

# NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Child Development

November 2019

BOE Approved March 2020



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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.

## Child Development

### Grades 11-12

This junior/senior elective course will provide a foundation in understanding the ways that children develop. It is designed for students interested in becoming child care professionals in such fields as nursing, teaching, psychology or child care. Students will be introduced to the basic philosophies concerning child development including language, motor, social, cognitive and perceptual skills. Students will participate in a 12-14 week hands-on teaching practicum (preschool program). They will observe and interact with children and prepare and present lessons. Outside shadowing of preschool and daycare facilities is required as part of this course. All students must submit an application to the instructor. The Early Childhood course will serve as a **prerequisite** for students interested in taking the Child Development course.

## Pacing Guide

Unit #	Title	Days	Pages
1	Foundations in Early Childhood Professions, Learning and Teaching	4 Weeks	6-9
2	Understanding Child Development and Learning	4 Weeks	10-14
3	Enhancing and Supporting Physical, Emotional, and Social Development	4 Weeks	15-18
4	Planning the Early Childhood Classroom	3 Weeks	19-21
5	Activity Planning and Assessment	6 Weeks	22-25
6	Teaching Practicum in a Preschool Classroom	12-15 Weeks	26-28

## Unit 1: Early Childhood Professions (4 Weeks)

### Stage 1 Desired Results

ESTABLISHED GOALS		Transfer	
<ul style="list-style-type: none"> <li><b>FCS-EEC 4.2:</b> Analyze developmentally appropriate practices to plan for early childhood, education, and services.</li> <li><b>FCS-EEC 4.1:</b> Analyze career paths within early childhood, education &amp; related services.</li> <li><b>CCSS-W 7:</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.</li> <li><b>CCSS-W 9:</b> Draw evidence from literary or informational texts to support analysis, reflection and research.</li> <li><b>CCSS-R 1:</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</li> </ul>		<p><i>Students will be able to independently use their learning to...</i></p> <p>The students will be able to independently use their learning to understand the importance of studying children.</p>	
		Meaning	
		UNDERSTANDINGS	ESSENTIAL QUESTIONS
		<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>The philosophies of historical figures in the fields of education and psychology and legislation influence the scope and essential components of early childhood programs.</li> <li>There are educational pathways to learn the skills needed to be successful in a variety of early childhood careers.</li> <li>Early Childhood Program models have varying elements that require careful analysis for each child.</li> </ul>	<p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>Why do they have early childhood programs? Are the necessary?</li> <li>How has legislation affected the structure and scope of early childhood education programs?</li> <li>How have the various educational theories influenced the development of early childhood programs?</li> <li>Is one early childhood program model better than another?</li> </ul>
		Acquisition	
		<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>The major components of early childhood programs</li> <li>The legislative influences on current early childhood education programs</li> <li>The responsibilities and skills needed to care for and teach young children.</li> <li>The major education theories that</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>Read articles on education programs using their text, research articles and other resources to formulate and discuss their own opinions based on evidence.</li> <li>Observe/interview early childhood professionals in a variety of settings</li> <li>Write a reflection on evidence they researched, observations and assigned</li> </ul>

	have influenced educational policies.	readings according to an assigned rubric.
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A  A  M  T	<ul style="list-style-type: none"> <li>Completion of a timeline of educational law and events.</li> <li>Completion of a reflection on 1 law or event</li> <li>Participation in the setting visit/observation</li> <li>Successful completion of formal observation reflection</li> </ul>	<p><b>PERFORMANCE TASK(S):</b> <i>Students will show that they really understand evidence of...</i></p> <p><b>Goal/challenge:</b> To observe and interview professionals in early childhood settings to gain knowledge of programs, see the skills needed to perform in these roles, and reflect on personal attributes.</p> <p><b>Role:</b> Interviewer/Observer</p> <p><b>Audience:</b> Teacher</p> <p><b>Situation:</b> Early Childhood Setting</p> <p><b>Products and performances:</b> Written observation report and oral presentation</p> <p><b>Standards/criteria for judging success:</b> Teacher Prepared Rubric</p>
		<p><b>OTHER EVIDENCE:</b> <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>Responses to questions after assigned textbook reading and defining vocabulary</li> <li>Self and peer-reviews of reflections on readings</li> <li>Reflections on assigned readings according to rubric</li> <li>Mock interviews and reflection on improvement</li> </ul>



### Stage 3 – Learning Plan

#### Pre-Assessment

Students will complete a self-assessment on what skills, experience or qualities they are bringing to the course and to the early childhood program.

- Progress Monitoring
- Students will receive feedback from teacher and peers during discussion.
  - 1-1 discussion with teacher during worksheet/note completion.
  - Completion of notebook assignments.
  - Completion of worksheets and exit tickets.
  - Opportunity to self-assess and reflect on the applicable theories.

