

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, New Jersey 07003

Curriculum Guide

Exploring Childhood
Level 2
Grades 10-12

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Conforms to the New Jersey Student Learning Standards

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Introduction:

Exploring Childhood 2 is a continuation of Exploring Childhood 1. It is designed to make students competent in life and career goal skills. Students will prepare a resume, cover letter and portfolio and research careers in the child care profession. Through observation and assessment students will gain a better understanding of the developmental characteristics of four and five year old children. Students will use design principles to create and plan a functional, safe learning environment for preschool children. Weekly thematic units, a preschool curriculum, routines and schedules and program goals will be created by students. Promoting children's safety and being aware of the signs of child abuse and neglect along with prevention methods will be discussed. Students will plan nutritious meals and snacks along with a guide for preschool exercise. Communication, positive discipline and guidance techniques are discussed and practiced. Students will prepare and demonstrate learning experiences that focus on the intellectual, social, emotional, physical and moral development of the preschool child. Lesson plans will be created by students in the following curriculum areas, Art, Health and Safety, Block Building, Sensory Experiences, Language Arts, Science, Food and Nutrition, Dramatic Play, Puppetry, and Math. Students will research and plan field trip experiences for preschool children. Students will select, organize and lead Circle and Group Time activities. Observation opportunities will be given so that students can make assessments of the abilities, needs and rate of progress of the preschool child and student teachers. (Optional pre-school learning laboratory can be provided for an interactive hands-on experience for students.)

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Overarching Understandings: Knowledge and experience in early childhood education to prepare students with life skills and career goal choices.

Established Goals:

Standard 9

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence

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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.

9.3.HU-ED.1 – Demonstrate communication techniques with children to facilitate ongoing development and enhance learning.

9.3.HU.ED.2 – Communicate effectively with fellow staff members to facilitate child development activities.

9.3.HU.ED.3 – Maintain working knowledge of child development licensing and certification organizations to keep abreast of current procedures and learning.

9.3.HU.ED.4 – Create and maintain relationships between staff and parents/family members to encourage involvement and facilitate child development and learning.

9.3.HU.ED.5 – Evaluate safety and sanitation procedures associated with the early childhood education environment to assure compliance and prevent potential hazards.

9.3.HU.ED.6 – Adhere to ethical and legal responsibilities, laws and regulations to protect children and families.

9.3.HU.ED.7 – Apply principles of child growth and development, including social, emotional, physical and cognitive milestones, to provide comprehensive program offerings.

9.3.HU.ED.8 – Evaluate curriculum for inclusiveness of children with special needs.

9.3.12.ED.2 – Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

9.3.12.ED.3 – Use critical thinking to process educational communications, perspectives, policies and/or procedures.

9.3.12.ED. 5 – Demonstrate group collaboration skills to enhance professional education and training practices.

9.3.12.ED.8 – Demonstrate ethical and legal behavior within and outside of education and training settings.

9.3.12.ED.10 – Apply organizational skills and logic to enhance professional education and training practice.

9.3.12.ED.11 – Demonstrate group management skills that enhance professional education and training practice.

<http://www.state.nj.us/education/cccs/2014>

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Unit 1 – Student Orientation

Enduring Understandings: Course requirements. Classroom rules. Identification of classroom peers. Personality characteristics of child care workers. Individual perspective and expectations of preschool children. Readiness to work with preschool children. Identification of a childcare worker. Classroom resources.

Essential Questions: What will I experience in the Exploring Childhood class? What are the classroom rules and regulations? What characteristics are needed to work with children? What personality characteristics do I have that will help me relate to children? Who are my classroom peers? What is a childcare worker? What resources are available in the classroom?

Topic	Objectives	Suggested Activities	Assessments: D/F/S
Course description	SWBAT:	Teacher hand out of course description	
Class rules and requirements	Read and go over the Exploring Childhood class description	Hand out of classroom rules and requirements of the course	
Student profile	Read over and Discuss classroom rules and student expectations.	Students will fill out file cards for teachers use	Completion of file cards with student information
Introduction of students	Complete file cards with personal information and schedule	Home Work – Students will bring in a photo of them as a child and a brief story of what they were like as a child.	Students ability to remember other student's names
	Identify each other's name and something about them	Students will play a name memory game.	Completion of hand out on their thoughts about children and childhood
"Getting to know you"	Get to interact with their classmates	Students will play a "Getting to know you game"	Completion of readiness interview
		Hand out "Thinking about children and childhood	Participation in discussion of each student's childhood experience
Thinking about	SWBAT: Talk about their own		

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children and childhood	perspective on children		Use of observational skills to describe areas of the classroom
Readiness for working with children	Self-evaluate their experience and outlook on children	Students will complete a readiness interview	
My early years	Talk about themselves as children	Students will bring in a photo or picture of themselves as a child with a brief story about their childhood	
Exploring the Early Childhood classroom	Identify the different areas of the classroom and where to find resources, equipment and materials	Students will be given specific areas of the classroom to explore and describe to the lower level students to become familiar with classroom resources	

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Unit 2 – A Career for you in Early Childhood Education

Enduring Understandings: Complete a resume and cover letter. List various methods for seeking employment. List questions to ask during an interview. Practice interview techniques. Prepare a teaching portfolio. How interests, abilities, values and family responsibilities affect career choices.

Essential Questions: What is a resume? What is a cover letter? How do I look for a job? What questions do I ask in a job interview? What do I do to prepare for an interview? How to I prepare a teaching portfolio? What are my career choices?

