Randolph Township Schools
Randolph High School

Directions in Child Development
Curriculum

“It is with children that we have the best chance of studying the development of logical knowledge, mathematical knowledge, physical knowledge, and so forth.”

Jean Piaget

Supervisor of Visual and Performing Arts
Veeresh Popat

Curriculum Committee
Jill Petrucelli

Curriculum Developed: June/July 2012

Board of Education Approval: August 29, 2012
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Randolph Township Schools

Mission Statement

We commit to inspiring and empowering all students in Randolph Schools to reach their full potential as unique, responsible and educated members of a global society.

Randolph Township Schools
Affirmative Action Statement

Equality and Equity in Curriculum

The Randolph Township School district ensures that the district’s curriculum and instruction are aligned to the state’s standards. The curriculum addresses the elimination of discrimination and the achievement gap, as identified by underperforming school-level AYP reports for state assessments. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972
The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:
• The needs of the child come first
• Mutual respect and trust are the cornerstones of a learning community
• The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
• A successful learning community communicates honestly and openly in a non-threatening environment
• Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
• Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
• Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth
Randolph Township Schools
Department of Family and Consumer Science
Directions in Child Development
Introduction

One of the central aims of this course is to help the students pursue their interests in early childhood education. Students will be encouraged to reach beyond what they learned in the prerequisite course, *Child Development*. They will explore areas of specializations, encompassing how theory and research can be translated into child centered, developmentally appropriate practices for children as they grow from infancy through preschool/kindergarten years. Students will be actively involved in working with preschool children in a laboratory experience (Little Rams Preschool). The intricacies of creating a viable curriculum for the preschool and planning and guiding learning experiences will be covered. A portfolio of student selected and created resources will be an integral part of the assessment process. This course will be helpful as an introduction to college level Early Childhood Education courses for students wishing to become certified teachers.

**Grades - 12**

**Prerequisite** – successful completion of *Child Development* in Grade 11
The Child development program includes the operation of a laboratory style preschool 3 days per week from November through May. Students have the opportunity to plan and teach lessons to the children as well as work with the preschool children on a one-to-one basis to assist in their activities and to provide a safe, healthy place to learn and develop. Age appropriate equipment, toys and activities are provided throughout the classroom.
### ENDURING UNDERSTANDINGS

The increased need for childcare services originated when women left their homes to work in the factories during WW II.

In our present society, single parent families, dual career families, and tough economic times have all contributed to the growing need for early childhood services.

Teaching young children is a demanding and rewarding career choice that is not for everyone.

Teaching is not the only way you can influence the growth and development of children.

### ESSENTIAL QUESTIONS

- How do social and economic changes affect the need for early childhood services?
- What personality characteristics correlate with success in the field of education?
- Why are teachers so important to the successful development of children?

### KNOWLEDGE

**Students will know:**

The traditional family structure with the mother as a homemaker and the father as a wage earner, exists in only a small percentage of families.

Today, approximately 70% of all preschoolers attend some type of early childhood program.

Career opportunities in early childhood occur in a variety of settings and vary greatly in their direct contact with children.

A successful teacher must develop a style that works well for them and correlates with their personality strengths.

### SKILLS

**Students will be able to:**

Identify and explain the changes that have occurred in the family structure and how they affect the development of early childhood programs.

List and describe a variety of types of preschool learning programs.

Explore and evaluate the opportunities that exist in child-related careers outside of a classroom.

Relate and evaluate the responsibilities and characteristics of a successful teacher to their own personality and career aspirations.

### NJCCCS

- 9.1.12.A.1
- 9.1.12.B.1, .3
- 9.1.12.F.1, .2
- 9.3.12.C.2, .3
- 9.4.12.J.1 - .16
- 9.4.12.J.7,.21, .23
<table>
<thead>
<tr>
<th>SUGGESTED TIME ALLOTMENT</th>
<th>CONTENT – UNIT OF STUDY</th>
<th>SUPPLEMENTAL UNIT RESOURCES</th>
</tr>
</thead>
</table>
| Ongoing – 1 – 2 weeks   | • **The present structure of the family**  
                          Changes and increased demands  
                          The growth of the early elementary education industry  
                          • **Preschool learning programs**  
                          Home based  
                          Center based  
                          Evaluation methods  
                          • **Career opportunities in the early childhood field**  
                          Personal goals and characteristics  
                          Teaching and direct care  
                          Related careers within the industry  
                                      NAYEC Code of Ethical Conduct [www.nayec.org](http://www.nayec.org)  
                                      Current periodicals |
Theories of child development can be used as practical guides to early care and education. Although each child is unique, the basic patterns, or principles, of growth and development are universal, predictable, and orderly. The first 5 years of life are a critical period in the development process. There are “windows of opportunity” in the brain for the normal development of certain skills.