#### Suggested Resources:

- *Teaching Young Children* by Michael Henniger
  - o Or other related text
- *Article*
  - o “Putting Early Academics in Their Place” by Hyson
  - o or other related articles
- *Videos*
  - o Kindergarten Classroom
  - o Head Start Classroom
  - o Or other videos and articles on the major programs in early childhood education
- Teaching-prepared PowerPoint

Summary of Key Learning Events and Instruction  
*Student success at transfer meaning and acquisition depends on...*

**TEACHER** will discuss organizational techniques and provide a checklist for maintaining classroom notebook, folders and binders to encourage organization of all materials and notes needed for the year. **O**

**TEACHER** will provide pre-assessment. **H**

**STUDENTS** will complete the pre-assessment and discuss their reflection/opinions in a whole group discussion. **H**

**TEACHER** prepares and presents a research assignment and rubric on careers working with children. **E, E2, T, O**

**STUDENTS** will complete a research project citing their own research and the resources provided by the teacher and present on 2 careers that work with children using the teacher prepared rubric. **R**

**TEACHER** will prepare and present presentation on the organizational components of early childhood programs and laws/events that affect education. **W, H, T, O**

**STUDENTS** will take notes from teacher’s presentation according to the outlined organizational model provided. Then use the notes to create a timeline. **E, R, E2, O**

M,T	<p><b>STUDENTS</b> will write a reflection on which law or event had/has the most impact on education and why. <b>R, T</b></p> <p><b>TEACHER</b> will assign textbook reading for students to gain awareness of the historical influences on early childhood education. <b>W, H</b></p>	
A,M	<p><b>STUDENTS</b> will complete a chart with required information of each discussed theorist as presented in the text, videos and by the teacher. <b>R, E2</b></p> <p><b>TEACHER</b> will use videos to view scenes from various early childhood programs to gather information about the differences and similarities in the program. <b>R</b></p> <p>After viewing videos of scenes from various early childhood programs and reading assigned chapters, <b>STUDENTS</b> will make a chart in their notebooks with each program and its major principles. <b>E, R</b></p>	
A	<p><b>TEACHER</b> will plan for student visits to area early childhood programs for observations and interviews. Teacher reviews criteria for observations and shares rubric and discusses professional dress and behavior in these settings. <b>W, H, E, O</b></p>	
M,T	<p><b>STUDENTS</b> will observe professionals and students in daycare, preschool, and kindergarten programs and through various class videos and complete observation reports and reflections based on teacher made rubric. <b>R, E2, T, O</b></p>	

## Stage 1 Desired Results

ESTABLISHED GOALS	Transfer	
<ul style="list-style-type: none"> <li>● <u>FCS-EEC 4.2</u>: Analyze developmentally appropriate practices to plan for early childhood, education, and services.</li> </ul>	<p><i>Students will be able to independently use their learning to...</i></p> <p>The students will be able to independently use their learning to determine the benefits of different preschool models and their integration of play-based learning.</p>	
<ul style="list-style-type: none"> <li>● <u>FCS-EEC 4.1</u>: Analyze career paths within early childhood, education &amp; related services.</li> <li>● <u>FCS-EEC 4.3</u>: Demonstrate integration of curriculum and instruction to meet developmental needs and interests of children, youth and adults, considering gender, ethnicity, geographical, cultural, and global influences.</li> </ul>	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Effective early childhood learning environments are based on theories of development and the stages of childhood development.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>● How do the developmental norms of preschool children in various domains compare?</li> <li>● How did the learning theories of prominent human development theorists influence early childhood education?</li> <li>● What are the benefits of play for child development in the various domains?</li> <li>● How do the roles of parents and teachers facilitate childhood play?</li> </ul>
<ul style="list-style-type: none"> <li>● <u>FCS-HD 12.1</u>: Analyze strategies that promote growth and development across the lifespan.</li> <li>● <u>CCSS-W 7</u>: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or</li> </ul>	<p><b>Acquisition</b></p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● The major theories of human development and how they influence early childhood programs.</li> <li>● The developmental norms of preschool children in the various domains (physical, cognitive, social-emotional, and language/creative expression).</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Use information gained from assigned articles and textbook readings to discuss the role of play and its importance in an early childhood setting.</li> <li>● Identify the adult's role in facilitating childhood play in a variety of early childhood settings.</li> </ul>

<p>broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.</p> <ul style="list-style-type: none"> <li>● <u>CCSS-W 9</u>: Draw evidence from literary or informational texts to support analysis, reflection and research.</li> <li>● <u>CCSS-R 1</u>: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</li> </ul>		
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## Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
A	<ul style="list-style-type: none"> <li>Completion of assigned readings, reflections and class discussion on play- and center-based school models</li> </ul>	<p><b>PERFORMANCE TASK(S):</b>  <i>Students will show that they really understand evidence of...</i></p> <p><b>Goal/challenge:</b> Create a parent newsletter</p> <p><b>Role:</b> Teacher</p> <p><b>Audience:</b> Parents of preschool children</p> <p><b>Situation:</b> Provide information on play and activities to enhance child development</p> <p><b>Products and performances:</b> Newsletter</p> <p><b>Standards/criteria for judging success:</b> Teacher Prepared Rubric</p>
M	<ul style="list-style-type: none"> <li>Compare/Contrast theories of development and the stages of childhood development.</li> </ul>	
T	<ul style="list-style-type: none"> <li>Successful completion of newsletter</li> </ul>	
		<p><b>OTHER EVIDENCE:</b>  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>Organizational charts or posters of theorists and their major principles</li> <li>Venn diagrams of the developmental traits of children at various ages in all domains</li> <li>Written responses to questions following assigned readings</li> <li>Completed checklists on developmentally appropriate environments following readings or viewings about sample programs written reflection after reading teacher selected articles.</li> <li>Unit test on theorists and developmental traits of children</li> </ul>

