



Everett Public Schools



EPS Early Childhood Education

CIP Code: 190708		<input type="checkbox"/> Exploratory <input checked="" type="checkbox"/> Preparatory	Total Framework Hours up to: 90
Career Cluster: Human Services			Date Last Modified: 1-2015
			Cluster Pathway: Early Childhood Development % Services

Resources and Standard used in Framework Development:

Standards used for this framework are from the OSPI Model Framework for 190708 Early Childhood Education and Services

COMPONENTS AND ASSESSMENTS

Performance Assessments 1:

Students will research, prepare, and presentation on a current trend or event impacting early childhood education.

Leadership Alignment:

Through research and participation in the above project, students will :

- 2.C.1 Analyze trends and impact on education.
- 3.A.1 Effectively communicate research findings orally and visually.
- 3.A.3 Instruct and inform peers on current trends.
- 4.A.1 Efficiently access web and print sources to research trends.
- 4.A.2 Evaluate findings to draw conclusions.
- 6.A.1 Use computer to research, organize, and prepare power point presentation.
- 8.C.1 Research topic of personal interest to gain knowledge and understanding of trends.
- 8.A.3 Complete project by assigned deadline.
- 9.A.1 Complete project by assigned deadline.

Standards and Competencies

Standard/Unit 1: **Current Events and Careers**

Competencies

Total Learning Hours for Unit: 5

SP2: Meet Each Child's Individual Needs and Plan for Group Needs

2.15 Student will demonstrate knowledge of current research and theories on temperament, learning styles, multiple intelligences and brain development

4.1 Analyze career paths within early childhood, education & related services.
 4.1.1 Explain the roles and functions of individuals engaged in early childhood, education, and services.
 4.1.2 Analyze opportunities for employment and entrepreneurial endeavors.
 4.1.3 Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.
 Program Advisory Standards
 Research and analyze current trends and changes in Early Childhood Education

Aligned Washington State Standards

Arts	
Educational Technology	Component 1.1 Innovate Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology. Component 2.3 Select and Use Applications Use productivity tools and common applications effectively and constructively.
Health and Fitness	
Language	
Math	
Reading	CC: Reading Informational Text Key Ideas and Details (9-10) 1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2 - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. Craft and Structure (9-10) 4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). 6 - Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. Integration of Knowledge and Ideas (9-10) 7 - Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. Key Ideas and Details (11-12) 1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. 2 - Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. Craft and Structure (11-12) 4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). 6 - Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. Integration of Knowledge and Ideas (11-12)

	7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
Science	
Social Studies	
Speaking and Listening	<p>3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>- Presentation of Knowledge and Ideas (9-10)</p> <p>4 - 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> <p>5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on pages 54 for specific expectations.)</p> <p>Comprehension and Collaboration (11-12)</p> <p>3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>Presentation of Knowledge and Ideas (11-12)</p> <p>4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>6 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.)</p>
Writing	<p>CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (11-12) Text Types and Purposes</p> <p>1 - Write arguments focused on discipline-specific content.</p> <p>1a - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>1b - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>1c - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>1d - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>1e - Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>2a - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>2b - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>2d - Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the</p>

