ROBBINSVILLE PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

FAMILY AND CONSUMER SCIENCE

Child Development II

Board of Education

Curriculum Writing Committee

Janet P. Smith

Supervisors
Curtis Wyers

BOARD OF EDUCATION INITIAL ADOPTION DATE:

Course Philosophy

Every individual develops intellectually at his or her own unique pace through a variety of structured individual and group experiences. Through the study of Child Development II, students develop critical thinking skills, collaborate work skills and a sense of accomplishment from a job well done. Additionally, students learn to follow directions systematically and how to troubleshoot and problem-solve. Whether a student decides to pursue a career in the field in the future or applies the principles learned personally, the knowledge and skills gained as a result of completing this course will continue to be a source of lifelong learning.

Course Description

Child Development II is a 2.5 credit semester course that is open to students in grades 9-12. The prerequisite for this course is Child Development I. Subjects covered are the physical, emotional/social and intellectual development of children ages one through six; understanding special needs and early childhood education. Additionally, students will explore careers in this field. Throughout the course, students will participate in class activities individually and in small groups.

Core and Supplemental Instructional Materials

Core Materials	Supplemental Materials
● Textbook: The Developing Child ● Coordinating online resources	● DVDs ● Print and Internet resources

Integration of 21st Century Themes and Skills

Educational Technology
Standards 8.1.12.A.2
● **Technology Operations and Concepts:** (8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.) Students can create a document to be presented to their peers for review.   **Example:** Students can work collaboratively to create a plan for a preschool incorporating previously learned material about the physical, social/emotional and intellectual development of children ages one through six. They can then present their plan for peer assessment.

Career Ready Practices
Standards CP6
CRP6: Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization. **Example:** Students can work collaboratively to produce a book of fables, including illustrations, for young children.

Robbinsville Ready 21st Century Skill Integration

The following skills will be embedded throughout the curriculum and instruction of this course.

Collaborative Team Member: Robbinsville students will learn more by working together than in isolation. As educational theorist Lev Vygotsky advocated, learning is a social process. Many workplaces today encourage employees to work in teams to solicit diverse perspectives, brainstorm new ideas and/or products, and solve problems. Further, collaboration fosters interpersonal relationships, self-management skills, cooperation, and a sense of collective responsibility. Collaborative team members are able to work with diverse groups of people who hold a variety of perspectives.

Effective Communicator: Robbinsville students must be able to clearly articulate their ideas orally, in writing, and across various media in order to successfully connect to the world around them. As the world becomes increasingly globalized, communication is more than just sharing one's ideas. Effective communicators are able to communicate their convictions, actively listen and analyze others' work to identify perspective and/or potential bias.

Emotionally Intelligent Learner: Robbinsville students who are emotionally intelligent learn to be empathetic, demonstrate integrity and ethical behavior, are kind, are self-aware, willing to change, and practice self-care. They are better able to cope with the demands of the 21st century digital society and workplace because they are reliable, responsible, form stable and healthy relationships, and seek to grow personally and professionally. Emotionally intelligent people are able to manage their emotions, work effectively on teams and are leaders who can grow and help to develop others.

Informed and Involved Citizen: Robbinsville students need to be digital citizens who are civically and globally aware. The concept of what it means to be "literate" has evolved along with 21st century technological and cultural shifts. Our progressive vision of literacy entails having our students explore real world problems in the classroom. Informed and involved citizens are able to safely and accurately communicate with people all around the world and are financially, environmentally and informationally literate.

Innovative Thinker: Robbinsville students must encompass innovative thinking skills in order to be successful lifelong learners in the 21st century world. As stated by Karl Fisch and Scott McLeod in the short film Shift Happens, "We are currently preparing students for jobs that don't yet exist . . . using technologies that haven't been invented . . . in order to solve problems we don't even know are problems yet." Innovative thinkers are able to think analytically, solve problems critically, creatively engage in curiosity and tinkering, and demonstrate originality.

