

Child Care Unit 3: Curriculum and Planning

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| ESTABLISHED GOALS: | Transfer | |
| <u>Competencies:</u> | <i>Students will be able to independently use their learning to use age appropriate materials to instruct young children in any setting.</i> | |
| <ul style="list-style-type: none"> • <i>Students will demonstrate the ability to apply developmentally appropriate instructional practices in order to meet a child's needs and interests.</i> • <i>Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.</i> • <i>Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences.</i> • <i>Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.</i> | Meaning | Meaning |
| <u>Content Standards:</u> | ENDURING UNDERSTANDINGS | ESSENTIAL QUESTIONS |
| NASAFACTS - National Association of State Administrators for Family and Consumer Sciences | <i>Students will understand that...</i> | |
| <ul style="list-style-type: none"> • NASAFACTS 4.2 Analyze developmentally appropriate practices to plan for early childhood, education and services. • NASAFACTS 4.3 Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests. | <ul style="list-style-type: none"> • age-appropriateness is key to a successful activity, routine, transition or schedule. • appropriate room arrangement is essential for learning. | <ul style="list-style-type: none"> • Is a curriculum necessary in an early childhood setting? |
| | Acquisition | |
| | <i>Students will know...</i> | <i>Students will be skilled at...</i> |
| | <ul style="list-style-type: none"> • that child development theories have different implications for educational and childcare practices. • that cultural and environmental influences have an impact when assessing a child's development. • the various strategies that promote children's growth and development. • that there are many different methods to assess a child's growth and development. | <ul style="list-style-type: none"> • applying a variety of assessment methods to observe and interpret children's growth and development. • implementing learning activities in all curriculum areas that meet the developmental needs of children. • demonstrating a variety of teaching methods to meet individual needs of children. • arranging learning centers that provide for children's exploration, discovery, and development. • establishing activities, routines, and transitions for young children. • analyzing strategies that promote children's growth and development. |
| | <u>vocabulary:</u> | |
| | lesson plan, routine, curriculum, transition, schedule, assessment, implement, dramatic play, finger play, sensory table, circle time, seriation, rote counting, rational counting, one-to one correspondence, classification, centration, conservation, emergent literacy | |

| Content Area Literacy Standards | 21st Century Skills |
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| WHST.11-12.1 Write arguments focused on <i>discipline-specific content</i> . WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research. RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. | <ul style="list-style-type: none"> ● <i>Think Creatively</i> ● <i>Work Creatively with Others</i> ● <i>Collaborate with Others</i> |

| Evaluative Criteria | Assessment Evidence |
|----------------------------|----------------------------|
| | PERFORMANCE TASK(S): |
| | OTHER EVIDENCE: |

| <i>Summary of Key Learning Events and Instruction</i> | | |
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| Science Integration | College, Career, and Civic Life Integration | Technology Integration |
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| District Materials | Distance Learning/Field Trips | Technology Resources |
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