**ENDURING UNDERSTANDINGS**

- Which is more important to the development of the brain - nature or nurture? Describe the rationale for your answer.
- Why does child development in the early years follow a predictable pattern but vary widely in its rate?
- Whose theory of child development better predicts a child’s success throughout their lives – Piaget or Erickson?
- How can Gardner’s Theory of Multiple Intelligences contribute to a person’s success as a teacher?

### KNOWLEDGE

**Students will know:**

*Nature* refers to the genetic or hereditary components of your brain development and *nurture* refers to the environmental factors. The interaction of these two factors is critical for healthy brain development. Development refers to the change or growth that occurs in children and the patterns of development are similar for everyone. The rate of growth in the three main areas of development (physical, cognitive, and social-emotional) rarely proceeds at an even pace in a given child and varies from one child to another. Erickson, Piaget, Vygotsky and Gardner all developed different theories of child development.

### SKILLS

**Students will be able to:**

Discover ways to support the nature vs. nurture debate using their own lives as a source of information.

Identify and observe the measurable components of growth and development in children.

Observe and evaluate the rate at which a child is developing using measurable milestones.

Explain how the patterns of development build on earlier learning and are interrelated.

Use at least one of the theories of development to help them understand how to best work with the children in the preschool.

**NJCCCS**

9.1.12.A.1
9.1.12.B.1, .3
9.1.12.F.1, .2
9.3.12.C.2, .3
9.4.12.J.1 - .16
9.4.12.J.7,.21, .23
# Randolph Township School District
## Curriculum Pacing Chart – Unit I.2: The Children and You – Child Growth and Development
### Directions in Child Development

<table>
<thead>
<tr>
<th>Suggested Time Allotment</th>
<th>Content – Unit of Study</th>
<th>Supplemental Unit Resources</th>
</tr>
</thead>
</table>
| Ongoing – 1 – 2 weeks    | **Growth and development**  
Nature vs. nurture  
Patterns  
Rates  
Milestones  
Windows of opportunity  
**Child development theories**  
Erickson  
Piaget  
Vygotsky  
NAYEC Code of Ethical Conduct [www.nayec.org](http://www.nayec.org)  
Current periodicals |
## Directions in Child Development

### ENDURING UNDERSTANDINGS

Learning activities need to be developmentally appropriate to be effective.

Play is a child’s work and is therefore essential to their continued development.

As a preschool teacher, the goal is to create learning experiences that challenge the children without overwhelming them.

### ESSENTIAL QUESTIONS

- What types of play are the most important in the child’s developmental process?
- How can teachers create preschool learning experiences that are developmentally appropriate for an entire class?

### KNOWLEDGE

**Students will know:**

Preschoolers are typically happy, sociable and eager to please.

Prop boxes can help support the play of preschoolers by defining a theme for their activities.

It is essential to understand the typical developmental levels of preschoolers so that the teacher is able to design appropriate learning experiences.

There are many resources available to preschool teachers to assist in lesson planning.

### SKILLS

**Students will be able to:**

Enhance the development of preschoolers by initiating appropriate play themes.

Create a themed prop box for preschool children.

Observe and access the developmental levels of the children in the preschool.

Write developmentally appropriate lesson plans as per the provided format.

Locate print and internet resources to assist and enhance the learning experiences they create for the preschool children.

### NJCCCS

- 9.1.12.A.1
- 9.1.12.B.1, .3
- 9.1.12.F.1, .2
- 9.3.12.C.2, .3
- 9.4.12.J.1 - .16
- 9.4.12.J.7, .21, .23
## RANDOLPH TOWNSHIP SCHOOL DISTRICT
Curriculum Pacing Chart – Unit I.3: The Children and You – Teaching Skills
Directions in Child Development

<table>
<thead>
<tr>
<th>SUGGESTED TIME ALLOTMENT</th>
<th>CONTENT – UNIT OF STUDY</th>
<th>SUPPLEMENTAL UNIT RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Developmental skills</td>
<td>NAYEC Code of Ethical Conduct <a href="http://www.nayec.org">www.nayec.org</a></td>
</tr>
<tr>
<td></td>
<td>• <strong>Developing learning experiences</strong></td>
<td>Current periodicals</td>
</tr>
<tr>
<td></td>
<td>Observation and assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing lesson plans</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Locating and using resources</td>
<td></td>
</tr>
</tbody>
</table>
## ENDURING UNDERSTANDINGS

Children’s health can be protected, maintained, and improved by setting health policies, and having knowledge of various illnesses and diseases.

