

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

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 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 assessment.

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-	(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	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

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.	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. 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,	Highlight key ideas 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	assignments Provide copy of class notes
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	outlines, study guides)	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	
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PACING GUIDE:

Early Childhood and Family Education III	
Preschool Lab: Roles, Responsibilities and Classroom Dynamics	10 weeks <i>Ongoing from September - May</i> (209 minutes/week)
The Preschool Curriculum: Visual and Performing arts, Health, Safety, Physical Education, Science, and Social Studies	10 weeks <i>Ongoing from September - May</i> (209 minutes/week)
Careers in Education	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 advanced unit prepares high school students to manage the daily operations of an on-site preschool lab by independently serving as lead educator, overseeing a safe and compliant environment, and applying advanced behavioral guidance strategies to navigate complex social-emotional dynamics. Essential Question: How does a lead educator effectively balance real-time behavioral guidance with the logistical demands of managing a daily	Students will be able to: - Execute a full classroom launch by independently designing the physical layout, managing inventory, and auditing mandatory administrative/health records for licensing compliance. - Synthesize professional communication materials to establish a collaborative partnership between the lab program and preschool families. - Delegate and manage daily instructional roles and curriculum topics among peers to ensure smooth preschool lab operations. - Mentor Level 1 and II students by modeling	- Students arrange classroom layout, organize new supplies, create database for preschool information - Open House - students write welcome letter and parent pack for families. - Parent Communication: Draft and send out monthly letter to preschool parents. - Mentoring - pair up with level I and II ECFE students to reinforce daily routine, answer questions, provide feedback - Share Open House and Year-End Celebration ideas and experience.	9.2.12.CAP.5 9.2.12.CAP.8 9.4.12.CI.1 9.4.12.CT.1 9.4.12.TL.3 Interdisciplinary Connections: English Language Arts: Professional communication through parent newsletters, emails, and reflective writing. Technology: Digital record keeping, classroom organization tools, and communication platforms.	Formative - Exit ticket - Think pair share - Student participation and reflection - Student performance and produced work Summative - Individual student artifacts and teacher observation of: - Parent communication - Record keeping system - Lesson planning - Mentoring - Open House and Year- End Celebration Benchmark: Students submit a leadership reflection analyzing their effectiveness, communication, and classroom management strategies.	- 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

preschool schedule? ●What strategies must an advanced educator use to maintain a classroom environment that is simultaneously engaging, legally compliant, and physically safe? ●How does intentional planning, self-reflection, and professional portfolios transform a high school student into a career-ready early childhood professional?	professional teacher behaviors, providing feedback, and guiding classroom routines. ● Direct the planning, logistics, and execution of major lab community events, including the preschool Open House and the Year-End Celebration.				
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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 advanced course equips Level 3 students with the skills to analyze, design, and execute an evidence-based preschool curriculum. Students will act as lead instructional designers, evaluating student data to differentiate learning and defend their teaching practices against professional early childhood standards. Essential Question: How does an instructional leader intentionally align daily lesson plans with state early learning standards to target multiple developmental	The students will be able to: - Design a comprehensive, play-based preschool unit lessons that targets specific cognitive, social, and emotional developmental milestones. - Implement advanced instructional strategies that actively engage young children and stimulate higher-order critical thinking during lab activities. - Evaluate the effectiveness of implemented lessons by analyzing preschool student participation and observational records. - Differentiate curriculum plans to accommodate diverse learning styles, developmental	- Write formal lesson plans for visual and performing arts, health and safety, science, and social studies - Apply NJ Preschool Teaching Guidelines and Standards when planning and preparing lessons. - Develop multisensory lessons - Share self-reflection and evaluation with peers - Teach ECFE Level I students how to develop and write a lesson plan - Review and reinforce with ECFE level II students	9.2.12.CAP.3 9.4.12.CI.1 9.4.12.CI.2 9.4.12.CT.2 Interdisciplinary Connections: Science: Design inquiry-based science lessons for preschool children. Visual & Performing Arts: Integrate music, movement, drama, and art into developmentally appropriate lessons.	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 - Teaching ECFE levels I and II how to develop, plan and write a lesson Benchmark: Students design, teach, and evaluate a standards-aligned, developmentally appropriate preschool learning unit that integrates multiple curriculum areas (ex.	- 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

