

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

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 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.	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	(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

Challenge students to solve 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.	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. 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	Provide copy of class notes
--	--	---	------------------------------------

		teacher Students may request to use a computer to complete assignments Provide oral reminders and check student work during independent work time Assist student with long and short term planning of assignments	
--	--	---	--

PACING GUIDE:

Early Childhood and Family Education II	
Preschool Lab: Roles, Responsibilities and Classroom Dynamics	10 weeks <i>Ongoing from September - May</i> (209 minutes/week)
The Preschool Curriculum: ELA, Mathematics, Music and Movement and Motor Skills	10 weeks <i>Ongoing from September - May</i> (209 minutes/week)
Social Emotional Learning & Executive Function	6 weeks (209 minutes/week)
Capstone: Year-End Duties, Student Portfolios, and Preschool Celebration	8 weeks (209 minutes/week)

Unit 1: The Preschool Lab: Roles, Responsibilities, and Classroom Dynamics					
Content/Topic	Observable Proficiencies and Skills (objectives)	Suggested Learning Activities	NJSLS	Benchmark Performance and Assessments	Suggested Materials And Resources
Topic: The Preschool Lab Roles, Responsibilities, and Classroom Dynamics Content Statement: This unit prepares high school students to manage the daily operations of an on-site preschool lab by balancing their roles as educators, maintaining a safe and organized environment, and navigating the social and behavioral dynamics of young children. Essential Question: - How do our individual roles as teacher, assistant and observer interact to create a cohesive, smoothly running preschool classroom? - How do the invisible	Students will be able to: - Identify an Educational Philosophy that will guide the classroom. - Reviews the 5 Areas of Development: - Organize and Set Up the Preschool Classroom - Plan and Prepare for the Arrival of Preschool Students - Assist with planning and preparing for Open House and Year-End Celebration - Assist home school connection - Establish a daily school routine	- Classroom Preparation: Unpack, organize, and arrange the physical classroom layout - Inventory & Supplies: Unpack and inventory all new instructional supplies and materials. - Administrative Records: Set up record-keeping and file student paperwork (emergency contacts, immunizations, flu records, and payments). - Parent Communication: assist with drafting and sending out introductory letters to preschool parents. - Teacher Models: students observe the daily preschool routine.	9.2.12.CAP.5 9.4.12.CI.1 9.4.12.TL.3 Interdisciplinary Connections: English Language Arts: Write professional parent communications, classroom newsletters, and reflections using audience-appropriate language. Technology: Use digital tools to organize classroom records, schedules, and instructional resources.	Formative - Exit ticket - Think pair share - Student participation and reflection - Student performance and produced work Summative - Individual student artifacts and teacher observation of: - daily roles in the preschool classroom - Parent communication - Record-keeping system - Lesson planning - Mentoring - Open House and Year- End Celebration Benchmark: Students demonstrate proficiency by independently preparing	- Laptop - Internet - CDC website - Child of Developing Child, Harvard University website - New Jersey Early Childhood Education Preschool Classroom Teaching Guidelines - New Jersey Preschool Standards - National Association for the Education of Young Children (NAEYC) website

dynamics of a classroom; like routines, transitions, and peer relationships impact a preschooler's ability to learn? ● What strategies can we use in real time to successfully manage shifting classroom energy and keep young children engaged?		● Student Teachers sign up for: - o daily role in the preschool classroom - o select specific preschool lesson topics and curriculum activities. ● Mentor ECFE level 1 ● Plan and prepare for Open House and Year-End Celebration		and managing the preschool classroom, organizing materials, establishing classroom routines, completing required documentation, communicating professionally with families, and successfully performing assigned teaching roles during preschool lab sessions.	
---	--	--	--	---	--