Providing a safe environment for children requires a great deal of time and attention to details.

Good nutrition promotes children’s growth and development as well as their capacity to learn.

## ESSENTIAL QUESTIONS

- What are some ramifications of parents choosing to exempt their children from immunizations?
- Does fast food have long term effects on a child’s ability to learn? Defend your answer.

## KNOWLEDGE

**Students will know:**

- The health policy of the preschool.
- The positive environmental factors that influence good health in children.
- How to protect children from danger in the preschool classroom.
- Their responsibilities during a fire drill or lock down situation.
- How to plan nutritious and appealing meals and snacks for children.
- The importance of a healthful diet to the development and growth of preschool aged child.

## SKILLS

**Students will be able to:**

- Recognize the signs and symptoms of typical children’s diseases.
- Enforce appropriate hand washing procedures.
- Follow the appropriate steps to report injuries or possible abuse.
- Recognize potential dangers in the classroom and how to correct them.
- Model appropriate responses to emergency situations.
- Create a snack for a child that is low in fat, sugar and salt and does not include any potential choking hazards.
- Name the food groups identified by [www.myplate.gov](http://www.myplate.gov) and the main nutrients that are supplied by these food groups.

## NJCCCS

- 9.1.12.A.1
- 9.1.12.B.1, .3
- 9.1.12.F.1, .2
- 9.3.12.C.2, .3
- 9.4.12.J.1 - .16
- 9.4.12.J.7,.21, .23
<table>
<thead>
<tr>
<th>SUGGESTED TIME ALLOTMENT</th>
<th>CONTENT – UNIT OF STUDY</th>
<th>SUPPLEMENTAL UNIT RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hand washing and sanitation</td>
<td>NAYEC Code of Ethical Conduct <a href="http://www.nayec.org">www.nayec.org</a></td>
</tr>
<tr>
<td></td>
<td>Reporting requirements</td>
<td>USDA <a href="http://www.choosemyplate.gov">www.choosemyplate.gov</a></td>
</tr>
<tr>
<td></td>
<td>• <strong>Safety</strong></td>
<td>My Plate – <a href="http://www.myplate.gov">www.myplate.gov</a></td>
</tr>
<tr>
<td></td>
<td>Environment</td>
<td>Current periodicals</td>
</tr>
<tr>
<td></td>
<td>Procedures and responsibilities during drills and lockdowns</td>
<td></td>
</tr>
</tbody>
</table>
### ENDURING UNDERSTANDINGS

- Properly organized space is a key to promoting children’s learning.
- Space should reflect children’s developmental needs, interests, and experiences as well as program goals.
- Classrooms arranged according to activity areas provide an ideal environment for active learning.

<table>
<thead>
<tr>
<th>ESSENTIAL QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the arrangement of the space in a preschool affect the behavior of both the children and the teachers? Justify your response.</td>
</tr>
<tr>
<td>What are the most important goals to consider when you plan the space in a preschool?</td>
</tr>
</tbody>
</table>

### KNOWLEDGE

<table>
<thead>
<tr>
<th>students will know:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The name and function of each of the basic activity areas in a preschool.</td>
</tr>
<tr>
<td>The criteria they need to consider when they choose furniture and equipment for the preschool classroom.</td>
</tr>
<tr>
<td>Why safety is the most important concern when you plan the arrangement of the physical space in a preschool classroom.</td>
</tr>
<tr>
<td>The goals of the current preschool program.</td>
</tr>
<tr>
<td>The developmental needs of the children and their interests.</td>
</tr>
</tbody>
</table>

### SKILLS

<table>
<thead>
<tr>
<th>students will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain guidelines for selecting developmentally appropriate toys, equipment and educational materials.</td>
</tr>
<tr>
<td>Describe safety factors to consider when purchasing toys and classroom equipment and arranging the activity areas.</td>
</tr>
<tr>
<td>List sources and methods for purchasing toys and equipment.</td>
</tr>
<tr>
<td>Identify toys and educational materials that teach children an appreciation for people of all cultures.</td>
</tr>
<tr>
<td>Explain the relationship between program goals and our classroom equipment and materials.</td>
</tr>
<tr>
<td>Choose toys that will fit the needs and interests of the children in the preschool.</td>
</tr>
</tbody>
</table>