	<p>complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>2e - Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p> <p>Production and Distribution of Writing</p> <p>4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>Research to Build and Present Knowledge</p> <p>7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation</p>
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CHILD CARE BASICS COMPONENTS AND ASSESSMENTS	
<p>Performance Assessments 2:</p> <p>Students will demonstrate knowledge of nutritional needs of preschoolers by compiling a recipe book and demonstrating a snack preparation. Students will brainstorm and prepare a poster for classroom use of positive guidance and self-esteem building techniques.</p>	
<p>Leadership Alignment:</p> <p>Through participation in the above project and assignment:</p> <p>1.A.1 Work with group to brainstorm and compile ideas.</p> <p>3.A.1 Effectively communicate research findings orally and visually.</p> <p>2.C.1 Analyze how guidance strategies build self-esteem.</p> <p>9.B.1 Work cooperatively with group of peers which represent a variety of cultures and family backgrounds.</p> <p>10.A.2 Complete projects by assigned deadline.</p> <p>8.A.3 Complete project by assigned deadline.</p> <p>9.A.1 Complete project by assigned deadline.</p> <p>8.B.1 Works independently to research nutritional needs of children and collect recipes for snack book.</p>	
Standards and Competencies	
Standard / Unit 2: Child Care Basics	
Competencies	Total Learning Hours for Unit: 10
<p>SP1: Create and Maintain a Safe and Healthy Environment</p> <p>1.02 Knowledge of child growth and development and the changing abilities of individual children</p> <p>1.03 Ability to recognize and correct safety hazards and to manage risks by applying appropriate rules and limits in the classroom and on the playground</p> <p>1.09 Ability to determine the safety/cleanliness/health appraisal and management procedures of indoor/outdoor spaces and environment relative to the age abilities of children using the space</p> <p>1.17 Knowledge of food pyramid and nutrition guidelines</p> <p>SP2: Meet Each Child's Individual Needs and Plan for Group Needs</p> <p>2.01 The student will demonstrate knowledge of child growth and development</p> <p>2.02 The student will demonstrate knowledge of theories about development of self-concept</p> <p>2.07 The student will use positive methods of guidance that are individually and culturally appropriate</p>	

2.09 Student will demonstrate knowledge of child growth and development 2.12 Student will help children communicate feelings and needs 2.13 Student will use a variety of positive and age appropriate guidance techniques 2.14 Student will facilitate the development of children's problem-solving skills 4.4 Demonstrate a safe and healthy learning environment for children. 4.4.4 Plan safe and healthy meals and snacks. 4.4.6 Implement basic health practices and prevention procedures for workers and children regarding childhood illness and communicable diseases. 4.6 Demonstrate professional practices and standards related to working with children. 4.6.2 Apply professional ethical standards as accepted by the recognized professional organizations. 4.6.4 Demonstrate enthusiasm, initiative, and commitment to program goals and improvements.	
<i>Aligned Washington State Standards</i>	
Arts	Arts 3.0 The student communicates through the arts. 3.2 Uses the arts to communicate for a specific purpose.
Educational Technology	
Health and Fitness	
Language	
Math	
Reading	CC: Reading Informational Text Key Ideas and Details (9-10) 1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Craft and Structure (9-10) 4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). Integration of Knowledge and Ideas (9-10) 7 - Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. Key Ideas and Details (11-12) 1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. Craft and Structure (11-12) 4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). Integration of Knowledge and Ideas (11-12) 7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
Science	
Social Studies	
Speaking and Listening	Comprehension and Collaboration (9-10) 1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. 1a - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring

	<p>to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>1d - Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>- Presentation of Knowledge and Ideas (9-10)</p> <p>4 - 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> <p>Comprehension and Collaboration (11-12)</p> <p>1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>1a - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>1d - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>Presentation of Knowledge and Ideas (11-12)</p> <p>4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
Writing	<p>CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (11-12) Text Types and Purposes</p> <p>2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>2a - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>2b - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>Production and Distribution of Writing</p> <p>4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Research to Build and Present Knowledge</p> <p>7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation</p>

MANAGING AND EARLY CHILDHOOD PROGRAM COMPONENTS AND ASSESSMENTS

Performance Assessments 3:

Students will construct a 3-D diagram of a preschool classroom reflecting knowledge and understanding of centers, developmental stages, and safety.

Leadership Alignment:

Through participation of the above activity students will-

3.A.1 Effectively communicate research findings orally and visually.

10.A.2 Complete projects by assigned deadline.

8.A.3 Complete project by assigned deadline.

9.A.1 Complete project by assigned deadline.