## Stage 3 – Learning Plan

### Pre-Assessment

Code	Question: Did you go to preschool or daycare before you attended kindergarten? If yes, what do you remember about the classroom set up, activities you did, and your teachers?
<p>A, M</p> <p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher assigns textbook reading on the theories of human development (Erickson, Maslow, Bruner, et al) and the developmental traits of children in the various domains and directs student note taking, discussions, or classroom poster. <b>W, H, R, E2, O</b></p> <p><b>Students</b> will make a Venn diagram to display the characteristic developmental traits of children at various ages of development in all domains (cognitive, language/expression, social/emotional, and physical) and use their diagrams/charts to create a classroom poster of the traits for preschoolers in each domain. <b>R, E2, T, O</b></p> <p><b>Teacher</b> shows video on school environments, including intergenerational preschool programs and prepares a checklist for students of the key principles of developmentally appropriate practice for preschools. <b>W, H</b></p> <p>While viewing video on environments <b>Students</b> will use a teacher-prepared checklist of the key principles of a developmentally appropriate preschool classroom and use the space to describe how the preschool environment is structured based on these principles. <b>E, R, E2, O</b></p> <p><b>Teacher</b> shows video about High/Scope for students to observe the use of play within their curriculum. Teacher leads a discussion of the following: How are play and active learning supported through the High/Scope program? How can planning benefit children's play? <b>W, H, R, E2, O</b></p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>Students will receive feedback from teacher and peers during discussion.</li> <li>1-1 discussion with teacher during worksheet/note completion.</li> <li>Completion of notebook assignments.</li> <li>Completion of worksheets and exit tickets.</li> <li>Opportunity to self-assess and reflect on the applicable theories.</li> </ul> <p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"> <li><i>Teaching Young Children, 4th Ed.</i> <ul style="list-style-type: none"> <li>Or other related textbook</li> </ul> </li> <li>Articles           <ul style="list-style-type: none"> <li><i>The Importance of Being Playful</i> by Bodrova &amp; Leong               <ul style="list-style-type: none"> <li>or other related</li> </ul> </li> </ul> </li> <li>Videos           <ul style="list-style-type: none"> <li>preschool environments</li> <li>developmentally appropriate practice</li> <li>high/scope               <ul style="list-style-type: none"> <li>or other related</li> </ul> </li> </ul> </li> </ul>

M, T	<p><b>Students</b> will read the article "The Importance of Being Playful" by Elena Bodrova and Deborah J. Leong (or a related article) and write a reflection citing the resources provided by the teacher, on the following points: 1) Are toys and materials critical to the level and complexity of children's play? Explain; 2) How are play and active learning supported in the various programs such as High/Scope or Montessori; 3) What are some new ways you learned to support children's play in the classroom? <b>R, E2, T, O</b></p>	
T	<p><b>Teacher</b> directs students into small groups to prepare a newsletter for parents on the importance of play and provides a rubric for group evaluation. <b>W, H, E, O</b></p> <p>In small groups, <b>Students</b> will collaborate on a parent newsletter that includes a short description of the importance of childhood play and the educational theories behind its importance. <b>Students</b> will include a list of sample play activities that parents can do and provide the developmental reasoning behind each activity. They will present the information on a one-page newsletter for their preschool parents. <b>E, R, E2, T, O</b></p>	

