infant. W,E,E2,T,O TEACHER presents information on the social, emotional, and intellectual areas of infant development in the first year of life through PowerPoint and videos and prepares a graphic organizer (available through textbook online resources) for students’ notes. W,H,E,T,O TEACHER assigns research assignment on infant toys and prepares questions that will evaluate if the toys will enhance infant development. W,H,E STUDENTS will research and evaluate various toys and their ability to enhance infant development using teacher made questions. R,E2,T,0 TEACHER uses scenarios from student workbook depicting different milestones in the four areas of development so that students can correctly match the scenario and the area of development. W,H,E,O STUDENTS will correctly match scenarios with the appropriate area of infant development. T,O 	<p>PROGRESS MONITORING:</p> <ul style="list-style-type: none"> Students will receive feedback from teacher and peers during discussion. 1-1 discussion with teacher during worksheet completion. Completion of notebook assignments. Group cooperation and peer to peer think pair share discussions. Completion of worksheets and exit tickets. Completions of baby care skills based on teacher created rubric. Ability to self-assess and reflect on the applicable worksheets/projects. <p>SUGGESTED RESOURCES:</p> <ul style="list-style-type: none"> The Developing Child, Tenth Ed., Brisbane, Holly E., Glencoe/McGraw Hill: New York, NY. - textbook reading on baby’s first year of life The Developing Child student workbook Teacher-prepared PowerPoint presentation The Early Childhood Observations CD – resource from The Developing Child text Teacher-prepared graphic organizer for infant milestones in the four developmental areas (available from textbook resource file) Teacher-prepared questions for toy evaluation Baby manikins (NASCO – Hands on Health, www.eNASCO.com/healtheducation) Videos and clips from The Developing Child textbook resource file to show infant behavior in the four areas of development Teacher prepared rubric and questions for cost of baby research project.

<p>M,T</p> <p>A,M,T</p>	<ul style="list-style-type: none"> • TEACHER assigns student groups to research the startup and monthly costs of having a 2 month old. Teacher designs questions for students to evaluate their choice of items ability to enhance infant development and stay within a chosen budget. W,H,E,E2,T,O • STUDENTS will research and make choices in regards to the costs of having a 2 month old. Student choices are based on their evaluation of items that enhance infant development and their chosen budget. W,H,E,R,E2,T,O • TEACHER provides students with a note taking guide and post viewing questions for the documentary BABIES (2010). W,H,T, • STUDENTS will view and take notes on the documentary BABIES (2010). STUDENTS will then answer and discuss post viewing reflection questions adressing a number of topics addressed by the documentary on the characteristics of development, infant gender, parenting, safety, culture, etc. E2,O 	
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UNIT 5: THE CHILD FROM ONE TO THREE YEAR: 3 WEEKS

Stage 1 Desired Results	
ESTABLISHED GOALS	<i>Transfer</i>

<ul style="list-style-type: none"> • FCS-15.1 Analyze roles and responsibilities of parenting. • FCS-15.2 Evaluate parenting practices that maximize human growth and development • FCS-15.4 Analyze physical and emotional factors related to beginning the parenting process. • NHES-1.12.4 Analyze how genetics and family history can impact personal health. • NHES-1.12.5 Propose ways to reduce or prevent injuries and health problems. • NHES-1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors. • NHES-8.12.4 Adapt health messages and communication techniques to a specific target audience. • CCR-R 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • CCR-W 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 	<p><i>Students will be able to independently use their learning to...</i></p> <p><i>Compare and contrast the effect of environment and heredity on the physical, emotional, social and intellectual growth and development of children ages 1-3 years old.</i></p>	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Heredity and environment influence the physical, emotional, social, and intellectual development of children from ages one to three. 	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> • Why is it important to understand how children learn and grow during this stage of development? • What role do parents and caregivers play in the development of children from ages one to three? • How is intelligence affected by heredity and environment?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Vocabulary related to children's physical, emotional, social, and intellectual development • The five changes in a child's physical growth from ages one to three • The difference between gross motor and fine motor skills • Safety and environmental concerns of children in this age group • How children express their emotions 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Complete assigned textbook readings and student workbook questions • Use effective strategies to help children cope with emotions • Demonstrate methods to encourage intellectual development for children ages one to three • Evaluate toys that enhance learning for children age one to three • Evaluate child/parent/caregiver interaction with a child in a video or story using prepared analysis sheets.

