Early Childhood Development

Unit 1 (Positive Parenting Skills)

Estimated Unit Time Frames Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
3-4/45 Children ground and learn in lessons understandal observable patterns that can be recognized a optimized through consistent ar stable family and communent environment.	parents learn more about other child development theories and parenting strategies? d ity	New research continues to expand our understanding of child development and parenting	Students will be able to compare and contrast different parenting styles at each stage	(RealCare) Identify the six stages and ages of childhood and begin to think about their ideas on the topic of parenting. Distinguish among different parenting styles. (ch 3) Assessment	Authoritarian style Democratic style Nurturing Parenting Permissive style	Analyze current research on existing theories in child development and its impact on parenting (e.g., Piaget, Erikson and prior findings versus new brain development research)

Unit 1 (Positive Parenting Skills) Assessment #1

3-4/45	Children grow	How are	New research	Students will be	(RealCare)	Autonomy	11.4.12.A
min	and learn in	developmental	continues to	able to compare	Identify Erikson's	Psychosocial	Analyze current
lessons	understandable	theories used in	expand our	and contrast past	stages of		research on existing
	observable	working with	understanding	theories with	psychosocial		theories in child
	patterns that	young children?	of child	new theorists'	development		development and its
	can be		development	ideas and their			impact on parenting
	recognized and		and parenting.	impact on	Describe the		(e.g., Piaget, Erikson
	optimized			parenting.	characteristics of		and prior findings
	through				each of Erikson's		versus new brain

stab and	sistent and ble family community ironments.	Unit 1	(Positive Paren	Students will be able to analyze child development theories and their implications for education and childcare practices ting Skills) Assessment	stages and how parents can help their children in the early stages. Assessment		development research)
min and lessons under observation observations optimised and stable and stable and stable observations.	ldren grow learn in erstandable ervable erns that be ognized and imized ough sistent and ole family community ironments.	How do children benefit from family involvement?	Family involvement provides a foundation for success in school New research continues to expand our understanding of child development and parenting.	Students will be able to establish and describe the roles, responsibilities and opportunities for family involvement	(RealCare) Identify the characteristics and skills of nurturing parents. Identify the benefits for children of having responsive and affirming parents. Assessment	Empathy Nurturing	11.4.9.D Analyze the roles, responsibilities and opportunity for family involvement in schools. 11.4.12.A Analyze current research on existing theories in child development and its impact on parenting (e.g., Piaget, Erikson and prior findings versus new brain development research)

ren grow What activi standable developments that	t makes an ity lopmentally opriate?	Concepts (Know) Appropriate learning activities are	Competencies (Do) Students will be able to observe	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
earn in activi developments that activi	ity lopmentally	learning		Explain the	A 1 . 1 1	
nized and childred behave pattern stent and family community confidence observations.	do lren learn vior erns? is identiality ortant in rvations of	dependent on the child's stage of development	children at various levels of development and analyze differences	importance of observing young children Evaluate four methods of observation Discuss guidelines for observing young children Explain why confidentiality is essential when observing and interpreting the behavior of children Assessment	Anecdotal record Baseline Confidentiality Developmental checklist Frequency count Interpret Objective Running record Subjective	11.4.6.A Compare and contras child development guided practices according to the stage of child development 11.4.9.A Analyze physical, intellectual and social/emotional development in relation to theories of child development 11.4.12.A Analyze current research on existing theories in child development and its impact on parenting
sten far omi	nily Why munity confi nents impo	mily Why is confidentiality	why is confidentiality important in observations of children? Why is confidentiality important in observations of children? New research continues to expand our understanding	identified practices, environments and conditions observations of children? New research continues to expand our understanding of child development Identified practices, environments and conditions observations and assessments help understand children New research continues to expand our understanding of child development using an	identified practices, environments and conditions observations of children? Why is confidentiality important in observations of children? New research continues to expand our understanding of child development understanding of child development and parenting Assessment Students will be able to explain how observations and assessments help understand children essential when observing and interpreting the behavior of children Assessment Assessment Assessment Assessment	identified practices, environments and conditions observations of children? We research continues to expand our understanding of child development and parenting imparating important in observations of child and parenting important in observations of children Students will be able to explain how observations and assessments help understand children observing and interpreting the behavior of children Students will be able to explain how observations and assessments help understand children Students will be able to observe and assess all areas of development using an anecdotal record, narrative rating