8.B.1 Works independently to research philosophies, safety, and routines in the early childhood classroom.

Standards and Competencies**Standard/Unit 3: Managing Early Childhood Program****Competencies****Total Learning Hours for Unit: 15**

SP1: Create and Maintain a Safe and Healthy Environment

1.01 Knowledge of licensing regulations and/or center policies and procedures

1.02 Knowledge of child growth and development and the changing abilities of individual children

1.03 Ability to recognize and correct safety hazards and to manage risks by applying appropriate rules and limits in the classroom and on the playground

1.04 Knowledge of medication procedures

1.09 Ability to determine the safety/cleanliness/health appraisal and management procedures of indoor/outdoor spaces and environment relative to the age abilities of children using the space

SP3: Prepare and Evaluate the Learning Environment

3.01 Students demonstrate knowledge of child growth/development

3.09 Students effectively schedule developmentally appropriate routines

3.1 Students facilitate smooth transition of children between activities and spaces

SP4: Develop and Implement Curriculum

4.02 Student will demonstrate knowledge of child growth and development

4.09 Student will demonstrate knowledge of current and historical early childhood curriculum theories and practices (key people and theories: Freud, Montessori, Piaget, Hunt, Erickson and Kohlberg)

4.1 Student will demonstrate knowledge of community and professional resources

4.12 Students will identify and evaluate resources for curriculum development

4.14 Student will know developmentally appropriate practices and principles

4.18 Student will articulate the rationale for program practices

4.19 Student will demonstrate knowledge of curriculum theories and practices

4.24 Student will demonstrate knowledge of theories about play and states of play

4.3 Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.

4.3.1 Analyze a variety of curriculum and instructional models.

4.3.5 Arrange learning centers that provide for children's exploration, discovery, and development.

4.3.6 Establish activities, routines, and transitions. Program Advisory Standards

Knowledge of current research on stimulation of brain development.

Aligned Washington State Standards**Arts**

Educational Technology	<p>Component 1.1 Innovate Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.</p> <p>Component 2.3 Select and Use Applications Use productivity tools and common applications effectively and constructively.</p>
Health and Fitness	
Language	
Math	<p>CC: Mathematical Practices (MP)</p> <p>4 - Model with mathematics.</p> <p>5 - Use appropriate tools strategically.</p> <p>7 - Look for and make use of structure.</p>
Reading	<p>CC: Reading Informational Text</p> <p>Key Ideas and Details (9-10)</p> <p>1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Craft and Structure (9-10)</p> <p>4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>Integration of Knowledge and Ideas (9-10)</p> <p>7 - Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>Key Ideas and Details (11-12)</p> <p>1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>Craft and Structure (11-12)</p> <p>4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>Integration of Knowledge and Ideas (11-12)</p> <p>7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>
Science	
Social Studies	
Speaking and Listening	<p>Comprehension and Collaboration (9-10)</p> <p>2 - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>4 - 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> <p>5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>Comprehension and Collaboration (11-12)</p> <p>2 - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>Presentation of Knowledge and Ideas (11-12)</p> <p>4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow</p>

	the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
Writing	<p>CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (11-12)</p> <p>2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>2a - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>2b - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>Research to Build and Present Knowledge</p> <p>7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>