Unit 5: The Child from One to Three: 2 Weeks(continued)

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A,T M,T M,T A,M,T T	<ul style="list-style-type: none"> • Class Discussions • Reflection of motor skills activities • Role Plays • Notebook assignments/Reflections • Rubrics/Exemplars 	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i> Goal: Create an emotional growth advertisement Role: Children’s Librarian/PK-Teacher Audience: Parent/caregivers Situation: Advertisement of program around town Product and Presentation: presentation of AD and reading book Standard for Success: Teacher-prepared rubric</p>
		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i> <ul style="list-style-type: none"> • Responses to questions after textbook reading and completion of notes from PowerPoint or video presentations • Evaluation of toys to enhance the development of children ages one to three • Evaluation of effective interactions with parents • Evaluation of effective emotional development presentation • Formative Quizzes/Summative Tests </p>

Stage 3 – Learning Plan		
Code	<p>Pre-Assessment</p> <p><i>Students will complete a self-assessment on their own emotional growth, chart their answers and reflection in their notebook about their findings and class discussion.</i></p>	
	<p>SUMMARY OF KEY LEARNING EVENTS AND INSTRUCTION</p> <p><i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> TEACHER assigns textbook reading and vocabulary on the child from one to three. W STUDENTS will read the assigned chapter on the child from ages one to three. E,T,O STUDENTS will complete definitions of vocabulary related to this unit. E TEACHER presents PowerPoint or videos on the physical growth and development of children in this age group. Teacher may use pediatric growth charts for display in the classroom for easy reference. W STUDENTS will take notes on the PowerPoint or video presentations on the five areas of development. H,T,O TEACHER provides prepared activities that exemplify fine motor and gross motor skills for the students complete in whole group/small group and independently. W,H,E,T,O STUDENTS will complete activities provided by the teacher to demonstrate the differences between fine and gross motor skills. STUDENTS will complete journal reflection on each activity and discuss in class. H,E,R,E2,T,O TEACHER presents PowerPoint and videos on childhood adversity and its effect on physiological health. W,H,E STUDENTS will reflect in the notebooks on the adversity video and then will discuss with class. R,E2 TEACHER presents information on social and intellectual development of children ages one to three through PowerPoint presentation or video. Teacher asks students to 	<p>PROGRESS MONITORING:</p> <ul style="list-style-type: none"> Students will receive feedback from teacher and peers during discussion. 1-1 discussion with teacher during worksheet completion. Completion of notebook assignments. Group cooperation and peer to peer think pair share discussions. Completion of worksheets and exit tickets. Preparation of role plays and appropriate solutions to the given topic. Ability to self-assess and reflect on the applicable worksheets/projects. <p>SUGGESTED RESOURCES:</p> <ul style="list-style-type: none"> The Developing Child, Tenth Ed., Brisbane, Holly E., Glencoe/McGraw Hill: New York, NY, 2010 – textbook reading on children age one to three The Developing Child student workbook Martin, S., Berke, J., See How They Grow: Infants and Toddlers, Thomson/Delmar Learning, 2008. The Early Childhood Observations CD – resource from The Developing Child text Teacher-prepared questions for toy evaluation Advertisements of children’s toys from print media Teacher-prepared rubric for brochure and sample brochures Videos and clips from The Developing Child textbook resource file to show children’s behavior in the five areas of development

A,T	<p>recall from readings ways that parents and caregivers can increase intellectual development.</p> <ul style="list-style-type: none"> • STUDENTS will recall ways parents and caregivers can increase intellectual development. E,R,E2,T,O • TEACHER completes a demonstration analysis of a television or print ad of a toy geared for children ages one to three and analyzes the developmental appropriateness of the toy for this age group. Teacher then provides analysis questions and print ads of additional toys so that students analyze toys for children in this age group. 	
M,T	<ul style="list-style-type: none"> • STUDENTS will analyze television or print ads for toys for this age group using teacher- prepared questions. R,E2,T,O • TEACHER provides scenarios of child/parent/caregiver interactions for discussion of their impact on the areas of child development discussed in this unit. W,H,E 	
M,T	<ul style="list-style-type: none"> • STUDENTS will complete role plays on interactions with parent/teacher on a child's development. H,E, R • TEACHER assigns poster assignment, where student must find a picture book suitable for children under 3 that teaches social/emotional skills. Students will present a poster advertising their book based on a teacher made rubric and will read their picture book to the class. W,H,E 	
A,M,T	<ul style="list-style-type: none"> • STUDENTS will complete advertisement assignment, where student must find a picture book suitable for children under 3 that teaches social/emotional skills. R,E2,T,0 	
A,M,T	<ul style="list-style-type: none"> • STUDENTS will advertise their book based on a teacher made rubric, using materials and notes from this unit and will read their picture book to the class. R,E2,T,0 	