



**Family and Consumer Science
Child Development II
Grade Level 10-11**

Dr. Mark Toback, Superintendent
Committee: Denise Tomaiko

This curriculum may be modified through varying techniques, strategies, and materials as per an individual student's Individualized Educational Plan (IEP)

Approved by the Wayne Township Board of Education at the regular meeting held on November 15, 2018.

Wayne School District Curriculum Format

Content Area/ Grade Level/ Course:	Family and Consumer Science Grade 10-12 Child Development II
Unit Plan Title:	Guidance Skills and Guidance Challenges
Time Frame	6 weeks
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10	
<p>Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.</p> <p>Anchor Companion Standards (Reading and Writing Grades 11-12)</p>	
Unit Overview	
<p>In this unit, students will learn study and practice techniques for guiding children throughout the day. Effective guidance skills are necessary for effective teaching. Insight into methods for handling guidance problems and establishing and enforcing classroom limits will also be addressed.</p>	
Standard Number(s) * i.e: Math: 3.NBT.1 i.e.: RL 8.1	
<ul style="list-style-type: none"> ● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). ● 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1). ● 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). ● 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a) <p>Progress Indicators- Reading and Writing Grades 11-12</p>	
Intended Outcomes - {Essential Questions}	
<ul style="list-style-type: none"> ● Why do some teachers have issues with guidance and discipline? ● How many limits are enough to provide adequate discipline in a classroom? ● Is indirect guidance as important as direct guidance? Explain. ● What are some situations that cause tension? 	
Enduring Understandings	
<ul style="list-style-type: none"> ● Effective guidance skills are necessary for effective teaching. ● Limits that are consistently enforced and fair help create a relaxed, well-disciplined atmosphere in the center. ● Effective classroom instruction incorporates strategies that promote thinking, learning, and remembering along with enhancing desired behavior. 	

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i> 21st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills	
<input type="checkbox"/>	Global Awareness	<input type="checkbox"/> E, T, A	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/> E, T, A	Critical Thinking and Problem Solving
<input checked="" type="checkbox"/>	Health Literacy	<input type="checkbox"/> E, T, A	Communication
<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/> E, T, A	Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- Explain and implement a variety of effective direct guidance techniques.
- Use positive guidance techniques to promote desired behaviors and maintain the self-esteem of the children.
- Recognize the impact of indirect guidance on a teacher’s ability to control the actions of the children in the classroom.
- Explain limits at the children’s level of understanding.
- Enforce the limits that have been established for the preschool classroom
- guide children as they learn appropriate social-emotional skills

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

- Teacher-generated rubrics
- Tests
- Reflective journal entries
- Discussions
- Essays
- Projects / Presentations

Teaching and Learning Activities

<i>Activities</i>	<p>Guidance Challenge role play in groups demonstrating different guidance challenges encountered.</p> <p>Discipline Plan- create a discipline plan</p>
<i>Differentiation Strategies</i>	<ul style="list-style-type: none"> ● Individual and collaborative research, design and problem solving ● Student interest and skill level assessment ● Individual, small group, and large group instruction ● Differentiated checklists and rubrics ● Level of independence ● Differentiation Strategies for Special Education Students ● Differentiation Strategies for Gifted and Talented Students ● Differentiation Strategies for ELL Students ● Differentiation Strategies for At Risk Students

Resources

- Herr, Judy. Working with Young Children. Tinley Park, Illinois, The Goodheart-Willcox Co., 2008.
- Herr, Judy. Working with Young Children – Student Activity Guide. Tinley Park, Illinois, The Goodheart-Willcox Co., 2008.

- Decker, Celia Anita. Child Development: Early Stages Through Age 12, 7th Edition. Tinley Park, Illinois. Goodheart-Willcox Co., 2011.

Wayne School District Curriculum Format

Content Area/ Grade Level/ Course:	Family and Consumer Science Grade 10-12 Child Development II
Unit Plan Title:	Assessment and Observation
Time Frame	3 weeks
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10	
<p>Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.</p> <p>Anchor Companion Standards (Reading and Writing Grades 11-12)</p>	
Unit Overview	
<p>In this unit, students will understand what assessment is and its purpose. Students will be able to identify and distinguish between the different forms used and the advantages and disadvantages to each.</p>	
Standard Number(s) * i.e: Math: 3.NBT.1 i.e.: RL 8.1	
<ul style="list-style-type: none"> 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8) 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6). <p>Progress Indicators- Reading and Writing Grades 11-12</p>	
Intended Outcomes - {Essential Questions}	
<ul style="list-style-type: none"> How can technology be used to enhance the assessment process? What is assessment and why is it important to students? What are the different types of assessment and how can they be used? 	
Enduring Understandings	
<ul style="list-style-type: none"> Assessment is the process of observing, recording, and documenting children’s growth and behavior over time in order to make decisions about their education. An authentic assessment involves gathering information when children are performing tasks in a natural setting. 	

