



GEORGIA

PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

EDUCATION

PATHWAY: Early Childhood Education

COURSE: Human Growth and Development

UNIT: Orientation to Human Growth and Development



INTRODUCTION

Annotation:

It is a privilege to be a part of this class. Students will know what to expect from the course and from the instructor. Even if students do not decide to pursue early childhood education as a career, the subject matter will prepare them for interacting with children in any capacity. They are each an integral part of a caring community of learners. The instructor is there to support each of them and will, in turn, expect them to help and support each other. The students are expected to interact as a team.

Grade(s):

x	9 th
x	10 th
x	11 th
x	12 th

Time: 3 HRS

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Academic Review: Ben Tanner

Special Education Review: Lindsey Welborn

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-FS-3 Communications:

Learners use various communication skills in expressing and interpreting information.

EDU-FS-8 Leadership and Teamwork:

Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives

GPS Academic Standards:

- ELA9LSV1
- ELA11C1



UNDERSTANDINGS & GOALS

Enduring Understandings: Enduring understandings are statements summarizing important ideas and have lasting value beyond the classroom. They synthesize what students should understand – not just know.

- Class expectations as outlined on the syllabus
- The importance of knowing classmates and working together as a team
- The personalities and backgrounds of class members
- Although we may be different from each other, we can work toward a common goal
- It is our responsibility to provide nurturing environments for children
- There are negative consequences to children having less than positive experiences

Essential Questions: Essential questions probe for deeper meaning and understanding while fostering the development of critical thinking and problem-solving skills. Example: Why is life-long learning important in the modern workplace?

- Why am I in this class?
- What can I expect from this course?
- What is expected of me?
- Who are my classmates?
- Who is my teacher?
- Why is early childhood education important?

Knowledge from this Unit:

- Course requirements and expectations
- Child advocacy facts

Skills from this Unit:

- Apply social interaction skills
- Demonstrate speaking out in front of peers
- Develop personal goals



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.
 - ☐ Self-check rubrics
 - ☐ Self-check during writing/planning process
 - ☐ Journal reflections on concepts, personal experiences and impact on one's life
 - ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
 - ☐ Academic prompts
 - ☐ Practice quizzes/tests
- ☐ 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
- ☒ Dialogue and Discussion
 - ☐ Student/teacher conferences
 - ☒ Partner and small group discussions
 - ☒ 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



LEARNING EXPERIENCES

Instructional planning: Include lessons, activities and other learning experiences in this section with a brief description of the activities to ensure student acquisition of the knowledge and skills addressed in the standards. Complete the sequence of instruction for each lesson/task in the unit.

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.
4. Welcome. Self-introduction, Course introduction; Students create name tents with materials provided on the tables. (FS3)
5. Distribute and discuss course syllabus and the importance of working as a team in the class working towards common goals. (FS8)
6. Distribute PAGE forms. Give dramatizations/hypothetical scenarios of the importance of having the liability insurance. Students join for \$7/year. Complete form together as a class. Give students “SPAGE may be your Lifesaver” candies. (FS3)
7. Give notebook requirements rubric and assignment to complete cover and dividers by due date. Discuss expectations.
8. Distribute and students complete new student information form for own personal files.
9. Students get in a circle. Start with one student and that student gives their name and something they like that starts with the first letter of their name. Go to the next student with that student giving their name and something they like that starts with the first letter of their name. Then they repeat the name and item of the student next to them. Go around the circle until everyone has had a turn. (FS3)
10. Distribute reflection questions. Then view “Why Early Childhood Matters” video (30 min.). Students complete answers. Discuss as a class. (FS3)

Attachments for Learning Experiences:

[HGD syllabus](#)

[New Student Information Sheet](#)

[ECE websites](#)

[SPAGE may be your “LifeSaver” tags](#)

[Why Early Childhood Matters reflection questions](#)

Notes & Reflections:

Any icebreaker works well as long as the goal is to acquaint classmates and begin the bonding process for effective teamwork. Each teacher will find the best activities that work for her/him. The activities listed under Sequence of Instruction are not suggestions for an order in which to present them to the class. These are a variety of suggestions and not all activities may be used. Text readings, study guides, and supplemental lectures are not listed. It is recommended that every teacher use techniques and learning activities in each class that support multiple learning styles.



UNIT RESOURCES

Web Resources:

- www.pageinc.org
- www.gae.org

Materials & Equipment:

- Syllabus
- New student information form
- SPAGE/GAE membership forms
- Lifesaver candies
- markers or crayons
- poster board for name tents
- “Why Does Early Childhood Matter” video questions
- “Why Does Early Childhood Matter” DVD - Parents Action for Children series 888-447-3400

Suggested Videos for this Unit:

- “First Years Last Forever” video

Professional Readings/Resources for Instructor:

- Activities That Teach, Jackson, Red Rock Publishing
- More Activities That Teach, Jackson, Red Rock Publishing
- Still More Activities That Teach, Jackson, Red Rock Publishing

What 21st Century Technology was used in this unit?:

<input type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input checked="" type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input checked="" type="checkbox"/>	Website		