



GEORGIA

PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

EDUCATION

PATHWAY: Early Childhood Education
COURSE: Human Growth and Development
UNIT: Learning Environment



INTRODUCTION

Annotation:

In a developmentally appropriate, well-organized environment, children grow and learn. The teacher is responsible for creating a pleasing environment that is shaped by the needs and interests of the children. It should be designed to promote self-help and independent behavior.

Grade(s):

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

Time: 20 HRS

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Special Education Review: Lindsey Welborn

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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-HGD-9 –

Students will describe a well organized environment conducive to learning.

- a. Explain the value of planned indoor and outdoor space.
- b. Name and discuss the functions of the basic activity areas in a child care center.
- c. List criteria to consider when choosing child care center furniture and color schemes.
- d. Summarize factors that affect the organization of space in a child care center.

GPS Academic Standards:

- ELA9-12W3
- ELA9-12RL5
- ELA9-12C1
- ELA9-12LSV2
- ELA9-12LSV1
- MC3P1
- SCSh3
- SSSocC3
- SSSocC1



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.

- The environment created in a child care facility has a strong impact on the staff's ability to meet program goals.
- When children work and play in interesting environments, they are more likely to behave well.
- Properly organized space is a key to promoting children's learning.
- Space should reflect children's developmental needs, interests, and experiences as well as program goals.

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?

- What are the basic activity areas in a center and their functions?
- What criteria should be considered when choosing playroom furniture and color schemes?
- What factors affect the organization of space in a center?

Knowledge from this Unit:

- Vocabulary Terms
- Principles to use in planning environments

Skills from this Unit:

- Explain the value of planned indoor and outdoor space
- Name the basic activity areas in a center, along with the functions of each area
- List criteria to consider when choosing playroom furniture and color schemes
- Summarize factors that affect the organization of space in a center
- Identify and demonstrate principles used in planning early childhood environments
- Analyze classrooms
- Design classroom and play yard



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

Assessment(s) Description/Directions:

Many textbooks come with a test generator for assessments; ExamView Pro is one example.



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.
 - Stationary equipment
 - cool colors
 - warm colors
 - traffic pattern
 - sensory table
4. Ask the students to think about their homes. Ask which room is their favorite. Ask what it is about that room that makes it their favorite. (9a)
5. Brainstorm various types of things that are noticeably different in a child care center's physical environment in comparison to a regular classroom setting, such as chairs, toys, color, etc. (9c,d)
6. Students list five program goals a child care center might set. For each goal, ask students to identify one or two ways the environment in the child care facility could help meet the goal. (9b)
7. Students plan a color scheme for a classroom. Have students explain the reasons for their choice of colors. (9c)
8. Students work in pairs to design centers by deciding on theme and presenting what they would do in each center/curriculum area. (9d)
9. Have students observe an outdoor playground and determine how the positioning of the outdoor equipment meets goals for a well-planned space. (9a)
10. Small groups design outdoor play areas for different age groups of children. Have each group make a list of equipment and features to be included in the outdoor play area. Students draw their area on a sheet of poster board to present to the rest of the class. (9a)
11. Design an ideal child care facility on graph paper using a scale of $\frac{1}{4}$ inch – 1'. Incorporate principles in their plan, including equipment lists and purpose statements for learning centers. Can also be completed using hgtv.com "room planning" or constructing a diorama using a cardboard box. (9b,c)

12. Given an assigned amount, use catalogs and websites to furnish and “stock” a child care facility.
What items would be prioritized to purchase to equip one learning center? Calculate the total cost.
(9c)
13. Guest speaker. Invite an interior designer or decorator to discuss room arrangements, color schemes, and other factors involved in designing child care centers with the class. (9c)
14. Guest speaker. Invite an architect to discuss building designs for child care centers with the class.
(9b,c)
15. Guest speaker. Invite a licensing specialist to discuss physical requirements for a child care center.
(9b,c)
16. Have students research an aspect of room arrangement such as space, color, or furniture, and its effects on children. The students should give oral reports on their findings. (9c)
17. Have students develop a brochure on factors to consider when selecting playroom or classroom furniture. (9c)

Attachments for Learning Experiences:

[Designing a Child Care Environment.doc](#)

Notes & Reflections:

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.childcraft.com
- www.hgtv.com

Textbooks:

- Beginnings and Beyond 9
- Introduction to Early Childhood Education 7
- Child Care Professional 9
- Working With Young Children 9
- Foundations of Early Childhood Education 8

Professional Readings/Resources for Instructor:

<http://www.uen.org/Lessonplan/LPview?core=20>

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 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		