BRAIN DEVELOPMENT AND LITERACY COMPONENTS AND ASSESSMENTS	
<p>Performance Assessments 4: Students will write and illustrate a children's book based on a theme and understanding of developing literacy in children.</p>	
<p>Leadership Alignment: Through participation and completion of the above activity students will-</p> <p>1.A.3 Develop ideas for book theme into story line and illustrations.</p> <p>2.A.1 Use knowledge of developing literacy strategies to write children's book.</p> <p>10.A.2 Map out story board to organize ideas for book.</p> <p>8.A.3 Complete project by assigned deadline.</p> <p>9.A.1 Complete project by assigned deadline.</p> <p>8.B.1 Work independently when teacher is accompanying other students to observation sites.</p>	
<i>Standards and Competencies</i>	
Standard/Unit 4: Brain Development and Literacy	
Competencies	Total Learning Hours for Unit: 20
<p>SP1: Create and Maintain a Safe and Healthy Environment</p> <p>1.02 Knowledge of child growth and development and the changing abilities of individual children</p> <p>SP2: Meet Each Child's Individual Needs and Plan for Group Needs</p> <p>2.01 The student will demonstrate knowledge of child growth and development</p> <p>2.08 The student will respond sensitively to differences in individual children's learning and personality styles</p> <p>2.09 Student will demonstrate knowledge of child growth and development</p>	

2.1 Student will demonstrate knowledge of brain research

2.15 Student will demonstrate knowledge of current research and theories on temperament, learning styles, multiple intelligences and brain development

2.17 Student creates an environment that provides for the inclusion of all children, including children with disabilities, and children with diverse language, socioeconomic and/or cultural backgrounds

SP3: Prepare and Evaluate the Learning Environment

3.01 Students demonstrate knowledge of child growth/development

3.07 Students improvise and select from a repertoire of songs, finger plays and activities

SP4: Develop and Implement Curriculum

4.02 Student will demonstrate knowledge of child growth and development

4.04 Students will interpret observation and assessment data

4.05 Student will maintain appropriate records of children's social, emotional, cognitive, physical, communicative, and cultural development

4.12 Students will identify and evaluate resources for curriculum development

4.14 Student will know developmentally appropriate practices and principles

4.25 Student will modify routines, activities and transitions as necessary

Program Advisory Standards

Knowledge of current research on stimulation of brain development.

Knowledge of strategies to compensate for early deficiencies in brain development.

Aligned Washington State Standards

Arts	Arts 2.0 The student demonstrates thinking skills using artistic processes. - Explores, gathers, and interprets information from diverse sources. - Presents work to others in a performance, exhibition, and/or production. Arts 3.0 The student communicates through the arts. 3.2 Uses the arts to communicate for a specific purpose
Educational Technology	Component 1.1 Innovate Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology. Component 2.3 Select and Use Applications Use productivity tools and common applications effectively and constructively.
Health and Fitness	
Language	
Math	
Reading	CC: Reading Informational Text Craft and Structure (9-10) 4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). Integration of Knowledge and Ideas (9-10) 7 - Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. Craft and Structure (11-12) 4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

	<p>Integration of Knowledge and Ideas (11-12)</p> <p>7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem</p>
Science	
Social Studies	
Speaking and Listening	<p>- Presentation of Knowledge and Ideas (9-10)</p> <p>4 - 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> <p>6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on pages 54 for specific expectations.)</p> <p>Comprehension and Collaboration (11-12) Presentation of Knowledge and Ideas (11-12)</p> <p>4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>6 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations)</p>
Writing	<p>CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (11-12) Text Types and Purposes</p> <p>2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>2a - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>2b - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>2c - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>2d - Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>Production and Distribution of Writing</p> <p>4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>

DEVELOPMENTALLY APPROPRIATE ACTIVITIES AND ASSESSMENTS

Performance Assessments 5:

Students will prepare and implement DAP activities in preschool classrooms.

Students will conduct assessments in preschool and elementary classrooms and maintain records analyzing ages and developmental stages of children, classroom management strategies, and curriculums

Leadership Alignment:

Through participation in the above activities students will-

- 1.A.3 Develop their own ideas into DAP activities to lead in preschool classrooms.
- 2.C.1 Analyze and evaluate effectiveness of DAP activities prepared for the classroom.
- 3.A.1 Clearly and concisely instruct children while leading DAP activity.
- 3.A.2 Effectively listen to and interpret communication of children.
- 3.A.3 Communicate and instruct children at a developmentally appropriate level.
- 3.B.1 Demonstrate an ability to communicate with and guide children in a respectful and developmentally appropriate way.
- 4.A.2 Evaluate observations.
- 7.A.1 Adapt to changing and varied roles of the teacher in a preschool classroom.
- 7.A.2 Lead effectively and adapt to changing needs in the classroom.
- 9.A.2 Behave and communicate in a professional manner when at all observation sites.
- 9.B.1 Incorporate and adapt respectfully to children from a range of social and cultural backgrounds.
- 11.A.1 Use interpersonal and problem-solving skills to guide and encourage children in the classroom.
- 10.A.2 Use time management skills to complete and lead DAP activities on assigned date.

Standards and Competencies

Standard/Unit 5: Developmentally Appropriate Activities
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Competencies	Total Learning Hours for Unit: 40
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SP1: Create and Maintain a Safe and Healthy Environment

1.02 Knowledge of child growth and development and the changing abilities of individual children

SP2: Meet Each Child's Individual Needs and Plan for Group Needs

2.01 The student will demonstrate knowledge of child growth and development

2.02 The student will demonstrate knowledge of theories about development of self-concept

2.05 The student will be able to teach age-appropriate self-help skills

2.06 The student will develop a relationship with children so that they can rely on the student for support and guidance

2.07 The student will use positive methods of guidance that are individually and culturally appropriate

2.08 The student will respond sensitively to differences in individual children's learning and personality styles

2.11 Student will demonstrate knowledge of children's social interactions and group dynamics

2.12 Student will help children communicate feelings and needs

2.13 Student will use a variety of positive and age appropriate guidance techniques

2.14 Student will facilitate the development of children's problem-solving skills

2.16 Student demonstrates knowledge of culturally diverse ways of communicating, including verbal and nonverbal interactions

2.17 Student creates an environment that provides for the inclusion of all children, including children with disabilities, and children with diverse language, socioeconomic and/or cultural backgrounds

