

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 III

Born On: August, 2015
Previous Revision: August, 2020
Current Revision: August, 2023
Board Approval: 8/28/23

COURSE DESCRIPTION: **EARLY CHILDHOOD AND FAMILY EDUCATION III**

Early Childhood and Family Education III is designed for the student who plans to work and study in the field of early childhood education, social work, or psychology. Students will further their understanding of developing age appropriate lessons and teaching these lessons to preschool aged children. Topics include curriculum areas in early education, the various types of childcare centers, communication with parents, nutrition, math and science for young children. Students will take a leadership role in the Preschool along with their role in the planning, organizing and operation of the day-to-day program. Students will assist with special activities during the year including field trips, Open House, and graduation. This course involves independent work, 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

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>N.J.A.C. 6A:8-3.1 Curriculum and Instruction</p> <p>District boards of education shall develop appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment.</p> <p><i>Sample Differentiation Strategies and Techniques that apply to FACS</i></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 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</p>	<p>Participation in and benefit from Family & 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 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</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>Acceleration:</p> <p>Acceleration can be achieved through the following:</p> <ul style="list-style-type: none"> ● flexible pacing ● content acceleration ● early entrance to school ● multi-age classes ● compacting ● college coursework/portfolio 	<p>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>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>Preparation for the Student</p> <ul style="list-style-type: none"> ● Work with an ESL/Bilingual teacher to identify key objectives, skills, and concepts prior to introducing a unit. ● Have students retell in their own words before attempting the task. ● Allow bilingual teachers to reiterate key concepts in simple English or student’s language. <p>Preparing students for the lesson:</p> <ul style="list-style-type: none"> ● <i>Building Background Information</i> through brainstorming, semantic webbing, use of visual aids and other comprehension strategies. 	<p>Classroom Organization: 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 are instructional grouping, individual support, environmental conditions, and adaptive equipment.</p> <p>Instructional Presentation: The</p>	<p>Classroom Organization: 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, independence, and mobility. Some considerations are instructional grouping, individual support, environmental conditions, and adaptive equipment.</p>

	<ul style="list-style-type: none"> ● <i>Simplifying Language for Presentation</i> by using speech that is appropriate to students' language proficiency level. Avoid jargon and idiomatic speech. ● <i>Developing Content Area Vocabulary</i> through the use of word walls and labeling classroom objects. Students encounter new academic vocabulary in music. ● <i>Concept Development</i>-Students will be learning about instruments, rhythm, and many new concepts. ● <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. 	<p>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>Preparation</p> <ul style="list-style-type: none"> · Preview materials to increase interest · Use organizing tools highlight key ideas · Use questioning techniques to elicit prior knowledge Prompts · Mnemonics · Repeat and clarify directions · Segment techniques and task analysis <p>Application</p> <ul style="list-style-type: none"> · Dramatization · Props/manipulatives to relate to experience · Simulations · Games/puzzles to generalize information 	<p>Instructional Presentation: 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>Preparation</p> <ul style="list-style-type: none"> · Preview materials to increase interest · Use organizing tools highlight key ideas · Use questioning techniques to elicit prior knowledge Prompts · Mnemonics · Repeat and clarify directions · Segment techniques
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			<p>and task analysis</p> <p>Application</p> <ul style="list-style-type: none"> ·Dramatization ·Props/manipulatives to relate to experience · Simulations · Games/puzzles to generalize information
	<p>Prepare Instruction</p> <ul style="list-style-type: none"> ● Eliminate peripheral information. ● Translate abstract to concrete. ● Build background information with brainstorming, semantic webbing, and maps/graphics, photos, illustrations, and videos. ● Use KWL Charts ● Slowly expand the amount of material being learned. ● Maintain consistent classroom procedures/routines for prediction and comfort level. ● Share routine expectations. ● Assign buddies/peer tutors to assist with acclimation to the school environment. ● Use multiple strategies and varied instructional tools to increase the opportunities for students to develop meaningful 	<p>Instructional Monitoring: 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 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"> · Goal Setting 	<p>Instructional Monitoring: 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 self-management to promote student self-</p>

