

Child Development: Pre-K-School-Age

Teacher: Julie Read

September 2020

Content	Skills	Learning Targets	Assessment	Resources & Technology
----------------	---------------	-------------------------	-------------------	-----------------------------------

<p>CEQ: WHAT ARE THE BENEFITS OF STUDYING CHILD DEVELOPMENT?</p> <p>UEQ: Unit 1</p> <p><i>•What are possible careers in child development?</i></p> <p>A: Child Development Careers A1: Child Development Careers</p> <p>Standards & Frameworks: Minnesota Careers in Education MCE 1.1 MCE 1.2 MCE 1.3 Minnesota Early Childhood Education MECE 1.1</p> <p>UEQ: Unit 2 Experiencing Learning <i>•What are the foundations of learning</i> <i>• How does self-esteem affect learning?</i></p>	<p>A: Child Development Careers A1: Describe a child development career. A2: List the schooling that is needed for the child development career of your choice.</p>	<p>A: Child Development Careers LT2: I can research a child development career and create and present a powerpoint presentation on it.</p>	<p>A: Child Development Careers A1-2: Child Development Career Powerpoint</p> <p>CA = Career Project</p>	<p>A: Child Development Careers "Children: The Early Years, 2011" Chapter 26: Child Development Careers</p>
---	--	---	--	--

<ul style="list-style-type: none"> ● <i>How human growth and development at various stages impact diverse classrooms</i> ● <i>What are exceptional learners?</i> <p>A: The Learner and Learning A1: Awareness & reflection</p> <p>Standard/Framework: Minnesota Careers in Education MCE 2.2</p> <p>B: Styles and Needs B1: Learning Styles B2: Special needs and exceptionalities</p> <p>Standards/Frameworks National Standards: Minnesota Careers in Education MCE 2.3 MCE 2.6 MCHD 5.2</p>	<p>A: The Learner and Learning A1: Analyze strength and areas of personal improvement A1: Understand what diverse individuals, learners and community members they are. A1: analyze the role of self-esteem in learning</p> <p>B: Styles and Needs B1: Describe different learning styles and why they are important in learning. B2: Describe the needs of children with exceptionalities and special physical, mental and emotional needs. B1- B2: Develop strategies caregivers can use to help children with</p>	<p>A: The Learner and Learning LT1: I can analyze my learning strengths and improve as a learner. LT2: I can evaluate myself as a diverse individual, learner and community member LT3: I can explain the role of self-esteem in an individual learning.</p> <p>B: Styles and Needs LT1: I can describe the different learning styles and explain why they are important in learning. LT2: I can describe the needs of children with disabilities and exceptionalities. LT3: I can develop strategies to help children with exceptionalities or special needs.</p>	<p>A: The Learner and Learning A1: Through the Eyes of a Friend A1: Coat of Arms/Shield A1: Realizing My Powers essay A1: Phony vs Earned Self Esteem</p> <p>B: Styles and Needs B1: Learning Styles Lecture Notes B1: Completion Gardner’s Multiple Intelligences, Analytical & Global Learning Preferences and Color based leadership assessment.</p>	<p>A: The Learner and Learning A1: Chapter 1 “The Learner & Learning” Experiencing Education 2017</p> <p>B: Styles and Needs B1: Learning Styles Lecture PowerPoint B1: Intelligence Test/Assessments</p>
--	--	--	---	---

<p>exceptionalities and special needs.</p> <p>C: Growth and Development C1: Physical developmental characteristics and stages C2: Cognitive Developmental characteristics and stages C3: Moral developmental characteristics and stages C4: Psychosocial developmental characteristics and stages. C5: Developmental characteristics of language and social cognition C6: Physical, Social and Personal differences that impeded learning</p> <p>Standards/Frameworks: Minnesota Careers in Education: MCE 2.1 MCE 2.2 MCE 2.3 MCE 2.4 MCE 2.5 MCE 2.7 MCE 2.8</p>	<p>C: Growth and Development C1: Identify physical developmental characteristics and stages from birth through age eighteen C2: Identify cognitive developmental characteristics and stages from birth through age eighteen C3: Identify moral developmental characteristics and stages from birth through age eighteen C4: Identify psychosocial developmental characteristics and stages from birth through age eighteen C5: Identify developmental characteristics of language and social cognition in the transference of knowledge and culture. C6: Explain how physical, social and personal</p>	<p>C: Growth and Development LT1: I can describe physical development from birth through age eighteen LT2: I can describe cognitive development from birth through age eighteen. LT3: I can discuss moral development from birth through age eighteen. LT4: I can explain the benchmarks of psychosocial development LT5: I can explain how we are dependent on language. LT6: I can discuss how language influences culture and vice versa. LT7: I can explain how our differences can impede learning</p>	<p>C: Growth and Development C1-5: Child Development lecture notes. C1: My Growth assignment. C3: Scenarios Regarding Moral Development and What to do? Moral decisions on Prom Night activity C4: Erikson Time line task C5: Building a structure without verbal or written communication C5: video clips “Tarzan and Nell.</p>	<p>C: Growth and Development C1-5: Child Development birth through age eighteen PowerPoint. C1: “Chapter 3 Physical Development” Experience Education 2017 C3: “Chapter 3 Moral Development” Experience Education 2017 C4: “Chapter 3 Psychosocial Development” Experience Education 2017 C5: “Chapter 3 Social Cognitive Development” Experience Education 2017</p>
---	---	---	---	--