Check all that apply. 21st Century Themes		Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.	21st Century Skills
<input type="checkbox"/>	Global Awareness	<input type="checkbox"/> E, T, A	Creativity and Innovation Critical Thinking and Problem Solving Communication Collaboration
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/> E, T, A	
X	Health Literacy	<input type="checkbox"/> E, T, A	
<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/> E, T, A	
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy	<input type="checkbox"/> E, T, A	

- Student Learning Targets/Objectives (Students will know/Students will understand)**
- Use assessment data to understand children’s developmental needs.
 - Gather ongoing observational data to track each child’s progress and provide evidence of a child’s learning and maturation.
 - Observe children in a group setting to determine a method to resolve classroom issues.
 - Compare and contrast different methods of observation and interpretation
 - Differentiate between subjective and objective statements when observing children.

- Assessments (Pre, Formative, Summative, Other) Denote required common assessments with an ***
- Teacher-generated rubrics
 - Tests
 - Reflective journal entries
 - Discussions
 - Essays
 - Projects / Presentations

Teaching and Learning Activities	
<i>Activities</i>	<p>Types of Assessment Activity- create a poster based on a chosen assessment listing advantages and disadvantages.</p> <p>Assessment Creation- create an assessment to be used in a classroom setting</p> <p>Preschool Assessment- using a developmental checklist observe selected students during preschool lab</p>
<i>Differentiation Strategies</i>	<ul style="list-style-type: none"> ● Individual and collaborative research, design and problem solving ● Student interest and skill level assessment ● Individual, small group, and large group instruction ● Differentiated checklists and rubrics ● Level of independence ● Differentiation Strategies for Special Education Students ● Differentiation Strategies for Gifted and Talented Students ● Differentiation Strategies for ELL Students ● Differentiation Strategies for At Risk Students

- Resources**
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Wayne School District Curriculum Format

Content Area/ Grade Level/ Course:	Family and Consumer Science Grade 10-12 Child Development II
Unit Plan Title:	Guiding Learning Experiences for Children
Time Frame	8 weeks
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10	
<ul style="list-style-type: none"> Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy. <p>Anchor Companion Standards (Reading and Writing Grades 11-12)</p>	
Unit Overview	
<p>In this unit, students will learn that providing a variety of learning experiences helps children learn and grow in many ways. Students will learn techniques for guiding the following experiences: art, storytelling, math, science, social studies, and music.</p>	
Standard Number(s) * i.e: Math: 3.NBT.1 i.e.: RL 8.1	
<ul style="list-style-type: none"> 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.). 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments. • 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6). <p>Progress Indicators- Reading and Writing Grades 11-12</p>	
Intended Outcomes - {Essential Questions}	
<ul style="list-style-type: none"> What learning activities can be implemented in all curriculum areas to meet the developmental needs of children? How do learning experiences benefit children? What is the teacher’s role in guiding learning experiences. 	
Enduring Understandings	
<ul style="list-style-type: none"> Preschoolers are curious about their world and they thrive on hands-on experiences Providing a variety of learning experiences helps children learn and grow in many ways. Selected learning experiences need to match the developmental levels and experiences of the preschoolers in the center. 	

- The teacher’s role includes modeling techniques, explaining processes, answering questions, and providing a rich environment that fosters learning.

<i>Check all that apply.</i> 21st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills	
		E, T, A	Creativity and Innovation
		E, T, A	Critical Thinking and Problem Solving
X		E, T, A	Communication
		E, T, A	Collaboration

Student Learning Targets/Objectives (Students will know/Students will understand)

- describe guided techniques and how they promote physical, social, emotional, and cognitive growth
- a variety of guiding activities to meet the developmental needs of children.
- what role a teacher plays during guided learning activities.