UNIT VOCABULARY (if applicable) Self-assessment Values Professional priorities Personal priorities	Resume Cover letter Networking letter Hidden job market	Networking Teaching portfolio Attitude Confidentiality	Role Role strain Bolster Candidacy punctual
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Topic	Objectives	Suggested Activities	Assessments: D/F/S
A Career for you in Early Childhood Education	SWBAT: Explain how interests, values, abilities and family responsibilities affect career choices Search out various methods for seeking out employment Write a personal resume Write a cover letter for resume Prepare a teaching portfolio List questions to ask during an interview	Text book – “Working With Children” Chapter 33 – Read over chapter and define content and academic terms Teacher/Student discussion of recall and review questions for chapter 33 Students will be given an outline for completing a resume with their own personal information How to write a successful resume DVD How to write a cover letter DVD Students will be given a guide for writing a cover letter that best describes them	Completion of terms and recall and review questions for chapter 33 Completed resume Completed cover letter Portfolio preparation

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	<p>Explain the basic interview process</p> <p>List the do's and don'ts of the interview process</p> <p>Describe the rights and responsibilities of employees and employers</p> <p>Discuss the importance of good balance among family, work and community</p>	<p>Students will write their own resume and cover letter from the guides and outlines</p> <p>Students will be given individual portfolio organizers to begin their portfolio</p> <p>Students will search the internet, newspapers and other various methods of finding job opportunities in the child care field</p> <p>Students will read the classified ads for jobs in class for discussion</p> <p>Students will read over tips for online resume safety</p> <p>Students will read over a handout on How to Prepare for an Interview</p> <p>Students will practice answering interview questions in role play activity</p> <p>Students will practice how to write a thank you letter after an interview</p> <p>Students will be given a portfolio to begin saving their resume, cover letter and other information needed for their career choice</p> <p>Teacher/Student discussion on employee rights and responsibilities</p>	<p>Research on child care field jobs</p> <p>Participation in interview for a child care position</p> <p>Test on Chapter 33</p>
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Unit 3 – Promoting Children’s Safety

Enduring Understandings: Promoting safety with children. Developing safety rules for the classroom. How to recognize safety hazards in the classroom. How to assemble a first aid kit. What to do in case of a medical, fire or weather-related emergency. Safety forms used in early childhood programs. Responsibility for children’s safety.

Essential Questions: Who has the responsibility for children’s safety in the classroom? What are safety rules for the classroom? What are safety hazards in the classroom? How can you eliminate safety hazards in the classroom? What supplies go into a first aid kit? What forms are needed for accidents in the classroom? What safety precautions and procedures should you follow for medical, fire or weather-related emergencies?

UNIT VOCABULARY (if applicable) Limits Nonaccidental physical injury Neglect Emotional abuse	Sexual abuse Incest Molestation Mandated reporter Privacy law	Emetic Statute	
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Topic	Objectives	Suggested Activities	Assessments: D/F/S
Promoting Children’s Safety	SWBAT: Explain who has the responsibility for the safety of the children Prepare a safety policy Describe the different safety forms used in an preschool program Recognizes safety hazards in the classroom Describe how to prevent safety hazards in the preschool classroom	Read over chapter 11 Promoting Children’s Safety Complete content and academic terms for chapter 11 Complete chapter 11 study guide Teacher/Student discussion of Review questions for chapter 11 View DVD “Safety for Children” and complete notes Students will list items needed for a first aid kit and prepare a classroom first aid kit Students will discuss the safety hazards in	Completion of terms and recall and review questions Participation in class discussion on Child Safety Preparation of a first aid kit Preparation of a safety policy for the classroom Demonstration of safe and unsafe situations in the preschool classroom Participation in outdoor play area safety rules preparation

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	<p>Discuss how to promote safety with children</p> <p>Assemble a first aid kit</p> <p>SWBAT:</p> <p>Demonstrates what should be done in case of a medical, fire or weather-related emergency</p> <p>Describe outdoor play areas for children</p>	<p>the classroom and how to prevent them</p> <p>Students will work in groups to prepare a safety policy for the classroom</p> <p>Students pair up and are given a safe or unsafe situation in the preschool and they must explain why it is safe or unsafe and how they can make changes to the unsafe situation or why it is a safe situation.</p> <p>Students will prepare a list of safety rules for outdoor play</p>	<p>Child Safety Quiz</p>
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Unit 4 – Creating a Safe and Healthful Environment

Enduring Understandings: The value of indoor and outdoor space. Preschool learning centers and their function. Color schemes for the preschool classroom. Criteria to consider when planning for equipment and furniture for preschool classrooms. Factors that affect the organization of space in a preschool classroom. Organization of activity areas in the preschool classroom and outdoor playground. Basic floor planning to create a functional and safe learning environment in the preschool.

Essential Questions: What is the value of indoor and outdoor space? What are the basic preschool learning centers? What is the function of each learning center in the preschool classroom? How can color schemes create a mood in the preschool classroom? What colors are best suited for early learning centers? What can you find in each of the activity areas of a preschool classroom? How can I develop a preschool classroom that is functional and safe?

UNIT VOCABULARY (if applicable) Isolation area Staff room Audiovisual board	Floor plan Acoustic material Cubbies	Cool colors Warm colors Traffic pattern	Sensory table Stationary equipment
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Topic	Objectives	Suggested Activities	Assessments: D/F/S
Preparing the Environment	SWBAT: Explain the value of planned outdoor and indoor space List the basic activity areas in a preschool classroom Lists the function of each of the basic activity areas in a preschool classroom Describe what to consider when choosing preschool furniture and color schemes Gather factors that affect the organization of space in a preschool classroom Describe the responsibilities that	Read over Chapter 9 Preparing the Environment Define content and academic terms from chapter 9 Student/Teacher discussion of recall and review questions from chapter 9 Creating Environments for Learning & Play DVD Students complete handout – Meeting the goals of a well-planned space Students will make a list of all activity areas in a preschool classroom and what can be	Completion of terms and recall and review questions for chapter 9 Learning Center identification hand out Completion of hand out for Creating Environments for Learning & Play DVD Activity Area responsibilities handout Arranging space crossword