## Stage 1 Desired Results

ESTABLISHED GOALS	Transfer	
<ul style="list-style-type: none"> <li><b>FCS-EEC 4.2:</b> Analyze developmentally appropriate practices to plan for early childhood, education, and services.</li> </ul>	<i>Students will be able to independently use their learning to... The students will be able to independently use their learning to evaluate and apply the different aspects of diversity in the classroom, families and community.</i>	
<ul style="list-style-type: none"> <li><b>FCS-EEC 4.4:</b> Demonstrate a safe and healthy learning environment for children, youth and adults.</li> </ul>	<i>Meaning</i>	
<ul style="list-style-type: none"> <li><b>FCS-EEC 4.5:</b> Demonstrate skills for building and maintaining positive collaborative relationships with children, youth and adults in their family and community environments, considering gender, ethnicity, geographical, cultural, and global influences.</li> </ul>	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>A positive emotional environment is integral in early childhood programs in order for children to grow and learn.</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li>How do guiding strategies and discipline strategies differ and how do teachers use them in the early childhood setting?</li> <li>How does a teacher effectively communicate with children and families to enhance social and emotional development of children?</li> <li>How does the health and safety of children affect decisions in early childhood settings?</li> <li>How can teachers facilitate physical, emotional, and social development of children in their care?</li> </ul>
<ul style="list-style-type: none"> <li><b>CCSS-W 9:</b> Draw evidence from literary or informational texts to support analysis, reflection and research.</li> </ul>	<b>Acquisition</b>	
<ul style="list-style-type: none"> <li><b>CCSS-R 1:</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</li> </ul>	<i>Students will know...</i> <ul style="list-style-type: none"> <li>Guiding strategies to enhance social and emotional development of preschool children</li> <li>Effective communication skills including eye contact, assertive dialogue, and active listening.</li> <li>The importance of respect in an early</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li>Completing reflections on assigned readings, videos, or questions and participate in classroom discussions,</li> <li>Practice effective communication skills and guiding strategies with parents and children in conflict situations.</li> <li>Compile a list of books for preschool children</li> </ul>



	<p>childhood learning environment.</p> <ul style="list-style-type: none"> <li>Techniques for integrating diversity topics into early childhood environment.</li> </ul>	<p>that show diversity issues</p> <ul style="list-style-type: none"> <li>Create and present a preschool diversity lesson to peers.</li> </ul>
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
<p>A</p> <p>A</p> <p>A</p> <p>M</p> <p>T</p>	<ul style="list-style-type: none"> <li>Completion of reflections based on teacher provided articles, textbook and videos.</li> <li>Complete list of guiding strategies with parents and children in conflict situations</li> <li>Complete list of books for preschool children that show diversity issues</li> <li>Reflection on emotional environment is integral in early childhood programs in order for children to grow and learn.</li> <li>Successful evaluation and application of the different aspects of diversity in the classroom, families and community based on teacher made rubric.</li> </ul>	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand evidence of...</i></p> <p><b>Goal/challenge:</b> Diversity lesson Plan</p> <p><b>Role:</b> Student Teacher</p> <p><b>Audience:</b> Preschool children (12, 3-5 year-olds), preschool parents</p> <p><b>Situation:</b> Early Childhood Education Classroom, parent communication form</p> <p><b>Products and performances:</b> early childhood lesson plan on an aspect of diversity</p> <p><b>Standards/criteria for judging success:</b> Teacher made rubric, peer evaluation</p>
		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>Student reflections following assigned readings, videos, or articles</li> <li>Individual and master lists of guiding and discipline strategies</li> <li>Participation in role plays of conflict situations</li> <li>Compiled list of reviewed preschool literature</li> </ul>

## Stage 3 – Learning Plan

Code	Pre-Assessment	
	<p style="text-align: center;">Students will participate in a whole group diversity bingo game.</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>• Sample conflict situations typical of a preschool setting</li> <li>• Reflection rubric</li> <li>• Sample preschool books (see town librarian for lists of books on diversity issues)</li> <li>• Sample format for preschool lesson plan</li> <li>• Preschool edition of The Mailbox magazine for sample lessons on these topics</li> <li>• Lesson plan rubric</li> <li>• Students will receive feedback from teacher and peers during discussion.</li> <li>• 1-1 discussion with teacher during worksheet/note completion.</li> <li>• Completion of notebook assignments.</li> <li>• Completion of worksheets and exit tickets.</li> </ul> <p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"> <li>• Teaching Young Children, 4th Ed.               <ul style="list-style-type: none"> <li>o Or related textbook</li> </ul> </li> <li>• Articles               <ul style="list-style-type: none"> <li>o "When Children Make Rules" By DeVries &amp; Zan</li> <li>o "Start the Day with Community" by Kriete</li> <li>o "Listen First" by Brandt</li> <li>o "Learning throughout the Day" by Johnson</li> <li>o OR other related articles</li> </ul> </li> <li>• Videos               <ul style="list-style-type: none"> <li>o Intrinsic Motivation</li> <li>o A Teacher's Experience in Involving Parents in School Literacy Programs</li> <li>o OR other related videos</li> </ul> </li> </ul>
A, M	<p>Summary of Key Learning Events and Instruction</p> <p><i>Student success at transfer meaning and acquisition depends on...</i></p> <p><b>TEACHER</b> assigns reading and videos on positive emotional environments Teacher facilitates a discussion of the character traits of respect, compassion, and cooperation. <b>W, H</b></p> <p><b>STUDENTS</b> will complete reflection questions after reading assigned articles and viewing assigned videos. They will use reflections to participate in classroom discussions about the importance of respect, compassion, and cooperation in a preschool setting. <b>R, E2, T, O</b></p>	
M, T	<p>In small groups, <b>STUDENTS</b> will identify strategies to create a climate for learning in a three-and four-year old preschool environment, using data gathered from readings, discussions, and personal experience. <b>R, E2, T, O</b></p> <p><b>TEACHER</b> will post group master list of strategies for creating a positive climate in a preschool classroom as a reference for students. <b>W, E</b></p>	
T	<p><b>STUDENTS</b> Then reflect on how these strategies can be used in our preschool practicum. <b>R, T</b></p> <p><b>TEACHER</b> presents the components of positive communication. <b>W, H</b></p>	
A, M	<p><b>STUDENTS</b> will read articles and watch a video on parental communication and involvement. They will reflect citing the resources provided by the teacher, on the questions: 1) What did you learn about involving families in their children's learning? 2) What did you learn about the positive effect of listening to the needs of parents? 3) Students will use their reflections to participate in classroom discussions. <b>W, H, E, R, E2, T, O</b></p>	