checklist

	Unit 2 (Education and Literacy Development) Assessment #1											
3-4/45 min lessons Children grow and learn in understandable observable patterns that can be recognized and optimized through consistent and stable family and community environments.	How does one read a picture book to children? How can activities beyond reading the actual book enhance the learning experience? How does one select age appropriate literacy activities?	There are various methods and activities to enhance literacy development in children. Literature develops children's imagination and creativity through reading and writing.	Students will be able to identify and discuss methods and activities that can be used to enhance children's language development and literacy. Students will be able to identify activities that enhance language development through reading and storytelling Students will be able to evaluate the impact of available technology in promoting creativity and literacy.	(RealCare) Name the five things parents can do to improve language development Know the qualities of a good book for babies Have a conversation with an infant using the critical elements of talking to a baby Assessment	Literacy Echoing Recasting Expanding Labeling Rhythmic appeal	11.4.9.E Explain how storytelling, story reading and writing enhance literacy development in children 11.4.12.E Identify practices that develop the child's imagination, creativity and reading and writing skills through literature.						

Unit 2 (Education and Literacy Development) Assessment #2

Unit 3 (Physical Development from One to Three)

Children grow and learn in understandable observable patterns that can be recognized and optimized through consistent and stable family and community environments Stable family and community environment Stable family and community env	Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
environment.	Frames 3-4/45 min	and learn in understandable observable patterns that can be recognized and optimized through consistent and stable family and community	and/or negative environments affect a child's physical well-	Research has identified practices, environments and conditions that optimize child development Stable family and community environments optimize child	Students will be able to analyze interrelationships among physical, emotional, social and intellectual aspects of child growth and development Students will be able to describe and apply developmentally appropriate practices and guidelines to optimize an effective learning	Describe average changes in height, weight, proportion and posture from ages one to three Identify habits that build healthy teeth Distinguish between large and small motor skills and give examples of each	appropriate Dexterity Large motor skills Preschoolers Small motor skills	11.4.9.A Analyze physical, intellectual and social/emotional development in relation to theories of child development 11.4.12.C Analyze practices that optimize child development (e.g., stimulation, safe environment, nurturing caregivers,

 $\ \, \textbf{Unit 3} \ \, \textbf{(Physical Development from One to Three) Assessment \#1} \\$

3-4/45	Nutrition,	How can you	Meal	Students will be	Plan meals for	Hygiene	11.3.9.F				
min	eating habits	plan a meal with	management	able to	young children	Sphincter	Hypothesize the				
lessons	and preparation	sensory appeal?	principles are	demonstrate the	using MyPlate	muscles	effectiveness of the				
	choices impact		an important	ability to select	(current guidelines	Synthetic fibers	use of meal				
	overall health	How do	consideration	nutritious and	2015)	Training pants	management				
	and wellness	children change	when planning	aesthetically		MyPlate	principles (e.g., time				
	throughout the	and grow	and preparing	pleasing foods.	Explain how to		management,				
	lifecycle at		foods.		help children learn		budgetary				
	individual and			Students will be	and practice good		considerations,				
	societal level		Research has	able to analyze	hygiene		sensory				
			identified	interrelationships							
	Children grow		practices,	among physical,	Choose appropriate		11.4.9.A				
	and learn in		environments	emotional, social	clothes for children		Analyze physical,				
	understandable		and conditions	and intellectual	ages one to three		intellectual and				
	observable		that optimize	aspects of child			social/emotional				
	patterns that		child	growth and	Describe common		development in				
	can be		development	development	bedtime problems,		relation to theories of				
	recognized and				and discuss how to		child development				
	optimized		Development	Students will be	minimize them						
	through		progresses in	able to identify							
	consistent and		stages	characteristics of	Discuss how to						
	stable family			physical	toilet train a child						
	and community			development at							
	environments.			each stage	Assessment						
	Unit 3 (Physical Development from One to Three) Assessment #2										
		Unit 4 (I	Emotional and	Social Developn	nent from One to	Three)					
		CIIIC T (I		Developii	ichic il oni one to						