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	<p>teachers have to keep activity areas safe for children</p> <p>SWBAT:</p> <p>Organize activity areas in the preschool classroom</p> <p>Organize activity areas in an outdoor playground</p> <p>Create classroom bulletin boards and decorations</p>	<p>found in each area</p> <p>Student hand out –Activity Area Responsibilities</p> <p>Student handout – Responses to Color</p> <p>Students will review the handout Psychological impact of color</p> <p>Students will complete an arranging space crossword</p> <p>Students will be given graph paper and templates of furniture for the preschool room to create a functional learning environment.</p> <p>Students will put their floor plans into action with the real furniture and select the best design to set up the preschool</p> <p>Students will select a classroom bulletin board and work in groups in each class to make new bulletin boards that will be developmentally appropriate for the learning lab classroom.</p>	<p>Floor plan of the learning lab classroom</p> <p>Participation in setting up the learning lab classroom</p> <p>Creation of a developmentally appropriate classroom bulletin board</p>
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Unit 5- Selecting Toys, Equipment and Educational Materials

Enduring Understandings: Guidelines for selecting developmentally appropriate equipment, toys and educational materials for the preschool. Safety features to consider when selecting toys and equipment for indoor and outdoor use in preschools. How to report unsafe equipment and toys to the proper authorities and agencies. Name sources and methods for purchasing toys and equipment. Toys and educational materials that help to teach children appreciation for people of all cultures. Appropriate, safe toys are essential to children's development.

Essential Questions: What are guidelines for selecting developmentally appropriate toys and materials for the preschool? What are safety factors to consider when purchasing toys and equipment for the preschool? How do you report an unsafe or defective preschool toy or equipment? How do you purchase toys for the preschool? What are toys that teach? What are multicultural toys?

UNIT VOCABULARY (if applicable) Spectator toys Physical age	Chronological age Developmental age multicultural	Co-op (cooperative) Consumable supplies	Durable
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Topic	Objectives	Suggested Activities	Assessments: D/F/S
Selecting Toys, Equipment, and Educational materials	<p>SWBAT:</p> <p>Describe guidelines for selecting developmentally appropriate equipment, toys and educational materials for the preschool</p> <p>Explain the safety factors to consider when purchasing toys and playground equipment</p> <p>Explain how to report toys and equipment that are unsafe to the appropriate agencies</p> <p>Name methods and sources for</p>	<p>Read chapter 10 Selecting Toys, Equipment and Educational Materials</p> <p>Define content and academic terms chapter 10</p> <p>Student/Teacher discussion of recall and review questions for chapter 10</p> <p>Students will complete Selecting Toys and Equipment hand out</p> <p>Students will go over in class the hand out Choosing Age Appropriate Puzzles</p> <p>Students will work in groups to complete the Toys and Equipment worksheet</p>	<p>Completion of terms and recall and review questions for chapter 10</p> <p>Completion of Selecting Toys and Equipment hand out</p> <p>Class participation in discussion of age appropriate puzzles</p> <p>Group participation in evaluating toys in the preschool classroom</p> <p>Participation in the class discussion of Safety in the Playground</p> <p>Completion of a classroom budget with developmentally appropriate toys, equipment and supplies that can be used in the preschool learning lab</p> <p>"Toys that Teach" project and demonstration</p>

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	<p>purchasing toys and equipment</p> <p>SWBAT:</p> <p>Describe educational materials and toys that teach children appreciation for people of all cultures</p> <p>Create a children's toy that teaches</p>	<p>Students will use the Criteria for selecting materials and equipment to evaluate toys in the preschool classroom</p> <p>Teacher/Students will discuss the handout Playground Equipment Dangers</p> <p>Students will go through the toys in the preschool for possible dangers or safety hazards</p> <p>"Toys that Teach" FCCLA competitive event</p> <p>Students will use classroom catalogs and the internet to make a list of toys that can be used in the preschool. Students will be given a budget of \$500. Toy selection will be evaluated</p> <p>Students/Teacher with the help of catalogs and internet will brainstorm a list of toys that help children to explore, manipulate and create</p>	<p>List of toys that can help children be creative, use their imaginations and help their manipulative skills</p>
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Unit 6- The Curriculum

Enduring Understandings: Developing Program Goals. Developing a Curriculum. Assessment of Curriculum planning. Thematic unit planning. How to write a lesson plan. Where to find resources for developing lesson plans. Different learning styles. Behavioral and Developmental Goals for children. Learning objectives for lesson planning. Lesson plan evaluations. Diversity of individual learning styles. Importance of play in a child's life. Direct and Indirect learning experiences.

Essential Questions: What are program goals? What is a curriculum? How do I develop a curriculum for preschool children? What is a thematic unit? What themes are interesting to preschool children? Where do I find information and resources for developmentally appropriate lesson plans for preschool children? How do I write a lesson plan? What is included in a lesson plan? What is content-and process-centered approach to curriculum? What are the different individual learning styles? What is a direct and an indirect learning experience? What is play for children?

UNIT VOCABULARY (if applicable) Program goals Content-and process centered approach Direct learning experience Indirect learning experience	Teachable moment Engaging activities Field-sensitive Field-independent Visual learner Auditory learner Child's play	Early learning standards Emergent curriculum Web Block plan Lesson plan Learning objective Motivation	Closure Impulsive Cautious Infusion Theme Concept Thematic Unit
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Topic	Objectives	Suggested Activities	Assessments: D/F/S
Curriculum: Program Goals Assessment of curriculum planning Content-and process-centered curriculum Themes Written Lesson Plans	SWBAT: Define content terms from chapter Develop program goals for the preschool classroom Describe what is included in the curriculum for preschool children Select themes that are relevant to preschool children	Read over Chapter 18 with the class, each group reviewing what part of the chapter they were assigned Chapter 18 define content and academic terms Chapter 18 answer recall and review questions Student/Teacher discussion of program goals for the preschool students and their	Completion of chapter 18 terms and recall and review questions Participation in classroom discussion of program goals Discussion group participation on how to achieve program goals