### NJCCCS

| 9.1.12.A.1 |
| 9.1.12.B.1, .3 |
| 9.1.12.F.1, .2 |
| 9.3.12.C.2, .3 |
| 9.4.12.J.1 - .16 |
| 9.4.12.J.7,.21, .23 |
**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
Curriculum Pacing Chart – Unit II.2: Creating a Safe and Healthful Environment – Physical Space and Environment  
Directions in Child Development

<table>
<thead>
<tr>
<th>SUGGESTED TIME ALLOTMENT</th>
<th>CONTENT – UNIT OF STUDY</th>
<th>SUPPLEMENTAL UNIT RESOURCES</th>
</tr>
</thead>
</table>
| Ongoing – 1 - 2 weeks    | • **Preparing the environment**  
                          Activity areas and their functions  
                          Furniture and color schemes  
                          Organizing the space  
                          • **Selecting toys, equipment and educational materials**  
                          Assessing needs, interests and program goals  
                          Safety and durability of preschool materials  
NAYEC Code of Ethical Conduct [www.nayec.org](http://www.nayec.org)  
US CPSC Guides to Toy Safety [www.cpsc.gov](http://www.cpsc.gov)  
Current periodicals |
## ENDURING UNDERSTANDINGS

- Effective guidance skills are necessary for effective teaching.
- Limits that are consistently enforced and fair help create a relaxed, well-disciplined atmosphere in the center.

## ESSENTIAL QUESTIONS

- Why do some teachers have issues with guidance and discipline?
- How many limits are enough to provide adequate discipline in a classroom?
- Is indirect guidance as important as direct guidance? Explain.

## KNOWLEDGE

**Students will know:**

- Effective guidance should maintain children’s self-esteem and produce a desired change in behavior.
- Self-regulation and self-control are the long term goals of guidance.
- There are a large variety of guidance techniques that can be implemented to create a positive learning environment.
- Limits focus on actions and behaviors that reflect the goals of the preschool and must be enforced consistently.
- Limits may need to be flexible to adapt to the needs of an individual or a situation.

## SKILLS

**Students will be able to:**

- Explain and implement a variety of effective direct guidance techniques.
- Use positive guidance techniques to promote desired behaviors and maintain the self-esteem of the children.
- Recognize the impact of indirect guidance on a teacher’s ability to control the actions of the children in the classroom.
- Explain limits at the children’s level of understanding.
- Enforce the limits that have been established for the preschool classroom.

## NJCCCS

- 9.1.12.A.1
- 9.1.12.B.1, .3
- 9.1.12.F.1, .2
- 9.3.12.C.2, .3
- 9.4.12.J.1 - .16
- 9.4.12.J.7,.21, .23
## Guidance and Discipline Directions in Child Development

<table>
<thead>
<tr>
<th>SUGGESTED TIME ALLOTMENT</th>
<th>CONTENT – UNIT OF STUDY</th>
<th>SUPPLEMENTAL UNIT RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indirect guidance</td>
<td>NAYEC Code of Ethical Conduct <a href="http://www.nayec.org">www.nayec.org</a></td>
</tr>
<tr>
<td></td>
<td>Guidance challenges</td>
<td>Current periodicals</td>
</tr>
<tr>
<td></td>
<td>• Discipline</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Establishing classroom limits</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Enforcing classroom limits</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adapting limits</td>
<td></td>
</tr>
</tbody>
</table>
A developmentally appropriate curriculum is based on how children develop and learn.

Program goals based on child development focus on the whole child and must be established first.

Assessment is necessary in order to plan a curriculum that is both individualized and age appropriate for all areas of learning.

The content and process-centered approach to curriculum planning is the most often used method.

**ENDURING UNDERSTANDINGS**

**ESSENTIAL QUESTIONS**

- How can you develop a curriculum that meets the needs of all the children in the class as well as their various learning styles?
- What is the best way to evaluate the success of a specific learning activity?
- How can a curriculum support the fact that learning should be seen as a constant process of exploring and questioning the environment?