Competencies (Do)

Concepts (Know)

Essential Questions

Estimated Unit Time

Frames

Big Ideas

Lessons/ Suggested Resources

Vocabulary

Standards/ Eligible Content

2-3/45	Children grow	How does	Research has	Students will be	Describe patterns	Empathy	11.4.9.A
min	and learn in	positive and/or	identified	able to analyze	of emotional	Negativism	Analyze physical,
lesson	understandable	-	practices,	interrelationships	development from	Self-centered	intellectual and
lesson		negative		-	_		social/emotional
	observable	environments	environments	among physical,	ages one to three.	Self-concept	
	patterns that	affect a child's	and conditions	emotional, social	T1 .:C .1	Separation	development in
	can be	emotional and	that optimize	and intellectual	Identify the	anxiety	relation to theories of
	recognized and	social well-	child	aspects of child	common emotions	Sibling rivalry	child development
	optimized	being	development	growth and	of young children	Temper tantrums	
	through			development	and the changing		
	consistent and				ways they express		
	stable family				those emotions.		
	and community						
	environments.				Analyze how		
					individual		
					differences affect		
					emotional		
					development.		
					1		
					Explain how self-		
					concept develops.		
					Assessment		
3-4/45	Children grow	What influences	New research	Students will be	Describe patterns	Cooperative play	14.4.12.A
min	and learn in	does current and	continues to	able to analyze	of social	Parallel play	Analyze current
lesson	understandable	past research	expand our	child	development from	Socialization	research on existing
1000011	observable	have on child	understanding	development	ages one to three		theories in child
	patterns that	care and early	of child	theories and their	uges one to timee		development and its
	can be	education	development	implications for	Explain how		impact on parenting
	recognized and	techniques?	and parenting	education and	children make		impact on parenting
	optimized	teeninques:	and parenting	childcare	friends		
	through			practices	inchus		
	consistent and			practices	Civa minainlas far		
					Give principles for		
	stable family				guiding toddlers		

	and community environments.	H ** 4 (F)		D 1 46	Assessment							
Unit 4 (Emotional and Social Development from One to Three) Assessment Unit 5 (Intellectual Development from One to Three)												
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content					
2-3/45 min lessons	Children grow and learn in understandable observable patterns that can be recognized and optimized through consistent and stable family and community environments.	How do children learn?	Research has identified practices, environments and conditions that optimize child development Research has identified characteristics of an effective learning environment	Students will be able to analyze the intellectual aspect of child growth and development Students will be able to compare and contrast various settings to determine if they provide the characteristics of an effective learning environment	Identify ways children learn Explain how children develop concepts Explain how one-to three-year-olds develop in several areas of intellectual activity Assessment	Concepts Creativity Directed learning Imitation Incidental learning Intelligence Trial-and-error learning	Analyze physical, intellectual and social/emotional development in relation to theories of child development 11.4.9.C Evaluate various environments to determine if they provide the characteristics of a proper learning environment.					
Unit 5 (Intellectual Development from One to Three) Assessment #1												
3-4/45 min lessons	Children grow and learn in understandable	What makes a stimulating	Research has identified practices,	Students will be able to develop intellectual	Suggest ways to encourage young children to learn	Articulation Flammable	11.4.9.A Analyze physical, intellectual and					