A	<p><b>STUDENTS</b> will view video on and teasing and read articles on conflict resolution then discuss in small groups. <b>W, H</b></p> <p><b>TEACHER</b> will provide sample conflict situations typical of a preschool setting for students to practice positive communication with parents and children, guiding and discipline strategies, and conflict resolution. <b>W, H, E, R, E2, T, O</b></p> <p>In groups, <b>STUDENTS</b> will role-play handling conflicts with parents, informing parents about a child's performance/behavior in school, teasing and bullying, problem solving with children, and discipline and guiding strategies for typical situations in an early childhood setting. Feedback provided by peers/teachers for improvements on strategies. <b>H, R, E2, T, O</b></p> <p><b>TEACHER</b> provides a collection of preschool literature for small groups to evaluate for cultural diversity and issues of acceptance. <b>W, H, E</b></p>
M, T	<p>In small groups, <b>STUDENTS</b> will review preschool books and compile a list of those that show diversity issues (culture, acceptance, teasing, fear of differences, etc.) <b>E, R, E2, T, O</b></p> <p><b>TEACHER</b> presents a format for preschool lesson plan and shares a sample lesson plan on diversity. <b>W, H, E</b></p>
T	<p>In small groups, <b>STUDENTS</b> will use a sample preschool lesson plan to create lessons and activities for early childhood students on an aspect of diversity. Lesson will include at least one book from the list of preschool books as a part of the lesson. <b>E, R, E2, T, O</b></p> <p><b>TEACHER</b> distributes a teacher rubric for evaluation of lesson plans. <b>H, E</b></p>
M, T	<p><b>STUDENTS</b> will present lessons to peers for critique and improvement and then will revise and self-evaluate according to teacher rubric. <b>E, T, O</b></p>
T	<p><b>STUDENTS</b> will present this lesson to the preschool parents during the program.</p>

Unit 4: Planning the Early Childhood Classroom (3 Weeks)

Stage 1 Desired Results

ESTABLISHED GOALS		Transfer	
<ul style="list-style-type: none"><li>● <u>FCS-EEC 4.2:</u> Analyze developmentally appropriate practices to plan for early childhood, education, and services.</li><li>● <u>FCS-EEC 4.3:</u> Demonstrate integration of curriculum and instruction to meet developmental needs and interests of children, youth and adults, considering gender, ethnicity, geographical, cultural, and global influences.</li><li>● <u>FCS-EEC 4.4:</u> Demonstrate a safe and healthy learning environment for children, youth and adults.</li><li>● <u>CCSS-W 9:</u> Draw evidence from literary or informational texts to support analysis, reflection and research.</li><li>● <u>CCSS-R 1:</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where</li></ul>	<p><i>Students will be able to independently use their learning to...</i></p> <p>The students will be able to independently use their learning to maximize student learning and evaluate student safety.</p>		
	<p><b>Meaning</b></p>		
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"><li>● Careful planning and organizing of the preschool physical environment maximizes learning in young children.</li></ul>	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"><li>● Why are the essential elements of an inclusive, play/center-based classroom or a thematic project-based approach integral in a preschool setting?</li></ul>	
	<p><b>Acquisition</b></p>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"><li>● The essential elements of various types of preschool environments.</li><li>● Important safety concerns for the preschool population.</li></ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"><li>● Create a floor plan to scale of a sample preschool environment, including all essential elements and demonstrate safety issues.</li></ul>	

the text leaves matters uncertain.	
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A M T	<ul style="list-style-type: none"> <li>Completion of a graphic organizer for the various types of preschool environments.</li> <li>Complete reflection on the relationship between a prepared environment and student achievement.</li> <li>Successful completion of floor plan and oral presentation based on teacher made rubric.</li> </ul>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p><b>Goal/challenge:</b> Create a sample play/center-based preschool learning environment.</p> <p><b>Role:</b> Early Childhood Education Teacher</p> <p><b>Audience:</b> Board of Education</p> <p><b>Situation:</b> Presentation to the school board about new preschool program using a floor plan to show the key elements of play/center-based preschool and key safety aspects.</p> <p><b>Products and performances:</b> Floor Plan and Oral Presentation</p> <p><b>Standards/criteria for judging success:</b> Teacher Prepared Rubric</p> <p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>Reflective writing following vocabulary, textbook and article readings, and viewing of videos.</li> <li>Participate in discussions from readings and reflections</li> <li>Self-evaluation of diorama and presentation.</li> </ul>

