

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 I

Born On: August, 2020
Previous Revision: June, 2023
Current Revision: June, 2026
Board Approval: 8/24/26

Course Description: Early Childhood and Family Education I

Early Childhood and Family Education I is a course designed to help prepare students for the role of parent and to acquire skills for entry-level positions in child care related careers such as an early childhood educator. All students will participate in our on-site preschool, which operates four days a week, from October through May. Students will be introduced to child psychology, focusing on the study of child development, during the first semester and then prepare and facilitate age appropriate teaching activities throughout the year. Topics include the social, emotional, intellectual, and physical development of the preschool child, learning activities in the preschool curriculum, behavior and discipline, the roles of the high school student in the preschool setting, communication skills, different parenting styles, the variety of types of families in today's society, and preparation for a career as an early childhood educator.

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 career 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.

Differentiation, Accommodations & Modifications:

Gifted and Talented	Multilingual Learners	Students with Disabilities	Students at Risk of School Failure
Provide opportunities to investigate a topic of personal interest related to Family and Consumer Sciences through research, presentations, or product development. Encourage students to analyze current industry trends, emerging technologies, sustainability practices, nutrition research, or consumer issues using credible sources. Assign leadership roles during labs, collaborative projects, peer mentoring, demonstrations, or classroom management activities. Provide enrichment tasks that require deeper analysis, innovation, entrepreneurship, or real-world applications. Challenge students to solve	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. Building Background Information through brainstorming, semantic webbing, use of visual aids and other comprehension strategies. Simplifying Language for Presentation by using speech that is appropriate to students' language proficiency level. Avoid jargon and idiomatic speech. Developing Content Area Vocabulary through the use of word walls and labeling classroom objects. Giving Directions- Stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the task. In	(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team) Classroom Organization: Students with disabilities may require specific adaptations in the classroom in order for them to participate. 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. Preview materials to increase interest Use organizing tools Highlight key ideas	Preferential seating to be determined by the student and teacher Provide oral reminders and monitor student work during independent work Small group instruction Maintain a consistent routine/schedule Flexible grouping Provide student exemplars to communicate expectations Provide immediate feedback when applicable Provide opportunities for repetition and practice Teacher modeling of skills/techniques to be mastered Extended time to complete assignments

authentic problems involving budgeting, nutrition planning, sustainability, food insecurity, product design, or family resource management. Utilize advanced digital tools for research, design, data analysis, budgeting, multimedia presentations, or culinary planning. Permit students to establish personal learning goals and timelines for long-term projects.	addition, students should be provided with/or have access to directional words such as: circle, write, draw, cut, underline, etc. Use KWL Charts Slowly expand the amount of material being learned. Maintain consistent classroom procedures/routines for prediction and comfort level. 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 connections between content and the language used in instruction. Provide students with opportunities to express new knowledge and learning using written, verbal, and nonverbal communication. Use of bilingual dictionaries Use of visual aids (teacher made adaptations, outlines, study guides)	Use questioning techniques to elicit prior knowledge Repeat and clarify directions Segment techniques and task analysis Props/manipulatives to relate to experience Simulations Games/puzzles to generalize information Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Repetition and practice Model skills / techniques to be mastered. Extended time to complete class work Provide copy of class notes Preferential seating to be mutually determined by the student and teacher Students may request to use a computer to complete assignments	Provide copy of class notes
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		Provide oral reminders and check student work during independent work time Assist student with long and short term planning of assignments	
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PACING GUIDE:

Early Childhood & Family Education I	
The Importance of Childhood	5 weeks (209 minutes/week)
Development of the Preschool Child	4 weeks (209 minutes/week)
Working with Young Children	5 weeks (209 minutes/week)
Preschool Laboratory Experience and Responsibilities	8 weeks <i>ongoing from September to May</i> (209 minutes/week)
Behavior and Discipline	4 weeks (209 minutes/week)
Toy Selection and Safety	3 weeks (209 minutes/week)
Parenting & The Family	5 weeks (209 minutes/week)