	<p>connections between content and the language used in instruction.</p> <ul style="list-style-type: none"> ● Provide students with opportunities to express new knowledge and learning using written, verbal, and nonverbal communication. 	<ul style="list-style-type: none"> · Anecdotal records · Portfolios · Videos · Audio Tapes · Student Contracts 	<p>reflection and self-direction regarding task demands, goal attainment, and performance accuracy.</p> <ul style="list-style-type: none"> · Goal Setting · Anecdotal records · Portfolios · Videos · Audio Tapes · Student Contracts
	<p>Instructional Supports: Hands-on materials</p> <ul style="list-style-type: none"> ● bilingual dictionaries ● visual aids ● teacher made adaptations, outlines, study guides ● varied leveled texts of the same content <p>Teaching Strategies</p> <ul style="list-style-type: none"> ● Simplify vocabulary/sentence structure. ● Provide concrete examples with hands--on activities. ● Elaborate understanding using “think aloud” demonstrations ● Build associations/connections between the new and known. ● Use a variety when presenting materials. ● Summarize with visual and auditory materials. 	<p>Student Motivation: 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>Student Response: 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 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</p>	<p>Student Motivation: 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>Student Response: 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 proficiencies in these areas. The primary purpose of student</p>

	<p>Enhance Vocabulary</p> <ul style="list-style-type: none"> • Start a picture dictionary or file. • Pre Teach appropriate vocabulary. <ul style="list-style-type: none"> • Label objects in room. <p>Sample Resources: Can Do Descriptors - https://www.wida.us/standards/CAN_DOs/</p> <p>Colorin Colorado - http://www.colorincolorado.org/educators/</p> <p>WIDA - https://www.wida.us/</p>	<p>related to the Career Readiness, Life Literacies, and Key Skills Curriculum Framework activities.</p> <p>Response Procedures</p> <ul style="list-style-type: none"> • Extended time • Provide practice exercises • Interpret/Interpreter • Peer-teach • Provide choices to students <p>Sample Resources: EduTopia</p>	<p>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>Response Procedures</p> <ul style="list-style-type: none"> • Extended time • Provide practice exercises • Interpret/Interpreter • Use preferred response mode (written, dictated, or oral) Response Formats • Peer-teach • Provide choices to students
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Pacing Guide

<p align="center">Early Childhood and Family Education III</p>	
<p>Classroom Responsibilities and Room Setup</p>	<p>2 weeks and ongoing throughout the year</p>
<p>Communication</p>	<p>1 week and ongoing throughout the year</p>
<p>Early Childhood Programs and Policies</p>	<p>4 weeks</p>
<p>The Curriculum: Art Experiences</p>	<p>4 weeks</p>

The Curriculum: Food & Nutrition	4 weeks
The Curriculum: Science or Math	4 weeks
The Curriculum: Alphabet	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 III

OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS	EVALUATION	New Jersey Student Learning Standards (NJSLS):
<p>Early Childhood Programs and Policies</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe how attitudes toward childhood have changed over time. • Describe the history and development of preschools and identify current trends in early childhood education. • Identify the kinds of early childhood education programs available for children prior to kindergarten. 	<ul style="list-style-type: none"> • Teacher lecture and discussions about early childhood programs historically and current trends. • Chapter reading in <i>Approaches to Preschool Curriculum</i>. • Activity Sheets 	<ul style="list-style-type: none"> • Textbook: <i>Approaches to Preschool Curriculum</i> • Video: <i>Who's Watching Your Children: Childcare Decisions</i> • Activity Sheets • Handouts • Laptops • Internet 	<ul style="list-style-type: none"> • Test/quizzes • Activity Sheets • Class Participation • Cooperative Learning Activity • Project Guidelines/ Rubric 	<p>Standard 9.2 Standard 9.3</p>

<ul style="list-style-type: none">● Explain how preschools and childcare centers can enhance the learning and development of children.	<ul style="list-style-type: none">● Early Childhood Education Programs Project/ Presentation			
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CURRICULUM: Early Childhood and Family Education III

OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS	EVALUATION	New Jersey Student Learning Standards (NJSLS):
<p>Preschool Teacher Leadership Roles and Responsibilities</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Assist the classroom teacher with administrative duties. ● Gain experience related to the tasks a classroom teacher performs. ● Create spreadsheet for preschool students' documentation. ● Assist with planning and preparing lessons. ● Assist and guide students in Early Childhood and Family Education I & II with the design and implementation of their lessons (if sections are combined). 	<ul style="list-style-type: none"> ● Assist with distribution of materials ● Print and photocopy paperwork ● Create google spreadsheets ● Peer mentor level II and III students and assist with planning lessons (if sections are combined) 	<ul style="list-style-type: none"> ● Laptops ● Internet ● Photocopier ● Printer ● Classroom supplies and materials 	<ul style="list-style-type: none"> ● Class Participation ● Assistance with classroom teacher ● Cooperative Group Activities 	<p>Standard 9.2 Standard 9.3</p>

