

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 9-12 CTE/**Unit 2** Creating Stimulating Environments

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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UNIT DESCRIPTION: Unit 2 - CREATING STIMULATING ENVIRONMENTS	SUGGESTED UNIT TIMELINE: 10 class periods					
Students will learn how to create a stimulating environment along with developmentally appropriate activities to meet the developmental needs of children.	CLASS PERIOD (min.): 90 minutes					
ESSENTIAL QUESTIONS:						
1. How can a stimulating age-appropriate environment be created?						
2. How can the environment be accommodated for all learners?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES		CROSSWALK TO STANDARDS				
				CCSS ELA Grade Level	NSFCSE	DOK
1. Describe how play can be used in creating a stimulating environment for children.				RI.9-10.7 RI.11-12.7	4.2.5	1
2. Evaluate age and developmentally appropriate activities.				WHST.9-10.9 WHST.11-12.9	4.2.4	3
3. Select appropriate activities for children of varying developmental needs, individual differences, and culture.				W.9-10.4 W.11-12.4	4.3.5 4.3.2	3
4. Design a lesson plan incorporating learning activities according to a theme.				W.9-10.4	4.3.2	3

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				W.11-12.4		
ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.) Pre-assessment - http://www.youtube.com/watch?v=i7Xkmpo0DhU and http://www.youtube.com/watch?v=qjqM3DI6yO4 FORMATIVE ASSESSMENT 1_ The Creative Curriculum Web FORMATIVE ASSESSMENT 2_ Age Appropriate Toys PowerPoint slides 3, 5, 7, 9 FORMATIVE ASSESSMENT 3_ Accommodating All Learners FORMATIVE ASSESSMENT 4_ Design Your Classroom FORMATIVE ASSESSMENT 5_ Writing a Lesson Plan SUMMATIVE ASSESSMENT _ Creating a Stimulating Environment for Children *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 #.)						
Obj.#	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
1	1. INSTRUCTIONAL STRATEGY 1_ Pre-assessment– What do you remember about preschool? What were your favorite activities? After watching these two video clips, list five activities you remember doing in preschool or kindergarten that involved playing? http://www.youtube.com/watch?v=i7Xkmpo0DhU and http://www.youtube.com/watch?v=qjqM3DI6yO4					
1	2. INSTRUCTIONAL STRATEGY 2_ The Creative Curriculum PowerPoint - Teacher presents PowerPoint					
1	3. INSTRUCTIONAL STRATEGY 3_ Formative Assessment_1 The Creative Curriculum Web					
2	4. INSTRUCTIONAL STRATEGY 4_ Age-Appropriate Toys PowerPoint					
2	5. INSTRUCTIONAL STRATEGY 5_ Formative Assessment 2 _ on slides 3, 5, 7, 9 of Instructional Strategy_4 Age Appropriate Toys PowerPoint, students will reflect on what they learned and write it in their notebook to prepare them for the Instructional Activity _4 Age-Appropriate Toy Assignment.					

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3	6. INSTRUCTIONAL STRATEGY 6_ Exceptional Learners PowerPoint goes with printout of Instructional Activity_6_Exceptional Learners Activity
3	7. INSTRUCTIONAL STRATEGY 7_ Formative Assessment_3 Accommodating All Learners
4	8. INSTRUCTIONAL STRATEGY 8_ Designing the Environment PowerPoint Slides 1-5
4	9. INSTRUCTIONAL STRATEGY 9_ Formative Assessment_4 Design Your Classroom
4	10. INSTRUCTIONAL STRATEGY 10_ slide 6 from Designing the Environment PowerPoint work backwards to plan how to make a perfect apple pie
4	11. INSTRUCTIONAL STRATEGY 11_ slides 7-10 of Designing the Environment PowerPoint showing the teacher's block plan of all of her classes to give students an actual example
4	12. INSTRUCTIONAL STRATEGY 12_ slide 11 from Designing the Environment PowerPoint explain to students the common core standards and how to navigate http://www.corestandards.org/ and have printout of standards ready for them.
4	13. INSTRUCTIONAL STRATEGY 13_ slides 12-14 on writing learner objectives from Designing the Environment PowerPoint
4	14. INSTRUCTIONAL STRATEGY 14_ continue to slides 20-21 of Designing the Environment PowerPoint and complete a concept map together
4	15. INSTRUCTIONAL STRATEGY 15_ Formative Assessment _5 Writing a Lesson Plan – students will complete on their own using one of the following themes: Pets, Seasons, Holidays, Colors, Plants, Animals, or Weather
1 2 3 4	16. INSTRUCTIONAL STRATEGY 16_ Summative Assessment – Creating a Stimulating Environment for Children
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
1	1. INSTRUCTIONAL ACTIVITY 1_Pre-assessment– What do you remember about preschool? What were your favorite activities? After watching these two video clips, list five activities you remember doing in preschool or kindergarten that involved? http://www.youtube.com/watch?v=i7Xkmpo0DhU and http://www.youtube.com/watch?v=gjqM3DI6yO4
1	2. INSTRUCTIONAL ACTIVITY 2_ The Creative Curriculum PowerPoint – Students complete activities on slides 3, 6, 8
1	3. INSTRUCTIONAL ACTIVITY 3_ Formative Assessment 1_ The Creative Curriculum Web
2	4. INSTRUCTIONAL ACTIVITY 4_ Students complete Age-Appropriate Toys assignment