Unit 1: The Importance of Childhood					
Content/Topic	Observable Proficiencies and Skills	Suggested Learning Activities	NJSLS	Benchmark Performance And Assessments	Suggested Materials And Resources
Topic: The Importance of Childhood Content Statement: This high school unit explores how early childhood experiences shape lifelong brain development, emotional well-being, and future success, emphasizing our collective responsibility to nurture the next generation. Essential Question: • How do our first few years of life shape the adults we become? • What do kids need most from their families and surroundings to grow up happy and healthy? • Why is taking care of children important for everyone in a community, not just parents?	Students will be able to: • Understand why childhood is an important time of development • Explain the importance of providing children with a quality life • Identify leading child development theorists - o Become aware of the leading theories about how children develop • Describe reasons for studying children • Explain influences on development - o heredity v. environment • Understand the characteristics of development • Understand principles related to child development - o Cephalocaudal - o Proximodistal • Understand the composition of the	• Teacher lecture about early childhood development • Comparison of childhood yesterday and today • Self reflection survey about personal characteristics • Google slide presentation and completion of corresponding handout related to the brain composition and function	9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs. 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas. 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities . 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition 9.4.12.CT.1: Identify problem-solving strategies used in the	Formative • Exit ticket • Think pair share • Student participation and reflection • Student performance and produced work Summative • Student project artifacts - o Meet the Teacher project, present and display in classroom - o Nature vs nurture reflection with grading rubric Benchmark: Students create an evidence-based infographic or multimedia presentation explaining how heredity, environment, and early experiences influence child development, incorporating major developmental theorists and scientific research.	• Laptop • Internet • CDC website • Child of Developing Child, Harvard University website • New Jersey Early Childhood Education Preschool Classroom Teaching Guidelines

	brain (cognitive development) and Central Nervous System and the roles that they play in the overall development of a child		development of an innovative product or practice 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving 9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice). Interdisciplinary Connections: Science: Examine brain development, heredity, and environmental influences on child growth. English Language Arts: Analyze informational texts and write evidence-based reflections on child development theories.		
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Unit 2: Development of the Preschool Child

Content/Topic	Observable Proficiencies and Skills	Suggested Learning Activities	NJSLS	Benchmark Performance And Assessments	Suggested Materials And Resources
Topic: The Development of the Preschool Child Content Statement: This high school unit examines how preschoolers grow across all developmental domains, emphasizing the vital role of purposeful play, outdoor exploration, and Piagetian theory in creating age-appropriate learning experiences. Essential Question: - How do the different areas of development work together to help a preschooler grow? (Looks at how social, physical, and mental growth connect.) - Why is play—both indoors and outdoors—the most powerful tool for a child's learning? (Explores how	Students will be able to: - Acquire knowledge about the 5 areas of child development: social, emotional, gross motor, fine motor, cognitive, language, and literacy - Understand how preschoolers develop in each of these areas - Learn the stages of a child's play and the ages they happen. - Connect major child development theories to the way modern preschool programs are designed and run. - Understand why play is valuable to a child's total development - Understand the importance of outdoor play for exploring and creating - Gain knowledge about Jean Piaget and his first two stages of	- Teacher lecture and discussion about the 5 areas of child development - Small group research project/ presentation on one of the 5 areas of child development - Fact sheet handout on the developmental milestones of the 3, 4, and 5-year-old child, and activities for enhancing their development in the preschool - Review NJ Early Childhood Education Preschool Classroom Teaching Guidelines - The Importance of Play - Class discussion on why schools are eliminating play as kindergarten focuses more on academics - Lesson on self-regulation and how kids learn to	9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs. 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas. 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities . 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition 9.4.12.CT.1: Identify problem-solving	Formative - Exit ticket - Think pair share - Student participation and reflection - Student performance and produced work Summative - Student project artifacts - Developmental Domains Research project assignment and presentation with grading rubric Benchmark: Students design a developmental guide for a 3-, 4-, or 5-year-old child that explains milestones in all developmental domains and recommends age-appropriate play activities supported by developmental theory.	- Laptop - Internet - CDC website - Child of Developing Child, Harvard University website - New Jersey Early Childhood Education Preschool Classroom Teaching Guidelines - National Association for the Education of Young Children (NAEYC) website