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	Describe a Thematic Unit	classroom	Participation in theme selection for the learning lab
	SWBAT: SWBAT:	Students will break up into groups and discuss how they can achieve the program goals	
	Select activities appropriate for preschool children	Students will brainstorm different theme suggestions relevant for a preschool class	
Learning Styles	Write lesson plans for preschool children	Teacher/Students will make a list of 18 of the most popular themes	Completion of a written lesson plan
Developmental and behavioral goals	Describe the different learning styles	Students will explore the reference books and classroom materials to become familiar with what is available to them for writing lesson plans	
Learning objectives	Write developmental and behavioral goals for lesson plans	Teacher will go over a lesson plan handout with students step by step using an activity from one of the reference books	Participation and observations from field trip to Forest Glen ECC
	Write learning objectives for lesson plans	Students will fill out the lesson plan to use for reference	Completion of handout for Child's Play DVD
	Evaluate individual lesson plans	Teacher/Student discussion and handout on techniques for teaching	Completion of the weekly themes for the preschool learning lab
The importance of Play	Describe a direct and indirect learning experience		Completion of the preschool program goals and how we can achieve them over the course of the year.
The classroom environment	Explain the importance of play for children	Field trip to Forest Glen ECC for job shadowing and observing the preschool child and environment	
	Describe the different learning centers in the preschool classroom	Child's Play DVD and teacher prepared handout	
Weekly Thematic Units	Select the themes for each week of the learning lab	Students will work in groups to select the 21 themes for the preschool learning lab	

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Program Goals for the preschool learning lab	Form a list of program goals for the preschool learning lab	<p>Students will work in groups to make a list of the program goals for the learning lab.</p> <p>Students will work together in groups to explain ways that we can achieve the program goals that they selected</p>	
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Unit 7 - Types of Early Childhood Programs

Enduring Understandings: Types of early childhood programs available to parents and their children. Advantages and disadvantages of the different types of early childhood programs. Three types of center sponsorships. Steps that families can take in choosing quality child care. Indications of quality childcare in early childhood programs. Licensing rules and regulations that help to keep centers safe. Components of center accreditation.

Essential Questions: What are the different types of early childhood programs? What are the advantages and disadvantages of the different types of early childhood programs? What is center sponsorship? What guidelines should I follow to find a quality child care facility? What are the components of accreditation for a child care center? What are the licensing rules and regulations that help to keep child care centers safe?

UNIT VOCABULARY (if applicable) Family child care home Child care centers Custodial care Learning Standards	Montessori approach Head Start School-age child care programs Check-in services	Parent cooperatives Laboratory schools Universal pre-kindergarten (UPK) Licensing rules and regulations Non-profit centers	Child care license Accredited Quality Rating systems(QRS) Homeless children For-profit centers
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Topic	Objectives	Suggested Activities	Assessments: D/F/S
Types of Early Childhood Programs	<p>SWBAT:</p> <p>Describe the various types of early childhood programs available to parents and their children</p> <p>Discuss the advantages and disadvantages of each type of</p>	<p>Read chapter 2 Types of Early Childhood Programs</p> <p>Define terms to learn for chapter 2</p> <p>Teacher/Student discussion of recall and review questions for chapter 2</p>	<p>Completion of terms and recall and review questions for chapter 2</p> <p>Group research project on a type of early learning program</p> <p>List of What makes up a quality Child care program</p>

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	<p>program</p> <p>List the three types of center sponsorship</p> <p>Explain the steps that families may take in choosing quality child care</p> <p>Describe the indications of quality in early childhood programs</p> <p>Recognize regulations and licensing rules that help to keep centers safe</p> <p>Name the components of center accreditation</p> <p>Observe and assess different early childhood programs</p> <p>Create program goal for the preschool classroom</p>	<p>Students will work in pairs to research on the internet the different types of early childhood programs and make a presentation to the class</p> <p>Home Work – What is the NAFCC</p> <p>Students will make a class list of what they think makes up a quality early childhood program</p> <p>Teacher/Student discussion of selecting quality child care</p> <p>Teacher hand out – Early Childhood Fill-In</p> <p>Teacher hand out – Types of programs</p> <p>Students will visit an early childhood program and report on their findings</p> <p>Students will complete an evaluation form for each program visited</p> <p>Students working in groups will be given a child care situation to determine what type of child care would be best for that particular child</p> <p>DVD Maria Montessori –philosophy of early childhood education</p> <p>Students will make a list of program goals for a specific early childhood program</p> <p>Students/Teacher discussion on how the environment supports the classroom goals of each of the different programs</p>	<p>Participation in the discussion on Selecting the very best child care center</p> <p>Completion of teacher handouts</p> <p>Participation in the student activity early childhood situation and what to do?</p> <p>Notes from the Maris Montessori DVD</p> <p>List of program goals and how each different early childhood program supports those goals</p>
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Unit 8 - Observing Children: A Tool for Assessment			
Enduring Understandings: Benefits of observing children. Different types of observations. Assessing children's development. Developing listening skills. Role of the observer. Recording observations. Building observation skills.			
Essential Questions: Why do we observe and record children's behavior? What are the different types of observation methods? How do you assess children's development from observations? How do I develop good listening skills? How do I record observations? How can I improve my observation skills?			
UNIT VOCABULARY (if applicable) Assessment Evaluation Developmental milestones Checklist	Participation chart Rating scale Visual documentation Documentation Chronological portfolio		