Resilient and Self-Directed Learner: Robbinsville students need to take risks and ultimately make independent and informed decisions in an ever-

changing world. Author of Life, the Truth, and Being Free, Steve Maraboli stated, "Life doesn't get easier or more forgiving, we get stronger and more resilient." Self-directed scholars of the 21st century are able to set goals, initiate resolutions by seeking creative approaches, and adjust their thinking in light of difficult situations. Resilient students are able to take risks without fear of failure and overcome setbacks by utilizing experiences to confront new challenges. Resilient and self directed scholars will consistently embrace opportunities to initiate solutions and overcome obstacles.

Robbinsville Public Schools
Scope, Sequence, Pacing and Assessment

Child Development II

Unit Title	Unit Understandings and Goals	Recommended Duration/ Pacing	Assessments			
			Formative	Summative	Common Benchmark Assessments (mid-course and end of course **only**)	Alternative Assessments (projects, etc. **when appropriate**)
Unit #1: Physical Development	There are recognized physical developmental milestones in children ages one through six, and regular checkups can determine if children are progressing normally. For children ages one to three: It is important to establish good eating habits. Fine and gross motor skills improve significantly. Hand-eye coordination improves. Sleep patterns change. Childproofing the home can keep children safe. The basics of good hygiene need to be taught. There are several factors to consider in choosing clothing. For children ages four to six:: Fine and gross motor skills continue to develop. Hand preference may become noticeable. Teaching about nutrition can contribute to lifelong healthy eating habits. Sleeping habits change. SWBAT explain how developmental milestones are used. SWBAT explain why it is important to establish good eating habits. SWBAT develop a nutritional eating plan for a preschooler. SWBAT illustrate how to childproof a home. SWBAT identify the	4 weeks	Peer assessment Interim project checks Quizzes	Chapter tests Unit test Project rubrics	Written midterm exam Written final exam	Vocabulary quizzes Individual and group projects

	basics of good hygiene. SWBAT choose clothing for preschoolers.					
Unit #2: Emotional and Social Development	There are many factors that contribute to a child's emotional and social development. There are many ways that caregivers can foster healthy emotional and social development. Although there are general patterns that can be observed in emotional development, each child is unique and develops at his/her own individual pace. For children ages one to three: The move toward independence is noted. Anger may be expressed. Specific fears may be noted. Consistency and predictability in routine create a secure environment. Jealousy may manifest. Parallel play progresses to cooperative play. Learning how to get along with others depends upon social skills. For children ages four to six: Increased independence becomes evident. The expression of anger may be more subtle than in younger children. Vivid imaginations may cause fears and tension. There are many reasons why children may lie. Sibling rivalry is common. Self-confidence is a product of learning new skills. Playing games teaches following rules. SWBAT outline the factors that contribute to a child's emotional and social development. SWBAT develop a timeline	4 weeks	Peer assessment Interim project checks Quizzes	Chapter tests Unit test Project rubrics	Written midterm exam Written final exam	Vocabulary quizzes Individual and group projects

	of emotional and social developmental milestones. SWBAT explain the importance of consistency and predictability in routine. SWBAT illustrate how parallel play progresses to cooperative play. SWBAT compare and contrast games that may be played by/with children ages one to six and how they contribute to social and emotional development. SWBAT evaluate how caregivers can address children's fears, jealousy and anger. SWBAT summarize how children can become self-confident.					
Unit #3: Intellectual Development	Heredity and environment contribute to intelligence. Understanding how the brain develops can influence how caregivers interact with children. For children ages one to three: Four methods by which children learn include incidental, trial-and-error, imitation and directed. The seven areas of intellectual activity are attention, memory, perception, reasoning, imagination, creativity and curiosity.. There are many ways to guide learning. Toys should be developmentally appropriate. For children ages four to six: There are many tests that have been created to determine intelligence; however, there are many variables that can render those tests inaccurate. There are many theories of how children learn. Caregivers can provide an environment that encourages learning. SWBAT explain how both heredity and environment contribute to intelligence. SWBAT summarize how the brain develops and how that knowledge can	4 weeks	Peer assessment