exploring, creating, and playing drive total development.) How can caregivers use developmental theories, like Piaget's, to plan the right activities for preschoolers? (Focuses on putting ideas like classification and conservation into real-world practice.)	intellectual development - Explain how caregivers can apply Piaget's concepts through developmentally appropriate activities - incorporate the knowledge of classification, seriation, and conservation	manage their behavior Review of Piaget's first two stages (sensorimotor and preoperational) and how they connect to play	strategies used in the development of an innovative product or practice 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving 9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice). Interdisciplinary Connections: Psychology: Connect Piaget's stages of cognitive development to preschool learning behaviors. Mathematics: Interpret developmental milestone charts and compare growth patterns across ages.		
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Unit 3: Working with Young Children					
Content/Topic	Observable Proficiencies and Skills	Suggested Learning Activities	NJSLS	Benchmark Performance And Assessments	Suggested Materials And Resources
Topic: Working with Young Children Content Statement: This unit introduces the fundamentals of early childhood development, safety protocols, and age-appropriate lesson planning, culminating in hands-on experience observing and interacting with young children. Essential Question: - How do the choices we make as educators and caregivers directly shape a preschooler's cognitive and social-emotional development? - What does a safe, inclusive, and stimulating learning environment look like from a three- or four-year-old's	Students will be able to: - Become familiar with the on-site preschool and the goals of the preschool program - Learn the preschool procedures, rules, and policies - Identify the location of supplies and equipment and understand the physical set-up of the preschool - Understand the role of the student in the preschool, including teaching, assisting and observing - Understand the importance and value of each part of the preschool curriculum - Explain why observing young children matters in early childhood education	- Teacher demo: Identification of room layout, equipment and supplies - Teacher lecture on policies, procedures and student responsibilities in the preschool - Discussion on how to talk and approach the preschool child (the impact of body language vs. inappropriate language) - Discussion expectations and procedures for preschool observations - Perform practice observation - Use observations for final Report - Review samples of developmentally appropriate practices - Teacher models preparing materials and implementing	9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs. 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas. 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities . 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition 9.4.12.CT.1: Identify problem-solving	Formative - Exit ticket - Think pair share - Student participation and reflection - Student performance and produced work Summative - Student project artifacts - Student practice observation assignment with grading rubric - Final Observation Report with grading rubric Benchmark: Students complete a formal preschool observation report using objective documentation and recommend developmentally appropriate instructional strategies based on observed behaviors.	- Laptop - Internet - CDC website - Child of Developing Child, Harvard University website - New Jersey Early Childhood Education Preschool Classroom Teaching Guidelines - National Association for the Education of Young Children (NAEYC) website

perspective? How can we design play-based learning activities that effectively balance guidance with a preschooler's growing need for independence?	- Gain an understanding of the guidelines for observing young children - Understand the difference between objective and subjective	lessons for the first few weeks of preschool	strategies used in the development of an innovative product or practice 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving 9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice). Interdisciplinary Connections: English Language Arts: Practice objective observation writing and professional communication. Technology: Utilize digital tools to organize observation data and create lesson materials.	Alternative Assessment: Preschool Learning Center Design (Instead of completing the formal observation report, students will design and present a developmentally appropriate preschool learning center)	
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Unit 4: Roles & Responsibilities of High School Students in Preschool Lab					
Content/Topic	Observable Proficiencies and Skills (objectives)	Suggested Learning Activities	NJSLS	Benchmark Performance and Assessments	Suggested Materials And Resources
Topic: Roles and Responsibilities of High School Students in Preschool Lab Content Statement: This unit prepares high school students to step into professional roles in preschool classrooms by mastering daily routines, modeling appropriate behavior, and actively supporting the learning and safety of young children. Essential Question: - How do our actions, body language, and words as high schoolers directly impact the emotional safety and learning of a preschool child? - What is the difference between simply supervising young children and actively facilitating	Students will be able to: - Welcome and greet the preschool children when they arrive - Teach the children where to store their personal belongings - Teach the children where their seats are located - Model and teach the daily routine - Attendance - The Pledge of Allegiance - Morning Songs - Calendar - Weather - Storytime - Centertime - Small and whole group activities - Model and teach preschool curriculum - Plan, set up, supervise, and clean up play time activities	- Teacher demo: A Day in the Preschool - High school teacher models and leads instruction for the first few weeks of preschool - High school student teachers sign up for daily roles in the preschool classroom - Prepare for the Open House	9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs. 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas. 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities . 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition 9.4.12.CT.1: Identify problem-solving	Formative - Exit ticket - Think pair share - Student participation and reflection - Student performance and produced work Summative - Student performance of daily roles within the preschool classroom - Student project artifacts - Student participation in Open House Benchmark: Students independently lead one complete preschool classroom routine or learning center while demonstrating professionalism, classroom management, effective communication, and	- Laptop - Internet - CDC website - Child of Developing Child, Harvard University website - New Jersey Early Childhood Education Preschool Classroom Teaching Guidelines - National Association for the Education of Young Children (NAEYC) website - Open House slideshow for families