Unit 2: The Preschool Curriculum					
Content/Topic	Observable Proficiencies and Skills (objectives)	Suggested Learning Activities	NJSLS	Benchmark Performance and Assessments	Suggested Materials And Resources
Topic: The Preschool Curriculum Content Statement: This level 2 course equips advanced students with the skills to design, implement, and evaluate a comprehensive preschool curriculum that fosters the social, emotional, and cognitive development of young children. Essential Question: • How do we intentionally design play-based learning activities that spark curiosity while targeting specific developmental milestones? • How do we adapt and differentiate our lesson plans to meet the diverse learning	The students will be able to: • Analyze key factors to consider when planning a preschool curriculum. ◦ Ensuring a balanced integration of ELA, music, movement, and motor skills development. • Utilize NJ Preschool Standards as a foundational basis for curriculum design. • Compare how preschool children acquire knowledge in teacher-directed vs. child-initiated settings. • Justify the importance of adapting lessons to meet individual preschooler needs.	• Write formal lesson plans for ELA, mathematics, music and movement, and motor skills. ◦ Apply NJ Preschool Teaching Guidelines and Standards when planning and preparing lessons. ◦ Develop multisensory lessons	9.4.12.CI.1 9.4.12.CT.1 9.4.12.IML.3 9.2.12.CAP.3 Interdisciplinary Connections: Mathematics: Incorporate counting, patterns, measurement, and problem-solving into preschool learning activities. Visual & Performing Arts: Integrate music, movement, dramatic play, and creative arts into developmentally appropriate instruction.	Formative • Exit ticket • Think pair share • Student participation and reflection • Student performance and produced work Summative • Individual student artifacts and teacher observation of: ◦ Lesson planning ◦ Self-reflection and evaluation of the lesson taught Benchmark: Students design, teach, and evaluate a complete developmentally appropriate preschool lesson aligned to the NJ Preschool Teaching and Learning Standards. The benchmark includes written lesson plans, instructional materials, implementation, teacher	• Laptop • Internet • CDC website • Child of Developing Child, Harvard University website • New Jersey Early Childhood Education Preschool Classroom Teaching Guidelines • New Jersey Preschool Standards • National Association for the Education of Young Children (NAEYC) website

needs, attention spans, and interests of individual preschoolers? ● How do we effectively measure and evaluate a child's learning and growth without relying on traditional tests and quizzes?	● Implement differentiated curriculum strategies to support diverse learners. ● Evaluate the role of continuous assessment in shaping curriculum planning.			observation, student self-reflection, and lesson revisions based on assessment data. Alternative Assessment: Preschool Learning Center Design Project: Students work individually or in pairs to design a developmentally appropriate preschool learning center (e.g., literacy, math, science, dramatic play, art, or sensory exploration).	
---	---	--	--	---	--

Unit 3: Social-Emotional Development & Executive Function					
Content/Topic	Observable Proficiencies and Skills (objectives)	Suggested Learning Activities	NJSLS	Benchmark Performance and Assessments	Suggested Materials And Resources
Topic: Social-Emotional Development & Executive Function Content Statement: This advanced unit focuses on how educators can intentionally foster emotional regulation, social competence, and core executive function skills—such as working memory and self-control—in young children through purposeful play and structured daily routines. Essential Question: How do the invisible skills of executive function—like self-control, working memory, and mental	The students will be able to: - Analyze the connection between a child's executive function skills—such as working memory, self-control, and mental flexibility—and their long-term social and academic success. - Design classroom routines and environmental cues that actively promote emotional co-regulation and support preschoolers navigating intense emotions. - Implement strategies that encourage self-discipline, empathy, and positive conflict resolution	- Write formal lesson plans for ELA, music and movement, and motor skills. - Apply NJ Preschool Teaching Guidelines and Standards when planning and preparing lessons. - Teacher models how to foster and develop supportive relationships with adults, peers, and preschool students. - Observe and listen to preschool students and adapt responses to meet individual social and emotional needs - Teachers coach and guide high school student teachers as they interact to teach	9.4.12.CT.1 9.4.12.CI.1 9.4.12.CI.3 9.4.12.CT.2 Interdisciplinary Connections: Psychology: Examine theories of child development, emotional regulation, and executive functioning. Health: Explore social-emotional wellness, resilience, and healthy interpersonal relationships. English Language Arts: Analyze children's	Formative - Exit ticket - Think pair share - Student participation and reflection - Student performance and produced work Summative - Individual student artifacts and teacher observation of: - Student teacher interactions with preschoolers - Utilize classroom strategies and techniques to help preschool students regulate - Role playing Benchmark: Students observe preschool children's social-emotional	- Laptop - Internet - CDC website - Child of Developing Child, Harvard University website - New Jersey Early Childhood Education Preschool Classroom Teaching Guidelines - New Jersey Preschool Standards - National Association for the Education of Young Children (NAEYC) website