Topic	Objectives	Suggested Activities	Assessments: D/F/S
Observing children: A Tool for Assessment	<p>Discuss the importance of observing and recording children's behavior</p> <p>Explain the benefits and drawbacks of specific observation techniques</p> <p>Describe different ways of recording observations</p> <p>Provide guidelines for using observation records</p> <p>Identify what children's behaviors should be looked at when assessing children's development</p>	<p>Read chapter 3 – Observing Children: A tool for assessment</p> <p>Define content and academic terms for chapter 3</p> <p>Answer recall and review questions for chapter 3</p> <p>Prepare observation journals</p> <p>Observe and record children in various preschool situations</p> <p>Observations at Forest Glen ECC</p> <p>Listening skills activity “How Well do you Listen?”</p>	<p>Completion of chapter 3 terms and recall and review questions</p> <p>Observation report homework assignment</p> <p>Observations from Forest Glen ECC field trip</p> <p>Completion of objective writing activity</p> <p>Completion of Descriptive writing activity</p> <p>Observation report from Ben Samuels Children's Center</p>

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	<p>Practices good listening skills</p> <p>SWBAT:</p> <p>Describes what to look for when observing children in each of the developmental areas.</p> <p>Distinguish between objective and subjective observations</p>	<p>Objective writing activity.</p> <p>Descriptive writing activity.</p> <p>Running Record method of observing activity</p> <p>Field Trip to Montclair, Ben Samuels Children's Center (infants to preschool)</p> <p>Observation hand out of changing "Subjective observations to Objective observations."</p>	<p>"Subjective to Objective" assignment</p> <p>Test on Observations, Classroom procedures, and lesson plans</p>
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Unit 9 – Understanding Four and Five-year-olds			
Enduring Understandings: Physical, Social-Emotional, and Cognitive development of four and five-year-olds. How to plan programs and activities for four and five year olds. Providing developmentally appropriate ways to relate to children.			
Essential Questions: What are the physical, social-emotional, and cognitive characteristics of a four to five year old child? What are developmentally appropriate activities for preschool children? How can I use my knowledge of development to prepare and plan programs and activities for preschool children?			
UNIT VOCABULARY (if applicable) Receptive language Stuttering Rote counting Passive voice	Articulation		

Topic	Objectives	Suggested Activities	Assessments: D/F/S
Understanding Four and Five-year-olds	SWBAT: Describe the physical, social-emotional and cognitive development of four and five year old children Discuss how you as a teacher should plan programs and activities for preschool children Provide developmentally appropriate ways to relate to preschool children	Read over Chapter 7 with the class. Each student will be given a section to summarize to the class. Chapter 7 define the content terms and academic terms Chapter 7 answer the recall and review questions Job shadowing at ECC Forest Glen Preschool The Child From 4 – 6 DVD – teacher prepared handout to be completed as the student watches the DVD Observation report of a preschool child from each student's observation journal	Completion of terms and recall and review questions Participation and report of observations from ECC preschool Completion of the Child from 4 – 6 DVD hand out Yearend Observation report of a preschool child Test on Chapter 7

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Unit 10 – Guiding Children

Enduring Understandings: Situations and feelings that cause tension in children. Behavior problems that result from tension. Appropriate social and emotional skills for children. The effect of the family stressors on children and families. Reasons for having classroom limits. Establishing classroom limits. Enforcing classroom limits. Useful limits for different classroom areas and activities. The importance of a daily schedule. How to guide children successfully through daily routines such as dressing, undressing, eating, napping, toileting, and cleanup. Use of transition techniques to move smoothly from one activity to another.

Essential Questions: What kinds of situations and feelings can cause tension in children? What child behavior problems can result from tension? What are appropriate social and emotional skill for preschool children? What are family stressors? What effect do family stressors have on children and families? Why do we have classroom limits? How do we establish classroom limits? What classroom limits are appropriate for different areas of the preschool classroom? Why is it important to have a daily schedule? Why do we need routines in the preschool classroom? How do you guide children through the daily routines? What is a transition? How do we use transitions in the classroom? What are the different kinds of transitions?

UNIT VOCABULARY (if applicable)

Overstimulated
Frustration
Stress
Onlookers
Resilient

Regression
Flexible limits
Consistent
Limits(chpt.11)
Sensory table
Routines

Transitions
Schedules
Visual signals
Novelty transitions
Auditory signals
Hyperactivity

Pica
Dawdling
Induce

Topic	Objectives	Suggested Activities	Assessments: D/F/S
Guiding Children	SWBAT: Define the content and academic terms and answer the recall and review questions for chapter 15	Students will define the content and academic terms and answer the recall and review questions for chapter 15 in the text book	Completion of chapter 15 terms and recall and review questions
Guidance Challenges	Identify situations and feelings that cause tension in children	Students will complete a Guidance Match handout with information from chapter 15	Completion of Guidance Match hand out
	Describe behavior problems that result from tension	Students will watch “I want all the turns” DVD and answer a teacher prepared handout to go along with the DVD	Participation in the group activity on family stressors

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<p>Establishing Classroom Limits</p>	<p>SWBAT:</p> <p>Guide children as they learn appropriate social-emotional skills</p> <p>Explain the effect of family stressors on children and families</p> <p>Define the content and academic terms for chapter 16 in the text</p> <p>List the reasons for having classroom limits</p> <p>List guidelines for establishing classroom limits</p> <p>Discuss the different methods for enforcing limits</p> <p>Select the most useful limits for different areas in the classroom</p>	<p>Students will be given a stressed family situation and work in their teaching groups to figure out the stressors and then how to identify what a child's reaction to the stressors might be</p> <p>Students will complete the content and academic terms and answer the recall and review questions at the end of chapter 16</p> <p>Students will complete the Stating the Positive teacher handout on how to state positive limits with preschool children</p> <p>Students will work in their teaching groups to create a list of limits for each of the learning centers in the classroom, then will discuss their lists with the other students</p>	<p>Completion of the terms and recall and review questions for chapter 16</p> <p>Completing the Stating the Positive teacher handout</p> <p>Participation in the Setting Limits group project</p> <p>Completion of the terms and recall and review questions for chapter 17</p> <p>Completion of the hand out "Your style of managing Daily Routines"</p>
<p>Handling Daily Routines</p>	<p>Complete the content and academic terms and answer the recall and review questions at the end of chapter 17</p> <p>Explain the importance of a daily routine</p> <p>Carry out successful daily routines in the learning lab</p> <p>Explain how to use transitions in the learning lab and give examples of the different kinds of transitions</p> <p>Create a transition activity for the learning lab with their teaching group</p>	<p>Students will define the content and academic terms and answer the recall and review questions for chapter 17 in the text book.</p> <p>Students will complete the hand out "Your style of managing Daily Routines" to be gone over in class</p> <p>Students will watch the DVD, "Schedules & Routines Why are they necessary?" Students will answer a teacher prepared handout while watching the DVD</p> <p>Students will work in groups to prepare a Daily Schedule for a preschool classroom</p> <p>Students will work in small groups to try and come up with suggestions for resolving different conflicts that may arise in a preschool setting</p>	<p>Completion of the teacher prepared handout Daily Schedule for the preschool classroom</p> <p>Participation in group discussion on conflict</p> <p>Test on Guidance</p>