observable	le	earning	environments	activities for		Speech-language	social/emotional
patterns tha	t en	nvironment?	and conditions	toddlers	Choose safe,	pathologist	development in
can be			that optimize		appropriate toys		relation to theories of
recognized	and		child	Students will be	that promote		child development
optimized			development	able to describe	mental, physical		
through				and apply	and social skills		11.4.12.C
consistent a	ınd		Stable family	developmentally			Analyze practices
stable famil	ly		and community	appropriate	Describe how		that optimize child
and commu	inity		environments	practices and	speech develops		development (e.g.,
environmen	nts.		optimize child	guidelines to			stimulation, safe
			development	optimize an	Name common		environment,
				effective	speech problems		nurturing caregivers,
				learning	and approaches to		reading to children)
				environment	solving them		
					Assessment		

Unit 5 (Intellectual Development from One to Three) Assessment #2

Unit 6 (Physical Growth and Development from Four to Six)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
3-4/45 min lessons	Children grow and learn in understandable observable patterns that can be recognized and	How do positive and/or negative environments affect a child's physical well- being?	Research has identified practices, environments and conditions that optimize	Students will be able to analyze the physical aspects of child growth and development	Describe how an average child's height, weight, proportion and posture change from ages four to six.	Permanent teeth Ambidextrous	11.4.9.A Analyze physical, intellectual and social/emotional development in relation to theories of child development

	optimized through consistent and stable family and community environments.		child development Stable family and community environments optimize child development	Students will be able to describe and apply developmentally appropriate practices and guidelines to optimize an effective learning environment.	Explain the changes to a child's teeth that generally begin around age six. Compare average motor development of four-, five-, and six-year-olds		11.4.12.C Analyze practices that optimize child development (e.g., stimulation, safe environment, nurturing caregivers, reading to children)
					Assessment		
		,		_	From Four to Six) #1		
3-4/45	Nutrition,	How can you	Meal	Students will be	Explain why good	Fluoride	11.3.9.F
min	eating habits	plan a meal with	management	able to	nutrition is	Group	Hypothesize the
lessons	and preparation	sensory appeal?	principles are	demonstrate the	essential for	identification	effectiveness of the
	choices impact		an important	ability to select	children ages four	sealant	use of meal
	overall health	How do	consideration	nutritious and	to six.		management
	and wellness	children change	when planning	aesthetically			principles (e.g., time
	throughout the	and grow	and preparing	pleasing foods.	Give examples of		management,
	lifecycle at		foods.		ways to encourage		budgetary
	individual and			Students will be	food nutrition in		considerations,
	societal level		Research has	able to analyze	children of these		sensory
			identified	interrelationships	ages.		
	Children grow		practices,	among physical,			11.4.9.A
	and learn in		environments	emotional, social	Explain how to		Analyze physical,
	understandable		and conditions	and intellectual	help children ages		intellectual and
	observable		that optimize	aspects of child	four to six develop		social/emotional
	patterns that		child	growth and	good self-care		development in
	can be		development	development	habits.		

recognized and					relation to theories of
optimized]	Development	Students will be	Assessment	child development
through]	progresses in	able to identify		
consistent and		stages	characteristics of		
stable family			physical		
and community			development at		
environments.			each stage		

Unit 6 (Physical Growth and Development from Four to Six) Assessment #2

Unit 7 (Emotional and Social Development from Four to Six)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
2-3/45 min lesson	Children grow and learn in understandable observable patterns that can be recognized and optimized through consistent and stable family and community environments.	How does positive and/or negative environments affect a child's emotional and social well-being	Research has identified practices, environments and conditions that optimize child development	Students will be able to analyze interrelationships among physical, emotional, social and intellectual aspects of child growth and development	Describe emotional development in children ages four, five, and six Identify ways children show anger, fear, and jealousy in children ages four to six Analyze the effects of competition on children.	Initiative	Analyze physical, intellectual and social/emotional development in relation to theories of child development
					Assessment		