<p>MCHD 4.4</p> <p>D: Preschool Model D1: Developing a preschool model</p> <p>Standards/Frameworks: Minnesota Careers in Education: MCE 2.1 MCE 2.2 MCE 2.3 MCE 2.4 MCE 2.5 MCE 2.7 MCE 2.8 MCHD 4.4</p> <p>E: Importance of Play E1: Significance of play</p> <p>Standards/Frameworks: Minnesota Careers in Education: MCE 2.5 MCE 3.1</p>	<p>differences can impeded learning.</p> <p>D: Preschool Model D1: analyze. Synthesize and apply developmental information relating to preschool-aged children</p> <p>E: Importance of Play E1: Identify various types of play and the significance of play.</p>	<p>D: Preschool Model LT1: I can create my on preschool model following best practices.</p> <p>E: Importance of Play LT1: I can identify various types of play and related ages. LT2: I can create activities for preschoolers in the area of art, play, music, science and reading.</p>	<p>D: Preschool Model D1: Design a preschool Assignment</p> <p>A-D: CA = Preschool Model Project</p> <p>E: Importance of Play E1: Play it's importance and the types lecture notes E1: Evaluation of different games as related to the type of play. E1: Trip to a Toy Store assignment</p>	<p>D: Preschool Model D1: Preschool Model Assignment and Rubric "Chapter 3 Cadet Preschool Model" Experiencing Education 2017</p> <p>E: Importance of Play E1: Play -it's importance and types PowerPoint E1: "Chapter 3 Play Day" Experiencing Education 2017 E1: "Chapter 3 A Trip To the Toy Store" Experiencing Education 2017</p> <p>Vocabulary: Practice play Symbolic play</p>
---	--	--	---	---

<p>F: Manipulations and learning F1: Manipulatives facilitate learning</p> <p>Standards/Frameworks: Minnesota Careers in Education: MCE 2.5 MCE 3.1 MCE 5.2</p>	<p>F: Manipulations and learning F1: design a manipulative or game suitable for learning at a specific age</p>	<p>F: Manipulations and learning LT1: I can design a manipulative or game for a specific age</p>	<p>F: Manipulations and learning F1: Making Manipulatives project</p>	<p>Games with Rules Constructions</p> <p>F: Manipulations and learning F1: “Chapter 3 Making manipulatives” Experiencing Education 2017</p>
---	--	--	---	--

June 2019

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>UEQ: Unit 3 Observations</p> <ul style="list-style-type: none"> • <i>What are some traits and capabilities of children ages birth through five?</i> • <i>What factors contribute to learning in children ages 6-11?</i> • <i>What factors contribute to learning in pre-adolescents and adolescents</i> 				