CURRICULUM: Early Childhood and Family Education III

OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS	EVALUATION	New Jersey Student Learning Standards (NJSLS):
<p>Child Psychology: Curriculum Approaches and Developmental Tasks</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Discuss the leading theories of Child Development • Explain how Preschool Programs developed from theories of child development. • Discuss and evaluate how curriculum activities relate to the ages and stages of preschool children. 	<ul style="list-style-type: none"> • Textbook readings • Class Discussions • Research projects on theories • Activity Sheets on Situations for Teacher-Directed and Student-Initiated and Project-Based Curricula • Internet Research on Curricula for Early Education 	<ul style="list-style-type: none"> • Text: <i>Approaches to Preschool Curriculum</i> • Handouts • Internet • Laptops 	<ul style="list-style-type: none"> • Tests/quizzes • Class Participation • Individual and Cooperative research project • Presentations 	<p>Standard 9.2 Standard 9.3 APA Lifespan Development Standard 1 APA Lifespan Development Standard 2 APA Lifespan Development Standard 5 APA Learning Standard 3 APA Language Development Standard 2 APA Language Development Standard 3</p>

CURRICULUM: Early Childhood and Family Education III

OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS	EVALUATION	New Jersey Student Learning Standards (NJSLS):
<p>The Role of Curriculum</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Describe how the preschool curriculum can contribute to the development of children’s positive self-concept and attitudes towards others. ● Identify 5 skill categories that the preschool curriculum is designed to develop. ● Explain why it is important to adapt the curriculum to the individual needs of preschoolers. ● Discuss how the teachers’ attitudes can affect the outcome of curriculum activities. 	<ul style="list-style-type: none"> ● Textbook reading and activity sheets ● Lesson Plans for Social Activity 	<ul style="list-style-type: none"> ● Text: Approaches to Preschool Curriculum ● Internet ● Laptops ● Handouts and Fact Sheets ● Handout on Developmental Tasks Overview 	<ul style="list-style-type: none"> ● Test/quizzes ● Research projects ● Lesson Plan Evaluations ● Class Participation ● Activity Sheets ● Group Projects 	<p>Standard 9.2 Standard 9.3 APA Lifespan Development Standard 1 APA Lifespan Development Standard 5 APA Learning Standard 3 APA Language Development Standard 2 APA Language Development Standard 3</p>

CURRICULUM: Early Childhood and Family Education III

OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS	EVALUATION	New Jersey Student Learning Standards (NJSLS):
<p>Parent Communication and Involvement</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Understand the importance of communicating with parents. ● Describe the types of written communications including newsletters, email, brochures and formal correspondence. ● Apply writing skills in order to create a parent newsletter. 	<ul style="list-style-type: none"> ● Textbook reading: <i>Working With Young Children</i> ● Monthly newsletter ● Letter to future Kindergarten teacher 	<ul style="list-style-type: none"> ● Text: <i>Working With Young Children</i> ● Sample Letters ● Handouts: Fact Sheets about Preschool ● Preschool Overview Document ● Activity Sheets ● Laptops 	<ul style="list-style-type: none"> ● Tests/quizzes ● Monthly newsletters 	<p>Standard 9.2 Standard 9.3</p>

CURRICULUM: Early Childhood and Family Education III

OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS	EVALUATION	New Jersey Student Learning Standards (NJSLS):
<p>Guiding Science Experiences</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Explain what is meant by science ● Discuss reasons for studying science ● Outline the procedure for planning science activities. ● List a variety of science supplies and sources for these supplies ● Explain the role of the teacher in guiding science experiences. ● Identify methods for developing children’s understanding of their senses. ● Name and explain various ways to teach science concepts. 	<ul style="list-style-type: none"> ● Teacher directed discussion about the science curriculum. ● Textbook reading in <i>Working With Young Children</i> ● Activity Sheets ● Internet research for lesson plans and activities ● Creating a catalogue of supplies for a science center ● Lesson plan development ● Teaching Science Lesson to Preschoolers 	<ul style="list-style-type: none"> ● Text: <i>Working With Young Children</i> ● Activity Sheets ● Video: <i>Math & Science for Young Children</i> ● Sample Science Booklets ● School Catalogues ● Laptops ● Internet ● Equipment and Supplies in Preschool ● On-site Preschool 	<ul style="list-style-type: none"> ● Test/quizzes ● Activity Sheets ● Lesson Plans and Activity Samples ● Teacher Evaluation Forms for lesson plans ● Research projects ● Booklets ● Teacher Evaluation of Student Teachers 	<p>Standard 9.2 Standard 9.3 Standard 9.4 APA Lifespan Development Standard 5 APA Learning Standard 3</p>

