



## EVERETT PUBLIC SCHOOLS INTRODUCTION TO EARLY CHILDHOOD EDUCATION

<b>Course:</b> Introduction to Early Childhood Education		<b>Total Framework Hours:</b> 90
<b>CIP Code:</b> 190708	<input type="checkbox"/> <b>Exploratory</b> <input checked="" type="checkbox"/> <b>Preparatory</b>	<b>Date Last Modified:</b> 01.2022
<b>Career Cluster:</b> Health and Human Services		<b>Cluster Pathway:</b> Health and Human Services

**Industry Recognized Certificates:**Precision Exams – 21<sup>st</sup> Century Skills**Work-Based Learning:**

Guest Speaker – KinderCare

**Course Information:**

COMPONENTS AND ASSESSMENTS	
<b>Performance Assessments:</b> <ul style="list-style-type: none"> <li>Students will research what is required to own and run an Early Childhood Education program. The research will include a needs assessment, facility requirements, curriculum, and program philosophy, staffing needs, tools and services needed, and accreditation requirements.</li> </ul>	
<b>Leadership Alignment:</b> Students will <u>work independently</u> and <u>access and evaluate information</u> to <u>create media products</u> to share information in the field of early childhood education. Through their research students will develop <u>civic literacy</u> . Students will have to <u>manage time</u> and <u>produce results</u> that meet the project standards. <b>Additional 21<sup>st</sup> Century skills options:</b> Educators Rising Competitive Events	
Standards and Competencies	
<b>Unit:</b> Field of Early Childhood Education	
<b>Industry Standards and/or Competencies</b>	<b>Total Learning Hours for Unit: 5</b>
<ul style="list-style-type: none"> <li>Demonstrate enthusiasm, initiative, and commitment to program goals and improvements – NASAFACS 4.6.4</li> <li>Examine entrepreneurial and management skills to planning businesses in early childhood, education, and services – NASAFACS 4.6.5</li> </ul>	
Aligned Washington State Learning Standards	
<b>Educational Technology</b>	<b>Knowledge Constructor:</b> 3.a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. 3.d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions. <b>Creative Communicator:</b> 6.b. Students create original works or responsibly repurpose or remix digital resources into new creations. 6.d. Students publish or present content that customizes the message and medium for their intended audiences.

	<b>Global Collaborator:</b> 7.c. Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
English Language Arts	<u>CCSS.ELA-LITERACY.RST.9-10.1</u> Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. <u>CCSS.ELA-LITERACY.RST.9-10.2</u> Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. <u>CCSS.ELA-LITERACY.RST.9-10.7</u> Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. <u>CCSS.ELA-LITERACY.WHST.9-10.6</u> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. <u>CCSS.ELA-LITERACY.W.9-10.2</u> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <u>CCSS.ELA-LITERACY.W.9-10.8</u> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. <u>CCSS.ELA-LITERACY.SL.9-10.4</u> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

### COMPONENTS AND ASSESSMENTS

#### Performance Assessments:

- Students will research Early Childhood Education as a career. The research will include Professionalism in Early Childhood Education, Required Skills, Salary, Job Duties, Type of Work, Benefits and Drawbacks, Opportunities for Advancement, Places of Employment, Professional Organizations, and other Career Information.

#### Leadership Alignment:

Students will work independently and apply technology to create media products which focus on careers in the area Early Childhood Education. Students will have to manage time and produce results that meet the project standards.