Interim project checks

Quizzes | Chapter tests

Unit test

Project rubrics | Written midterm exam

Written final exam | Vocabulary quizzes

Individual and group projects |

	influence how caregivers interact with children. SWBAT analyze the four methods by which children learn. SWBAT analyze the seven areas of intellectual activity. SWBAT explain how caregivers can create an environment that promotes reading readiness and math readiness. SWBAT assess the ways to guide learning. SWBAT compare and contrast the theories of how children learn. SWBAT design a developmentally appropriate toy.					
Unit #4: Special Needs	Children with physical, mental or emotional disabilities need support to assist them in learning. Disabilities may become known at birth, or they may not manifest until some time in the future. Some learning disabilities include dyslexia, ADHD, and ADD. Speech and language impairments affect a child's ability to communicate. Chronic medical conditions such as type 1 diabetes and asthma can have an effect on learning. Serious emotional disturbances can have an effect on learning. Autism affects a child's ability to communicate and interact. The IDEA provides rights to children with disabilities and their parents. Gifted children may have advanced abilities in one or more area. SWBAT analyze how a child's disability can affect learning. SWBAT explain IDEA. SWBAT compare and contrast programs for gifted children.	4 weeks	Peer assessment Interim project checks Quizzes	Chapter tests Unit test Project rubrics	Written midterm exam Written final exam	Vocabulary quizzes Individual and group projects

| Unit #5: Child Care and Early Education | There are several options for substitute care. There are advantages and disadvantages of various types of substitute care. Early childhood classrooms must provide a safe, healthy environment for children. Age-appropriate materials and activities should be planned. There are many ways to promote positive behavior in an early childhood educational setting. There are many career opportunities in early childhood education. SWBAT compare and contrast options for substitute care. SWBAT summarize the factors in providing a safe, healthy environment for children. SWBAT analyze age-appropriate materials and activities offered in an early childhood education setting. SWBAT explain how to promote positive behavior in young children. SWBAT research the career opportunities in early childhood education. | 6 weeks | Peer assessment

Interim project checks

Quizzes | Chapter tests

Unit test

Project rubrics | Written midterm exam

Written final exam | Vocabulary quizzes

Individual and group projects |
|---|---|---|---|---|---|---|

Robbinsville Public Schools

Unit # 1: Physical Development

Enduring Understandings:	Essential Questions:
● There are recognized physical developmental milestones in children ages one through six, and regular checkups can determine if children are progressing normally. ● A healthy diet is essential to physical development. ● Sleeping habits change from ages one to six ● There are many components of good hygiene that are taught to toddlers and preschoolers. ● There are many factors to consider when choosing clothing for a toddler or preschooler.	● What are the recognized physical developmental milestones in children ages one through six? ● How are developmental milestones used? ● What are the components of a healthy diet? ● How do sleeping habits change from ages one to six? ● What are the components of good hygiene that are taught to toddlers and preschoolers? ● What factors should be considered when choosing clothing for a toddler or preschooler?

Interdisciplinary Connection

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

This unit ties to English Language Arts. Students can research how to teach preschoolers healthy eating habits and incorporate their findings into a story.

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
NJSLSA.W2 NJSLA.W4 NJSLSA.W6 NJSLSA.W7 NJSLSA.W8	What are the recognized physical developmental milestones in children ages one to six? How does body proportion change? How can healthy eating habits be established? Why is the influence of diet on a child's teeth?	Physical developmental milestones Establishing healthy eating habits Fine and gross motor skills Teaching good hygiene Choosing clothing	Textbook reading Guided note taking Class discussions Construct a timeline depicting physical developmental milestones. Prepare a multimedia presentation detailing the development of fine and gross motor skills.	Textbook Online resources accompanying textbook Other Internet resources DVDs	Quizzes Projects Chapter tests Unit test

