

Child Development I

Course Description

Child Development I is a course designed for students interested in child-centered careers: teaching, childcare, pediatrics, social work, children's wear and toy design. The course teaches practical techniques to guide students through a variety of daily experiences in safe, educational ways. Success in working with children begins by understanding children. This course begins with an overview of the physical, intellectual, social and emotional characteristics of young children. Using this information will help students plan for and react to children with confidence. During this course, students will learn strategies for keeping children safe, healthy and nourished. In addition students will learn to provide experiences that build children's curiosity and enthusiasm for learning. At the end of this course, students will become familiar with the developmental needs of children through study and observation, and learn to design age-appropriate lesson plans and structured play activities.

Child Development I

Pacing Guide		
Unit	Topic	Suggested Timing
Unit 1	Working with Young Children	approx. 9 weeks
Unit 2	Child Development Principles and Theories	approx. 9 weeks
Unit 3	Creating a Safe and Healthful Environment	approx. 9 weeks
Unit 4	Guiding Children	approx. 8 weeks

Educational Technology Standards

8.1.12.A.3, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.E.1, 8.1.12.E.2

➤ **Technology Operations and Concepts**

- Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

➤ **Communication and Collaboration**

- Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

➤ **Digital Citizenship**

- Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

➤ **Research and Information Literacy**

- Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
- Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1. Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

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.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and

solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Differentiated Instruction

Strategies to Accommodate Students Based on Individual Needs

<u>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</u>
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Extra Response time Have students verbalize steps Repeat, clarify or reword directions Mini-breaks between tasks Provide a warning for transitions Reading partners 	<ul style="list-style-type: none"> Precise step-by-step directions Short manageable tasks Brief and concrete directions Provide immediate feedback Small group instruction Emphasize multi-sensory learning 	<ul style="list-style-type: none"> Teacher-made checklist Use visual graphic organizers Reference resources to promote independence Visual and verbal reminders Graphic organizers
<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<ul style="list-style-type: none"> Computer/whiteboard Tape recorder Spell-checker Audio-taped books 	<ul style="list-style-type: none"> Extended time Study guides Shortened tests Read directions aloud 	<ul style="list-style-type: none"> Consistent daily structured routine Simple and clear classroom rules Frequent feedback 	<ul style="list-style-type: none"> Individual daily planner Display a written agenda Note-taking assistance Color code materials

Enrichment

Strategies Used to Accommodate Based on Students Individual Needs:

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self-Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships

Assessments

Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Teacher-created Unit Assessments, Chapter Assessments, Quizzes
- Teacher-created DBQs, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog

Interdisciplinary Connections

English Language Arts

- Journal writing
- Close reading of industry-related content
- Create a brochure for a specific industry
- Keep a running word wall of industry vocabulary

Social Studies

- Research the history of a given industry/profession
- Research prominent historical individuals in a given industry/profession
- Use historical references to solve problems

World Language

- Translate industry-content
- Create a translated index of industry vocabulary
- Generate a translated list of words and phrases related to workplace safety

Math

- Research industry salaries for a geographic area and juxtapose against local cost of living
- Track various data, such as industry's impact on the GDP, career opportunities or among of individuals currently occupying careers

Fine & Performing Arts

- Create a poster recruiting young people to focus their studies on a specific career or industry
- Design a flag or logo to represent a given career field

Science

- Research the environmental impact of a given career or industry
- Research latest developments in industry technology
- Investigate applicable-careers in STEM fields

New Jersey Student Learning Standards

9.3– Career and Technical Education

Career Cluster: Education & Training (ED)

- 9.3.12. ED.1: Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
- 9.3.12. ED.2: Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
- 9.3.12. ED.3: Use critical thinking to process educational communications, perspectives, policies and/or procedures.
- 9.3.12. ED.5: Demonstrate group collaboration skills to enhance professional education and training practice.
- 9.3.12. ED.10: Apply organizational skills and logic to enhance professional education and training practice.
- 9.3.12. ED.11 Demonstrate group management skills that enhance professional education and training practice.