domains simultaneously? ● In what ways must a lead educator modify and differentiate curriculum in real-time to meet the diverse cognitive and social-emotional needs of individual preschoolers? ● How do professional educators use student assessment data and reflective practice to evaluate the true effectiveness of a curriculum?	delays, or advanced cognitive needs within the preschool lab. ● Defend curriculum choices and instructional modifications during professional peer reviews and self-reflections.			science, art, health, social studies)	
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Unit 3: Careers in Education					
Content/Topic	Observable Proficiencies and Skills (objectives)	Suggested Learning Activities	NJSLS	Benchmark Performance and Assessments	Suggested Materials And Resources
Topic: Careers in Education Content Statement: This advanced unit equips Level 3 students with the skills to analyze the professional landscape of the education sector. Students will evaluate diverse career pathways, critically compare post-secondary institutions and training programs, navigate licensing and certification requirements, and develop the professional branding materials necessary to successfully transition into the education workforce or higher education. Essential Question: ●How do economic, cultural, and political factors shape the	The students will be able to: ●Analyze the diverse career sectors within education, comparing roles, responsibilities, compensation, and required credentials. ●Evaluate post-secondary options (universities, community colleges, alternative certification programs) based on accreditation, cost, transferability, and student-teaching placement success. ●Map an explicit post-secondary pathway to a target education career, detailing degree, certification, and state licensing requirements. ●Formulate a personal professional brand by designing an	● Educational guest speakers to share career experiences. ● Students map out different career sectors within education ● Students research and find the right colleges with their chosen major. ● Refine digital capstone portfolios tailored for college admissions and career placement.	9.2.12.CAP.2 9.2.12.CAP.6 9.2.12.CAP.7 9.4.12.DC.6 9.4.12.IML.4 Interdisciplinary Connections: English Language Arts: Resume writing, cover letters, interviewing, presentations, and professional communication. Social Studies: Examine workforce trends, educational policy, and public service careers.	Formative ● Exit ticket ● Think pair share ● Student participation and reflection ● Student performance and produced work Summative ● Individual student artifacts and teacher observation of: ○ Digital capstone portfolio and presentation ○ List of college options and requirements for the chosen major. Benchmark: Students research a career in education, compare post-secondary preparation options, develop an individualized career pathway plan, and create a professional portfolio including a resume, cover letter, philosophy	● 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

diverse career pathways and current job market trends within the education sector? ●What specific criteria must an aspiring educator use to evaluate and select a college or training program that aligns with their career goals and financial realities? ●How do I strategically market my skills, experience, and educational philosophy to land a professional role in a competitive education market?	industry-standard resume, cover letter, and digital portfolio. ●Demonstrate professional networking and interview skills tailored specifically to early childhood and K-12 education panels.			of education, and digital portfolio. Students present their career plan and justify how their educational choices align with their long-term professional goals.	
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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 final unit prepares advanced students to successfully wrap up the preschool school year. Students will step into leadership roles to audit and close down the classroom, build a professional teaching portfolio that proves they are ready for a career or college, and completely plan and run the final year end celebration for the preschool families. Essential Question: How do I step up as a leader to properly manage a classroom, keep	The students will be able to: - Complete all year-end administrative tasks, including final preschool student records, facility sanitation logs, and physical inventory close-out. - Synthesize cumulative lesson plans, child observations, and teaching artifacts into a professional portfolio aligned with early childhood industry standards. - Critically evaluate personal instructional growth and classroom management efficacy through a formal written or verbal self-reflection.	- Students finalize professional teaching portfolios, including lessons and photos of teaching - End-of-year celebration slideshow of preschool memories - Create individual preschool student memory books.	9.2.12.CAP.5 9.2.12.CAP.8 9.4.12.CI.1 9.4.12.TL.3 9.4.12.CT.2 Interdisciplinary Connections: Technology/Computer Science: Multimedia presentations, digital portfolios, and slideshow production. Visual Arts: Graphic design principles for portfolios, memory books, and celebration materials.	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 - Slideshow created and published Benchmark: Students demonstrate readiness for careers in early childhood education by completing all year-end preschool responsibilities, organizing classroom records and inventory, creating a comprehensive	- 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

kids safe, and handle all the required paperwork at the end of a school year? ● How do I synthesize my teaching artifacts and data reflections into a professional portfolio that clearly supports my competence as an educator? ● What leadership, communication, and project management skills are required to execute the year-end preschool celebration?				professional teaching portfolio, leading the planning and implementation of the Preschool Year-End Celebration, and presenting a formal reflection on their professional growth, leadership skills, and career readiness.	
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