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Unit 11 – Preschool Learning Laboratory(Optional) (21 weeks-Tuesday, Thursday & Friday)

Enduring Understandings: Principles to use when planning early childhood environments. Following preschool schedules and routines. Creating transitions. Leading opening and closing circle time activities. Developing and carrying out developmentally appropriate lesson plans. Using classroom resources, equipment and materials to create and develop activities for lesson plans. Following curriculum guidelines. Evaluation of lesson plans taught. Preparing a safe and educational preschool environment. Becoming aware of resources and surroundings in the preschool classroom. Being aware of the safety and wellbeing of each child in the preschool classroom. Cooperative teaching with team teachers. Writing objective observations of children and teachers in observation journal. Support of weekly thematic units. Developing positive relationships with children and their families in the learning lab. Being responsible role models for the children. Being respectful and responsible in the learning lab environment.

Essential Questions: What are the 8 learning centers in the learning lab classroom? What is the schedule and routines followed in the learning lab? What is a transition and how are they used in the learning lab? What is circle time and how is it presented in the learning lab classroom? What is developmentally appropriate curriculum? What are the learning lab safety rules? How do I write a lesson plan? What is cooperative teaching? How do I write objective observations? What is a thematic unit? How do I relate to children and their families? How can I be a positive role model for the children in the learning lab? How can I be respectful and responsible in the learning lab classroom?

Topic	Objectives	Suggested Activities	Assessments: D/F/S
<p>Preschool Learning Lab Learning Lab meets on Tuesday, Thursday & Friday</p> <p>Planning early childhood environments</p> <p>Planning, Teaching and Observing Preschool Children</p>	<p>SWBAT: Work together with their teaching group to form a bond</p> <p>Define the learning lab, learning centers</p> <p>List the reasons for a well-planned space</p> <p>SWBAT; Describe the learning lab environment and how it supports the preschool child</p>	<p>Students will work with their teaching group to complete a Team Bonding activity</p> <p>Students will explore with their teaching groups the learning lab classroom and write down the 8 learning centers and what is included in each.</p> <p>Teacher/Student discussion of each learning center and how it can be useful to the children in the learning lab.</p>	<p>Completion of learning center list</p> <p>Students will be graded on their class participation in the learning lab.</p> <p>Execution of their lesson plans will be evaluated by teacher and self-evaluation.</p> <p>Evaluations of student's observations in their observation journal.</p>

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	<p>Plan, Teach and Observe the preschool children</p> <p>Enhance their understanding of child development through increased involvement in the learning lab experience</p> <p>Write developmentally appropriate lesson plans for each curriculum area</p> <p>Prepare the learning lab children with the skills they will need to be successful in Kindergarten</p> <p>Write objective observations in their observation journal to be used for a final observation report due at the end of the year.</p> <p>Use observations as an assessment of the growth and development of the learning lab students and student teachers.</p> <p>Select a student teacher of the month</p> <p>Plan, Organize and carry out the Learning Lab Graduation/Field Day</p>	<p>Teaching will include, following daily schedule and routines and executing lesson plans, acting as role models and guiding children's behavior, being supportive of other team teachers, cleaning up and setting up classroom for the next class.</p> <p>Planning will include following a theme, plan developmentally appropriate lessons, write and complete 3 lesson plans for each teaching week to be handed in the Friday before teaching week, prepare all materials needed to teach the lesson, practice lessons with team teachers.</p> <p>Observing will include following appropriate observing behavior, do not interfere with teachers who are teaching, write objective observations of what you actually see and hear going on in the learning lab classroom, attend to transitions between classes and help where needed.</p> <p>Writing lesson plans for readiness activities in each of the curriculum areas of Math, Science, Music & Movement, Art, Language Arts, Active Play, Social Studies, Health & Safety</p> <p>Students will vote on the best student teacher of the month and give the reasons why they feel that student deserves the honor.</p> <p>Students will be involved in the planning, organizing, setting up and carrying out the Learning Lab Graduation/Field day at the end</p>	<p>Completion of planning materials and preparation for teaching lessons</p> <p>Planning, Organizing and Participation in graduation/Field day</p>
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Unit 12- Guiding Art, Block building, and Sensory Experiences

Enduring Understandings: The importance of Art experiences in early childhood. Techniques for guiding art experiences. Stages of Art skill development. Art supplies and tools needed for the preschool classroom. Painting activities. Use of different art materials. How to react to children's art. Developmental growth through art experiences. Displaying children's art work. Block building activities appropriate for preschool children. Sensory experiences for the preschool classroom.

Essential Questions: Why is Art important in early childhood? What are the techniques you can use as a teacher to guide art experiences? What are the stages of Art skill development? Describe the different art supplies and tools needed in the preschool classroom. What are the different painting methods? How are the different art materials used in the preschool classroom? How should you react to a child's art work? How do art experiences help the developmental growth of the preschool child? Where and How should you display children's art work? What are the different ways to use blocks in the preschool classroom. What are some of the sensory experiences that you can provide for children in a preschool classroom?