3-4/45 min	Children grow and learn in	What influences does current and	New research continues to	Students will be able to analyze	Describe social development in	Moral development	14.4.12.A Analyze current
lesson	understandable	past research	expand our	child	children ages four,	Peers	research on existing
	observable	have on child	understanding	development	five, and six		theories in child
	patterns that	care and early	of child	theories and their			development and its
	can be	education	development	implications for	Describe a child's		impact on parenting
	recognized and	techniques?	and parenting	education and	relationship to		
	optimized			childcare	family at ages four,		
	through			practices	five, and six		
	consistent and						
	stable family				Create strategies		
	and community				for helping children		
	environments.				develop a sense of		
					right and wrong		
					Debate ways of		
					handling outside		
					influences on		
					children's behavior		
					Assessment		

Unit 7 (Emotional and Social Development from Four to Six) Assessment

Unit 8 (Intellectual Development from Four to Six)

Estimated Unit Time	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
Frames							
2-3/45	Children grow	How do	Research has	Students will be	Identify signs of	Bilingual	11.4.9.A
min	and learn in	children learn?	identified	able to analyze	preoperational	Dramatic play	Analyze physical,
lessons	understandable		practices,	the intellectual	1	Finger play	intellectual and

	-11-1			C 1 '1 1	41-1-1-1	T.,4.11!	
	observable		environments	aspect of child	thinking in children	Intelligence	social/emotional
	patterns that		and conditions	growth and	aged four to six	quotient (IQ)	development in
	can be		that optimize	development		Multiple	relation to theories of
	recognized and		child		Discuss different	intelligences	child development
	optimized		development	Students will be	kinds of	Phoneme	
	through			able to compare	intelligence		11.4.9.C
	consistent and		Research has	and contrast			Evaluate various
	stable family		identified	various settings	Find ways to help		environments to
	and community		characteristics	to determine if	children learn from		determine if they
	environments.		of an effective	they provide the	everyday		provide the
	environments.		learning	characteristics of	experiences		characteristics of a
			environment	an effective	capenences		proper learning
			environment		Han to also i aven to		environment.
				learning	Use techniques to		environment.
				environment	encourage		
					children's interest		
					in reading, art, and		
					music		
					Assessment		
3-4/45	Children grow	What makes a	Research has	Students will be	Create ways to help	Attention deficit	11.4.9.A
min	and learn in	stimulating	identified	able to develop	children adjust to	hyperactivity	Analyze physical,
lessons	understandable	learning	practices,	intellectual	starting	disorder	intellectual and
	observable	environment?	environments	activities for	kindergarten	(ADHD)	social/emotional
	patterns that		and conditions	toddlers	initiae i gui ten	Dyslexia	development in
	can be		that optimize	toddiers	Describe the	Gifted children	relation to theories of
	recognized and		child	Students will be	speech	Learning	child development
	_			able to describe	development of		cinia development
	optimized		development			disability	11 4 12 C
	through		G. 11 C '1	and apply	children aged four		11.4.12.C
	consistent and		Stable family	developmentally	to six, and identify		Analyze practices
	stable family		and community	appropriate	possible speech		that optimize child
	and community		environments	practices and	problems		development (e.g.,
	environments.		optimize child	guidelines to			stimulation, safe
			development	optimize an			environment,

				effective learning environment	Identify ways to meet the needs of children with learning disabilities and gifted children Assessment		nurturing caregivers, reading to children)
	Unit 9 (Special Challenges for Children) Unit 9 (Special Challenges for Children)						
			Unit 9 (Spe	cial Challenges	for Children)		
Estimated Unit Time Frames	Big Ideas	Essential Questions	Unit 9 (Spe Concepts (Know)	Competencies (Do)	for Children) Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content

