

**PASCACK VALLEY REGIONAL HIGH SCHOOL DISTRICT**

**Pascack Hills High School, Montvale, NJ  
Pascack Valley High School, Hillsdale, NJ**

**Course Name: EARLY CHILDHOOD AND FAMILY EDUCATION II**

Born On: August, 2015  
Previous Revision: July, 2020  
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Board Approval: 8/28/23

## COURSE DESCRIPTION: **EARLY CHILDHOOD AND FAMILY EDUCATION II**

*Early Childhood and Family Education II is an advanced course designed and recommended for the student who is interested in the field of Early Childhood Education, Psychology, Special Education, Social Work, and other related careers. Topics include curriculum areas in preschool education, planning developmentally appropriate learning activities for the preschool child, and practice with caring for young children. Students will take an active role in the planning, organizing, and operation of the on-site preschool. This is a hands-on experience, which is continued from their participation in Early Childhood & Family Education I. This course is student-centered and project based.*

### **Standard 9: Career Readiness, Life Literacies and Key Skills**

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, Career Readiness, Life Literacies and Key Skills, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

**Mission:** Career Readiness, Life Literacies, and Key Skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

**Vision:** To integrate Career Readiness, Life Literacies, and Key Skills across the 9-12 curriculum and in Career and Technical Education (CTE) programs to foster a population that:

- Continually self-reflects and seeks to improve the essential life and career practices that lead to success.
- Uses effective communication and collaboration skills and resources to interact with a global society.
- Is financially literate and financially responsible at home and in the broader community.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions. Seeks

to attain skill and content mastery to achieve success in a chosen career path.

The *Disciplinary Concepts and Core Ideas* are the joists and play an integral role in the framing by making connections among the performance expectations. Core ideas help to prioritize the important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They provide clear guidance as to what should be the focus of learning by the end of each grade band level (i.e., end of grade 12).

**The Standards:** Standard 9 is composed of the Career Ready Practices and **Standards 9.1, 9.2, 9.3, 9.4** which are outlined below:

**The following content statements can be integrated into any of the adopted Family & Consumer Science strands:**

- **The 12 Career Ready Practices**

*These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.*

- **9.1 Personal Financial Literacy**

*This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.*

- Civic Financial Responsibility
- Credit and Debt Management
- Credit Profile
- Economic and Government Influences
- Financial Institutions
- Financial Psychology
- Planning & Budgeting
- Risk Management and Insurance

- **9.2 Career Awareness, Exploration, and Preparation**

*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.*

- **9.3 Career and Technical Education**

*This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.*

- **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.*

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Digital Citizenship
- Global and Cultural Awareness
- Information and Media Literacy
- Technology Literacy

*The core ideas are derived from the disciplinary concepts and students' understandings increase in sophistication over time as they engage with these ideas in new and varied contexts. The core ideas are what is most essential for students to learn and represent the knowledge and skills that they should be able to apply to new situations outside of the school experience. Curriculum writers and educators can use these core ideas as the basis for formative, summative, and benchmark assessments.*

For NJSLS-CLKS, abbreviated forms of the disciplinary concepts are included in the alphanumeric code. The disciplinary concepts were abbreviated as follows:

- Civic Financial Responsibility (CFR)
- Credit Profile (CP)
- Financial Psychology (FP)
- Financial Institutions (FI)
- Planning and Budgeting (PB)
- Risk Management and Insurance (RMI)
- Economic and Government Influences (EGI)
- Career Awareness and Planning (CAP)

- Creativity and Innovation (CI)
- Critical Thinking and Problem-Solving (CT)
- Digital Citizenship (DC)
- Global and Cultural Awareness (GCA)
- Information and Media Literacy (IML)
- Technology Literacy (TL)

### **Family & Consumer Science and Technology Indicators**

As teaching, learning and curriculum across New Jersey evolves to better meet student needs, teachers when addressing standards in music are expected to integrate the adopted 8.1 Educational Technology, 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming, and 21st Century Skills into their classroom practice. To that end, teachers will be expected to apply the following anchor standards into their classroom practice.

**The following content statements can be integrated into any of the adopted Family & Consumer Strands strands:**

#### **8.1 Educational Technology**

- Understand and use technology systems.
- Select and use applications effectively and productively.
- Apply existing knowledge to generate new ideas, products, or processes
- Create original works as a means of personal or group expression.
- Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
- Communicate information and ideas to multiple audiences using a variety of media and formats.
- Develop cultural understanding and global awareness by engaging with learners of other cultures.
- Contribute to project teams to produce original works or solve problems.
- Advocate and practice safe, legal, and responsible use of information and technology.
- Demonstrate personal responsibility for lifelong learning.
- Exhibit leadership for digital citizenship.
- Plan strategies to guide inquiry.
- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

- Process data and report results.
- Identify and define authentic problems and significant questions for investigation.
- Plan and manage activities to develop a solution or complete a project.
- Collect and analyze data to identify solutions and/or make informed decisions.
- Use multiple processes and diverse perspectives to explore alternative solutions.

## **8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming**

- The characteristics and scope of technology.
- The core concepts of technology.
- The relationships among technologies and the connections between technology and other fields of study.
- The cultural, social, economic and political effects of technology.
- The effects of technology on the environment.
- The role of society in the development and use of technology.
- The influence of technology on history.
- The attributes of design.
- The applications of engineering design.
- The role of troubleshooting, research and development, invention and innovation and experimentation in problem solving.
- Apply the design process.
- Use and maintain technological products and systems
- Assess the impact of products and systems
- Computational thinking and computer programming as tools used in design and engineering

### **Interdisciplinary Connections**

#### **NJSLS-CHPE -Comprehensive Health and Physical Education:**

There are three Comprehensive Health and Physical Education standards:

- Standard 2.1 Personal and Mental Health
- Standard 2.2 Physical Wellness
- Standard 2.3 Safety

*The core ideas are derived from the disciplinary concepts, and students' understanding increases in sophistication over time as they engage with these*

*ideas in new and varied contexts. The core ideas are what is most essential for students to learn and represent the knowledge and skills that they should be able to apply to new situations outside of the school experience. The performance expectations describe what students should know and be able to do. It is expected that curriculum writers and educators will bundle these performance expectations together in meaningful ways as a basis for classroom instruction and to guide the creation of formative, summative, and benchmark assessments.*

American Psychological Association: [National Standards for High School Psychology Curriculum](#)

### **Child Psychology: Development and Learning Domains**

#### **Standard Area: LifeSpan Development**

Content Standard 1: Methods and issues in lifespan development

Students are able to (performance standards):

- 1.1 Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development.
- 1.2 Explain issues of continuity/discontinuity and stability/change.
- 1.3 Distinguish methods used to study development.
- 1.4 Describe the role of sensitive and critical periods in development.
- 1.5 Discuss issues related to the end of life.