their development and safety? • How do we successfully balance our shifting roles as observers, assistants, and teachers while continuing our own learning?	• Teach children how to pack up their belongings • Dismiss the children by escorting them to their parent or guardian		strategies used in the development of an innovative product or practice 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving 9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice). Interdisciplinary Connections: Public Speaking: Communicate effectively with preschool children, families, and peers during classroom activities and Open House.	reflective self-assessment using a teacher rubric.	
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Unit 5: Behavior & Discipline					
Content/Topic	Observable Proficiencies and Skills (objectives)	Suggested Learning Activities	NJSLS	Benchmark Performance and Assessments	Suggested Materials And Resources
Topic: Behavior and Discipline Content Statement: This unit equips high school students with positive guidance strategies and behavioral intervention techniques to effectively manage preschool classrooms and support young children's emotional self-regulation. Essential Question: • What is the difference between simply reacting to a child's misbehavior and teaching them how to guide and regulate their own actions? • How can we understand what a young child is trying to communicate through challenging behavior? • How do our own reactions and the	Students will be able to: • Gain a foundational understanding of young children's behavior • Explain why consistency is critical when guiding children's behavior • Apply effective techniques to encourage appropriate behavior • Explain how and why to establish clear limits • Understand the importance of fostering self-discipline in children. • Identify positive and effective ways to handle misbehavior • Evaluate the appropriate use and effectiveness of reinforcements and time-out	• Teacher lecture and class discussion Using a Google slide presentation • Cooperative learning activity using the Behavior and Discipline packet • Student activity: Identifying behaviors and consequences for challenging social situations • Student Response Activity practicing how to sympathise, give choices, set limits, and give consequences in common childhood situations • Review NJ Early Childhood Preschool Classroom Teaching Guidelines for Challenging Behaviors.	9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs. 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas. 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities . 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition 9.4.12.CT.1: Identify problem-solving strategies used in the	Formative • Exit ticket • Think pair share • Student participation and reflection • Student performance and produced work Summative • Teacher observation of student interactions within the preschool classroom. • Student assignment responses to "What Would You Do?" Benchmark: Students analyze classroom behavior scenarios and develop positive guidance plans that include preventative strategies, appropriate interventions, and reflection supported by child development principles.	• Laptop • Internet • CDC website • Child of Developing Child, Harvard University website • New Jersey Early Childhood Education Preschool Classroom Teaching Guidelines • National Association for the Education of Young Children (NAEYC) website