UNIT VOCABULARY (if applicable) Product centered art Process centered art String painting Mono painting Open-ended art materials	Chalk painting Texture painting Salt painting Spice painting Plasticene	Tactile Water soluble Collage Three dimensional Marble painting Finger painting	Easel Easel painting Smocks Drying rack Non-toxic Bridging
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Topic	Objectives	Suggested Activities	Assessments: D/F/S
Guiding Art Experiences Importance of Art Experiences Techniques for Guiding Art experiences	SWBAT: Discuss how art experiences can help children develop socially, emotionally, intellectually, and physically Be creative in their approach to art Use open-ended art materials Define the different art terms, tools and materials used in art for	Read over chapter 19 with the class. Define the content and the academic terms and recall and review questions for chapter 19 Watch the Art and Music in Early Childhood DVD and complete the teacher prepared handout to complete as they watch the DVD Students will complete a worksheet on Stages of Artwork	Completion of the terms and recall and review questions Participation in the discussion of the DVD Art and Music in early childhood Completion of worksheet on Stages of Artwork Completion of list of sources of free art materials

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<p>Stages of Art Skill Development</p> <p>Art Supplies and Tools</p> <p>Painting Activities</p> <p>Molding materials</p> <p>Collages</p> <p>Block building</p> <p>Sensory Experiences</p>	<p>preschool children</p> <p>SWBAT: Describe the different stages of art skill development</p> <p>Demonstrate the use of different painting materials that can be used in the preschool classroom</p> <p>Make a recipe for play dough</p> <p>Prepare a list of free collage materials</p> <p>Practice using collage materials</p> <p>Show appreciation of children's art work</p> <p>Identify and demonstrate the different block building activities that are suitable for preschool children</p> <p>Identify the sensory areas of the preschool classroom and the different activities that are suitable for preschool children</p> <p>Complete a test on Art experience in early childhood</p>	<p>Students will Brainstorm in groups to make a list of sources of free art materials</p> <p>Students will select a different painting method to demonstrate to the class</p> <p>Students will make a recipe for playdough to be used by the children in the learning lab</p> <p>Students will make a list of free collage materials that can easily be found around the house</p> <p>Students will practice making different collages</p> <p>Students will discuss the proper way to display children's art work</p> <p>Students will work in pairs to create a lesson plan and an activity for block building in the preschool classroom</p> <p>Student will work in pairs and demonstrate an activity and written lesson plan that can be done in the sensory area of a preschool classroom</p> <p>Field Trip to the Children's Museum of Manhattan</p>	<p>Demonstration of a painting method</p> <p>Participation in making play dough</p> <p>Completion of the list of collage materials</p> <p>Lesson plan for block building activity</p> <p>Lesson plan for a sensory activity</p> <p>Test on Art, block building and sensory experiences in early childhood</p>
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Unit 13 – Guiding Science and Technology Experiences

Enduring Understandings: Science and Technology in the preschool experience. Reasons for studying Science and Technology for children. Plans and procedures for science and technology activities. Science activities and sources for supplies. The role of the teacher in guiding science and technology experiences. Methods for using children’s senses for teaching science concepts. Methods and ways for teaching science concepts. How technology can be used throughout the environment, curriculum and daily routines.

Essential Questions: How can you incorporate science and technology in the preschool classroom? Why do we study Science and Technology for children? How do you plan a successful science or technology activity? What types of supplies are necessary for science and technology activities? How can the teacher guide a successful science or technology experience? How do we use children’s senses to teach science concepts? What methods can we use for teaching science concepts? How can we incorporate technology in the environment, curriculum and in the daily routines of the preschool classroom?

UNIT VOCABULARY (if applicable) Science Technology Science table Feely box	Apps Palpable Subterranean Loam Germinate	Nocturnal	
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Topic	Objectives	Suggested Activities	Assessments: D/F/S
Guiding Science and Technology experiences	SWBAT: Discuss the reasons for including science and technology into the early childhood curriculum	Read over chapter 24 in the textbook with the class Complete the content and academic terms for chapter 24	Completion of the terms and recall and review questions for chapter 24
Planning Science Activities	Plan developmentally appropriate science and technology activities for the preschool child	Complete the recall and review questions at the end of chapter 24	Completion of the Science Overview handout Completion of the “Forming Open-ended Questions hand out
The role of the teacher	Outline the role of the teacher in planning science and technology activities	Complete teacher hand out “Science Overview” Students will complete a teacher hand out	Participation in the group activity “Methods of Teaching Science” Written lesson plan for science activity

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Science Supplies	SWBAT: Make a list of the supplies that can be used for science and technology activities	“Forming Open-ended Questions” Students will complete in groups teacher handout “Methods of Teaching Science” for discussion in class Students will write a lesson plan using one of the methods discussed in “Methods of Teaching Science” to teach and demonstrate to the class Students will brainstorm ideas to help children learn science through the 5 senses Students will plan a classroom garden for the learning lab	Participation in the creation of a classroom garden Planning a science field trip for preschool students Written lesson plan for a technology activity for the preschool students Test on Guiding Science and Technology Experiences
Using the senses to teach science concepts	Create lesson plans that can teach children science through the 5 senses		
Using Gardening to teach science concepts	Create a lesson plan that helps to teach children about gardening		
Using the environment, color, wheels, water, food, animals, air, magnets and a child’s body to teach science concepts	Select a science topic and write a lesson plan and demonstrate the lesson to the class Plan a science related field trip experience for the preschool	Field trip to Liberty Science Center Field Trip to Turtleback Zoo	
Science field trips	Research different types of technology activities for the preschool classroom	Students will get together in groups and list different types of technology activities for the preschool classroom	
Planning Technology activities	Carry out a science related lesson plan with the learning lab students	Students will write a lesson plan and for a technology activity to teach to the preschool children	
Role of the teacher			
Integrating Technology into the classroom	Discuss how technology can be incorporated into the preschool curriculum		

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Unit 14 –Guiding Math Experiences

Enduring Understandings: How math activities benefit children. Goals of the math curriculum. How to set up a math learning center. Making math interesting and enjoyable for the children. How to plan successful math activities.