Content Standard 2: Theories of lifespan development

Students are able to (performance standards):

- 2.1 Discuss theories of cognitive development.
- 2.2 Discuss theories of moral development.
- 2.3 Discuss theories of social development.

Content Standard 3: Prenatal development and the newborn

Students are able to (performance standards):

- 3.1 Describe physical development from conception through birth and identify influences on prenatal development.

3.2 Describe newborn's' reflexes, temperament, and abilities.

Content Standard 4: Infancy (i.e., the first two years of life)

Students are able to (performance standards):

4.1 Describe physical and motor development.

4.2 Describe how infant perceptual abilities and intelligence develop.

4.3 Describe the development of attachment and the role of the caregiver.

4.4 Describe the development of communication and language.

Content Standard 5: Childhood

Students are able to (performance standards):

5.1 Describe physical and motor development.

5.2 Describe how memory and thinking ability develops.

5.3 Describe social, cultural, and emotional development through childhood.

Content Standard 6: Adolescence

Students are able to (performance standards):

6.1 Identify major physical changes.

6.2 Describe the development of reasoning and morality.

6.3 Describe identity formation.

6.4 Discuss the role of family and peers in adolescent development.

Content Standard 7: Adulthood and aging

Students are able to (performance standards):

7.1 Identify major physical changes associated with adulthood and aging.

7.2 Describe cognitive changes in adulthood and aging.

7.3 Discuss social, cultural, and emotional issues in aging.

**Standard Area: Learning**

Content Standards



After concluding this unit, students understand:

1. Classical conditioning
2. Operant conditioning
3. Observational and cognitive learning

Content Standards With Performance Standards

Content Standard 1: Classical conditioning

Students are able to (performance standards):

- 1.1 Describe the principles of classical conditioning.
- 1.2 Describe clinical and experimental examples of classical conditioning.
- 1.3 Apply classical conditioning to everyday life.

Content Standard 2: Operant conditioning

Students are able to (performance standards):

- 2.1 Describe the Law of Effect.
- 2.2 Describe the principles of operant conditioning.
- 2.3 Describe clinical and experimental examples of operant conditioning.
- 2.4 Apply operant conditioning to everyday life.

Content Standard 3: Observational and cognitive learning

Students are able to (performance standards):

- 3.1 Describe the principles of observational and cognitive learning.
- 3.2 Apply observational and cognitive learning to everyday life.

**Standard Area: Language Development**

Content Standards

After concluding this unit, students understand:

1. Structural features of language

2. Theories and developmental stages of language acquisition

3. Language and the brain

Content Standards With Performance Standards

Content Standard 1: Structural features of language

Students are able to (performance standards):

1.1 Describe the structure and function of language.

1.2 Discuss the relationship between language and thought.

Content Standard 2: Theories and developmental stages of language acquisition

Students are able to (performance standards):

2.1 Explain the process of language acquisition.

2.2 Discuss how acquisition of a second language can affect language development and possibly other cognitive processes.

2.3 Evaluate the theories of language acquisition.

Content Standard 3: Language and the brain

Students are able to (performance standards):

3.1 Identify the brain structures associated with language.

3.2 Discuss how damage to the brain may affect language.

**Instructional resources** are available to educators to teach Family & Consumer Science with students' diverse interests and needs in mind. The below lists represent current and prominent instructional resources that are referenced often in classrooms. Digital sources are hyperlinked.

Career Readiness Partner Council. (2014). What it Means to be Career Ready? [https://cte.careertech.org/sites/default/files/CRPC\\_4pager.pdf](https://cte.careertech.org/sites/default/files/CRPC_4pager.pdf)

Advance CTE: State Leaders Connecting Learning to Work. (2014, June) The Common Career

Technical Core. <https://www.careertech.org/cctc>

Folkers, D. R. (2011, October). Setting a New Standard with a Common Career Technical Core. *Techniques*.

Partnership for 21st Century Skills. <http://www.p21.org/>

New Jersey Career Assistance: <https://portal.njcis.intocareers.org/>

National Career Clusters: <http://www.nj.gov/education/cte/career/>

[WIDA Standards 2012](#)

## **Assessments**

The Career Ready Practices will develop on a continuum and utilize formative assessments. Students should be encouraged to self-reflect on their progress in the practices, and portfolios can be a strong vehicle for observing growth.

The performance expectations describe what students should know and be able to do. It is expected that curriculum writers and educators will bundle these performance expectations together in meaningful ways as a basis for classroom instruction and to guide the creation of formative, summative, and benchmark assessments.

### **9.1 Personal Financial Literacy**

School districts are "responsible for assessing and publicly reporting on the progress of all students in developing the knowledge and skills specified by the New Jersey Student Learning Standards, including civics, financial literacy, and all content areas not currently included in the statewide assessment program," as specified by N.J.A.C. 6A:8-3.1(a)3.

- Civic Financial Responsibility
- Credit and Debt Management
- Credit Profile
- Economic and Government Influences
- Financial Institutions
- Financial Psychology
- Planning & Budgeting
- Risk Management and Insurance

## 9.2 Career Awareness, Exploration, and Preparation

Teachers are encouraged to develop both formative and summative assessments in the area of career awareness, exploration, and preparation.