NJSLSA.W9 CCSS.ELA-LITERACY.9-10.1.C CCSS.ELA-LITERACY.9-10.1.D CCSS.ELA-LITERACY.9-10.2 CCSS.ELA-LITERACY.9-10.4 CCSS.ELA-LITERACY.9-10.5 CCSS.ELA-LITERACY.9-10.6 9.3.12.ED.TT.1 9.3.12.	What are gross motor skills? Fine motor skills? How does physical development influence play? What is a developmentally appropriate toy? How do sleeping patterns change from ages one to six? What are the components of a nutritious diet? How can meals be made attractive? What are the components of physical health and wellness? What are the components of good hygiene, and how are they taught? What are some factors to consider when choosing clothing for children?		Design a poster illustrating a weekly meal plan for a toddler or preschooler. Create a game to teach the class about meal planning for toddlers or preschoolers. Prepare a public service announcement explaining the importance of regular checkups for toddlers and preschoolers. Create a presentation explaining how to childproof a home. Write and present a lesson plan to teach the class the components of good hygiene that toddlers and preschoolers learn. Design a wardrobe for a toddler or preschooler. Write a song designed to help a child get ready for bed. Write an advertisement for a well-child clinic.		

ED-TT.4 9.3.12. ED-TT.5 9.3.12. ED.2 CRP1, 2, 4, 6, 7, 8, 9, 11				

Robbinsville Public Schools

Unit #2: Emotional and Social Development

Enduring Understandings:	Essential Questions
● There are many factors that contribute to a child's emotional and social development. ● There are many ways that caregivers can foster healthy emotional and social development. ● Although there are general patterns that can be observed in emotional and social development, each child is unique and develops at his/her own individual pace.	● What are the factors that contribute to a child's emotional and social development? ● How can caregivers foster healthy emotional and social development? ● What general patterns can be observed in emotional and social development?

Interdisciplinary Connection

NJSLS ELA SL9-10.4. Present information, findings and supporting evidence clearly and logically such that listeners can follow the line of reasoning, and the organization, development, substance and style are appropriate to purpose, audience and task.

This unit ties to English Language Arts. Students can interview preschool teachers about play. They can then create a multimedia presentation detailing their findings.

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
NJSLS A.W2 NJSLA. W4 NJSLS A.W6 NJSLS A.W7 NJSLS A.W8 NJSLS A.W9	How do young children display independence? How do young children express anger? How can caregivers create a consistent, predictable routine? How does parallel play differ from cooperative play? How do children learn to get along with	How independence in young children develops Teaching positive behavior Dealing with negative behavior How young children learn self-discipline How young children become self-confident	Textbook reading Guided note taking Class discussions Present a skit about dealing with a toddler's negative behavior. Create a timeline showing the peaks and valleys of emotional development in young children. Use the Question Formulation Technique as a tool to have students research how young	Textbook Online resources accompanying textbook Other Internet resources DVDs	Quizzes Projects Chapter tests Unit test

CCSS.ELA-LITERACY.9-10.1.C CCSS.ELA-LITERACY.9-10.1.D CCSS.ELA-LITERACY.9-10.2 CCSS.ELA-LITERACY.9-10.4 CCSS.ELA-LITERACY.9-10.5 CCSS.ELA-LITERACY.9-10.6 9.3.12.ED-TT.6 9.3.12.ED.2 CRP1, 2, 4, 6,	others? How can caregivers help a child who has a temper tantrum? What are some fears that young children may have, and how can caregivers help them to deal with those fears? What is sibling rivalry? How can caregivers assess whether a child's emotional development is progressing normally? How can caregivers encourage positive behavior? Why is adequate sleep critical to emotional development? How do children develop social skills? How can children learn self-discipline? How can caregivers deal with aggressive behavior? How can caregivers help children to develop self-confidence?		children develop self-discipline. Students design a multimedia presentation based on their findings. Write an article for a parenting magazine about teaching moral behavior. Create a board game to help four to six year old children learn social skills. Write an article for a parenting magazine about sibling rivalry. Write a poem about the emotions of a toddler during a tantrum from the toddler's point of view. Design an activity to teach young children to share. Write and present a lesson plan to teach the class about the importance of sleep. Research the impact that Mr. Rogers' Neighborhood had on the social and emotional development of young children. Prepare a multimedia presentation on the findings.		

7, 8, 9, 11	How can moral behavior be taught?				