Pathway: Teacher/Training (ED-TT)

- 9.3.12. ED-TT.1: Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs.
- 9.3.12. ED-TT.3: Use content knowledge and skills of instruction to develop standards based goals and assessments.
- 9.3.12. ED-TT.4: Identify materials and resources needed to support instructional plans.
- 9.3.12. ED-TT.5: Establish a positive climate to promote learning.
- 9.3.12. ED-TT.6: Identify motivational, social and psychological practices that guide personal conduct.
- 9.3.12. ED-TT.7: Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures.
- 9.3.12. ED-TT.8: Demonstrate flexibility and adaptability in instructional planning.

Common Career Technical Core (CCTC)

Career Cluster Education & Training

ED 01 – Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.

- ED 01.1 – Provide information using motivational and engaging communication techniques.
- ED 01.2 – Enlist stakeholder commitment using persuasive communication techniques.
- ED 01.3 – Use non-verbal communication to enhance verbal communication.

ED 02 – Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

- ED 02.1.-Write informational correspondence to stakeholders in the learning environment.

ED 05 - Demonstrate group collaboration skills to enhance professional education and training practice.

- ED 05.1 – Employ interpersonal skills to enhance professional practice.

ED 11-Demonstrate group management skills that enhance professional education and training practice.

- ED 11.1-. Explain conditions that contribute to a receptive working climate.

Common Core State Standards (CCSS)

CCSS - English-Language Arts

Key Ideas and Details:

CCSS.ELA-LITERACY.RI.9.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RI.9.2 Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.9.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

CCSS.ELA-LITERACY.RI.9.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

CCSS.ELA-LITERACY.RI.9.10 By the end of grade 9, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above with scaffolding as needed.

Writing:

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Course: Child Development I Unit: 2 – Grade Level: 9-12	Unit Overview: Students will be able to analyze the value of children’s literature as it relates to a child’s development.
New Jersey Student Learning Standards (NJSLS): 9.3.12.ED.1, 9.3.12.ED.2, 9.3.12.ED.3, 9.3.12.ED.5, 9.3.12.ED.10, 9.3.12.ED.11, 9.3.12. ED-TT.1, 9.3.12. ED-TT.3, 9.3.12. ED-TT.4, 9.3.12. ED-TT.5, 9.3.12. ED-TT.6, 9.3.12. ED-TT.7, 9.3.12. ED-TT.8	
Common Career Technical Core (CCTC): ED 01.1,ED 01.2, ED 01.3, ED 02.1, ED 05.1, ED 11.1	
Common Core State Standards (CCSS): Reading Literature: RI.9.1, 9.2, 9.4,9.5, 9.10, W.9.2	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. NJSLS: 9.3.12.ED.1,	How can I defend my position using key and supporting details? How can I make an inference based on details to identify the underlying meaning? How can I seek additional information to justify inferences? How can I provide strong textual evidence?	<ul style="list-style-type: none"> Analyze the text for inferred and literal meanings Make personal connections, make connections to other texts, and/or make global connections when relevant Identify explicit and implicit textual evidence Determine the 	Reading Advantage Think of a movie you have seen that relates to understanding children from birth to age two. Sketch a scene from the movie or write a brief description. Based on what you have learned regarding physical, cognitive and social and emotional development, how would the scene be different if the characters were informed on how	Close Reading Informational Text. "Up From Slavery" (Chapter 1) 9th and 10th Grade Close Reading Units Developing Core Proficiencies from Engage New York