SP3: Prepare and Evaluate the Learning Environment

3.01 Students demonstrate knowledge of child growth/development

3.02 Students demonstrate knowledge of observation methods and child assessment techniques

3.04 Students demonstrate knowledge of positive guidance techniques

3.05 Students demonstrate knowledge of age appropriate child initiated activities

3.07 Students improvise and select from a repertoire of songs, finger plays and activities

3.08 Students apply positive guidance techniques

3.09 Students effectively schedule developmentally appropriate routines

3.1 Students facilitate smooth transition of children between activities and spaces

- SP4: Develop and Implement Curriculum
- 4.02 Student will demonstrate knowledge of child growth and development
 - 4.03 Student will use a variety of observation methods to collect data
 - 4.04 Students will interpret observation and assessment data
 - 4.05 Student will maintain appropriate records of children's social, emotional, cognitive, physical, communicative, and cultural development
 - 4.11 Student will evaluate and adapt a variety of curriculum models
 - 4.12 Students will identify and evaluate resources for curriculum development
 - 4.13 Student will select appropriate learning materials
 - 4.14 Student will know developmentally appropriate practices and principles
 - 4.16 Student will set up a developmentally appropriate curriculum
 - 4.17 Student will develop, implement and evaluate a curriculum that focuses on children's needs/interests and incorporates their language, home experiences and culture
 - 4.2 Student will develop, implement and evaluate a curriculum that focuses on children's developmental needs/interests and incorporates their language, home experiences and culture
 - 4.22 Student will modify activities to meet individual needs within the group
 - 4.24 Student will demonstrate knowledge of theories about play and states of play
 - 4.25 Student will modify routines, activities and transitions as necessary
- SP5: Support the Child and Family
- 5.09 Students create an emotionally safe environment for family members
 - 5.16 Students demonstrate knowledge of child growth and development
- SP6: Create and Maintain an Professional Team Environment
- 6.01 Student demonstrates knowledge of NAEYC Code of Ethical Conduct
 - 6.02 Student demonstrates knowledge of early childhood systems and organizations
 - 6.05 Student demonstrates knowledge of existing professional development opportunities
 - 6.07 Students develop positive communication channels with other staff members
 - 4.2 Analyze developmentally appropriate practices to plan for early childhood, education, and services.
 - 4.2.1 Analyze child development theories and their implications for educational and childcare practices.
 - 4.2.2 Apply a variety of assessment methods to observe and interpret children's growth and development.
 - 4.2.4 Analyze abilities and needs of children and their effects on children's growth and development.
 - 4.2.5 Analyze strategies that promote children's growth and development.
 - 4.3 Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.
 - 4.3.1 Analyze a variety of curriculum and instructional models.
 - 4.3.3 Implement an integrated curriculum that incorporates a child's language, learning styles, early experiences, and cultural values.
 - 4.3.4 Demonstrate a variety of teaching methods to meet individual needs of children.
 - 4.3.5 Arrange learning centers that provide for children's exploration, discovery, and development.
 - 4.5 Demonstrate techniques for positive collaborative relationships with children.
 - 4.5.1 Apply developmentally appropriate guidelines for behavior.
 - 4.5.2 Demonstrate problem-solving skills with children.
 - 4.5.3 Demonstrate interpersonal skills that promote positive and productive relationships with children.
 - 4.5.5 Analyze children's developmental progress and summarize developmental issues and concerns.

Aligned Washington State Standards

Arts	
Educational Technology	Component 2.3 Select and Use Applications Use productivity tools and common applications effectively and constructively.

Health and Fitness	
Language	
Math	<p>CC: Mathematical Practices (MP)</p> <p>5 - Use appropriate tools strategically.</p> <p>6 - Attend to precision.</p>
Reading	<p>CC: Reading Informational Text</p> <p>Key Ideas and Details (9-10)</p> <p>3 - Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>Craft and Structure (9-10)</p> <p>4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>Integration of Knowledge and Ideas (9-10)</p> <p>7 - Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>Key Ideas and Details (11-12)</p> <p>3 - Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. Craft and Structure (11-12)</p> <p>4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>Integration of Knowledge and Ideas (11-12)</p> <p>7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>
Science	
Social Studies	
Speaking and Listening	
Writing	<p>CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (11-12) Text Types and Purposes</p> <p>2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>2a - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>2d - Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>Production and Distribution of Writing</p> <p>4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Research to Build and Present Knowledge</p> <p>7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>

21st Century Skills

Check those that students will demonstrate in this course:

LEARNING & INNOVATION

Creativity and Innovation

- ☒ Think Creatively
- ☒ Work Creatively with Others
- ☒ Implement Innovations

Critical Thinking and Problem Solving

- ☒ Reason Effectively
- ☒ Use Systems Thinking
- ☒ Make Judgments and Decisions
- ☒ Solve Problems

Communication and Collaboration

- ☒ Communicate Clearly
- ☒ Collaborate with Others

INFORMATION, MEDIA & TECHNOLOGY SKILLS

Information Literacy

- ☒ Access and /evaluate Information
- ☒ Use and Manage Information

Media Literacy

- ☐ Analyze Media
- ☒ Create Media Products

Information, Communications and Technology (ICT Literacy)

- ☒ Apply Technology Effectively

LIFE & CAREER SKILLS

Flexibility and Adaptability

- ☒ Adapt to Change
- ☒ Be Flexible

Initiative and Self-Direction

- ☒ Manage Goals and Time
- ☒ Work Independently
- ☒ Be Self-Directed Learners

Social and Cross-Cultural

- ☒ Interact Effectively with Others
- ☒ Work Effectively in Diverse Teams

Productivity and Accountability

- ☒ Manage Projects
- ☒ Produce Results

Leadership and Responsibility

- ☒ Guide and Lead Others
- ☒ Be Responsible to Others