Additional 21<sup>st</sup> Century skills options:

Educators Rising Competitive Events

### Standards and Competencies

**Unit:** Professionalism in Early Childhood Education

#### Industry Standards and/or Competencies

**Total Learning Hours for Unit:** 10

- Explain the roles and functions of individuals engaged in early childhood, education, and services – NASAFACS 4.1.1
- Analyze opportunities for employment, entrepreneurial endeavors, and emerging careers – NASAFACS 4.1.2
- Summarize education and training requirements and opportunities for career paths in early childhood, education, and services – NASAFACS 4.1.3
- Analyze the impact of early childhood, education, and services occupations on individual/family, local, state, national, and global economies – NASAFACS 4.1.4
- Analyze the role of professional organizations in education and early childhood – NASAFACS 4.1.6

- Explore opportunities for continuing training and education – NASAFACS 4.6.1
- Apply professional ethical standards as accepted by the recognized professional organizations – NASAFACS 4.6.2

### ***Aligned Washington State Learning Standards***

<b>Educational Technology</b>	<p><b>Knowledge Constructor:</b> 3.a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. 3.d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.</p> <p><b>Creative Communicator:</b> 6.b. Students create original works or responsibly repurpose or remix digital resources into new creations. 6.d. Students publish or present content that customizes the message and medium for their intended audiences.</p> <p><b>Global Collaborator:</b> 7.c. Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.</p>
<b>English Language Arts</b>	<p><u>CCSS.ELA-LITERACY.RST.9-10.1</u> Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p><u>CCSS.ELA-LITERACY.RST.9-10.2</u> Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p> <p><u>CCSS.ELA-LITERACY.RST.9-10.7</u> Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p><u>CCSS.ELA-LITERACY.WHST.9-10.6</u> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p><u>CCSS.ELA-LITERACY.W.9-10.2</u> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><u>CCSS.ELA-LITERACY.W.9-10.8</u> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p><u>CCSS.ELA-LITERACY.SL.9-10.4</u> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>

### **COMPONENTS AND ASSESSMENTS**

#### **Performance Assessments:**

- Students will create a presentation based on the assigned theorists' foundational concepts and complete a written paper comparing and contrasting the theories.

#### **Leadership Alignment:**

Students will work independently and access and evaluate information to create media products to analyze theories of early childhood education. Through their research students will develop health literacy. Students will have to manage time and produce results that meet the project standards.

Additional 21<sup>st</sup> Century skills options:

Educators Rising Competitive Events	
<b>Standards and Competencies</b>	
<b>Unit:</b> Theories and Program Approaches	
<b>Industry Standards and/or Competencies</b>	<b>Total Learning Hours for Unit: 5</b>
<ul style="list-style-type: none"> <li>Analyze child development theories and their implications for educational and childcare practices – NASAFACS 4.2.1</li> </ul>	
<b>Aligned Washington State Learning Standards</b>	
<b>Educational Technology</b>	<p><b>Knowledge Constructor:</b>  3.a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.  3.d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.</p> <p><b>Creative Communicator:</b>  6.b. Students create original works or responsibly repurpose or remix digital resources into new creations.  6.d. Students publish or present content that customizes the message and medium for their intended audiences.</p> <p><b>Global Collaborator:</b>  7.c. Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.</p>
<b>English Language Arts</b>	<p><u>CCSS.ELA-LITERACY.RST.9-10.1</u>  Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p><u>CCSS.ELA-LITERACY.RST.9-10.2</u>  Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p> <p><u>CCSS.ELA-LITERACY.RST.9-10.7</u>  Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p><u>CCSS.ELA-LITERACY.WHST.9-10.6</u>  Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p><u>CCSS.ELA-LITERACY.W.9-10.2</u>  Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><u>CCSS.ELA-LITERACY.W.9-10.8</u>  Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p><u>CCSS.ELA-LITERACY.SL.9-10.4</u>  Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>
<b>COMPONENTS AND ASSESSMENTS</b>	
<b>Performance Assessments:</b>	

- Students will create a multimedia presentation, that focuses on strategies optimizing the developmental needs of children. Then using the information gathered in strategies for optimizing the development of children project, students will write a one-page reflection of what they have learned and how they will apply it to their lives, now and in the future.