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

- Teacher-generated rubrics
- Tests-Self-Esteem
- Reflective journal entries
- Discussions
- Essays
- Projects / Presentations

Teaching and Learning Activities

<i>Activities</i>	<p>Art Activity : students will practice different painting techniques to include in future preschool lessons.</p> <p>Fairy Tale- students will work in groups to create a fractured fairy tale to present in preschool lab.</p> <p>Math Stations</p>
<i>Differentiation Strategies</i>	<ul style="list-style-type: none"> • Individual and collaborative research, design and problem solving • Student interest and skill level assessment • Individual, small group, and large group instruction • Differentiated checklists and rubrics • Level of independence • Differentiation Strategies for Special Education Students • Differentiation Strategies for Gifted and Talented Students • Differentiation Strategies for ELL Students • Differentiation Strategies for At Risk Students

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Wayne School District Curriculum Format

Content Area/ Grade Level/ Course:	Family and Consumer Science Grade 10-12 Child Development II
Unit Plan Title:	Preschool Lab, Lesson Planning
Time Frame	Ongoing from October-June

Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10

9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

[Anchor Companion Standards \(Reading and Writing Grades 11-12\)](#)

Unit Overview

Throughout the year, students create and maintain a learning environment that establishes acceptable standards of operation, based upon developmentally appropriate strategies, as well as safety, nutrition, child development, discipline, and facility planning for a preschool setting within the high school. Students will become familiar with the parts of a lesson plan then work in groups to plan and implement lessons.

Standard Number(s) * i.e: Math: 3.NBT.1 i.e.: RL 8.1

- 9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
- 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

[Progress Indicators- Reading and Writing Grades 11-12](#)

Intended Outcomes - {Essential Questions}

- What are the appropriate components and themes for preschool lesson plans?

- What are the benefits of reflecting on a lesson?
- What resources are available for creating age-appropriate lessons?
- How can a learning activity be made appropriate for children on a variety of developmental levels?

Enduring Understandings

- Preparing age-appropriate lessons requires effective planning and presentation skills.
- Preschoolers are curious about their world and they thrive on hands-on experiences.
- Providing a variety of learning experiences helps children learn and grow in many ways.
- Selected learning experiences need to match the developmental levels and experiences of the preschoolers in the center.
- The teacher’s role includes modeling techniques, explaining processes, answering questions, and providing a rich environment that fosters learning.

Check all that apply. 21 st Century Themes		Indicate whether these skills are E-Encouraged , T-Taught , or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill. 21 st Century Skills	
<input type="checkbox"/>	Global Awareness	<input type="checkbox"/> E, T, A	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/> E, T, A	Critical Thinking and Problem Solving
<input checked="" type="checkbox"/>	Health Literacy	<input type="checkbox"/> E, T, A	Communication
<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/> E, T, A	Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- create developmentally appropriate lesson plans based on a variety of topic and subject areas.
- facilitate meaningful discussion while working with children
- Critique a classmate’s lesson for effectiveness

Assessments (Pre, Formative, Summative, Other)

Denote required common assessments with an *

- Teacher-generated rubrics
- Tests
- Reflective journal entries
- Discussions
- Essays
- Projects / Presentations

Teaching and Learning Activities

<i>Activities</i>	<p>Lesson Plan- design, plan, and implement lesson plans based on topic and theme with group members.</p> <p>Assessment/Evaluation- analyze fellow classmates lessons providing constructive feedback.</p>
<i>Differentiation Strategies</i>	<ul style="list-style-type: none"> • Individual and collaborative research, design and problem solving • Student interest and skill level assessment • Individual, small group, and large group instruction • Differentiated checklists and rubrics • Level of independence

- [Differentiation Strategies for Special Education Students](#)
- [Differentiation Strategies for Gifted and Talented Students](#)
- [Differentiation Strategies for ELL Students](#)
- [Differentiation Strategies for At Risk Students](#)

Resources

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Wayne School District Curriculum Format

Content Area/ Grade Level/ Course:	Family and Consumer Science Grade 10-12 Child Development II
Unit Plan Title:	Physical Space
Time Frame	4 weeks
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10	
<p>8.2 Design Thinking This standard, previously standard 8.2 Technology Education of the 2014 NJSLS – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts</p> <p>Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.</p> <p>Anchor Companion Standards (Reading and Writing Grades 11-12)</p>	
Unit Overview	
<p>In this unit, students will recognize creating a safe, healthful environment requires careful planning and preparation. The arrangement of space in a room is important to promoting safety as well as learning and fun. Children learn best by playing with toys, exploring material, and interacting with other people. Toys, equipment and educational materials need to be selected under certain guidelines.</p>	
Standard Number(s) * i.e: Math: 3.NBT.1 i.e.: RL 8.1	
<ul style="list-style-type: none"> ● 8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers. ● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). ● 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes <p>Progress Indicators- Reading and Writing Grades 11-12</p>	

Intended Outcomes - {Essential Questions}

- Does the arrangement of the space in a preschool affect the behavior of both the children and the teachers? Justify your response.
- What are the most important goals to consider when you plan the space in a preschool?