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<p>9.3.12.ED.2, 9.3.12.ED.3, 9.3.12.ED.5, 9.3.12.ED.10, 9.3.12.ED.11, 9.3.12. ED-TT.1, 9.3.12. ED- TT.3, 9.3.12. ED-TT.4, 9.3.12. ED-TT.5, 9.3.12. ED-TT.6, 9.3.12. ED- TT.7, 9.3.12. ED-TT.8</p> <p>CCTC: ED 01.1,ED 01.2, ED 01.3, ED 05.1, ED 11.1</p> <p>CCSS: RI.9.1</p>		<p>difference between strong and insufficient (unreliable) details</p> <ul style="list-style-type: none"> • Use direct quotes, paraphrase, summarize objectively • Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience 	<p>children develop physically, cognitively and socially and emotionally.</p> <p>KWL Chart Create a KWL chart about Understanding Children from Birth to Age Two. In the first column (K), write what you already know. In the second column (W), write what you want to learn. In the third column (L), write what you learned as you are reading.</p> <p>Rate your Textual Evidence: Based on textual evidence gathered, students will explain why their evidence supports their analysis.</p>	
<p>Determine a central idea of a text and analyze</p>	<p>What is the central idea of the text?</p>	<ul style="list-style-type: none"> • Determine a theme and central 	<p>T-Chart Use a T-chart to illustrate</p>	<p>Sum It Up for \$2.00 http://www.readingquest.com</p>

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<p>how it is developed and refined by specific details; provide an objective summary of the text.</p> <p>NJSLS: 9.3.12.ED.1, 9.3.12.ED.2, 9.3.12.ED.3, 9.3.12.ED.5, 9.3.12.ED.10, 9.3.12.ED.11, 9.3.12.ED-TT.1, 9.3.12.ED-TT.3, 9.3.12.ED-TT.4, 9.3.12.ED-TT.5, 9.3.12.ED-TT.6, 9.3.12.ED-TT.7, 9.3.12.ED-TT.8</p> <p>CCTC: ED 01.1,ED 01.2, ED 01.3, ED 05.1, ED 11.1</p> <p>CCSS: RI.9.2</p>	<p>What evidence can I find to support my determined theme?</p> <p>How can I use facts, inferences, and implied meanings to identify a theme?</p> <p>What detail first indicated the central theme in the text?</p> <p>How does the author develop the central idea?</p>	<p>idea</p> <ul style="list-style-type: none"> • Analyze how details develop the theme/central idea • Make inferences using explicit and implicit text evidence • Use the text to draw conclusions about the theme/central idea • Formulate an objective (free of personal bias) summary of the text • Determine how the theme/central idea emerges and is refined or strengthened by key details <p>Provide an objective summary of the text</p>	<p>the differences in development between two-year olds and three-year olds. Use information gathered from your T-Chart to create a brief summary.</p> <p>Find the Central Idea Underline and mark provided text to support the central idea.</p> <p>Sum It Up for \$2.00 Imagine that you are provided with the opportunity to create a concise summary of a particular section of the text. Each word in your summary is worth 0.10. Create your summary and be sure to not go over \$2.00!</p> <p>Star Diagram Use a star diagram to organize the different types of child care.</p>	<p>org/pdf/sumitup.pdf</p> <p>Summarizing Techniques http://www.readingrocket.org/strategies/summarizing Close Reading Informational Text. "Up From Slavery" (Chapter 1)</p>

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<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>NJSLS: 9.3.12.ED.1, 9.3.12.ED.2, 9.3.12.ED.3, 9.3.12.ED.5, 9.3.12.ED.10, 9.3.12.ED.11, 9.3.12.ED-TT.1, 9.3.12.ED-TT.3, 9.3.12.ED-TT.4, 9.3.12.ED-TT.5, 9.3.12.ED-TT.6, 9.3.12.ED-TT.7, 9.3.12.ED-TT.8</p> <p>CCTC: ED 01.1, ED 01.2, ED 01.3, ED 05.1, ED 11.1</p>	<p>What does the word/phrase _____ mean in this selection?</p> <p>The word/phrase is an example of _____.</p> <p>How does the author's use of repetition of _____ impact the tone of the text?</p> <p>Identify and analyze which words or phrases specifically impact the meaning or tone?</p> <p>How does the author's use of formal or informal diction affects the tone of the text?</p> <p>Without changing the meaning of the sentence, what word/phrase can best be used</p>	<ul style="list-style-type: none"> • Determine figurative meaning • Determine connotative meaning • Understand connotations • Understand how word choice impacts meaning • Understand how word choice impacts tone • Identify cumulative impact of word choice • Determine formal vs. informal tone 	<p>Reword that Text Without changing the meaning of an excerpt, students will rewrite the excerpt using different words and phrases. Students will explain the purpose for changing various words and phrases.</p> <p>Word Map Create your very own Word Map. A word map is a visual organizer that promotes vocabulary development. Using a graphic organizer, identify key vocabulary terms from the chapter. Think about terms or concepts in several ways. Most word map organizers engage students in developing a definition, synonyms, antonyms, and a picture for a given vocabulary</p>	<p>Word-Map Resource http://www.readingrocket.org/strategies/word_maps Online Vocabulary Game http://freerice.com/#/english-vocabulary/1477 Vocabulary Paint Chips</p> <p>Vocabulary Graphic Organizer</p>