1. What factors should be considered in planning for assessment?
  - Content mastery (which standards are being assessed)
  - Analysis of content
  - Skills development
  - Connections between and among essential learnings
  - Connections between the past, present, and the future
  - Interdisciplinary connections
  - Diversity in student learning styles and needs
  - Opportunities for democratic participation
2. How are goals of instruction and assessment related?
  - Are the goals for learning actually being assessed?
  - To what degree are we asking students to extend learning?
  - Can students transfer their learning to a new situation?
  - Does the assessment reflect what is valued instructionally?
  - Does the assessment benefit the learner by informing teaching practices?
  - Does the assessment allow for a variety of learners to demonstrate their understanding?
3. What should you consider as you develop criteria for scoring?
  - How many ways can students demonstrate they have learned the material?
  - How will students be scored?
  - How will the needs of a variety of learners be addressed with this assessment?
  - Does the scoring tool reflect the learning goals?
4. What are the most constructive assessment designs and methods for music educators?
  - Performance assessment
  - Authentic assessment
  - Authentic instruction
  - Portfolio assessment

Authentic assessment can include (but are not limited to) the following:

- Observation
- Performance tasks
- Exhibitions and demonstrations
- Portfolios
- Journals
- Self- and peer-evaluation
- Project Based Learning: EduTopia
- Test and/or quizzes
- Blogs, Vlogs, other Web 2.0 tools to extend beyond classroom walls
- Virtual Field Trips - (article)
- Performance Based Assessments Clearinghouse

4. What are the most constructive assessment designs and methods for FACS educators?

- Performance assessment
- Authentic assessment
- Authentic instruction
- Portfolio assessment

*Authentic assessment can include (but are not limited to) the following:*

- Observation
- Performance tasks
- Exhibitions and demonstrations
- Portfolios
- Journals
- Self- and peer-evaluation
- Project Based Learning: EduTopia
- Test and/or quizzes
- Blogs, Vlogs, other Web 2.0 tools to extend beyond classroom walls
- Virtual Field Trips - ([article](#))

### **Differentiation/Modifications**

**Curriculum Differentiation** is a process teachers use to increase achievement by improving the match between the learner's unique characteristics: prior knowledge, cognitive level, learning style, motivation, strength or interest and various curriculum components: Nature of the objective,

teaching activities, learning activities, resources and products. This broad notion applies to learners from a diverse range of abilities, including: Gifted and Talented, Multilingual Learners, Students with Disabilities, and Students at Risk of School Failure. FACS is a field of education that provides educators with a wealth of opportunities for differentiation, but also real challenges of meeting the needs of diverse learners. This addendum reveals pathways for music differentiation specific to four distinct student populations.

Teachers can differentiate

- Content: What we teach and how we give students access to the information and ideas that matter
- Process: How students come to understand and “own” the knowledge, understanding, and skills essential to a topic
- Product: How a student demonstrates what he or she has come to know, understand and be able to do as a result of a segment of study

According to students’

- Readiness: The current knowledge, understanding, and skill level a student has related to a particular sequence of learning
- Interest-: What a student enjoys learning about, thinking about, and doing
- Learning Style-: A student’s preferred mode of learning. It is influenced by learning style, intelligence preference, gender and culture

The NJ Family & Consumer Science Framework contains an in depth overview for meeting the needs of diverse learners in Family & Consumer Science. Many of these content specific suggestions are classroom ready.

Gifted and Talented (content, process, product and learning environment)	Multilingual Learners	Students with Disabilities (appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)	Students at Risk of School Failure
<p><b>N.J.A.C. 6A:8-3.1 Curriculum and Instruction</b></p> <p>District boards of education shall develop appropriate curricular and instructional modifications used for gifted and talented students indicating content, process,</p>	<p>The purpose of adaptations is to reduce the complexity of the language, not the depth of the subject content. By lowering the language barrier and making the lessons as comprehensible as possible, the students’ ability to understand is increased. Two factors will influence the student’s ability: (1) the level of familiarity the student has with the content; and (2) the degree to which the content is given meaning through visuals such as pictures, charts, and</p>	<p>Participation in and benefit from Family &amp; Consumer Science: Students with disabilities demonstrate a broad range of learning, cognitive, communication, physical, sensory, and social/emotional differences that may necessitate adaptations to the general education program. Each pupil manifests his or her learning abilities, learning style, and learning</p>	<p>Districts are required to administer grade level benchmark and/or interim assessments in FACS. After each administration, districts should analyze the data to identify which students are at-risk in this content area.</p>

<p>products, and learning environment.</p> <p><b>Sample Differentiation Strategies and Techniques that apply to FACS</b></p> <p><b>Acceleration:</b></p> <p>Acceleration can be achieved through the following:</p> <ul style="list-style-type: none"> <li>● flexible pacing</li> <li>● content acceleration</li> <li>● early entrance to school</li> <li>● multi-age classes</li> <li>● compacting</li> <li>● college coursework/portfolio</li> </ul>	<p>diagrams. Nonlinguistic cues enable the student to comprehend the material and the teacher’s messages. The aim is to lower the language barrier by making the classroom communication simple, clear, and meaningful to the student. Students may sound “fluent” in a social setting but have difficulty with “academic” language. Students will go through stages of silence, then mimicking the language before using the language spontaneously.</p>	<p>preferences in a unique way. Consequently, the type of adaptations needed and the program in which the adaptations will be implemented are determined individually within the IEP or 504 planning processes.</p> <p>Some adaptations may structure students’ learning in an explicit and systematic way, including presenting and organizing instruction. An example of instructional adaptation may be placing greater emphasis on foundation skills.</p>	
	<p><b>Preparation for the Student</b></p> <ul style="list-style-type: none"> <li>● Work with an ESL/Bilingual teacher to identify key objectives, skills, and concepts prior to introducing a unit.</li> <li>● Have students retell in their own words before attempting the task.</li> <li>● Allow bilingual teachers to reiterate key concepts in simple English or student’s language.</li> </ul>	<p><b>Classroom Organization:</b> Students with disabilities may require specific adaptations in the classroom in order for them to participate.</p> <p>Participation is enhanced by classroom organization and an environment that will maximize the students’ attention, comfort, interaction, peer/adult communication, independence, and mobility. Some considerations</p>	<p><b>Classroom Organization:</b> Students at risk of failure may require specific adaptations in the classroom in order for them to participate.</p> <p>Participation is enhanced by classroom organization and an environment that will maximize the students’ attention, comfort, interaction, peer/adult communication,</p>