flexibility—serve as the actual foundation for a preschooler's academic and social success? ● How can educators intentionally structure the classroom environment and daily routines to help children co-regulate and safely navigate big emotions? ● In what ways does purposeful, imaginative play allow young children to practice complex social skills like empathy, negotiation, and conflict resolution?	among preschoolers during peer interactions. ● Evaluate the role of structured, imaginative play in providing opportunities for young children to practice and strengthen their social-emotional skills. ● Assess individual children's social-emotional milestones using observational tools to differentiate guidance strategies and support diverse needs.	social skills and problem-solving to preschool students ● Role-play social situations that help promote conflict resolution and independence.	literature that promotes empathy, emotional awareness, and conflict resolution.	development, document behaviors using objective observational tools, analyze developmental needs, implement appropriate classroom strategies, and reflect on the effectiveness of their interventions through a professional case study presentation or written report.	
---	---	--	--	--	--

Unit 4: Capstone: Year-End Duties, Student Portfolios, and Preschool Celebration					
Content/Topic	Observable Proficiencies and Skills (objectives)	Suggested Learning Activities	NJSLS	Benchmark Performance and Assessments	Suggested Materials And Resources
Topic: Capstone: Year-End Duties, Student Portfolios, and Preschool Celebration Content Statement: This capstone unit guides advanced students through the professional conclusion of the preschool lab cycle by organizing year-end administrative tasks, assembling a professional teaching portfolio that showcases their own growth and instructional skills, and executing a memorable year-end celebration for the preschool families. Essential Question: How do I compile my lesson plans, observations, and teaching artifacts into	The students will be able to: - Assemble a professional teaching portfolio that showcases personal lesson plans, reflections, and growth as an early childhood educator. - Complete all year-end administrative tasks, including final student record-keeping, supply inventories, and classroom pack-up. - Analyze teaching artifacts and observations to evaluate personal strengths and areas for future growth in the classroom.	- Digital portfolio of student work and experiences - Year-end celebration show for preschool families - Reorganize classroom materials and centers to prepare for the next school year.	9.4.12.TL.3 9.4.12.CI.1 9.4.12.CT.2 9.4.12.IML.3 Interdisciplinary Connections: English Language Arts: Develop professional portfolios, reflective writing, and presentations. Technology: Create digital portfolios and multimedia presentations showcasing instructional growth.	Formative - Exit ticket - Think pair share - Student participation and reflection - Student performance and produced work Summative - Individual student artifacts and teacher observation of: - Portfolios and presentation - Year-end celebration script revised Benchmark: Students compile a comprehensive professional portfolio demonstrating growth throughout the course, and collaboratively plan, organize, and facilitate the preschool year-end celebration	- Laptop - Internet - CDC website - Child of Developing Child, Harvard University website - New Jersey Early Childhood Education Preschool Classroom Teaching Guidelines - New Jersey Preschool Standards - National Association for the Education of Young Children (NAEYC) website

a professional portfolio that proves my growth and readiness as an early childhood educator? ● Why is it important to carefully wrap up paperwork and pack away classroom supplies correctly at the end of the school year? ● How can we plan a year-end celebration that makes preschoolers feel proud and leaves families with a wonderful lasting memory?	● Collaborate with peers to plan, organize, and execute a meaningful year end celebration for the preschoolers and their families.			while reflecting on their readiness for careers in early childhood education.	
---	--	--	--	--	--