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<p>CCSS: RI.9.4</p>			<p>word or concept. Enhancing students' vocabulary is important to developing their reading comprehension.</p> <p><u>Vocabulary Check</u></p> <p>As you read the chapter, test your comprehension of new vocabulary. Write a sentence using each word.</p>	
<p>Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>NJSLS: 9.3.12.ED.1, 9.3.12.ED.2, 9.3.12.ED.3, 9.3.12.ED.5, 9.3.12.ED.10, 9.3.12.ED.11, 9.3.12.</p>	<p>How does the structure of the text contribute to its meaning?</p> <p>How does the order of events impact the text?</p> <p>Identify and analyze the devices the author uses to manipulate time.</p> <p>How does the author manipulate (structural element) to create the effect of</p>	<ul style="list-style-type: none"> • Determine how individual elements of a work (section, chapter, scene, or stanza, etc.) contribute to a text's overall scope • Recognize how form relates to function and how a part relates to a whole • Distinguish 	<p><u>Reading Advantage</u> Skim the chapter/text by reading the first sentence of each paragraph. Use this information to create an outline of the chapter before you read it.</p> <p><u>Fishbone Map</u> Create a fishbone map, making Mental Operations the label for the body. Create scales labeled with</p>	<p>Skimming Resource https://www.aacc.edu/tutoring/file/skimming.pdf</p> <p>Three-Circle Venn Diagram http://www.readwritethink.org/classroom-resources/printouts/venn-diagram-circles-b-30833.html</p> <p>Text Structures in Informational Text http://www.esc4.net/user</p>

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<p>ED-TT.1, 9.3.12. ED-TT.3, 9.3.12. ED-TT.4, 9.3.12. ED-TT.5, 9.3.12. ED-TT.6, 9.3.12. ED-TT.7, 9.3.12. ED-TT.8</p> <p>CCTC: ED 01.1, ED 01.2, ED 01.3, ED 05.1, ED 11.1</p> <p>CCSS: RI.9.5, W.9.2</p>	<p>_____?</p>	<p>between different text structures</p> <ul style="list-style-type: none"> • Observe how the individual components of the text add to the development of the central idea • Analyze why the author included a specific section (chapter, scene, or stanza, etc.) of the text • Analyze the impact the specific section (chapter, scene, or stanza, etc.) has on you, the reader • Evaluate the effectiveness of the author's choice to include this section (chapter, scene, or stanza, etc.) 	<p>Conservation, Seriation, and Classification. Write details for each concept on lines connected to each scale.</p> <p><u>Name that Structure</u> Text structure refers to how the information within a written text is organized. This strategy helps students understand that a text might present a main idea and details; a cause and then its effects; and/or different views of a topic. Teaching students to recognize common text structures can help students monitor their comprehension.</p> <p>To create the text structure strategy teachers should:</p> <ol style="list-style-type: none"> 1. Choose the 	<p>s/0223/docs/HighSchool_2_TypesofTextStructuresinInformationalTexts.pdf</p>