	<p><b>Preparing students for the lesson:</b></p> <ul style="list-style-type: none"> <li>● <i>Building Background Information</i> through brainstorming, semantic webbing, use of visual aids and other comprehension strategies.</li> <li>● <i>Simplifying Language for Presentation</i> by using speech that is appropriate to students' language proficiency level. Avoid jargon and idiomatic speech.</li> <li>● <i>Developing Content Area Vocabulary</i> through the use of word walls and labeling classroom objects. Students encounter new academic vocabulary in music.</li> <li>● <i>Concept Development</i>-Students will be learning about instruments, rhythm, and many new concepts.</li> <li>● <i>Giving Directions</i>-Stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the task. In addition, students should be provided with/or have access to directional words such as: circle, write, draw, cut, underline, etc.</li> </ul>	<p>are instructional grouping, individual support, environmental conditions, and adaptive equipment.</p> <p><b>Instructional Presentation:</b> The primary purpose of these adaptations is to provide special education students with teacher-initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process (Instructional Preparation); structure and organize information (Instructional Prompts); and foster understanding of new concepts and processes (Instructional Applications)</p> <p><b>Preparation</b></p> <ul style="list-style-type: none"> <li>· Preview materials to increase interest</li> <li>· Use organizing tools highlight key ideas</li> <li>· Use questioning techniques to elicit prior knowledge Prompts</li> <li>· Mnemonics</li> <li>· Repeat and clarify directions</li> <li>· Segment techniques and task analysis</li> </ul> <p><b>Application</b></p> <ul style="list-style-type: none"> <li>· Dramatization</li> <li>· Props/manipulatives</li> </ul>	<p>independence, and mobility. Some considerations are instructional grouping, individual support, environmental conditions, and adaptive equipment.</p> <p><b>Instructional Presentation:</b> The primary purpose of these adaptations is to provide special education students with teacher-initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process (Instructional Preparation); structure and organize information (Instructional Prompts); and foster understanding of new concepts and processes (Instructional Applications)</p> <p><b>Preparation</b></p> <ul style="list-style-type: none"> <li>· Preview materials to increase interest</li> <li>· Use organizing tools highlight key ideas</li> <li>· Use questioning</li> </ul>
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		<p>to relate to experience</p> <ul style="list-style-type: none"> <li>· Simulations</li> <li>· Games/puzzles to generalize information</li> </ul>	<p>techniques to elicit prior knowledge Prompts</p> <ul style="list-style-type: none"> <li>· Mnemonics</li> <li>· Repeat and clarify directions</li> <li>· Segment techniques and task analysis</li> </ul> <p><b>Application</b></p> <ul style="list-style-type: none"> <li>·Dramatization</li> <li>·Props/manipulatives to relate to experience</li> <li>· Simulations</li> <li>· Games/puzzles to generalize information</li> </ul>
	<p><b>Prepare Instruction</b></p> <ul style="list-style-type: none"> <li>● Eliminate peripheral information.</li> <li>● Translate abstract to concrete.</li> <li>● Build background information with brainstorming, semantic webbing, and maps/graphics, photos, illustrations, and videos.</li> <li>● Use KWL Charts</li> <li>● Slowly expand the amount of material being learned.</li> <li>● Maintain consistent classroom procedures/routines for prediction and comfort level.</li> <li>● Share routine expectations.</li> <li>● Assign buddies/peer tutors to</li> </ul>	<p><b>Instructional Monitoring:</b> Frequent monitoring of the performance and progress of students with disabilities is essential to ensure that students are, in fact, understanding and benefiting from learning activities. Monitoring provides teachers with a means of obtaining information about students and their ability to participate effectively in activities. Monitoring also provides a means for teachers to determine when and how to adjust instruction and provides supports to promote student development. Equally important is student self-monitoring, self-evaluation, and</p>	<p><b>Instructional Monitoring:</b> Frequent monitoring of the performance and progress of students with disabilities is essential to ensure that students are, in fact, understanding and benefiting from learning activities. Monitoring provides teachers with a means of obtaining information about students and their ability to participate effectively in activities. Monitoring also provides a means for teachers to determine when and how to adjust instruction and provides supports to promote</p>

	<p>assist with acclamation to the school environment.</p> <ul style="list-style-type: none"> <li>● Use multiple strategies and varied instructional tools to increase the opportunities for students to develop meaningful connections between content and the language used in instruction.</li> <li>● Provide students with opportunities to express new knowledge and learning using written, verbal, and nonverbal communication.</li> </ul>	<p>self-management to promote student self-reflection and self-direction regarding task demands, goal attainment, and performance accuracy.</p> <ul style="list-style-type: none"> <li>· Goal Setting</li> <li>· Anecdotal records</li> <li>· Portfolios</li> <li>· Videos</li> <li>· Audio Tapes</li> <li>· Student Contracts</li> </ul>	<p>student development. Equally important is student self-monitoring, self-evaluation, and self-management to promote student self-reflection and self-direction regarding task demands, goal attainment, and performance accuracy.</p> <ul style="list-style-type: none"> <li>· Goal Setting</li> <li>· Anecdotal records</li> <li>· Portfolios</li> <li>· Videos</li> <li>· Audio Tapes</li> <li>· Student Contracts</li> </ul>
	<p><b>Instructional Supports:</b> Hands-on materials</p> <ul style="list-style-type: none"> <li>● bilingual dictionaries</li> <li>● visual aids</li> <li>● teacher made adaptations, outlines, study guides</li> <li>● varied leveled texts of the same content</li> </ul> <p><b>Teaching Strategies</b></p> <ul style="list-style-type: none"> <li>● Simplify vocabulary/sentence structure.</li> <li>● Provide concrete examples with hands--on activities.</li> <li>● Elaborate understanding using “think aloud” demonstrations</li> </ul>	<p><b>Student Motivation:</b> Expanding student motivation to learn content in music can occur through: activity choice, appeal to diverse learning styles, choice to work with others or alone, hands-on activities, and multimodal activities.</p> <p><b>Student Response:</b> Students with disabilities may require specific adaptations in order to demonstrate acquisition, recall, understanding, and application of visual and performing arts content and related processes in a variety of situations and materials while they are developing</p>	<p><b>Student Motivation:</b> Expanding student motivation to learn content in music can occur through: activity choice, appeal to diverse learning styles, choice to work with others or alone, hands-on activities, and multimodal activities.</p> <p><b>Student Response:</b> Students with disabilities may require specific adaptations in order to demonstrate acquisition, recall, understanding, and application of visual and performing arts content and</p>