Robbinsville Public Schools

Unit #3: Intellectual Development

Enduring Understandings:.	Essential Questions
● Both heredity and environment contribute to intelligence. ● Understanding how the brain develops can influence how caregivers interact with children. ● There are many theories about how children learn. ● Caregivers can provide an environment that encourages learning.	● How do both heredity and environment contribute to intelligence? ● Why does understanding how the brain develops contribute to how caregivers interact with children? ● What are some theories about how children learn? ● How can caregivers provide an environment that encourages learning?T

Interdisciplinary Connection
NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. This unit ties to English Language Arts. Students can prepare an oral presentation supplemented by a Google Slideshow about the four methods of learning.

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
NJSLSA.W2 NJSLA.W4 NJSLSA.W6 NJSLSA.W7 NJSLSA.W8 NJSLSA.W9 CCSS.ELA-LITER	What is heredity? Environment? How does the brain develop? What is intelligence? What are four methods that children use for learning? What are the areas of intellectual activity? How can children learn through play? How can caregivers	How heredity and environment contribute to intelligence How the brain develops Theories about how children learn How to create an environment that encourages learning	Textbook reading Guided note taking Class discussions Prepare a chart showing how heredity and environment contribute to intelligence. Research the four methods that children use for learning. Design a pamphlet that a preschool might have available for parents incorporating the information. Create an infomercial to promote a	Textbook Online resources accompanying textbook Other Internet resources DVDs	Quizzes Projects Chapter tests Unit test

ACY.9-10.1.C CCSS.ELA-LITERACY.9-10.1.D CCSS.ELA-LITERACY.9-10.2 CCSS.ELA-LITERACY.9-10.4 CCSS.ELA-LITERACY.9-10.5 CCSS.ELA-LITERACY.9-10.6 9.3.12.ED.2 CRP1, 2, 4, 6, 7, 8, 9, 11	encourage imagination and creativity? How can caregivers contribute to reading readiness ? Math readiness? How can caregivers guide children's learning? How can caregivers encourage language development? Why is it important that toys be age appropriate? What is the theory of multiple intelligences? What are some theories of intellectual development? What is the impact of television on learning? What is the impact of electronic devices on learning?		toy that is age appropriate and intended to stimulate creativity. Select three picture books appropriate for a five-year-old. Create accompanying book talks to encourage the children to read them. Write a letter to the director of a preschool explaining how you would encourage reading readiness. Select a toy that is advertised as appropriate for a two year old child, and write a persuasive letter about how the toy encourages learning. Create a chart illustrating the theory of multiple intelligences. Design an activity for a preschooler based on one of the multiple intelligences. Prepare a lesson to teach the class about math readiness. Research the effects of "screen time" on intellectual development. Make hand puppets to be used in an original puppet show designed to help children develop a positive attitude toward starting kindergarten. Write an advice column for parents about preparing a child for		

			kindergarten.		

Robbinsville Public Schools

Unit #4: Understanding Special Needs

Enduring Understandings:	Essential Questions:
● Children with physical, mental or emotional disabilities need support to assist them in learning. ● Conditions that may affect learning include dyslexia, ADHD, ADD, speech and language impairments, chronic medical issues, serious emotional disturbances and autism. ● The IDEA provides rights to children with disabilities and their parents. ● Gifted children may have advanced abilities in one or more areas.	● How can caregivers assist children with physical, mental or emotional disabilities to learn? ● What is the IDEA? ● How can gifted children be identified? ● What are some programs available for gifted children?

Interdisciplinary Connection
NJSLS ELA W.9-10.7. 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. This unit ties to English Language Arts: Students can research programs for gifted children and design an activity appropriate for gifted six-year-olds.

Duration of Unit: 4 weeks

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
NJSLS A.W2 NJSLA. W4 NJSLS A.W6 NJSLS A.W7 NJSLS A.W8 NJSLS A.W9	What is a learning disability? What is dyslexia? What are ADD and ADHD? How can chronic medical conditions impact learning? How can caregivers support children with cognitive impairment?	Types of learning disabilities How caregivers can support children with learning disabilities The IDEA and how it helps children with disabilities and their parents	Textbook reading Guided note taking Class discussions Write a lesson plan to teach the class about a specific learning disability. Create a public service announcement informing the public about the purpose and activities of Special Olympics. Design a toy that is appropriate for	Textbook Online resources accompanying textbook Other Internet resources DVDs	Quizzes Projects Chapter tests Unit test