**KNOWLEDGE**

**SKILLS**

**NJCCCS**

<table>
<thead>
<tr>
<th>Students will know:</th>
<th>Students will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program goals are broad statements of purpose that state the desired end results.</td>
<td>Assist in the development of appropriate program goals for the “Little Rams Preschool.”</td>
</tr>
<tr>
<td>Teachers, available resources, activities, and the environment all influence whether goals will be met.</td>
<td>Evaluate the environment and equipment in the preschool and project the type of activities they promote.</td>
</tr>
<tr>
<td>Basic learning materials are a key part of the content and process centered curriculum.</td>
<td>Select appropriate materials and activities to support the planned curriculum.</td>
</tr>
<tr>
<td>Direct learning experiences are planned with a specific goal in mind while indirect learning experiences occur on the spur of the moment.</td>
<td>Evaluate personal teaching style.</td>
</tr>
<tr>
<td>An appropriate curriculum is based on preselected themes and contains a balance of learning activities supporting all developmental domains.</td>
<td>Chose a theme and develop a web that includes developmentally appropriate concepts.</td>
</tr>
<tr>
<td>Written lesson plans are developed that include goals, objectives, procedures, and evaluation.</td>
<td>Correlate the four areas of development with a variety of learning activities that support their selected theme.</td>
</tr>
<tr>
<td></td>
<td>Write lesson plans as per the provided guidelines, outlining specific actions and activities that will be used to meet goals and objectives.</td>
</tr>
</tbody>
</table>

### Suggested Time Allotment

**Ongoing – 5 – 7 weeks**

<table>
<thead>
<tr>
<th>CONTENT – UNIT OF STUDY</th>
<th>SUPPLEMENTAL UNIT RESOURCES</th>
</tr>
</thead>
</table>
| **Developing Program Goals**  
Developmental levels  
| **Planning Curriculum**  
Skills and content  
Balancing learning activities  
| **Themes**  
Developmentally appropriate  
Assessing student interests  
Concepts to be considered  
| **Lesson plans**  
Component parts  
Assessment and evaluation | NAYEC Code of Ethical Conduct – [www.nayec.org](http://www.nayec.org)  
Current periodicals  
Online resources – (samples)  
[www.enchantedlearning.com](http://www.enchantedlearning.com)  
[www.thevirtualvine.com](http://www.thevirtualvine.com) |
### Directions in Child Development

**UNIT IV.2: Learning Experiences for Children – Guiding learning experiences**

<table>
<thead>
<tr>
<th>ENDURING UNDERSTANDINGS</th>
<th>ESSENTIAL QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschoolers are curious about their world and they thrive on hands-on experiences.</td>
<td>• What are the most appropriate activities to promote the greatest degree of learning for a preschooler?</td>
</tr>
<tr>
<td>Providing a variety of learning experiences helps children learn and grow in many ways.</td>
<td>• Where is the line between enough and too much guidance during an activity?</td>
</tr>
<tr>
<td>Selected learning experiences need to match the developmental levels and experiences of the preschoolers in the center.</td>
<td>• How can a learning activity be modified for children on a variety of developmental levels?</td>
</tr>
<tr>
<td>The teacher’s role includes modeling techniques, explaining processes, answering questions, and providing a rich environment that fosters learning.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KNOWLEDGE</th>
<th>SKILLS</th>
<th>NJCCCS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will know:</strong></td>
<td><strong>Students will be able to:</strong></td>
<td>9.1.12.A.1</td>
</tr>
<tr>
<td>Using their imaginations, young children can think, plan, and create their own ideas.</td>
<td>Organize materials in the classroom so that the children can easily access them.</td>
<td>9.1.12.B.1, .3</td>
</tr>
<tr>
<td>Like physical development, there is a sequence for preschoolers to develop skills in many other areas.</td>
<td>Outline the stages of development in areas such as drawing, writing and play.</td>
<td>9.1.12.F.1, .2</td>
</tr>
<tr>
<td>Tasks done for or forced on children often cause tension and displeasure.</td>
<td>Correlate the specific stages of development with the learning experiences that they create for the preschoolers.</td>
<td>9.3.12.C.2,.3</td>
</tr>
<tr>
<td>As children develop, the amount and type of guidance that is needed must change.</td>
<td>Invoke guidance skills that are appropriate for the children’s level of development and the type of activity.</td>
<td>9.4.12.J.1 - .16</td>
</tr>
<tr>
<td>The teacher’s major role is to carefully prepare an environment that will encourage children to expand their experiences and continue to develop more complex skills.</td>
<td>Recognize the need to use different types and levels of guidance with different children.</td>
<td>9.4.12.J.7,.21, .23</td>
</tr>
</tbody>
</table>
## RANDOLPH TOWNSHIP SCHOOL DISTRICT
Curriculum Pacing Chart – UNIT IV.2: Learning Experiences for Children – Guiding learning experiences
Directions in Child Development