<p>· <i>What factors contribute to learning in adolescents?</i></p> <p>A: Observations A1: Birth through Age Five A2: Elementary school student A3: Middle school student A4: High School Student</p> <p>Standards/Frameworks: Minnesota Careers in Education MCE 2.1 MCHD 4.4</p> <p>UEQ: Unit 4 – Exceptional Learners</p> <ul style="list-style-type: none"> · <i>How might exceptional needs affect learning?</i> · <i>How might exceptional needs affect a person?</i> · <i>How are terms helpful in identifying the exceptional needs in students?</i> · <i>What are some components that make for appropriate learning</i> 	<p>A: Observations A1: Identify stages of development and play of children ages birth through five while observing their behavior A2: Identify stages of development in students from ages six to eleven. A3: Identify stages of development in pre-adolescent and adolescent learners. A4: Identify how adolescents are characterized and how adults can address both traits and needs.</p>	<p>A: Observations LT1: I can describe the physical development that occurs in children birth to age 5. LT2: I can identify ways in which children are pushed beyond age appropriate levels of development. LT3_[JA1]: I can describe the stages of development that occurs in children ages 6 to 11. LT4: I can describe the stages of development that occurs in children ages 12 – 14. LT5: I can explain traits and needs of teenagers.</p>	<p>A: Observations A1: Preschool Observation Form A1: “The Hurried Child” article and worksheet A2: Elementary School Observation Form A3: Middle School Observation Form A4: Video, articles and discussion questions about teenage development. A4: Millennials in the workplace worksheet.</p>	<p>A: Observations A1: Videos: “16 Facts about Months 1 -3: Baby Development.”, “Baby and Toddler Milestones”, “Preschool Physical Development”, “Preschool Social Development” and “Preschool Cognitive Development” Experiencing Education 2017 A1: “The Hurried Child” Experiencing Education 2017 A4: Videos: “Insight into the Teenage Brain”, “The Teen Brain”, “ Why Teenagers do Stupid Things”. “Teen Brian Development”. “Teens Feel Addicted to Mobile Devices and Social Media” and” Millennials in the Workplace” Article: “The Teen Brain: It’s Just Not Grown Up Yet”</p>
--	---	---	--	--

<p><i>environments for exceptional needs students?</i></p> <ul style="list-style-type: none"> · <i>How does diversity enhance the classroom and the community?</i> · <i>How can teachers create multiculturally sensitive classrooms?</i> •<i>How do you identify child abuse and neglect when working with children?</i> <p>A: Exceptional Learners. A1: Exceptional needs affect learning A2: Categories of Exceptional Student Education. A3: Working with exceptional students.</p> <p>Standards/Frameworks Minnesota Careers in Education: MCE 2.2 MCE 2.6 MCE 2.7</p> <p>B: Multicultural Diversity</p>	<p>A: Exceptional Learners A1: Identify challenges of working with exceptional needs students A2: Define terms used to identify students with exceptional needs A3: Identify characteristics of students with exceptional needs and determine available resources for learning.</p> <p>B: Multicultural Diversity B1: Analyze the importance of</p>	<p>A: Exceptional Learners LT1: I have empathy for various exceptional learners LT2: I can identify terms used with exceptional needs students. LT3: I can explain the components that make for appropriate learning environments</p> <p>B: Multicultural Diversity</p>	<p>A: Exceptional Learners A1: Role play on the challenges and frustrations of disabilities, with reflection questions. A2: Watch Finding Nemo to re-enforce identifying exceptionalities. A3: View videos and complete reflection activity.</p> <p>B: Multicultural Diversity B1: If the World were a village of 100 people</p>	<p>A: Exceptional Learners A1: Chapter 4 “Walking in Somebody Else’s Shoes” Experiencing Education 2017. A2: Finding Nemo DVD A3: Videos: (need to select)</p> <p>B: Multicultural Diversity B1: “Chapter 5: Diversity and Multiculturally</p>
---	---	--	--	--

<p>B1: A multicultural sensitive learning environment</p> <p>Standards/Frameworks Minnesota Careers in Education: MCE 2.2 MCE 2.6 MCE 2.7</p> <p>C: Child Abuse and Neglect C1: Child Abuse C2: Child Neglect</p> <p>Standards/Frameworks Minnesota Careers in Education: MCE 1.6</p>	<p>multiculturally sensitive classrooms.</p> <p>C: Child Abuse and Neglect C1: Explain what child abuse is and analyze why it happens C1: Discuss what can be done to prevent child abuse C1&2: List how to report suspected child maltreatment</p>	<p>LT1: I can explain the importance of a multicultural sensitive classroom. LT2: I can create a multicultural sensitive learning experience.</p> <p>C: Child Abuse and Neglect LT1: I will know where to report suspected child maltreatment</p>	<p>C: Child Abuse and Neglect C1-C2: Notes C1-C2: Chapter questions</p>	<p>Sensitive Classrooms” Experiencing Education</p> <p>C: Child Abuse and Neglect "Children: The Early Years, 2011" Chapter 25: Child Abuse and Neglect</p> <p><u>Chapter 25 VOCAB</u> Child Abuse Child Neglect Physical Abuse Emotional and Verbal Abuse Sexual Abuse Mandated Reporters</p>
--	--	--	--	---

June 2019

Content	Skills	Learning Targets	Assessment	Resources & Technology
---------	--------	------------------	------------	------------------------