## Stage 3 — Learning Plan

Code	<div>Pre-Assessment</div> <div>Students are asked to create a list of possible safety concerns in the classroom.</div>
<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"> <li>● <b>TEACHER</b> assigns textbook reading on the structure/planning of a preschool environment and uses the equipment in the early childhood classroom to illustrate the types of centers possible, activities included in each center, and possible safety concerns in each area. <b>W, H, E</b></li> <li>● <b>STUDENTS</b> will complete the readings from the textbook, view video, and complete assigned articles. They will complete assigned reflection citing the resources provided by the teacher. Reflection: what key ideas did you learn about organizing the physical space and creating learning centers in a preschool setting? <b>E, R, E2, T, O</b></li> <li>● <b>TEACHER</b> conducts a student discussion from the reflections. <b>R, E2</b></li> <li>● <b>TEACHER</b> assigns culminating project to create a floor plan of a play/center-based learning environment that addresses safety concerns. Teacher reviews rubric to guide performance. <b>H, E, O</b></li> <li>● <b>STUDENTS</b> will create a diorama/floor plan of a play/center-based preschool setting according to established teacher guidelines and suggestions in the readings and videos. They will self-evaluate based on teacher rubric. <b>E, R, E2, T, O</b></li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>● Students will receive feedback from teacher and peers during discussion.</li> <li>● 1-1 discussion with teacher during worksheet/note completion.</li> <li>● Completion of reflection assignment.</li> </ul> <p><b>Suggested Resources</b></p> <ul style="list-style-type: none"> <li>● <i>Teaching Young Children, 4th Ed. – textbook reading on planning the preschool environment</i> <ul style="list-style-type: none"> <li>○ <i>Or related text</i></li> </ul> </li> <li>● <i>Articles provided by teacher</i></li> <li>● <i>Videos provided by teacher</i></li> <li>● <i>The Mailbox magazine for ideas on learning centers</i></li> <li>● <i>Rubric For floor plan</i></li> <li>● <i>Teacher made rubric</i></li> </ul>

## Stage 1 Desired Results

ESTABLISHED GOALS		Transfer	
<ul style="list-style-type: none"> <li><b>FCS-EEC 4.2:</b> Analyze developmentally appropriate practices to plan for early childhood, education, and services.</li> <li><b>FCS-EEC 4.3:</b> Demonstrate integration of curriculum and instruction to meet developmental needs and interests of children, youth and adults, considering gender, ethnicity, geographical, cultural, and global influences.</li> <li><b>CCSS-W 9:</b> Draw evidence from literary or informational texts to support analysis, reflection and research.</li> <li><b>CCSS-R 1:</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters.</li> </ul>		<p><i>Students will be able to independently use their learning to...</i>  <b>The students will be able to independently use their learning to create a classroom environment that actively engages students in all the required elements discussed in designing a preschool setting.</b></p>	
Meaning			
<p><b>UNDERSTANDINGS</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>Children should be actively engaged in their learning in a preschool environment and the teacher is responsible for constructing that environment.</li> </ul>		<p><b>ESSENTIAL QUESTIONS</b>  <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>How does a teacher plan lessons and incorporate activities to meet the needs and schedules of preschool children.</li> <li>How does one effectively use observation and assessment strategies and rubrics?</li> <li>How does language and creative expression affect a child's development and ability to work with peers in a preschool setting?</li> </ul>	
Acquisition			
<p><i>Students will know ...</i></p> <ul style="list-style-type: none"> <li>The components of a developmentally appropriate curriculum</li> <li>Guidelines for developing preschool lesson plans.</li> <li>The developmental benefits of classroom read-alouds.</li> </ul>		<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>Using CT ELDS standards to create developmentally appropriate preschool lessons.</li> <li>Creating lesson plans on a selected topic and present to peers</li> <li>Use observation and assessment strategies and practices for preschool activities.</li> </ul>	

## Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
A A M T	<ul style="list-style-type: none"> <li>● Explain how to utilize the CTELDS book.</li> <li>● List the components of a developmentally appropriate curriculum.</li> <li>● Reflection of how language and creative expression affect a child's development.</li> <li>● Successfully create a classroom environment that actively engages preschool students based on teacher made rubric.</li> </ul>	<p><b>PERFORMANCE TASK(S):</b> <i>Students will show that they really understand evidence of...</i></p> <p><b>Goal/challenge:</b> Lesson Plan</p> <p><b>Role:</b> Teacher &amp; Co-Teacher</p> <p><b>Audience:</b> Preschool children (12, 3-5 year-olds)</p> <p><b>Situation:</b> You are planning for your student teaching preschool practicum and need to create a lesson plan that demonstrates active learning with an assessment tool.</p> <p><b>Products and performances:</b> Lesson Plan and Assessment strategy</p> <p><b>Standards/criteria for judging success:</b> Teacher Prepared Rubric, peer evaluation</p>
		<p><b>OTHER EVIDENCE:</b> <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>● Complete reflections according to assigned textbook readings, articles, or videos and participate in discussions</li> <li>● Observation and reflection of preschool visit to note active learning and developmentally appropriate curriculum</li> <li>● Storytelling</li> </ul>