<table>
<thead>
<tr>
<th>SUGGESTED TIME ALLOTMENT</th>
<th>CONTENT – UNIT OF STUDY</th>
<th>SUPPLEMENTAL UNIT RESOURCES</th>
</tr>
</thead>
</table>
| Ongoing – 12 – 14 weeks   | • Creating learning centers  
Art  
Storytelling  
Play and puppetry  
Writing  
Math  
Science  
Social Studies  
Food and nutrition  
Music and movement  
• Techniques for guiding the experience  
Direct guidance  
Indirect guidance  
Questioning  
Incidental learning  
Changing levels and techniques as children develop  
• Developmental levels and stages  
Determining the children’s needs, interests, abilities and experiences  
NAYEC Code of Ethical Conduct – [www.nayec.org](http://www.nayec.org)  
Current periodicals  
Online resources – (samples) [www.enchantedlearning.com](http://www.enchantedlearning.com) [www.thevirtualvine.com](http://www.thevirtualvine.com) |
### ENDURING UNDERSTANDINGS

Assessment is the process of observing, recording, and documenting children’s growth and behavior over time in order to make decisions about their education.

An authentic assessment involves gathering information when children are performing tasks in a natural setting.

It is important to protect the confidentiality of the child that you are observing.

<table>
<thead>
<tr>
<th>ESSENTIAL QUESTIONS</th>
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<tbody>
<tr>
<td>• How can technology be used to enhance the assessment process?</td>
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<tr>
<td>• Do the assessments that are made in preschool accurately predict educational success later in life?</td>
</tr>
<tr>
<td>• What are the repercussions of misinterpreting objective observation data?</td>
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</tbody>
</table>

### KNOWLEDGE

**Students will know:**

- Observation is one of the oldest and best methods for learning about children.
- Assessment is the process of collecting information or data.
- Evaluation is the process of reviewing the information and finding value in it.
- Developmental milestones are characteristics and behaviors considered normal for children in specific age groups.
- There are several types of assessment tools that are used in early childhood programs. Each one has its own advantages and disadvantages.
- When you are observing children, it is important to record only objective statements.
- Whenever you gather data about children, it is very important to keep it confidential.

### SKILLS

**Students will be able to:**

- Use assessment data to understand children’s developmental needs.
- Perform initial assessments to get a “snapshot” of each child.
- Gather ongoing observational data to track each child’s progress and provide evidence of a child’s learning and maturation.
- Observe children in a group setting to determine a method to resolve classroom issues.
- Make use of the children’s observed developmental milestones as the basis for planning an appropriate curriculum.
- Select the most appropriate type of assessment tool based on the type of information that is needed and the setting in which the child is being observed.
- Interpret objective statements recorded during an observation based on their knowledge of child development and their

### NJCCCS

| 9.1.12.A.1 |
| 9.1.12.B.1, .3 |
| 9.1.12.F.1, .2 |
| 9.3.12.C.2, .3 |
| 9.4.12.J.1 - .16 |
| 9.4.12.J.7,.21, .23 |
| familiarity with the child that was observed. |
| Understand the need to keep the data on a child that they assessed confidential based on the NAYEC Code of Ethical Conduct. |
## Directions in Child Development

### Ongoing – 5 - 7 weeks

<table>
<thead>
<tr>
<th>SUGGESTED TIME ALLOTMENT</th>
<th>CONTENT – UNIT OF STUDY</th>
<th>SUPPLEMENTAL UNIT RESOURCES</th>
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</thead>
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<tr>
<td><strong>The need for confidentiality</strong></td>
<td></td>
<td>NAYEC Code of Ethical Conduct – <a href="http://www.nayec.org">www.nayec.org</a></td>
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<tr>
<td></td>
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<td>Online resources – (samples)</td>
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<tr>
<td></td>
<td></td>
<td><a href="http://www.enchantedlearning.com">www.enchantedlearning.com</a></td>
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<td><a href="http://www.thevirtualvine.com">www.thevirtualvine.com</a></td>
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</tbody>
</table>
Appendix A – Resources


NAYEC Code of Ethical Conduct – [www.nayec.org](http://www.nayec.org)

Online resources – (samples)
[www.enchantedlearning.com](http://www.enchantedlearning.com)
[www.thevirtualvine.com](http://www.thevirtualvine.com)

US CPSC Guides to Toy Safety [www cpsc gov info toysafety index html](http://www.cpsc.gov/info/toysafety/index.html)

USDA [www.choosemyplate.gov](http://www.choosemyplate.gov)

Current periodicals