**Leadership Alignment:**

Students will think creatively, apply innovations, and create media products to create a visual which addresses the strategies to optimize the developmental needs of children. Students will have to communicate clearly and collaborate with others to create the visual. Through their research students will develop civic literacy. Students will have to manage time and produce results that meet the project standards

Additional 21<sup>st</sup> Century skills options:

Educators Rising Competitive Events

**Standards and Competencies**

**Unit:** Child Development and Developmentally Appropriate Practices

**Industry Standards and/or Competencies****Total Learning Hours for Unit: 5**

- Analyze strategies that promote growth and development of children, youth, and adults – NASAFACS 4.2.5

**Aligned Washington State Learning Standards**

<b>Educational Technology</b>	<p><b>Knowledge Constructor:</b> 3.a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. 3.d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.</p> <p><b>Creative Communicator:</b> 6.b. Students create original works or responsibly repurpose or remix digital resources into new creations. 6.d. Students publish or present content that customizes the message and medium for their intended audiences.</p> <p><b>Global Collaborator:</b> 7.c. Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.</p>
<b>English Language Arts</b>	<p><u>CCSS.ELA-LITERACY.RST.9-10.1</u> Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p><u>CCSS.ELA-LITERACY.RST.9-10.2</u> Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p> <p><u>CCSS.ELA-LITERACY.W.9-10.2</u> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><u>CCSS.ELA-LITERACY.RST.9-10.7</u> Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p><u>CCSS.ELA-LITERACY.WHST.9-10.6</u> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p><u>CCSS.ELA-LITERACY.SL.9-10.4</u> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>

COMPONENTS AND ASSESSMENTS	
<b>Performance Assessments:</b> <ul style="list-style-type: none"> <li>Students will plan, prepare, and implement lesson plans using NAEYC Guidelines for Developmentally Appropriate Practices. Using a video camera, students record, for later observation and assessment, their ability to: *supportively give directions *kindly, clearly, and concisely communicate routines *promote responsibility and learning concepts *write and use an appropriate discipline policy and * problem-solve emerging and challenging behavioral situations.</li> </ul>	
<b>Leadership Alignment:</b> Students will <u>think creatively</u> and <u>apply innovations</u> to develop lesson plans. Students will have to <u>communicate clearly</u> to create the complete plan. Lesson plans <u>guide and lead others</u> and allow them to <u>be flexible</u> . Students will have to manage time and produce results that meet the project standards <u>Additional 21<sup>st</sup> Century skills options:</u> Educators Rising Competitive Events	
Standards and Competencies	
<b>Unit:</b> Observation and Assessment	
Industry Standards and/or Competencies	Total Learning Hours for Unit: 15
<ul style="list-style-type: none"> <li>Explore assessment tools and methods to observe and interpret children's growth and development and apply to assess growth and development across the lifespan – NASAFACS 4.2.2</li> <li>Analyze cultural and environmental influences when assessing development of children, youth, and adults – NASAFACS 4.2.3</li> <li>Address specific developmental needs of children, youth and adults based on assessment of their abilities – NASAFACS 4.2.4</li> <li>Analyze a variety of curriculum and instructional models – NASAFACS 4.3.1</li> </ul>	
Aligned Washington State Learning Standards	
<b>English Language Arts</b>	<u>CCSS.ELA-LITERACY.RST.9-10.1</u> Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
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COMPONENTS AND ASSESSMENTS	
<b>Performance Assessments:</b> <ul style="list-style-type: none"> <li>Students will develop a safety policy for an Early Childhood program which demonstrates an understanding of the impact of environment on individual children.</li> </ul>	
<b>Leadership Alignment:</b>	

Students will think creatively and apply innovations to create a safety policy. Students will have to communicate clearly to create a detailed policy. Through their research students will develop civic literacy. Students will have to manage time and produce results that meet the project standards

Additional 21<sup>st</sup> Century skills options:  
Educators Rising Competitive Events

### ***Standards and Competencies***

**Unit:** Creating a Healthy and Safe Environment

**Industry Standards and/or Competencies**

**Total Learning Hours for Unit: 15**

- Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity – *NASAFACS 4.4.1*
- Apply safe and healthy practices that comply with local, state, and federal regulations to assure learners' safety – *NASAFACS 4.4.2*
- Implement strategies to teach health, safety, and sanitation habits – *NASAFACS 4.4.3*
- Document symptoms of abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities – *NASAFACS 4.4.5*
- Implement basic health practices and prevention procedures for workers and learners regarding illness, communicable diseases, accidents, and trauma – *NASAFACS 4.4.6*
- Demonstrate security and emergency procedures – *NASAFACS 4.4.7*