## Stage 3 – Learning Plan

### Pre-Assessment

Code	Students will complete an anticipatory journal entry on their initial theme research for their planned preschool lessons.
<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"> <li>TEACHER assigns textbook reading on activity planning and assessment in a preschool environment W,H</li> <li>STUDENTS will complete assigned reading from the textbook. E, T</li> <li>TEACHER presents video from a sample Reggio Emilia classroom.</li> <li>TEACHER assigns a reflective question following the video: In what ways are children engaged in problem solving as they complete projects in the Reggio Emilia classroom. E, R, E2</li> <li>STUDENTS will view a video on cognitive development and read articles about the learners and teachers roles. H, E</li> <li>STUDENTS will complete the following reflection questions citing the research provided by the teacher: 1) What new insights did you gain about the values of learning through doing? 2) Do you think all children's learning has to be of this type? Why or why not? 3) How does project learning instill in young children a "zest for learning"? 4) Why does this often disappear in older students and adults? STUDENTS will participate in discussions related to reflections. E, R, E2, T, O</li> <li>TEACHER leads discussion on active learning as a goal of preschool learning environments. W, H, E, E2, T, O</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>Students will receive feedback from teacher and peers during discussion.</li> <li>1-1 discussion with teacher during worksheet/note completion.</li> <li>Completion of reflection assignment.</li> <li>Self reflection.</li> </ul> <p><b>Suggested Resources</b></p> <ul style="list-style-type: none"> <li>Teaching Young Children, 4th Ed.               <ul style="list-style-type: none"> <li>Or other related textbook</li> </ul> </li> <li>Articles               <ul style="list-style-type: none"> <li>"Projects that Power Young Minds" by Helm</li> <li>"Who are the Teachers? Who are the learners?" by Turner</li> <li>OR other related</li> </ul> </li> <li>Videos               <ul style="list-style-type: none"> <li>Curriculum/Program Models-Reggio Emilia</li> <li>Cognitive Development-Early Childhood</li> <li>Or other related</li> </ul> </li> <li>The Mailbox magazine for lesson plans and assessments</li> <li>Sample lesson plan template and rubric</li> <li>Teacher made rubric for evaluation of storytelling</li> <li>Teacher made rubric for oral presentation</li> </ul>

T	<ul style="list-style-type: none"> <li>● <b>TEACHER</b> reviews lesson plan guidelines for preschool environment and assigns teaching pairs for sample lesson preparation. <b>W, H, E, R, T, O</b></li> <li>● In pairs/small group, <b>STUDENTS</b> will use multiple sources to create a small group activity that includes hands-on learning and an assessment strategy. <b>STUDENTS</b> will complete self and peer evaluations. <b>R, E2, T, O</b></li> <li>● <b>TEACHER</b> conducts a mini-lesson on assessment strategies. <b>TEACHER</b> uses textbook examples such as observation, testing, samples of student work, and portfolios to illustrate various techniques for assessment. <b>TEACHER</b> includes an assessment strategy in the sample lesson plan. <b>W, H, E</b></li> </ul>	
T	<ul style="list-style-type: none"> <li>● <b>TEACHER</b> assigns textbook reading on literacy learning. <b>TEACHER</b> demonstrates effective storytelling and discusses the benefits for literacy. <b>TEACHER</b> provides samples of good children's stories or has students bring in their favorites. <b>W, H, E, T</b></li> <li>● <b>STUDENTS</b> will select children's stories, will practice story-telling skills in teaching pairs, and then will read to the entire class. Students will use group and self-evaluations using teacher rubric. <b>R, E2, T</b></li> </ul>	

Unit 6: Teaching Practicum in a Preschool Classroom (12-15 Weeks)