CCSS. ELA-LITERACY.9-10.1.C CCSS. ELA-LITERACY.9-10.1.D CCSS. ELA-LITERACY.9-10.2 CCSS. ELA-LITERACY.9-10.4 CCSS. ELA-LITERACY.9-10.5 CCSS. ELA-LITERACY.9-10.6 9.3.12. ED.2 9.3.12. ED.7 9.3.HU -ED.8	What are some characteristics of children with serious emotional disturbances? What are autism spectrum disorders? How can caregivers support children with an autism spectrum disorder? How do hearing and visual impairments impact learning? What is the IDEA, and how does it help children with disabilities and their parents? What is Special Olympics? What are some challenges presented by gifted children? What are some programs for gifted children, and how do those programs support their special needs?		a visually impaired preschooler. Research the IDEA, and create a comprehensive plan detailing how a preschool would become fully compliant with this law. Research the educational supports that are available for preschoolers with autism and create a pamphlet for parents informing them of local and state resources. Write an article for a parenting magazine about a preschool program for gifted children. Design an activity for preschoolers who are gifted in a given area.		

9.3.HU-FAM.2 CRP1, 2, 4, 6, 7, 8, 9, 11				

Robbinsville Public Schools

Unit #5: Early Childhood Education

Enduring Understandings:	Essential Questions:
● There are advantages and disadvantages of various types of substitute care. ● Early childhood classrooms must provide a safe, healthy environment for children with age-appropriate materials and activities. ● There are many ways to promote positive behavior in early childhood classrooms. ● There are many career opportunities in early childhood education.	● What are the advantages and disadvantages of various types of substitute care? ● How can early childhood classrooms provide a safe, healthy environment for children with age-appropriate materials and activities? ● How can positive behavior be promoted in early childhood classrooms? ● What are the career opportunities in early childhood education?

Interdisciplinary Connection
NJSLS ELA SL.9-10.1.C: D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented. This unit ties to English Language Arts. Students can work collaboratively to create a list of requirements for a preschool classroom that will render it safe and healthy.

Guiding / Topical Questions with Specific Standards	Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
9.3.12. ED-PS.1 9.3.12. ED-PS.3 9.3.12. ED-PS.4 9.3.12. ED-TT.1 9.3.12. ED-	What are some types of substitute child care? What questions should parents ask when choosing home based care? What are the advantages and disadvantages of employing a nanny? What are the advantages and disadvantages of playgroups?	Advantages and disadvantages of various types of substitute care Elements of a preschool classroom with a healthy, safe environment Age-appropriate materials and activities for a preschool classroom Early childhood education in other countries Career opportunities in early childhood education	Textbook reading Guided note taking Class discussions Debate whether home-based care or a child care center is better for a preschooler.. Role play an interview with a prospective nanny. Create a pamphlet explaining the NAEYC.	Textbook Online resources accompanying textbook Other Internet resources DVDs	Quizzes Projects Chapter tests Unit test

TT.2 9.3.12. ED- TT.4 9.3.12. ED- TT.6 9.3.12. ED- TT.8 9.3.12. ED.2 9.3.12. ED.4 9.3.12. ED.5 9.3.12. ED.10 9.3.HU -ED.3 9.3.HU -ED.5 9.3.HU -ED.7 9.2.12. C.1 CRP1, 2, 4, 6, 7, 8, 9, 10, 11	What is the NAEYC (National Association for the Education of Young Children)? What are the various types of child care centers? How can a parent tell if a child is doing well in a child care setting? What are some age-appropriate materials and activities in an early childhood classroom? What are the benefits of having learning centers in an early childhood classroom? How can positive behavior be encouraged in an early childhood classroom? What are some similarities and differences of early childhood education in the United States and other countries? What are some career opportunities available in early childhood education?		Research the Head Start program, and devise a method by which families may be informed about the program. Investigate the programs of various local child care centers. Design a preschool, including materials and activities, and an advertising brochure. Compare and contrast early childhood education in the United States and another country. Interview a preschool teacher using a previously compiled list of questions.		