	<ul style="list-style-type: none"> <li>● Build associations/connections between the new and known.</li> <li>● Use a variety when presenting materials.</li> <li>● Summarize with visual and auditory materials.</li> </ul> <p><b>Enhance Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Start a picture dictionary or file.</li> <li>● Pre Teach appropriate vocabulary. <ul style="list-style-type: none"> <li>● Label objects in room.</li> </ul> </li> </ul> <p><b>Sample Resources: Can Do Descriptors -</b>  <a href="https://www.wida.us/standards/CAN_DOs/">https://www.wida.us/standards/CAN_DOs/</a></p> <p><b>Colorin Colorado -</b>  <a href="http://www.colorincolorado.org/educators/">http://www.colorincolorado.org/educators/</a></p> <p><b>WIDA -</b> <a href="https://www.wida.us/">https://www.wida.us/</a></p>	<p>proficiencies in these areas. The primary purpose of student performance responses is to provide students with disabilities a means of demonstrating progress toward the lesson objectives related to the Career Readiness, Life Literacies, and Key Skills Curriculum Framework activities.</p> <p><b>Response Procedures</b></p> <ul style="list-style-type: none"> <li>· Extended time</li> <li>· Provide practice exercises</li> <li>· Interpret/Interpreter</li> <li>· Peer-teach</li> <li>· Provide choices to students</li> </ul> <p><b>Sample Resources: EduTopia</b></p>	<p>related processes in a variety of situations and materials while they are developing proficiencies in these areas. The primary purpose of student performance responses is to provide students with disabilities a means of demonstrating progress toward the lesson objectives related to the Career Readiness, Life Literacies, and Key Skills Curriculum Framework activities.</p> <p><b>Response Procedures</b></p> <ul style="list-style-type: none"> <li>· Extended time</li> <li>· Provide practice exercises</li> <li>· Interpret/Interpreter</li> <li>· Use preferred response mode (written, dictated, or oral) Response Formats</li> <li>· Peer-teach</li> <li>· Provide choices to students</li> </ul>
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**Pacing Guide**

Early Childhood and Family Education II	
Classroom Responsibilities and Room Setup	2 weeks

Communication	1 week and ongoing throughout the year
The Curriculum: Alphabet	4 weeks
The Curriculum: Music and Movement	4 weeks
Child Psychology: Multiple Intelligences	4 weeks
The Curriculum: Literature and Storytelling	4 weeks
Newborn Childcare	1-2 weeks
Field Trip Planning	4 weeks
Graduation Prep	4 weeks
End of Year Duties	4 weeks
Teacher responsibilities with Preschool Children	ongoing from the end of September to the end of May

## CURRICULUM: EARLY CHILDHOOD AND FAMILY EDUCATION II

OBJECTIVES	SUGGESTED ACTIVITIES	MATERIALS	EVALUATION	New Jersey Student Learning Standards (NJSLS):
<p><b>The Roles and Responsibilities of a Teacher</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Take on the responsibilities of a Preschool teacher</li> <li>Organize and set up a Preschool classroom</li> </ul>	<ul style="list-style-type: none"> <li>Unpack the classroom</li> <li>Organize the classroom</li> <li>Set up the Classroom</li> <li>Arrange the student tables and organize</li> </ul>	<ul style="list-style-type: none"> <li>Textbook: <i>Working With Young Children</i></li> <li>Laptops</li> <li>Internet Research</li> </ul>	<ul style="list-style-type: none"> <li>Tests/quizzes</li> <li>Worksheets</li> <li>Participation in group activities</li> <li>Class participation</li> <li>Evaluation of Photo Journal</li> </ul>	<p><a href="#">Standard 9.2</a>  <a href="#">Standard 9.3</a>  <a href="#">APA Lifespan Development</a>  <a href="#">Standard 5</a>  <a href="#">APA Learning</a>  <a href="#">Standard 3</a></p>

<ul style="list-style-type: none"> <li>● <b>Plan and prepare for the arrival of the preschool students</b></li> <li>● <b>Identify their educational philosophy</b></li> <li>● <b>Plan for and execute a field trip</b></li> <li>● <b>Plan, organize, and host a graduation ceremony</b></li> <li>● <b>Identify the 5 areas of development</b></li> <li>● <b>Establish communication with the preschool parents.</b></li> </ul>	<p>the preschoolers into groups</p> <ul style="list-style-type: none"> <li>● Set up Excel for record keeping and file preschool students' paperwork <ul style="list-style-type: none"> <li>-Emergency contact form</li> <li>-Immunization Record</li> <li>-Flu Record</li> <li>-Payment</li> </ul> </li> <li>● Unpack and inventory new supplies</li> <li>● Communication with parents - letters</li> <li>● Create and decorate bulletin boards</li> <li>● Create labels for cubbies and desks</li> <li>● Educational Philosophy Quotes</li> <li>● Create a graduation program, silhouettes, special awards, props, songs, flag holders, decorate the room, etc.</li> <li>● Photo Journal for Final Observation Report</li> </ul>	<ul style="list-style-type: none"> <li>● Child Development Video</li> <li>● Activity Sheets</li> <li>● school bus</li> <li>● location for field trip</li> <li>● Final Observation Report</li> <li>● Photo Journal</li> <li>● Project Sheet</li> </ul>	<ul style="list-style-type: none"> <li>● Ongoing Picture Progress Checks</li> </ul>	<p><a href="#">APA Language Development Standard 2</a></p> <p><a href="#">APA Language Development Standard 3</a></p>
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## **CURRICULUM: EARLY CHILDHOOD AND FAMILY EDUCATION II**