Stage 1 Desired Results

ESTABLISHED GOALS	Transfer	
<ul style="list-style-type: none"> <li>● <u>FCS-EEC 4.2:</u> Analyze developmentally appropriate practices to plan for early childhood, education, and services.</li> </ul>	<p><i>Students will be able to independently use their learning to...</i></p> <p><b>The students will be able to independently use their learning to develop developmentally appropriate preschool lessons and activities.</b></p>	
	Meaning	
<ul style="list-style-type: none"> <li>● <u>FCS-EEC 4.3:</u> Demonstrate integration of curriculum and instruction to meet developmental needs and interests of children, youth and adults, considering gender, ethnicity, geographical, cultural, and global influences.</li> <li>● <u>FCS-EEC 4.4:</u> Demonstrate a safe and healthy learning environment for children, youth and adults.</li> <li>● <u>FCS-EEC 4.5:</u> Demonstrate skills for building and maintaining positive collaborative relationships with children, youth and adults in their family and community environments, considering gender, ethnicity, geographical, cultural, and global</li> </ul>	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Teaching preschool children requires effective lesson planning and integration of knowledge about child development and the learning process.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>● How does one integrate knowledge about a healthy and safe environment, childhood stages of learning, and effective communication into one's teaching?</li> <li>● What are the components of a good unit plan?</li> <li>● How does one use the constructive feedback from peers and teacher to improve one's teaching performance?</li> </ul>
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● The structure of a lesson plan for preschool teaching.</li> <li>● The importance of positive communication skills with parents, children, and fellow teachers.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Prepare lessons, activities, bulletin boards, doors for their assigned theme according to guidelines and strategies learned throughout the year.</li> <li>● Self-reflect teaching experience using a teacher prepared rubric and contribute to peer</li> </ul>

influences.		evaluations for fellow student teachers.
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A	<ul style="list-style-type: none"> <li>Completion of lesson plan and bulletin board activities</li> </ul>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p><b>Goal/challenge:</b> Plan, prepare and teach at least 4 lessons and 4 circle time activities for a preschool practicum using your assigned theme</p> <p><b>Role:</b> Student Teachers &amp; Co-Student Teacher</p> <p><b>Audience:</b> Preschool age children (12, 3-5 year-olds)</p> <p><b>Situation:</b> Early Childhood Education Classroom</p> <p><b>Products and performances:</b> Completed lessons, bulletin boards, door decorations, and self-evaluation</p> <p><b>Standards/criteria for judging success:</b> Teacher Prepared Rubric</p>
A	<ul style="list-style-type: none"> <li>Reflection on articles and class discussion on positive communication with parents, children and co-teachers.</li> </ul>	
M	<ul style="list-style-type: none"> <li>Successfully access and apply digital and written tools to gather, evaluate, and use information to integrate knowledge about a healthy and safe environment, childhood stages of learning, and effective communication into student teacher's lessons.</li> </ul>	
T	<ul style="list-style-type: none"> <li>Successful completion of the development of developmentally appropriate preschool lessons and activities.</li> </ul>	
		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>Lessons prepared and submitted two weeks prior to teaching dates</li> <li>Self-Reflection of student teaching</li> <li>Peer evaluations of co-teacher</li> </ul>

## Stage 3 – Learning Plan

Code	<p style="text-align: center;"><i>Pre-Assessment</i></p> <p>Students will complete a pre-teaching journal reflections on their preparation and readiness of their teaching day.</p>
A,M	<p>• The preschool program runs two-three days per week, alternating with the B-day block rotation. <b>Teacher</b> reviews lesson plan format and school model and allows class time and students own time (study halls &amp; before/after school) for planning, organizing activities and supplies, and decorating bulletin boards and doors. All members of the class assist others in making the room ready for the week's lessons, but the primary responsibility is with the assigned teaching pair. <b>W, H, E</b></p> <p>• <b>Students</b> will create lessons and will prepare activities, bulletin boards, and door decorations according to a teacher-created rubric. All lesson plans must be submitted two weeks in advance for review by the teacher. Bulletin boards will be assembled, and the door will be decorated on the Friday prior to the week of assigned teaching. <b>R, T, O</b></p>
M,T	<p>• <b>Students</b> will self-evaluate their lessons, activities, and bulletin board/door and turn in at the end of their teaching assignment. Peers will complete evaluations of the teaching pairs immediately after the time of teaching and turn in to the teacher. <b>R, E2, O</b></p> <p>• After each week's lessons, the <b>Teacher</b> has follow-up discussions with the week's teacher pair to provide feedback on the lessons and to share peer evaluations to improve. <b>W, H, E, E2</b></p>
T	<p>• <b>Students</b> will meet with the teacher to review evaluations and to discuss teacher evaluation and structure improvements for the next assignment. <b>R, E2</b></p>
T	<p>• <b>Students</b> will complete a teaching day reflection after each day of preschool according to teacher rubrics for entries. The journal will comprise progress notes about their "student(s)." <b>E2, T, O</b></p>
T	<p>• At the end of the preschool, <b>Students</b> will create a portfolio compiling all teaching, assessment and observation assignments. <b>R, E2, T, O</b></p>
T	<p>• <b>Students</b> will complete self and peer evaluations of the lessons. <b>R, E2, T</b></p>

### Progress Monitoring

- Students will receive feedback from teacher and peers during discussion.
- 1-1 discussion with teacher during worksheet/note completion.
- Completion of reflection assignment.
- Self-reflection.

### Suggested Resources

- *Teaching Young Children, 4th Ed.*
  - o *Or other related textbook*
- *The Mailbox, preschool teaching magazine*
- *Online resources*
- *Sample lesson plan template and rubric*
- *Rubric for teaching and self-evaluation*