CURRICULUM: Early Childhood and Family Education III

OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS	EVALUATION	New Jersey Student Learning Standards (NJSLS):
<p>Guiding Math Experiences</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand the objectives of early math experiences for young children. • Explain and perform the two basic assessments to determine math skills of children. • Recognize a variety of items that can be used to promote math experiences. • Identify math experiences that promote the development of key math concepts. • Design math experiences that focus on specific math concepts. 	<ul style="list-style-type: none"> • Chapter reading in Textbook, <i>Working With Young Children</i> • Activity Sheets • Cooperative Learning Activities – math concepts, math experiences for preschool curriculum, assessment methods • Lesson Plans • Internet research for plans and activities • Catalogue of supplies and materials for teaching math experiences • Teaching Math Lesson to Preschoolers 	<ul style="list-style-type: none"> • Text: Working With Young Children • Video: Math and Science for Young Children • Activity Sheets • School Equipment & Supply Catalogues • Sample Booklets and Lessons • Laptops • Internet 	<ul style="list-style-type: none"> • Activity sheets • Student research • Cooperative learning activities • Teacher Evaluation forms of Lesson Plans • Catalogue of supplies • Teacher Evaluation of Student Teachers 	<p>Standard 9.2 Standard 9.3 Standard 9.4 APA Lifespan Development Standard 5 APA Learning Standard 3</p>

CURRICULUM: Early Childhood and Family Education III

OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS	EVALUATION	New Jersey Student Learning Standards (NJSLS):
<p>Guiding Food and Nutrition Experiences</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Explain the value of food and nutrition experiences ● Conduct positive food and nutrition experiences for children that promote healthy eating habits ● Give examples of ways to work with parents to best serve nutritional needs ● List Nutritional concepts to teach in early childhood settings ● Outline the procedure to conduct cooking experiences. ● Select and prepare simple recipes for children to use in early cooking experiences. ● Identify various eating problems encountered in young children. ● Teach children how to set a table. 	<ul style="list-style-type: none"> ● Textbook Readings ● Activity Sheets ● Lesson Plan Development for Nutrition and Cooking Lesson ● Internet research for plans and activities ● Teaching Nutrition and Cooking Lesson to Preschoolers 	<ul style="list-style-type: none"> ● Text: Working With Young Children ● Video: Kids & Food ● Video: Nutrition for Children ● Activity Sheets ● School Equipment & Supply Catalogues ● Sample Booklets and Lessons ● Nutrition Bingo ● Healthy Snacks & Food ● Choosemyplate.gov ● Laptops ● Internet 	<ul style="list-style-type: none"> ● Test/quizzes ● Activity Sheets ● Lesson Plans and Activity Samples ● Teacher Evaluation Forms for lesson plans ● Research projects ● Recipe Boards ● Teacher Evaluation of Student Teachers 	<p>Standard 9.2 Standard 9.3 Standard 9.4 Standard 2.2 APA Lifespan Development Standard 5</p>

CURRICULUM: Early Childhood and Family Education III

OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED MATERIALS	EVALUATION	New Jersey Student Learning Standards (NJSLS):
<p>Learning Activities: Art Experiences</p> <p>The Student will be able to:</p> <ul style="list-style-type: none"> ● Explain how art experiences promote the 5 areas of development. ● Explain the importance of art experiences in children’s overall development ● Describe techniques for guiding art experiences in each curriculum area. ● List the stages of art-skills development. ● Identify the supplies needed for a well- equipped Preschool. ● Plan a variety of art activities for preschoolers. 	<ul style="list-style-type: none"> ● Textbook reading: Guiding Art, Block building and Sensory Experiences. ● Create samples of various painting techniques. ● Prepare a developmentally appropriate lesson for preschoolers for an art experience. ● Internet research for art activities 	<ul style="list-style-type: none"> ● Text: Working With Young Children ● Video: <i>Art and Music for Preschoolers</i> ● Art Samples and Examples ● Painting supplies and a variety of painting supplies ● Laptops ● Activity Sheets 	<ul style="list-style-type: none"> ● Lesson Plans, Samples and Materials for Lesson ● Participation in Class ● Tests/quizzes ● Activity Sheets ● Student Teacher Evaluations of Art Experience Lesson ● Teacher Evaluation of Student Teacher Lessons. 	<p>Standard 9.2 Standard 9.3 Standard 9.4 APA Lifespan Development Standard 1 APA Lifespan Development Standard 5 APA Learning Standard 3 APA Language Development Standard 2 APA Language Development Standard 3</p>

Differentiation, Accommodations & Modifications:

Gifted and Talented	Multilingual Learners	Students with Disabilities	Students at Risk of School Failure
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<p>Extension Activities</p> <p>Thematic topics for discussion and research: families & 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>Modifications for Classroom</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><i>*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team</i></p> <p>Modifications for Classroom</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>Modifications for Classroom</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>Modifications for Homework/Assignments</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>Modifications for Homework and Assignments</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>Modifications for Homework and Assignments</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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