<b>OBJECTIVES</b>	<b>SUGGESTED ACTIVITIES</b>	<b>MATERIALS</b>	<b>EVALUATION</b>	<b>New Jersey Student Learning Standards (NJSLS):</b>
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<p><b>The Roles and Responsibilities of the High School Student in the Preschool Lab</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● <b>Welcome/ greet the preschool children upon arrival to school</b></li> <li>● <b>Assist the children with storing their personal belongings</b></li> <li>● <b>Assist the children with settling in to their seats</b></li> <li>● <b>Perform a leadership role while facilitating the morning routine</b> <ul style="list-style-type: none"> <li>○ Attendance</li> <li>○ The Pledge of Allegiance</li> <li>○ Morning Songs</li> <li>○ Calendar</li> <li>○ Weather</li> </ul> </li> <li>● <b>Introduce and facilitate preschool curriculum educational lesson in small and large group settings</b></li> <li>● <b>Assist and facilitate snack time routine</b></li> <li>● <b>Set up, supervise, and clean up play time activities</b></li> <li>● <b>Assist with packing up the children's belongings</b></li> <li>● <b>Dismiss the children and assist with handing</b></li> </ul>	<ul style="list-style-type: none"> <li>● Teacher demo: A Day in the Preschool</li> <li>● High school classroom-teacher lead instruction for first two weeks of preschool</li> <li>● Sign up/ Selection of preschool topics and curriculum activities</li> <li>● Morning routine</li> <li>● Preschool lessons and activities</li> <li>● Snack time set-up, clean up, and distribution</li> <li>● Freeplay stations rotation</li> <li>● Pack up/ dismissal</li> </ul>	<ul style="list-style-type: none"> <li>● Preschool children</li> <li>● Attendance book</li> <li>● Flag</li> <li>● Songs</li> <li>● Calendar</li> <li>● Weather Chart</li> <li>● Lesson plans and prepared materials</li> <li>● Toys/ Equipment</li> <li>● Snack and paper goods</li> </ul>	<ul style="list-style-type: none"> <li>● Participation/ role with facilitating morning routine</li> <li>● Lesson Plans</li> <li>● Teacher Evaluation Forms</li> <li>● Preparedness and implementation of preschool lessons</li> <li>● Proper set up and supervision of play time</li> <li>● Proper set up and distribution of snack</li> <li>● Teacher's evaluation of student performance</li> </ul>	<p><a href="#"><u>Standard 9.2</u></a> <a href="#"><u>Standard 9.3</u></a></p>
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**children off to their  
parents/ guardians**





## CURRICULUM: EARLY CHILDHOOD AND FAMILY EDUCATION II

OBJECTIVES	SUGGESTED ACTIVITIES	MATERIALS	EVALUATION	New Jersey Student Learning Standards (NJSLS):
<p><b>The Curriculum</b></p> <p><b>The Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Describe factors to consider in curriculum planning.</li> <li>● Understand the use of themes as a basis for planning curriculum.</li> <li>● Understand what a block plan is.</li> <li>● Understand how knowledge is acquired by preschool children in teacher-directed and child-initiated curriculum.</li> <li>● Explain why it is important to adapt to meet the individual needs of preschoolers.</li> <li>● Understand the importance of differentiated curriculum.</li> <li>● Explain the importance of assessment in curriculum planning.</li> </ul>	<ul style="list-style-type: none"> <li>● Textbook reading on chapter: <i>The Curriculum</i></li> <li>● Teacher /student discussion about program goals and curriculum.</li> <li>● Evaluation of the PV &amp; PH preschool program goals and curriculum.</li> <li>● Activity Sheets</li> <li>● Development of lesson plans and samples</li> </ul>	<ul style="list-style-type: none"> <li>● Text: <i>Working With Young Children</i></li> <li>● Sample Lesson Plans</li> <li>● Sample Teacher Evaluation Forms</li> <li>● Fact Sheet</li> <li>● Laptops</li> </ul>	<ul style="list-style-type: none"> <li>● Class Participation</li> <li>● Student Teacher Evaluation of Lessons</li> <li>● Self Assessments</li> <li>● Alphabet Lesson Plans</li> </ul>	<p><a href="#">Standard 9.2</a> <a href="#">Standard 9.3</a></p>

## CURRICULUM: EARLY CHILDHOOD AND FAMILY EDUCATION II

OBJECTIVES	SUGGESTED ACTIVITIES	MATERIALS	EVALUATION	New Jersey Student Learning Standards (NJSLS):
<p><b>The Addition of a Newborn Child to the Family</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● <b>Gain hands-on experience working with a “live” baby doll</b></li> <li>● <b>Understand the roles and responsibilities associated with caring for a newborn baby</b></li> <li>● <b>Prepare materials associated with the birth of a new baby</b></li> </ul>	<ul style="list-style-type: none"> <li>● Realityworks Infant Simulator Project</li> <li>● Daily Activity Log Sheet</li> <li>● Birth Certificate</li> <li>● Birth Announcement</li> <li>● Family Tree</li> <li>● Family Photo Album</li> </ul>	<ul style="list-style-type: none"> <li>● Reality Works Infant Simulator and accessories</li> <li>● Handouts</li> <li>● Laptops</li> <li>● Internet</li> </ul>	<ul style="list-style-type: none"> <li>● Evaluation of completed Realityworks Project</li> <li>● Class Participation</li> </ul>	<p><a href="#">Standard 9.2</a>  <a href="#">Standard 9.3</a>  <a href="#">Standard 2.1</a></p>