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			<p>assigned reading and introduce the text to the students.</p> <ol style="list-style-type: none"> 2. Introduce the idea that texts have organizational patterns called text structures. 3. Introduce the following common text structures (see list below for more detailed information): <ul style="list-style-type: none"> ○ description, ○ sequence, ○ problem and solution, ○ cause and effect, and ○ compare and contrast. 4. Introduce and model using a graphic organizer 	

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			to chart the text structure	
<p>By the end of grade 9, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above with scaffolding as needed.</p> <p>NJSLS: 9.3.12.ED.1, 9.3.12.ED.2, 9.3.12.ED.3, 9.3.12.ED.5, 9.3.12.ED.10, 9.3.12.ED.11, 9.3.12.ED-TT.1, 9.3.12.ED-TT.3, 9.3.12.ED-TT.4, 9.3.12.ED-TT.5, 9.3.12.ED-TT.6, 9.3.12.ED-TT.7, 9.3.12.ED-TT.8</p> <p>CCTC: ED 01.1,ED 01.2, ED 01.3, ED 05.1, ED 11.1</p> <p>CCSS: RI.9.10</p>	<p>What are the topics/central ideas of the nonfiction texts that you have recently read?</p> <p>What topic did you enjoy the most?</p> <p>Have you read multiple books by the same author?</p> <p>Who is your favorite author?</p> <p>Do you think you are ready to read a more complex text or different type of literary nonfiction?</p> <p>What made this text or reading complex?</p>	<ul style="list-style-type: none"> • Closely read various forms of literature independently and fluently, including stories, dramas, and poems • Demonstrate comprehension of various forms of literary text • Make connections among ideas and between texts • Consider a wider range of textual evidence • Become more sensitive to inconsistencies, ambiguities, and poor reasoning in texts • Monitor comprehension 	<p>SQ3R The SQ3R strategy is a widely recognized study system that is easily adapted to reading assignments. This method provides concrete steps for interacting with information that results in high levels of comprehension.</p> <p>Steps to the SQ3R Method:</p> <p>Lead students in a survey of a reading selection. Pay special attention to headings, subheadings, topic sentences, and highlighted words.</p>	<p>How to Encourage Higher Order Thinking</p> <p>Bloom's Taxonomy & Depth of Knowledge</p> <p>SQ3R Resource http://www.readingeducator.com/strategies/sq3r.htm</p> <p>Question Answer Relationship Resource http://www.readingrocket.org/strategies/question_answer_relationship</p>

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	<p>Briefly summarize the central idea of the text.</p>	<ul style="list-style-type: none"> Determine when comprehension is not occurring, and subsequently employ appropriate reading and note-taking strategies and/or ask for help in order to understand portions of a difficult text. 	<p>Build a question for each heading and subheading in the text selection. These questions will be answered during the close reading of the text.</p> <p>Ask students to read the selection carefully, keeping the questions in mind as they read.</p> <p>Have students "recite" the answers to the questions by verbalizing them in a group discussion or writing them down. This act of "restating" thought in spoken or written form reinforces learning.</p> <p>Repeat this process for all of the questions.</p> <p>Finally, have students review all of their spoken</p>	