<p>UEQ: Unit 5 Experiencing the Education Profession.</p> <ul style="list-style-type: none"> · <i>What are the roles of educators?</i> · <i>What are the positive and negative aspects of the teaching profession?</i> · <i>What are developmental stages of learners and the pedagogical implication?</i> · <i>How to distinguish the different types of assessments used.</i> <p>A: Traits of an Effective Teacher <i>A1: Being a teacher</i> <i>A2: Effective teacher</i></p> <p>Standards/Frameworks Minnesota Careers in Education: MCE 2.6</p> <p>B: Classroom Management B1: effective management strategies</p>	<p>A: Traits of an Effective Teacher A1: Identify challenging teaching situations and creative teaching strategies A2: identify the characteristics of a highly effective teacher.</p> <p>B: Classroom Management B1: Identify and analyze effective classroom management strategies</p>	<p>A: Traits of an Effective Teacher LT1: I can identify between real quality teachers and “Hollywood teachers” LT2: I can distinguish between effective and ineffective teaching strategies and traits.</p> <p>B: Classroom Management LT1: I can analyze classroom management strategies</p>	<p>A: Traits of an Effective Teacher A1: Watch an assigned “Hollywood” style movie about teaching and complete the movie response sheet A2: Identify the characteristics of effective teachers A2: Four corner activity.</p> <p>B: Classroom Management B1: Create a classroom management plan.</p>	<p>A: Traits of an Effective Teacher A1: “ Chapter 6: Being a teacher Hollywood style” Experiencing Education 2017 A2: “Top Teachers” article A2: Where do you stand professional activity</p> <p>B: Classroom Management B1: “Chapter 7 Effective Classroom Management”</p>
---	--	--	---	--

<p>B2: Philosophies, techniques and strategies related to classroom discipline.</p> <p>Standards/Frameworks Minnesota Careers in Education: MCE 2.6</p> <p>C: Teaching Methodologies and Strategies C1: Effective Methodologies C2: Blooms Taxonomy</p> <p>Standards/Frameworks Minnesota Careers in Education: MCE 3.1 MCE 3.2</p> <p>D: Planning for Instruction D1: Educational terms D2: Lesson Plans</p> <p>Standards/Frameworks Minnesota Careers in Education: MCE 3.1</p>	<p>B2: Examine philosophies and techniques related to discipline.</p> <p>C: Teaching Methodologies and Strategies C1: Identify the strengths and weaknesses of a variety of teaching methods and materials C2: Use questioning strategies effectively in lesson planning.</p> <p>D: Planning for Instruction D1: Define educational terms used in school settings. D2: Prepare and present a peer lesson plan</p>	<p>LT2: I can explain how student actions might be related to behavior or misbehavior.</p> <p>C: Teaching Methodologies and Strategies LT1: I can explain the strengths and weaknesses of various teaching methods. LT2: I can use Bloom’s Taxonomy to develop questioning strategies</p> <p>D: Planning for Instruction LT1: I can define educational terms used in the school settings LT2: I can plan, prepare and present a lesson plan</p>	<p>B2: What’s Behind the Behavior? Strategies for Common Classroom Characters assignment</p> <p>C: Teaching Methodologies and Strategies C1: Silent Graffiti on instructional techniques students have experienced. C2: Lecture Notes on Bloom’s Taxonomy and Depth of Knowledge levels.</p> <p>D: Planning for Instruction D1: I have.. who has vocabulary activity D2: Create a lesson plan using “Lesson Plan Format” project? D2: Presentation of lesson plan.</p>	<p>Experiencing Education 2017 B2: “Chapter 7 Improving Classroom Discipline” Experiencing Education 2017</p> <p>C: Teaching Methodologies and Strategies C1: “Chapter 8 An Overview of Methodology: Silent Graffiti” Experiencing Education C2: Bloom’s Taxonomy/Depth of Knowledge levels PowerPoint.</p> <p>D: Planning for Instruction D1: “Chapter 8 A Game for Terms used in teaching” Experiencing Education 2017 D2: “Chapter 9 Student Created Lessons”</p>
---	---	---	--	--

<p>MCE 3.2 MCE 3.3 MCE 3.4</p> <p>E: Assessment and Data E1: Modes of Assessment</p> <p>Standards/Frameworks Minnesota Careers in Education: MCE 3.3 MCE 3.5 MCE 3.6</p>	<p>E: Assessment and Data E1: Describe various modes of assessment</p>	<p>E: Assessment and Data LT1: I can describe a variety of assessment used in the educational process.</p>	<p>E: Assessment and Data E1: “Assessments in a Nutshell” article E1: Assessment Lecture notes E1: Purposes and Uses of Assessment worksheet</p>	<p>Experiencing Education 2017</p> <p>E: Assessment and Data E1: “Chapter 10: The A B C’s of Assessment” Experiencing Education 2017</p>
---	---	---	---	---