## CURRICULUM: EARLY CHILDHOOD AND FAMILY EDUCATION II

OBJECTIVES	SUGGESTED ACTIVITIES	MATERIALS	EVALUATION	New Jersey Student Learning Standards (NJSL):
<p><b>Child Psychology: Intelligence and Creativity; Multiple Intelligences</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>● Gain knowledge related a variety of cognitive child development theories</li> <li>● Gain in-depth knowledge of Howard Gardner’s theory of Multiple Intelligences and its effects on teaching and learning</li> <li>● Identify the strengths of their preschool student and relate them to Howard Gardner’s theory of Multiple Intelligences</li> </ul>	<ul style="list-style-type: none"> <li>● Google Slides presentation and completion of corresponding handout</li> <li>● Handout of Multiple Intelligences</li> <li>● Student self-test on multiple intelligences</li> <li>● Multiple Intelligences Project</li> </ul>	<p>Laptop Internet Self test on multiple intelligences Handouts/ worksheets Project Sheet</p>	<ul style="list-style-type: none"> <li>● Tests/quizzes</li> <li>● Worksheets</li> <li>● Student participation in all class activities and discussions</li> <li>● Completion of survey</li> <li>● Multiple Intelligences Project Rubric</li> </ul>	<p><a href="#">Standard 9.2</a>  <a href="#">Standard 9.3</a>  <a href="#">APA Lifespan Development Standard 1</a>  <a href="#">APA Lifespan Development Standard 2</a>  <a href="#">APA Lifespan Development Standard 5</a>  <a href="#">APA Learning Standard 3</a>  <a href="#">APA Language Development Standard 2</a>  <a href="#">APA Language Development Standard 3</a></p>

## CURRICULUM: EARLY CHILDHOOD AND FAMILY EDUCATION II

OBJECTIVES	SUGGESTED ACTIVITIES	MATERIALS	EVALUATION	New Jersey Student Learning Standards (NJSLS):
<p><b>Teaching Alphabet Experiences</b></p> <p>The Students will be able to:</p> <ul style="list-style-type: none"> <li>● Explain the importance of language development.</li> <li>● Outline the teacher’s role in teaching alphabet lessons.</li> <li>● Understand the three components of alphabet lessons: sight, sound, and printing.</li> <li>● Plan, prepare, and execute three alphabet lessons.</li> </ul>	<ul style="list-style-type: none"> <li>● Textbook reading: <i>The Curriculum</i></li> <li>● Teacher/Student Demonstration/ Role Play of sample lesson idea and instruction</li> <li>● Select and sign up for letter of the alphabet</li> <li>● Google/ Pinterest Lesson Plan Research</li> <li>● Review Sample Lesson Plans</li> <li>● Plan a developmentally appropriate lesson for alphabet sight, sound, and printing.</li> <li>● Teach the lessons to the preschoolers.</li> </ul>	<ul style="list-style-type: none"> <li>● Text: <i>The Curriculum</i></li> <li>● Project Assignment Sheet</li> <li>● Sample Lesson Plans and materials</li> <li>● Internet</li> <li>● Laptops</li> <li>● Pinterest</li> <li>● Classroom supplies and materials</li> </ul>	<ul style="list-style-type: none"> <li>● Participation in Class Activities</li> <li>● Activity Sheets</li> <li>● Completed Lesson Plan Form</li> <li>● Student Teacher Evaluations of Alphabet Lesson</li> <li>● Teacher Evaluation of Student Teacher Lessons.</li> </ul>	<p><a href="#">Standard 9.2</a>  <a href="#">Standard 9.3</a>  <a href="#">Standard 9.4</a>  <a href="#">APA Lifespan Development Standard 2</a>  <a href="#">APA Lifespan Development Standard 5</a>  <a href="#">APA Learning Standard 3</a>  <a href="#">APA Language Development Standard 2</a>  <a href="#">APA Language Development Standard 3</a></p>

	<ul style="list-style-type: none"><li>• Evaluate lessons after teaching them to the preschoolers</li></ul>			
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## CURRICULUM: EARLY CHILDHOOD AND FAMILY EDUCATION II

OBJECTIVES	SUGGESTED ACTIVITIES	MATERIALS	EVALUATION	New Jersey Student Learning Standards (NJSLS):
<p><b>Guiding Music and Movement Experiences</b></p> <p><b>The Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Explain the benefits of music experiences.</li> <li>● Outline the teacher’s role in music experiences.</li> <li>● Discuss the use and purpose of rhythm instruments in a preschool program.</li> <li>● Name a variety of rhythm instruments.</li> <li>● Plan a variety of music activities.</li> <li>● Explain and teach various movement activities.</li> <li>● Discuss movement activities that promote children’s development.</li> </ul>	<ul style="list-style-type: none"> <li>● Textbook reading: <i>Guiding Music and Movement Experiences</i></li> <li>● Activity Sheets</li> <li>● Video</li> <li>● Internet Research for lesson ideas and activities</li> <li>● Plan a developmentally appropriate lesson for a music or movement activity.</li> <li>● Teach the lesson to the preschoolers.</li> </ul>	<ul style="list-style-type: none"> <li>● Text: <i>Working With Young Children</i></li> <li>● Video on Art and Music for Young Children</li> <li>● Activity Sheets</li> <li>● Sample Work</li> <li>● Internet</li> <li>● Laptops</li> <li>● Pinterest</li> <li>● Books that include music</li> <li>● Classroom supplies and materials</li> </ul>	<ul style="list-style-type: none"> <li>● Worksheets</li> <li>● Participation in Class</li> <li>● Tests/quizzes</li> <li>● Activity Sheets</li> <li>● Completed Lesson Plan Form</li> <li>● Student Teacher Evaluations of Music Experience Lesson</li> <li>● Teacher Evaluation of Student Teacher Lessons.</li> </ul>	<p><a href="#">Standard 9.2</a>  <a href="#">Standard 9.3</a>  <a href="#">Standard 9.4</a>  <a href="#">Standard 2.2</a>  <a href="#">APA Lifespan Development Standard 1</a>  <a href="#">APA Lifespan Development Standard 5</a>  <a href="#">APA Learning Standard 3</a></p>

