GEORGIA | PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

EDUCATION

PATHWAY: Early Childhood Education

COURSE: Internship

UNIT 2.1:   Teaching Strategies

INTRODUCTION

Annotation:

Students will research and create their own curriculum, block plan and lesson plans.

Special Note:

The internship course is a capstone experience allowing students to demonstrate their mastery of pathway content. Students apply what they have learned in the first ECE courses. Some of the content in the first courses is repeated here – **ONLY AS A REVIEW**. **Teachers should review selected content as necessary based on the needs of the particular class.**

Grade(s):

	9th
	10th
	11th
x	12th

Time: 90 min

Author: Diann Powers

Additional Author(s): Joanne Matricardi, Bettye Deriso, Dr. Barbara G. Harbort

Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.

FOCUS STANDARDS

GPS Focus Standards:

EDU-ECEI-5

    Students will utilize developmentally appropriate strategies of instruction for students.

a. Evaluate the use of a developmentally appropriate curriculum with students.

b. Develop daily schedules of activities.

c. Plan and implement developmentally appropriate materials, lessons, and activities that support major content areas in an early childhood program.

d. Plan and use various strategies that engage and support diverse learners.

e. Plan ways to adapt the curriculum for students with special needs and children with gifted abilities.

GPS Academic Standards:

- *ELA11W3*
- *ELA11W4*
- *ELA11C1*
- *ELA11C2*
- *ELA11LSV1*

National / Local Standards / Industry / ISTE:

UNDERSTANDINGS & GOALS

Enduring Understandings:

- Students will understand there are various curriculums to use in early childhood settings.

Essential Questions:

- What is curriculum in the early childhood setting?
- How do you plan curriculum?
- How do block plans aid in lesson plan development?
- How and why are lesson plans adapted for children with special needs?

Knowledge from this Unit:

- A working knowledge of various curriculums, development and implementation.

- Block planning is useful in developing a curriculum theme.

- Utilization of a developmentally appropriate lesson plan is adaptable to all learning styles.

- The development of a working schedule for the early childhood program creates stability and continuity in the classroom giving the child a secure setting.

Skills from this Unit:

- The student will demonstrate his/her ability to create a daily schedule, curriculum block plan and lesson plans.

ASSESSMENT(S)

Assessment Method Type: Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

        Pre-test
        Objective assessment - multiple-choice, true- false, etc.
          __ Quizzes/Tests
          __ Unit test
        Group project
        Individual project
        Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
          _x Self-check rubrics
          _x_ Self-check during writing/planning process
          __ Journal reflections on concepts, personal experiences and impact on one's life
          _x_ Reflect on evaluations of work from teachers, business partners, and competition judges
          __ Academic prompts
          __ Practice quizzes/tests
   x   Subjective assessment/Informal observations
          __ Essay tests
          __ Observe students working with partners
          __ Observe students role playing
        Peer-assessment
          __ Peer editing & commentary of products/projects/presentations using rubrics
          __ Peer editing and/or critiquing
   x   Dialogue and Discussion
          _x_ Student/teacher conferences
          __ Partner and small group discussions
          _x_ Whole group discussions
          __ Interaction with/feedback from community members/speakers and business partners
        Constructed Responses
          __ Chart good reading/writing/listening/speaking habits
          __ Application of skills to real-life situations/scenarios
        Post-test

Assessment(s) Title:

Lesson Rubric (suggest using Childcare professional lesson plan rubric in Teacher Resource)

Assessment(s) Description/Directions:

Block plans, self created curriculum, and schedules should be placed in the portfolio under *Teaching Strategies* tab. Lesson plans will be placed under the *Lesson Plans* tab in the portfolio.

Attachments for Assessment(s):

WYYC Teacher Resource Portfolio: pp. 240 – 244,

LEARNING EXPERIENCES

Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.

2. Review Essential Questions.
3. Identify and review the unit vocabulary:

- special needs

- gifted

- hearing impaired

- physically challenged

- developmentally delayed

- block plan

- activity title

- developmental goals/objectives

- materials needed

- introduction

- procedures

- closure

- High Scope curriculum

- Creative curriculum

- Montessori

4. Lesson Plan
 Evaluate the use of a developmentally appropriate curriculum with students.
- Research NAEYC standards and Bright from the Start performance standards

- Research various curriculums

    o High Scope

    o Creative Curriculum

    o Georgia State Early Childhood Program

    o Montessori or others known by instructor

- Create a nine-month curriculum

Develop daily schedules of activities.

- Collect schedules from child care programs

- Compare and contrast half-day and full-day programs

- Create a schedule for a half-day program

- Create a schedule for a full-day program

Plan and implement developmentally appropriate materials, lessons, and activities that support major content areas in an early childhood program.

- Identify major content areas in an early childhood program.

- Write a block plan for activities following a selected theme.

- Write a lesson plan for a developmentally appropriate activity as listed in the student developed block plan. Include the following parts: Activity title, developmental goals/objectives, materials needed, introduction, procedures, and closure.

Teacher use rubric to assess students' lesson plans (suggest using Childcare professional rubric or WYYC Teacher Resource Portfolio: pp. 240 – 244,)

- Collaborate with the mentor to teach the lesson.

Plan and use various strategies that engage and support diverse learners.

- Identify different learning styles

- Create a chart of learning styles with various activities for different learners

Plan ways to adapt the curriculum for students with special needs and children with gifted abilities.

- Amend or expand lesson plans to accommodate:
  - o Gifted
  - o Hearing impaired
  - o Physically challenged
  - o Developmentally delayed

Attachments for Learning Experiences:

- Recommend **Lesson** Plan Rubric in The Childcare Professional Teacher Resource Book or WYYC Teacher Resource Portfolio: pp. 240 – 244,

Notes & Reflections:

May include notes to the teacher, pre-requisite knowledge & skills, suggestions, etc. Place in portfolio under Teaching Strategies

UNIT RESOURCES

Web Resources:

- American Federation of Teachers Educational Foundation   http://www.aftef.org
- Association of childhood Education International   http://www.acei.org
- National Network for Child Care   http://www.nncc.org
- National Association for the Education of Young Children   http://www.naeyc.org
- Bright from the start   http://www.doe.k12.ga.us

Attachment(s):

- Websites for Early Childhood

Materials & Equipment:

- Computer
- Internet
- Printer
- Paper
- Camera
- Art supplies
- Herr, J. (2004) *Working with Young Children.* Tinsley Park, IL: Goodheart-Willcox Co., chp. 17.
- Optional: Gordon, A.M. & Browne, K.W. (2004). *Beginnings and Beyond*. Clifton Park, NY: Thomson Delmar Learning.
- Baugh, Baker, S, Eubanks, E. (1999)   *The Childcare Professional Teacher Resource Book* Glenco/McGraw-Hill Co.
- Developmentally Appropriate Practices

What 21st Century Technology was used in this unit?

	Slide Show Software		Graphing Software		Audio File(s)
x	Interactive Whiteboard		Calculator	x	Graphic Organizer
	Student Response System		Desktop Publishing		Image File(s)
	Web Design Software		Blog		Video
	Animation Software		Wiki		Electronic Game or Puzzle Maker
	Email	x	Website		