### ***Aligned Washington State Learning Standards***

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### COMPONENTS AND ASSESSMENTS

#### Performance Assessments:

- Students develop a list of thematic units that could be used in an ECE program and write a block plan and lesson plans for one week of a preschool program. They describe and provide examples of an emergent curriculum and project approach. Using a variety of assessments - consistent with NAEYC's assessment guidelines - research and information (from family, staff, community, and professional resources), students observe, document, assess and track individual and group needs, interests, and skills to identify a curriculum for each child and groups of children, in collaboration with appropriate family members.

#### Leadership Alignment:

Students will think creatively and apply innovations to develop lesson plans. Students will have to communicate clearly to create the complete plan. Lesson plans guide and lead others and allow them to be flexible. Students will have to manage time and produce results that meet the project standards

Additional 21<sup>st</sup> Century skills options:

Educators Rising Competitive Events

### Standards and Competencies

**Unit:** Early Learning Environments

#### Industry Standards and/or Competencies

**Total Learning Hours for Unit: 15**

- Implement learning activities in all curriculum areas that meet the developmental needs of learners – NASAFACS 4.3.2
- Implement an integrated curriculum that incorporates a learner's language, learning styles, early experiences, and cultural values – NASAFACS 4.3.3
- Demonstrate a variety of teaching methods to meet individual needs of learners – NASAFACS 4.3.4
- Arrange the classroom environment to provide for learners' exploration, discovery, development, and reflection through multiple methods including learning centers – NASAFACS 4.3.5
- Establish effective activities, routines, and transitions for various age groups – NASAFACS 4.3.6
- Analyze learners' developmental progress and summarize developmental issues and concerns – NASAFACS 4.5.5

### Aligned Washington State Learning Standards

<b>Educational Technology</b>	<b>Knowledge Constructor:</b> 3.a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. 3.d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions. <b>Creative Communicator:</b> 6.b. Students create original works or responsibly repurpose or remix digital resources into new creations. 6.d. Students publish or present content that customizes the message and medium for their intended audiences. <b>Global Collaborator:</b> 7.c. Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
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### COMPONENTS AND ASSESSMENTS

#### Performance Assessments:

- Students will select a family related topic to advocate for. They will create a short presentation, *(around 5 minutes or less)*, to present to the class.

#### Leadership Alignment:

Students will work independently and access and evaluate information to create media products which advocate for families. Through their research students will develop civic literacy. Students will have to manage time and produce results that meet the project standards.

Additional 21<sup>st</sup> Century skills options:

Educators Rising Competitive Events

### Standards and Competencies

**Unit:** Family Advocacy

#### Industry Standards and/or Competencies

**Total Learning Hours for Unit:** 10

- Implement strategies for constructive and supportive interactions between children, youth and adults and their families and communities – NASAFACS 4.5.4
- Analyze learners' developmental progress and summarize developmental issues and concerns – NASAFACS 4.5.5
- Implement federal, state, and local standards, policies, regulations, and laws that affect programs for children, youth and adults and their families – NASAFACS 4.6.3
- Identify ways educators can advocate to influence policies, agencies, and institutions for the benefit of children, youth and adults and their families – NASAFACS 4.6.6

### Aligned Washington State Learning Standards

<b>Educational Technology</b>	<p><b>Knowledge Constructor:</b> 3.a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. 3.d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.</p> <p><b>Creative Communicator:</b> 6.b. Students create original works or responsibly repurpose or remix digital resources into new creations. 6.d. Students publish or present content that customizes the message and medium for their intended audiences.</p> <p><b>Global Collaborator:</b> 7.c. Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.</p>
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### COMPONENTS AND ASSESSMENTS

#### Performance Assessments:

- Students will review a variety of behavioral case studies and STAR sheets to determine strategies to address the behaviors and the which activities can introduce the strategies.