Unit Time Frames	Dig lucas	Questions	(Know)	(Do)	Resources	Vocabulary	Content Content
2-3/45	Children grow	What makes a	Research has	Students will be	Describe the needs	Behavioral	11.4.9.C
min	and learn in	stimulating	identified	able to suggest	of children with	therapist	Evaluate various
lessons	understandable	learning	characteristics	and experiment	physical, mental	Inclusion	environments to
	observable	environment?	of an effective	ways to adapted	and emotional	Support group	determine if they
	patterns that		learning	toys, equipment,	disabilities		provide the
	can be	How can	environment	and activities for			characteristics of a
	recognized and	community and		a child with	Develop strategies		proper learning
	optimized	school	Current global	special needs,	caregivers can use		environment
	through	organizations	health and	gifts and talents	to help disabled		
	consistent and	help families	safety issues		children		11.4.12.B
	stable family	meet the needs	impact children	Students will be			Analyze current
	and community	of children?	at various	able to research	Assessment		issues in health and
	environments.		developmental	and present			safety affecting
			stages	current issues in			children at each stage
				health and safety			of child development
				affecting			
				children at each			

				stage of development.						
	Unit 9 (Special Challenges for Children) Assessment #1									
2-3/45 min lessons	Health concepts are essential for wellness and a health-enhancing lifestyle	What are the outcomes of various safe and unsafe practices and what impact can the outcomes have on my life and the lives of others around me?	The use of unsafe practices in the home, school and community can have personal and legal consequences	Students will be able to assess safe and unsafe practices in the home, school, community and in physical activity settings and determine the associated personal and/or legal consequences and the impact on personal and community wellbeing.	Explain what child abuse is and analyze why it happens Discuss what can be done to prevent child abuse Assessment	Child abuse Crisis nurseries	10.3.12.A Assess the personal and legal consequences of unsafe practices in the home, school or community (impact on others)			
		Uni	t 9 (Special Chal	llenges for Childre	n) Assessment #2					
3-4/45 min lessons	Children grow and learn in understandable observable patterns that can be recognized and	Why is it important to understand addictions?	Emotional, psychological and physical factors can have an impact on health	Students will be able to analyze the effect of addictions on individuals' health & wellness	Describe the emotional effects on children of stressful family situations	Addiction Co-dependency	11.3.9.C Analyze the impact of addictions on health			

	optimized through consistent and stable family and community environments.				Create strategies for minimizing these effects Assessment				
	Unit 9 (Special Challenges for Children) Assessment #3								
			Unit 10	(Caring for Cl	nildren)				
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content		
2-3/45 min lessons	Children grow and learn in understandable observable patterns that can be recognized and optimized through consistent and stable family and community environments.	What does a caregiver provide? What qualities should caregivers display when guiding children?	Caregivers play a key roles in the learning environment.	Students will be able to explain how positive guidance promotes better learning.	Determine what personal qualities are needed to be a good babysitter or child care provider Describe the responsibilities of a child care provider when caring for children of various ages List safety guidelines that are especially	Authority Babysitter	11.4.6.C Identify the role of the caregiver in providing a learning environment		

3-4/45 min lessons	Children grow and learn in understandable observable patterns that can be recognized and optimized through consistent and stable family and community environments.	What practices can a caregiver utilize to ensure that a child is stimulated for learning?	Stable family and community environments optimize child development	Students will be able to describe and apply developmentally appropriate practices and guidelines to optimize an effective learning environment	important for child care providers Assessment Explain the benefits of different learning centers in early childhood classrooms Discuss how to promote health and safety in early childhood classrooms Analyze what makes activity plans effective for young children Discuss how to promote positive	Circle time Learning centers Transitions	11.4.12.C Analyze practices that optimize child development (e.g., stimulation, safe environment, nurturing caregivers, reading to children)
					behaviors Assessment		

Unit 10 (Caring for Children) Assessment