Essential Questions: How can math activities benefit children? What are the goals of the math curriculum? How do you set up a Math learning center? What are creative ways to make math interesting? How do I write lesson plans for math?

UNIT VOCABULARY (if applicable) Specific task assessment Parquetry blocks Set Empty set	One-to-one correspondence Cardinality Rational counting Number sense Numerals	Spatial relationships Matching Sorting Sequencing Recognizing	
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Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments: D/F/S
Goals of Early Math experiences	Discuss how math activities benefit children			Read Chapter 23 –Guiding Math Experiences	Completion of the terms and recall and review questions for chapter 23
Math Equipment	Explain the goals of the math curriculum			Define content and academic terms to learn for chapter 23	
Math Equipment	Design a math learning center for preschoolers			Complete the recall and review questions for chapter 23	Completed list of goals for the math curriculum
Mathematical Activities	Describe how you as a teacher can make math interesting and enjoyable for children			Teacher/student discussion of review questions for chapter 23	
	Plan and lead math activities			Students will work in groups to create a list of goals for the math curriculum	Completed design of math learning center
	Demonstrates different types of math activities that can be done with preschool children			Students will work in groups to design a math learning center for the preschool classroom.	

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	<p>Prepares a list of cooking guidelines for working with preschool children</p> <p>Uses positive guidance techniques to help preschool children to think creatively</p>		<p>Students will be given random materials to demonstrate math concepts to the class.</p> <p>Students will write lesson plans for a math lesson to be demonstrated and taught to the class (poster game, folder game, flannel board game, etc.)</p> <p>Students will evaluate the math lessons taught by other students</p> <p>Students will prepare a rebus recipe for use when teaching preschool children how to cook</p>	<p>Lesson plan and demonstration of math activity</p> <p>Rebus recipe for preschool children</p> <p>Test on Guiding Math Experiences</p>
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Unit 15 - Guiding Play and Puppetry Experiences

Enduring Understandings: The stages of play. Stages of material use in play. Benefits of socio-dramatic play. Guiding socio-dramatic play activities. Benefits of puppetry experiences. How to make puppets. Telling a story using puppets.

Essential Questions: What are the stages of play? What kinds of materials can you use in the different stages of play? What are the benefits of socio-dramatic play? How do you guide socio-dramatic play activities? What are the benefits of puppetry experiences? What are the different types of puppets? What materials are needed to make puppets? How do I tell a story using puppets?

UNIT VOCABULARY (if applicable) Dramatic play Socio-dramatic play Solitary play Parallel play	Associative play Cooperative play Manipulative play Functional stage of play Imaginative stage of play	Role-playing Coaching Prop box Puppetry Projection	Personification Conflict
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Topic	Objectives	Suggested Activities	Assessments: D/F/S
Guiding Play and Puppetry experiences	<p>SWBAT: Read over chapter 21 with the class</p> <p>Complete the content and academic terms for chapter 21</p> <p>Complete the recall and review questions for chapter 21</p> <p>Discuss the terms and questions from chapter 21 with the class</p> <p>Complete the handout “ Playtime Match”</p> <p>Design a puppet and write a puppet story</p> <p>SWBAT:</p>	<p>Students will read over chapter 21 with the class</p> <p>Students will define the content and academic terms for chapter 21</p> <p>Students will answer the recall and review questions at the end of chapter 21</p> <p>Students will complete a hand out “Playtime Match” for chapter 21</p> <p>Students will discuss the different kinds of puppets and design a puppet and write a puppet story to tell to the class using the puppet they created</p>	<p>Completion of chapter 21 terms</p> <p>Completion of Chapter 21 recall and review questions</p> <p>Participation in class review of terms and questions from chapter 21</p> <p>Puppet and puppet story</p>

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	<p>Demonstrate their puppet story telling techniques to the class</p> <p>Evaluate peers storytelling techniques</p> <p>Practice making different kinds of puppets and how to use them in the preschool classroom</p> <p>Discuss the benefits of socio-dramatic play for children</p> <p>Identify the different materials that can be put into a prop box</p> <p>Practice using a prop box and selecting the supplies that can be provided in it</p>	<p>Students will use a rubric to evaluate each other's puppet and puppet story</p> <p>Students will have a puppet making workshop and discuss the different kinds of puppets and how to use them in the preschool classroom</p> <p>Students will work in groups to make a list of the benefits of socio-dramatic play for children and then read them aloud to the class</p>	<p>Participation in socio-dramatic play benefits discussion</p> <p>Creation of a prop box</p> <p>Test on Chapter 21</p>
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Resources and Instructional Strategies

Text(s) & Workbook(s):

“Working with Young Children”, The Goodheart-Wilcox Company, Inc.

“Childcare Today”, McGraw-Hill Education

“The Child Care Professional”, Glencoe, McGraw-Hill

Instructional Strategies:

DVD’s, CD’s, Job Shadowing, Observing, Presentations, Dramatizations, Cooperative Hands-on Learning, Teacher modeling, Role Playing, Field Trips, Guest Speakers, Computer & Internet access, Web-based research, Games and Simulations, Team Bonding, Observations, Journaling, Evaluations, Graphic organizers, Supplemental Readings, etc.

Career and Technical Student Organization related to Early Childhood:

Family, Career and Community Leaders of America (FCCLA) is a co-curricular student career and technical organization that promotes personal growth and leadership through family and consumer science education.

<http://www.state.nj.us/education/cccs/2014>