#### Leadership Alignment:

Students will work effectively in diverse teams to analyze behavioral strategies. Through their research students will develop civic literacy. Students will have to manage time and produce results that meet the project standards.

Additional 21<sup>st</sup> Century skills options:

Educators Rising Competitive Events

### Standards and Competencies

**Unit:** Beyond Behaviors

#### Industry Standards and/or Competencies

**Total Learning Hours for Unit: 10**

- Apply developmentally appropriate and culturally responsive guidelines for behavior – NASAFACS 4.5.1
- Demonstrate problem-solving and decision-making skills when working with children, youth, and adults – NASAFACS 4.5.2
- Demonstrate interpersonal skills that promote positive and productive relationships with learners – NASAFACS 4.5.3

### Aligned Washington State Learning Standards

English Language Arts	<p><u>CCSS.ELA-LITERACY.RST.9-10.1</u> Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p><u>CCSS.ELA-LITERACY.RST.9-10.2</u> Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p> <p><u>CCSS.ELA-LITERACY.W.9-10.2</u> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>
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	<p><u>CCSS.ELA-LITERACY.RST.9-10.7</u> Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p><u>CCSS.ELA-LITERACY.WHST.9-10.6</u> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p><u>CCSS.ELA-LITERACY.SL.9-10.4</u> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>
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### 21<sup>st</sup> Century Skills

Check those that students will demonstrate in this course:

<p><b>LEARNING &amp; INNOVATION</b></p> <p><b>Creativity and Innovation</b></p> <p><input checked="" type="checkbox"/> Think Creatively</p> <p><input type="checkbox"/> Work Creatively with Others</p> <p><input checked="" type="checkbox"/> Implement Innovations</p> <p><b>Critical Thinking and Problem Solving</b></p> <p><input type="checkbox"/> Reason Effectively</p> <p><input type="checkbox"/> Use Systems Thinking</p> <p><input type="checkbox"/> Make Judgments and Decisions</p> <p><input type="checkbox"/> Solve Problems</p> <p><b>Communication and Collaboration</b></p> <p><input checked="" type="checkbox"/> Communicate Clearly</p> <p><input checked="" type="checkbox"/> Collaborate with Others</p>	<p><b>INFORMATION, MEDIA &amp; TECHNOLOGY SKILLS</b></p> <p><b>Information Literacy</b></p> <p><input checked="" type="checkbox"/> Access and /evaluate Information</p> <p><input type="checkbox"/> Use and Manage Information</p> <p><b>Media Literacy</b></p> <p><input type="checkbox"/> Analyze Media</p> <p><input checked="" type="checkbox"/> Create Media Products</p> <p><b>Information, Communications and Technology (ICT Literacy)</b></p> <p><input type="checkbox"/> Apply Technology Effectively</p>	<p><b>LIFE &amp; CAREER SKILLS</b></p> <p><b>Flexibility and Adaptability</b></p> <p><input type="checkbox"/> Adapt to Change</p> <p><input checked="" type="checkbox"/> Be Flexible</p> <p><b>Initiative and Self-Direction</b></p> <p><input checked="" type="checkbox"/> Manage Goals and Time</p> <p><input checked="" type="checkbox"/> Work Independently</p> <p><input type="checkbox"/> Be Self-Directed Learners</p> <p><b>Social and Cross-Cultural</b></p> <p><input type="checkbox"/> Interact Effectively with Others</p> <p><input checked="" type="checkbox"/> Work Effectively in Diverse Teams</p> <p><b>Productivity and Accountability</b></p> <p><input type="checkbox"/> Manage Projects</p> <p><input checked="" type="checkbox"/> Produce Results</p> <p><b>Leadership and Responsibility</b></p> <p><input checked="" type="checkbox"/> Guide and Lead Others</p> <p><input type="checkbox"/> Be Responsible to Others</p>
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