General Differentiated Instruction Strategies	
• Leveled texts • Chunking texts • Choice board • Socratic Seminar • Tiered Instruction • Small group instruction • Guided Reading • Sentence starters/frames • Writing scaffolds • Tangible items/pictures • Adjust length of assignment	• Repeat, reword directions • Brain breaks and movement breaks • Brief and concrete directions • Checklists for tasks • Graphic organizers • Assistive technology (spell check, voice to type) • Study guides • Tiered learning stations • Tiered questioning • Data-driven student partnerships • Extra time

Possible Additional Strategies for Special Education Students, 504 Students, At-Risk Students, and English Language Learners (ELLs)

Time/General	Processing	Comprehension	Recall
• Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school • Provide lecture notes/outline	• Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners	• Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning	• Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers

Assistive Technology	Assessments and Grading	Behavior/Attention	Organization
• Computer/whiteboard • Tape recorder • Spell-checker • Audio-taped books	• Extended time • Study guides • Shortened tests • Read directions aloud	• Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback	• Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials

Enrichment

The goal of Enrichment is to provide learners with the opportunity to participate in extension activities that are differentiated and enhance the curriculum. All enrichment decisions will be based upon individual student needs.

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center
- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the 'regular' curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).

- Using supplementary materials in addition to the normal range of resources.

English Language Learner (ELL) Resources

- Learning style quiz for students- http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml
- "Word clouds" from text that you provide-http://www.wordle.net/
- Bilingual website for students, parents and educators: http://www.colorincolorado.org/
- Learn a language for FREE-www.Duolingo.com
- Time on task for students-http://www.online-stopwatch.com/
- Differentiation activities for students based on their Lexile-www.Mobymax.com
- WIDA-http://www.wida.us/
- Everything ESL - http://www.everythingESL.net
- ELL Tool Box Suggestion Site Http://www.wallwisher.com/wall/ell toolbox
- Hope4Education - http://www.hope4education.com
- Learning the Language http://blogs.edweek.org/edweek/learning-the-language/
- FLENJ (Foreign Language Educators of NJ) 'E-Verse' wiki: http://www.flenj.org/Publications/?page=135
- OELA - http://www.ed.gov/offices/OBEMLA
- New Jersey Department of Education- Bilingual Education information http://www.state.nj.us/education/bilingual/

Special Education Resources

- Animoto -Animoto provides tools for making videos by using animation to pull together a series of images and combining with audio. Animoto videos or presentations are easy to publish and share. https://animoto.com
- Bookbuilder -Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills. http://bookbuilder.cast.org/
- CAST -CAST is a non-profit research and development organization dedicated to Universal Design for Learning (UDL). UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences. http://www.cast.org
- CoSketch -CoSketch is a multi-user online whiteboard designed to give you the ability to quickly visualize and share your ideas as images. http://www.cosketch.com/
- Crayon -The Crayon.net site offers an electronic template for students to create their own newspapers. The site allows you to bring multiple

sources together, thus creating an individualized and customized newspaper. http://crayon.net/ Education Oasis -Education Oasis offers a collection of graphic organizers to help students organize and retain knowledge – cause and effect, character and story, compare and contrast, and more! http://www.educationoasis.com/printables/graphic-organizers/

- Edutopia -A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12 education. We emphasize core strategies: project-based learning, comprehensive assessment, integrated studies, social and emotional learning, educational leadership and teacher development, and technology integration. http://www.edutopia.org/
- Glogster -Glogster allows you to create "interactive posters" to communicate ideas. Students can embedded media links, sound, and video, and then share their posters with friends. http://edu.glogster.com/?ref=personal
- Interactives – Elements of a Story -This interactive breaks down the important elements of a story. Students go through the series of steps for constructing a story including: Setting, Characters, Sequence, Exposition, Conflict, Climax, and Resolution. http://www.learner.org/interactives/story/index.html
- National Writing Project (NWP) -Unique in breadth and scale, the NWP is a network of sites anchored at colleges and universities and serving teachers across disciplines and at all levels, early childhood through university. We provide professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities. http://www.nwp.org
- Pacecar -Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word. http://pacecar.missingmethod.com/