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2	5. INSTRUCTIONAL ACTIVITY 5 _ Formative Assessment 2 _ on slides 3, 5, 7, 9 of Instructional Strategy_4_Age Appropriate Toys PowerPoint, students will reflect on what they learned and write it in their notebook to prepare them for the Instructional Activity _4_Age-Appropriate Toy Assignment.
3	6. INSTRUCTIONAL ACTIVITY 6 _Students complete Exceptional Learners Activity
3	7 INSTRUCTIONAL ACTIVITY 7_ Formative Assessment_3 Accommodating All Learners
4	8. INSTRUCTIONAL ACTIVITY 8_ Designing the Environment PowerPoint Slides slide 3 research center
4	9. INSTRUCTIONAL ACTIVITY 9_ Formative Assessment_4 Design Your Classroom
4	10. INSTRUCTIONAL ACTIVITY 10_slide 6 from Designing the Environment PowerPoint students work backwards to plan how to make a perfect apple pie
4	11. INSTRUCTIONAL ACTIVITY 11_slides 7-10 of Designing the Environment PowerPoint showing the teacher's block plan of all of her classes to give students an actual example
4	12. INSTRUCTIONAL ACTIVITY 12_slide 11 from Designing the Environment PowerPoint explain to students how to align content with common core http://www.corestandards.org/ and have printout of standards ready for them.
4	13. INSTRUCTIONAL ACTIVITY 13_How to Write a Learner Objective – Students will practicing writing learner objectives using How to Write Learner Objectives Worksheet
4	14. INSTRUCTIONAL ACTIVITY 14_Continue to slides 20-21 of Designing the Environment PowerPoint and complete a concept map together as a class
4	15. INSTRUCTIONAL ACTIVITY 15_Formative Assessment _5_ Writing a Lesson Plan – students will complete on their own using one of the following themes: Pets, Seasons, Holidays, Colors, Plants, Animals, or Weather
1 2 3 4	16. INSTRUCTIONAL ACTIVITY 16_Summative Assessment _ - Creating a Stimulating Environment for Children
UNIT RESOURCES: (include internet addresses for linking) http://www.youtube.com/watch?v=i7Xkmpo0DhU – Pre-Assessment Preschool Children Playing http://www.youtube.com/watch?v=qjqM3DI6yO4 - Pre-Assessment Preschool Children Playing http://www.corestandards.org/ COMMON CORE – for objective 4 Herr, J. (2008). Working with young children. Tinley Park, IL: The Goodheart-Wilcox Company, Inc.	

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CCSS: Common Core State Standards (CCSS), accessed May 17, 2013, from <http://www.corestandards.org/>

CCTC: Common Career Technical Core (CCTC), accessed May 17, 2013 from <http://www.careertech.org/career-technical-education/cctc/info.html>

NSFCSE: National Standards for Family and Consumer Sciences Education:, accessed May 30, 2013 from <http://www.nasafacs.org/national-standards-home.html>

Resources@MCCE - FCS 13.1204 B275 - Playing Together Learning Together, Joan Barrett, GLENVIEW, IL, GOOD YEAR BOOKS, 1996. Play activities for children that help them develop and activities that promote a child's social, mental, and physical skills.

Resources@MCCE - FCS 20.0200 A532 - 50 Web-based Lesson Plans for Parenting & Child Development, Updated 2006, Colleen Angel OWATONNA, MN, LEARNING ZONEXPRESS, 2006. This resource includes summary, web address, questions, and creative homework assignment or activity for each lesson. Topics covered: Child Development Basics; Theories & Theorists; Growth & Development; Pregnancy; Child Safety & Child Health; Parenting. Grades 6-12.

Resources@MCCE - FCS DVD ROM 84.1 - Building Mathematical Competencies in Early Childhood, Davidson Films, SAN LUIS OBISPO, CA, DAVIDSON FILMS, INC., 2012. This program deals with including rich, developmentally appropriate mathematics experiences for young children in Pre-Kindergarten classrooms. Research indicates the long lasting educational benefits young children take with them from positive introductions to key math concepts and ways of thinking quantitatively. The program illustrates several "BIG ideas" that should be the focus of early math experiences as presented by experts from Erikson Institute's Early Mathematics Education Project. Footage of five very different Pre-K classrooms demonstrates how foundational math can be joyful incorporated in both informal and planned activities. 36 minutes.

Resources@MCCE - C&E 13.0000 S72 - Child & Adult Care Professionals, Karen Stephens, Maxine Hammonds-Smith, NEW YORK, NY, MCGRAW HILL GLENCOE, 2004. This book offers a comprehensive introduction to occupational childcare and older adult care. The course addresses lifespan development (infancy through late adulthood); the operation of early childhood and older adult programs; observation skills; planning activities for children in art, language, dramatic play, social studies, music, science, and math; and planning activities for older adults for social and recreational settings, music, drama, art and food preparation.

Resources@MCCE - G&C 13.0200 G342 - Cultural Issues in Play Therapy, edited by Eliana Gil and Athena A. Drewes, NEW YORK, NY, THE GUILFORD PRESS, 2005. This book features experienced practitioners examining how cultural factors may influence the ways children express themselves through play, the feelings they associate with different activities, and the responses of children and parents to particular

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interventions. Chapters highlight specific issues to consider when working with African American, Latino, Native American, and Asian American children. Also provides suggestions for setting up a therapeutic playroom that is engaging and welcoming to all.