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			<p>or written answers.</p> <p><u>Question-Answer Relationship</u></p> <p>Students will use the Question-Answer Relationship strategy to monitor their comprehension. The question–answer relationship (QAR) strategy helps students understand the different types of questions. By learning that the answers to some questions are "Right There" in the text, that some answers require a reader to "Think and Search," and that some answers can only be answered "On My Own," students recognize that they must first consider the question before</p>	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			<p>developing an answer.</p> <ol style="list-style-type: none"> 1. Explain to students that there are four types of questions they will encounter. Define each type of question and give an example. 2. Read a short passage aloud to your students. 3. Have predetermined questions you will ask after you stop reading. When you have finished reading, read the questions aloud to students and model how you decide which type of question you have been asked to answer. 4. Show students how find information to answer the question (i.e., in the text, from your own experiences, etc.). 	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			<p>Reading Advantage Read the chapter or selected text two times. During the first reading, jot down sentences you do not understand. During the second reading, use your notes to focus on areas you need to review more carefully.</p>	
<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>9.3.12.ED.5, 9.3.12.ED.10, 9.3.12.ED.11, 9.3.12.ED-TT.1, 9.3.12. ED-</p>	<p>What categories of supporting details do you provide? Include relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>How did you transition from various ideas and concepts?</p> <p>Are the transitions cohesive?</p>	<ul style="list-style-type: none"> • Use relevant and sufficient facts, definitions, details, and quotes • Use sources that are appropriate to task, audience, and purpose • Select precise words and domain-specific vocabulary • Introduce a topic arranging ideas, concepts, and information to show 	<p>Research Report Write a research report on recommended ways of helping four and five-year olds deal with death.</p> <p>Photo Essay Design a photo essay demonstrating the self-help and gross-and fine-motor skills exhibited by four-and five year olds. Photo can be obtained from print sources.</p> <p>Newsletter</p>	<p>Purdue Online Writing Lab</p> <p>ELA Grade 9 Language Conventions</p> <p>The Passion of Punctuation</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>TT.3, 9.3.12. ED-TT.4, 9.3.12. ED-TT.5, 9.3.12. ED-TT.6, 9.3.12. ED-TT.7, 9.3.12. ED-TT.8</p> <p>CCTC: ED 01.1,ED 01.2, ED 01.3, ED 05.1, ED 11.1</p> <p>CCSS: W.9.2</p>	<p>Employ the use of formatting with headings, graphics, and/or multimedia to aid comprehension of the topic.</p> <p>What makes the piece formal?</p> <p>How does the conclusion support the information presented?</p>	<p>interrelationships</p> <ul style="list-style-type: none"> • Format effectively • Develop a topic • Organize graphics • Provide multimedia when useful • Use transitions to link together the major sections of the text • Write a concluding statement that supports the information presented • Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) • Decide what organization is most effective for 	<p>Research local peer group activities for school-age children. Examples may include 4-H Clubs, Boy Scouts, Girl Scouts, sports activities, dance programs and gymnastic programs. Compile a list of all the activities including a brief statement about each program, cost to participate, membership of participation requirements, local and length of meetings and adult contract. Distribute the list to families through a newsletter or bulletin created with desktop publishing software.</p>	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
		purpose, audience, and task <ul style="list-style-type: none"> • Determine how many facts, definitions, details, quotations and other information are needed 		

Unit 2 Vocabulary

Articulation
Attachment
Classification
Compassion
Conservation
Deferred Imitation
Egocentric
Empathy
Expressive Language
Farsighted
Gender roles
Language comprehension
Middle Childhood
Morality
Motor Development
Motor Sequence
Nearsighted
Obesity

Object Performance
Operation
Reflex
Rehearsal
Rote Counting
Self-concept
Self-esteem
Separation Anxiety
Seriation
Social Comparison
Stuttering
Telegraphic speech
Temperament
Visual Perception

Suggested Unit Projects

Choose At Least One

An early childhood teacher is responsible for answering parents' questions about development or directing them to sources for further information. Compile a list of resources that might be used to assist in parent communication. These may include Web sites, books, magazine articles professional journal articles, newsletters, pamphlets, and government information. Format your list as a bibliography.

Design a toy, activity or teaching aid to help improve the self-help Skills of a two or three-year old.

Suggested Structured Learning Experiences

Arrange a visit to a local elementary school with a lunch program or a before-and after-school program for children. Review sample menus and calculate the amount of proteins, carbohydrates, fats, vitamins, minerals, fiber and calories in a typical meal. Does the meal contribute positively to the recommended daily allowances for children? What changes or modifications could you suggest to make the meal more healthful? Write a report on your findings.

Jean Piaget conducted many studies to determine how infants learn. Visit a child care center serving infants. Record your findings using anecdotal notes. Create a classroom discussion forum to discuss your findings.