Enduring Understandings

- Properly organized space is a key to promoting children’s learning.
- Space should reflect children’s developmental needs, interests, and experiences as well as program goals.
- Classrooms arranged according to activity areas provide an ideal environment for active learning.

<p>Check all that apply.</p> <p>21st Century Themes</p>		<p>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</p> <p>21st Century Skills</p>	
	Global Awareness	E, T, A	Creativity and Innovation
	Environmental Literacy	E, T, A	Critical Thinking and Problem Solving
X	Health Literacy	E, T, A	Communication
	Civic Literacy	E, T, A	Collaboration
	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- name and state the function of each of the basic activity areas in a preschool.
- use criteria they need to consider when they choose furniture and equipment for the preschool classroom.
- Understand why safety is the most important concern when you plan the arrangement of the physical space in a preschool classroom.
- Recognize the developmental needs of the children and their interests.

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

- Teacher-generated rubrics
- Tests
- Reflective journal entries
- Discussions
- Essays
- Projects / Presentations

Teaching and Learning Activities

<i>Activities</i>	<p>Creating of Preschool- students will design their own preschool classroom including all basic areas.</p>
<i>Differentiation Strategies</i>	<ul style="list-style-type: none"> • Individual and collaborative research, design and problem solving • Student interest and skill level assessment • Individual, small group, and large group instruction • Differentiated checklists and rubrics • Level of independence

- [Differentiation Strategies for Special Education Students](#)
- [Differentiation Strategies for Gifted and Talented Students](#)
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Resources

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Wayne School District Curriculum Format

Content Area/ Grade Level/ Course:	Family and Consumer Science Grade 10-12 Child Development II
Unit Plan Title:	Educational Philosophies
Time Frame	3 weeks
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10	
Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy. Anchor Companion Standards (Reading and Writing Grades 11-12)	
Unit Overview	
In this unit, students will understand theories of development can help caregivers understand how to best work with children. They will be introduced to Piaget, Vgotsky, Erikson, Montessori, Gesell, Skinner, Freud, and Gardner.	
Standard Number(s) * i.e: Math: 3.NBT.1 i.e.: RL 8.1	
<ul style="list-style-type: none"> ● 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). ● 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). Progress Indicators- Reading and Writing Grades 11-12	
Intended Outcomes - {Essential Questions}	
<ul style="list-style-type: none"> ● Which is more important to the development of the brain - nature or nurture? ● Why does child development in the early years follow a predictable pattern but vary widely in its rate? ● Whose theory of child development better predicts a child's success throughout their lives – Piaget or Erickson? ● How can Gardner's Theory of Multiple Intelligences contribute to a person's success as a teacher? 	
Enduring Understandings	

- Theories of child development can be used as practical guides to early care and education.
- Although each child is unique, the basic patterns, or principles, of growth and development are universal, predictable, and orderly.
- There are “windows of opportunity” in the brain for the normal development of certain skills.

Check all that apply. 21st Century Themes		Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill. 21st Century Skills	
<input type="checkbox"/>	Global Awareness	<input type="checkbox"/> E, T, A	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/> E, T, A	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input type="checkbox"/> E, T, A	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input type="checkbox"/> E, T, A	Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- contrast the theories of Erikson, Piaget, Vgotsky, and Gardner
- Use at least one of the theories of development to help them understand how to best work with the children in the preschool.
- Nature refers to the genetic or hereditary components of your brain development and nurture refers to the environmental factors. The interaction of these two factors is critical for healthy brain development.

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

- Teacher-generated rubrics
- Tests-Self-Esteem
- Reflective journal entries
- Discussions
- Essays
- Projects / Presentations

Teaching and Learning Activities

Activities	Theory Presentations- create google slide presentations on different theorists
<i>Differentiation Strategies</i>	<ul style="list-style-type: none"> • Individual and collaborative research, design and problem solving • Student interest and skill level assessment • Individual, small group, and large group instruction • Differentiated checklists and rubrics • Level of independence • Differentiation Strategies for Special Education Students • Differentiation Strategies for Gifted and Talented Students • Differentiation Strategies for ELL Students • Differentiation Strategies for At Risk Students

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