

## DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 9-12 CTE/Unit 3 Observing Children

Course Code: 096826

### **COURSE INTRODUCTION:**

#### **Course Description: Prerequisites are Child Development I or Human Development**

This course addresses the development of the child from age 4 through age 8 (grade 3). This course includes the study of professional and ethical issues in child development; child growth and development; child development theories; research and best practices; child health and wellness; teaching and guiding children and special conditions affecting children. Students will solve problems based upon the developmental stages and assess the impact of quality child care on the child, family and society. It is one of the courses specified in the sequence of courses for the following pathways within the Human Services Cluster: Early Childhood Development and Services; Education and Training; and Family and Community Services. It is recommended for any career area with a potential focus on children, e.g. pediatric medicine or dentistry.

#### **Course Rationale:**

To improve the quality of life for Missouri's children, performance competencies in the Child Development II course taught in Family and Consumer Sciences Education programs enable students to:

- a) construct meaning pertinent to child care, guidance and supervision;
- b) interact effectively with children;
- c) solve problems based upon the developmental stages;
- d) assess the impact of quality child care on the child, family and society, and
- e) make decisions that support ethics and professionalism in child development careers.

#### **Guiding Principles:**

*Integrating Processes Of Thinking, Communication, Leadership, and Management In Order To Apply Child Development Knowledge and Skills.*

1. Demonstrate components of critical thinking, creative thinking, and reasoning.
2. Evaluate effective communication processes in school, family, career, and community settings.
3. Demonstrate leadership that encourages participation and respect for the ideas, perspectives, and contributions of group members.
4. Apply management, decision-making, and problem solving processes to accomplish tasks and fulfill responsibilities.
5. Examine the interrelationships among thinking, communication, leadership, and management processes to address family, community, and workplace issues.
6. Demonstrate fundamentals for college and career success (e.g., strong work ethic, time-management, positive attitude, adaptability/flexibility, stress resilience, accountability, self-discipline, resourcefulness, cooperation, self-assessment).
7. Utilize FCCLA programs and activities to facilitate the growth and development of young children.

#### **Course Essential Questions:**

1. How are the physical, social, emotional and cognitive developmental stages interrelated throughout the development of the child?
2. How does a stimulating and safe environment impact the development of the child?
3. What impact does the quality of child care have on the development of the child, family and society?

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<b>UNIT DESCRIPTION:</b> Unit 3 – OBSERVING CHILDREN		<b>SUGGESTED UNIT TIMELINE:</b> 4-7 class periods of 90 minutes each				
Students will learn about reasons for observing children as well as different assessment tools used in observing children. Students will apply their knowledge of developmental stages to practice the various observation methods.		<b>CLASS PERIOD (min.):</b> 90 minute blocks				
<b>ESSENTIAL QUESTIONS:</b>						
1. Why observe children at different stages of development?						
<b>ESSENTIAL MEASURABLE LEARNING OBJECTIVES</b>		<b>CROSSWALK TO STANDARDS</b>				
				<b>CCSS ELA Grade Level</b>	<b>NSFCSE</b>	<b>DOK</b>
1. Identify reasons for observing young children (e.g., child interactions, child strengths and weaknesses, curriculum planning, child behaviors within a class and communicating with parents).				SL.9-10.1 SL.11-12.1	4.5.5	1
2. Explain methods for observing and documenting the behavior of young children (e.g., objective, subjective, checklist, anecdotal).				W.9-10.2 W.11-12.2	4.2.2	1
3. Apply knowledge of developmental stages to observe and/or interaction with individual children.				RI.9-10.1 RI.11-12.1	4.2.4	2
4. Use appropriate techniques for observing and documenting behavior.					4.2.2	3
<b>ASSESSMENT DESCRIPTIONS*:</b> (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc. )						

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<p>FORMATIVE ASSESSMENT_1_Teacher Directions FORMATIVE ASSESSMENT_1_Student Instructions</p> <p>SUMMATIVE ASSESSMENT_1_Teacher Key Test Observing Children SUMMATIVE ASSESSMENT_1_Student Test Observing Children</p> <p><b>*Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above ( i.e., Grade Level/Course Title/Course Code, Unit #.)</b></p>	
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
1 2	<p>1. INSTRUCTIONAL STRATEGY_1_Observing Children PowerPoint The teacher will show students a PowerPoint Presentation on the topic of Observing Children.</p> <p>2. During the presentation, students will look at pictures and discuss what they see in reference to Observing Children. The teacher will provide students with handout to read about why childcare workers observe children.</p>
1 2	<p>2. INSTRUCTIONAL STRATEGY_2_Instructions and Rubric for Observing Children Layered Book The teacher will lead the class or will provide instructions for making a foldable Layered Book. The teacher will provide students with a copy of Instructional Activity 2 which contains the names of each of the “Tabs” of the layered book and the contents that need to be included.</p>
3	<p>3. INSTRUCTIONAL STRATEGY_3_Formative Assessment_1_Teacher Directions The teacher will divide students into small groups and assign each group to an age of a child and a type of development. The teacher will also access or make accessible the “published” checklists that students will use to compare a student created list against.</p>
4	<p>4. INSTRUCTIONAL STRATEGY_4_Observation Instructions This document provides background information on the various types of observation methods included. The instructor will need to arrange one or more visits with a childcare center and will provide students with a copy of each of the observation sheets or a copy of the one the instructor sees fit for use at each visit. If a class does not have access to a childcare center a student could make observations in an elementary classroom, or other settings with children such as church, babysitting, younger siblings, etc.</p>
1	<p>5. INSTRUCTIONAL STRATEGY_5_Summative Assessment_1_Teacher Key Test Observing Children</p>

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2 3	The teacher will administer the test Observing Children to the students and use this key to grade the test.
<b>Obj. #</b>	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>
1 2	1. INSTRUCTIONAL ACTIVITY_1_Why Observe Children Students will view and discuss the PowerPoint Observing Children. Students will read the handout and use it in a later activity. This document contains information about why a childcare worker would need to observe children.
1 2	2. INSTRUCTIONAL ACTIVITY_2_Observing Children Layered Book Students will use the information from the Observing Children PowerPoint, the Why Observe Children handout, and other resources to create a foldable Layered Book. This document identifies what should be written on each tab as well as what information is needed under each flap.
3	3. INSTRUCTIONAL ACTIVITY_3_Formative Assessment_1_Student Instructions Students will work in small groups to identify what they already know about developmental stages. Each group will be assigned an age range and a type of development and will create a list of 5 characteristics that might appear on an observation checklist for that age. Students will later compare their list to an existing list and summarize their findings.
4	4. INSTRUCTIONAL ACTIVITY_4_Observations Students will be provided with 1 or more observation sheets that he/she will use when observing children in a childcare setting. Students will complete the observation sheets during one or more visits to a childcare setting (as determined by the instructor).
1 2 3	5. INSTRUCTIONAL ACTIVITY_5_Summative Assessment_1_Student Test Observing Children Students will take the unit test over observing children.
<b>UNIT RESOURCES: (include internet addresses for linking)</b>  <a href="http://www.cdc.gov/ncbddd/actearly/milestones/">http://www.cdc.gov/ncbddd/actearly/milestones/</a> accessed 12/2/13 <a href="http://www.preschoollearningcenter.org/images/upload/developmental_checklist.pdf">http://www.preschoollearningcenter.org/images/upload/developmental_checklist.pdf</a> accessed 12/2/13 <a href="http://www.pbs.org/wholechild/abc/">http://www.pbs.org/wholechild/abc/</a> accessed 12/2/13	