## CURRICULUM: EARLY CHILDHOOD AND FAMILY EDUCATION II

OBJECTIVES	SUGGESTED ACTIVITIES	MATERIALS	EVALUATION	New Jersey Student Learning Standards (NJSLS):
<p><b>Children’s Literature and Storytelling</b></p> <p>The Students will be able to:</p> <ul style="list-style-type: none"> <li>● Understand the importance and value of books for children in relation to language development.</li> <li>● Describe the advantages of storytelling.</li> <li>● Evaluate children’s books for age appropriateness, stereotyping and bias.</li> <li>● Understand the importance of multicultural stories.</li> <li>● Develop the skill for reading out loud to children.</li> <li>● Understand the story preferences different age children have.</li> <li>● Develop the ability to create lesson extensions and introductions for stories.</li> <li>● Become familiar with methods of storytelling besides reading out loud.</li> </ul>	<ul style="list-style-type: none"> <li>● Textbook reading: <i>Guiding Storytelling Experiences</i></li> <li>● Activity Sheets</li> <li>● Video</li> <li>● Plan a developmentally appropriate lesson.</li> <li>● Teach the lesson to the preschoolers.</li> <li>● Storybook Evaluations</li> </ul>	<ul style="list-style-type: none"> <li>● Text: <i>Working With Young Children</i></li> <li>● Activity Sheets</li> <li>● Video on Children Learning Language</li> <li>● Sample Lessons and Activities</li> <li>● Internet</li> <li>● Laptops</li> <li>● Classroom supplies and materials</li> </ul>	<ul style="list-style-type: none"> <li>● Worksheets</li> <li>● Tests/quizzes</li> <li>● Participation in Class</li> <li>● Tests/quizzes</li> <li>● Activity Sheets</li> <li>● Completed Lesson Plan Form</li> <li>● Student Teacher Evaluations of Children’s Literature Lesson</li> <li>● Teacher Evaluation of Student Teacher Lessons.</li> </ul>	<p><a href="#">Standard 9.2</a>  <a href="#">Standard 9.3</a>  <a href="#">Standard 9.4</a>  <a href="#">APA Language Development Standard 2</a>  <a href="#">APA Language Development Standard 3</a></p>

## CURRICULUM: EARLY CHILDHOOD AND FAMILY EDUCATION II



OBJECTIVES	SUGGESTED ACTIVITIES	MATERIALS	EVALUATION	New Jersey Student Learning Standards (NJSLS):
<p><b>Child Psychology: The Development of the Preschool Child</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Document the growth and development of their preschool child from October through May</li> <li>• Prepare a visual representation of the 5 Areas of Development</li> <li>• Identify and define the 5 areas of development</li> <li>• Identify the strengths and weaknesses of the preschool child</li> <li>• Provide suggested activities for enhancing or continuing development</li> </ul>	<ul style="list-style-type: none"> <li>• View Sample Photo Journals</li> <li>• Explore a variety of digital platforms</li> <li>• Photo Journal for Final Observation Report</li> </ul>	<ul style="list-style-type: none"> <li>• Final Observation Report Project Photo Journal Project Sheet</li> <li>• Rubric</li> <li>• Sample Projects</li> <li>• Laptops</li> <li>• Internet Research</li> </ul>	<ul style="list-style-type: none"> <li>• Tests/quizzes</li> <li>• Worksheets</li> <li>• Participation in group activities</li> <li>• Class participation</li> <li>• Evaluation of Photo Journal</li> <li>• Ongoing Picture Progress Checks</li> </ul>	<p><a href="#">Standard 9.2</a>  <a href="#">Standard 9.3</a>  <a href="#">Standard 9.4</a>  <a href="#">APA Lifespan Development Standard 1</a>  <a href="#">APA Lifespan Development Standard 2</a>  <a href="#">APA Lifespan Development Standard 5</a>  <a href="#">APA Learning Standard 3</a>  <a href="#">APA Language Development Standard 2</a>  <a href="#">APA Language Development Standard 3</a></p>

**Differentiation, Accommodations & Modifications:**

Gifted and Talented	Multilingual Learners	Students with Disabilities	Students at Risk of School Failure
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<p><b>Extension Activities</b></p> <p>Thematic topics for discussion and research: families &amp; communities, science and technology, beauty and aesthetics, contemporary life, global challenges, personal and public identities.</p> <p>Use of technological devices to gain access to online resources in order to research and explore current events and cultural practices.</p> <p>Use advanced supplementary / reading materials</p> <p>Use of authentic resources to promote a deeper understanding of culture.</p> <p>Provide opportunities for open-ended, self-directed activities</p> <p>Communication outside the language classroom for travel, study, work, and/or interviews with community members.</p> <p>Provide opportunities to develop depth and breadth of knowledge in the subject area (examples: create drawings/illustrations, use of music, create poems/songs, write opinion</p>	<p><b>Modifications for Classroom</b></p> <p>Multi-sensory approach</p> <p>Pair Visual Prompts with verbal presentation</p> <p>Provide repetition and practice</p> <p>Restate Directions (verbal or written)</p> <p>Model skills / techniques to be mastered</p> <p>Provide summary of text or study guides</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Use graphic organizers</p> <p>Highlight key vocabulary</p> <p>Extended time for assignment completion as needed</p> <p>Assess comprehension through demonstration such as gestures, drawing and retelling.</p> <p>Modified tests (orally)</p> <p>Use anecdotal records or portfolio work as a form of assessment</p>	<p><b><i>*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team</i></b></p> <p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Students may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p>	<p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Students may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Students may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p>
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<p>letters, create videos/stories/comic strips, etc.)</p> <p>Conduct research and provide presentations on a variety of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Debate topics of interest / cultural importance.</p> <p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Anchor Activities</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p>	<p><b>Modifications for Homework/Assignments</b></p> <p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary</p> <p>Use graphic organizers</p>	<p>Students may request books on CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p><b>Modifications for Homework and Assignments</b></p> <p>Extended time to complete assignments.</p> <p>Students require more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p>	<p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p><b>Modifications for Homework and Assignments</b></p> <p>Extended time to complete assignments.</p> <p>Students require more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format,</p>
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		<p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p><b>Modifications for Assessments</b> Extended time on classroom tests and quizzes.</p> <p>Students may take/complete tests in an alternate setting as needed. Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>	<p>topic).</p> <p><b>Modifications for Assessments</b> Extended time on classroom tests and quizzes.</p> <p>Students may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>
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