boundaries we set shape a preschooler's emotional resilience and problem-solving skills?	• Understand how adult behavior serves as a primary role model for young children • Identify ineffective discipline techniques and their negative consequences		development of an innovative product or practice 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving 9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice). Interdisciplinary Connections: English Language Arts: Develop written behavior intervention responses using evidence-based reasoning. Health: Explore social-emotional learning, self-regulation, and mental wellness in young children.		
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Unit 6: Safety & Toy Selection					
Content/Topic	Observable Proficiencies and Skills (objectives)	Suggested Learning Activities	NJSLS	Benchmark Performance and Assessments	Suggested Materials And Resources
Topic: Safety and Toy Selection Content Statement: This unit teaches high school students how to evaluate physical and developmental safety hazards in a preschool environment while selecting age-appropriate toys that stimulate a young child's growth and learning. Essential Question: - How do we look at a preschool classroom and its materials through the eyes of a child to anticipate and eliminate hidden safety hazards? - What makes a toy or learning material truly "age-appropriate" rather than just entertaining for a three- or	Students will be able to: - Understand the history of toys and how they changed over time. - Evaluate the effects of technology on young children - Select safe, age-appropriate toys that interest a chosen preschool student - Identify toys that fit the development of preschool children - Understand how toys help children grow in each of the 5 areas of development - Identify milestones not met yet by a preschool child and choose a toy that can help improve them - Learn about consumer product agencies that handle toy safety - Understand how to check if a toy has been recalled	- Google Slides Presentation of the History of Toys - Activity share favorite toy memory - Choosing Toys for Young Children - Classroom evaluation - discussion of toys for safety, appeal, appropriateness for development, and the type of play it fosters - Toy research assignment - Review NJ Early Childhood Education Preschool Classroom Teaching Guidelines regarding materials for each learning center.	9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs. 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas. 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities . 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition 9.4.12.CT.1: Identify problem-solving	Formative - Exit ticket - Think pair share - Student participation and reflection - Student performance and produced work Summative - Individual student toy research, presentation, and recommendations for a preschool student grading rubric. Benchmark: Students evaluate and recommend an age-appropriate toy for a preschool child by assessing developmental benefits, safety standards, potential hazards, and current recall information, presenting findings with supporting evidence.	- Laptop - Internet - CDC website - Child of Developing Child, Harvard University website - New Jersey Early Childhood Education Preschool Classroom Teaching Guidelines - National Association for the Education of Young Children (NAEYC) website

four-year-old? ● How does the physical safety of a play space directly impact a child's freedom to explore, learn, and take healthy developmental risks?	● Identify safety hazards in toys for young children ● Evaluate toys for the type of play they encourage and explain why		strategies used in the development of an innovative product or practice 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving 9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice). Interdisciplinary Connections: Consumer Science: Evaluate toy safety, product recalls, and consumer protection agencies. Science: Analyze how toys support cognitive, physical, language, and social development.	Alternative Assessment: Preschool Toy Safety Consumer Guide (Instead of the toy research presentation, students will create a consumer guide for families selecting toys for preschool children)	
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Unit 7: Parenting & The Family					
Content/Topic	Observable Proficiencies and Skills (objectives)	Suggested Learning Activities	NJSLS	Benchmark Performance and Assessments	Suggested Materials And Resources
Topic: Parenting and The Family Content Statement: This unit prepares high school students for future caregiving roles by exploring family dynamics and teaching the fundamental parenting skills, responsibilities, and emotional readiness needed to raise a healthy, thriving child. Essential Question: • What does it mean to be "ready" to parent, and how do a caregiver's emotional, financial, and physical choices shape a child's life? • How do different family structures and parenting styles influence how a child learns to navigate the world? • How can parents and	Students will be able to: • Analyze the changing roles, responsibilities, and traits of effective parenting • Compare different parenting styles and ways to improve parenting skills • Discuss reasons for and against having children, and how parenthood changes a person's life • Understand how family structures and functions have changed from the past to the present • Identify different family types and the unique challenges they face • Track the stages of the family life cycle and how responsibilities grow over time	• Teacher lectures and class discussions on parenting and understanding families • Family Profile Project (combining both family and parenting concepts) • Review NJ Early Childhood Preschool Classroom Teaching Guidelines for family support as a community partner.	9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs. 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas. 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities . 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition 9.4.12.CT.1: Identify problem-solving strategies used in the	Formative • Exit ticket • Think pair share • Student participation and reflection • Student performance and produced work Summative • Individual student family profile and collage project. Students present, share, and display in the classroom. Benchmark: Students develop a comprehensive Family Profile Portfolio that analyzes parenting styles, family structures, stages of the family life cycle, and caregiver responsibilities while proposing strategies that support healthy child development.	• Laptop • Internet • CDC website • Child of Developing Child, Harvard University website • New Jersey Early Childhood Education Preschool Classroom Teaching Guidelines • National Association for the Education of Young Children (NAEYC) website

caregivers build a strong foundation of trust and security that helps a child grow into an independent adult?			development of an innovative product or practice 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving 9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice). Interdisciplinary Connections: Sociology: Examine how family structures, cultures, and communities influence child development. English Language Arts: Conduct research and present findings on parenting styles and family dynamics using credible sources.		
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