



GEORGIA MIDDLE SCHOOL

Instructional Resources

CAREER, TECHNICAL, & AGRICULTURAL EDUCATION

FAMILY & CONSUMER SCIENCES

COURSE: Family and Consumer Sciences

UNIT: Early Childhood Education

INTRODUCTION

Annotation:

In this unit, students will learn the basics of early childhood education. They will identify the roles and responsibilities of parents and caregivers. Students will also learn about safety in childcare and learn how to select play materials that are both age appropriate and safe for children of different ages. Additionally, students will learn how to manage children in different situations.

Grade(s):

X	6 th
	7 th
	8 th

Time:

4-6 hours

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Additional Author(s):

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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 appropriately. 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. Many students (both with and without disabilities) who struggle with reading may benefit from the use of text reading software or other technological aids to provide access to printed materials. Many of these are available at little or no cost on the internet.

FOCUS STANDARDS

GPS Focus Standards:

FACS6-ECE1 - Students will analyze human growth and development and demonstrate the integration of knowledge, skills, and practices of the caregiver-educator roles.

- a) List roles and responsibilities of parents and caregivers.
- b) Identify community resources that benefit children.
- c) List toys, books, games, and software of interest to children.
- d) Discuss safety and proper use of toys.
- e) Compare different forms of management used with children in different situations.

GPS Academic Standards:

S6CS2 Students will use standard safety practices for all classroom laboratory and field investigations.

S6CS4 Students will use tools and instruments for observing, measuring, and manipulating equipment and materials in scientific activities.

UNDERSTANDING & GOALS

Enduring Understandings:

- Parents and caregivers are responsible for providing a safe and nurturing environment for children to grow and develop.
- Toys, books, and related items for children should be selected if they are safe and age appropriate.
- Numerous community resources are available for parents and caregivers to assist with a variety of needs.
- There are acceptable ways to deal with the management of children.

Essential Questions:

- Is there a difference between a role and a responsibility?
- What are two examples of the roles and responsibilities of parents and caregivers?
- Can you name at least five community resources that benefit children?
- How can parents and caregivers make wise decisions in selecting toys, books, games, and software that interest children?
- What safety features should parents and caregivers look for when selecting toys for children?
- What determines an age appropriate toy?
- Why is an understanding of child development a necessary tool in managing children in different situations?

Knowledge from this Unit:

Students will be able to:

- Define identified vocabulary related to human growth and development.
- Identify at least five community resources which benefit children
- Name five community resources that provide assistance for children
- Select safe and age appropriate toys and books.
- Describe acceptable ways of managing children's behaviors.

Skills from this Unit:

Students will be able to:

- Demonstrate how to select toys, book, and software that is safe and age appropriate for children to use.
- Demonstrate how to read a thermometer correctly for taking temperatures.
- Demonstrate how to correctly read a book to children.

ASSESSMENTS

Assessment Method Type:

- ☒ 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 and 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) Title:

1. Pretest
2. Vocabulary
3. Rubric for selecting toys, books, and software
4. Check list of completed activities
5. Posttest

Assessment(s) Description/Directions:

Following instructions, give the students copies of each assessment item as you are ready to present the activity to them. Depending on your specific class time frame you may not be able to complete all of the suggested assessments. You be the judge.

LESSON PLANS

• INTRODUCTION

1. Identify the Standards.

FACS6-ECE1 - Students will analyze human growth and development and demonstrate the integration of knowledge, skills, and practices of the caregiver-educator roles.

- a) List roles and responsibilities of parents and caregivers.
- b) Identify community resources that benefit children.
- c) List toys, books, games, and software of interest to children.
- d) Discuss safety and proper use of toys.
- e) Compare different forms of management used with children in different situations.

2. Review Essential Questions.

- Is there a difference between a role and a responsibility?
- What are two examples of the roles and responsibilities of parents and caregivers?
- Can you name at least five community resources that benefit children?
- How can parents and caregivers make wise decisions in selecting toys, books, games, and software that interest children?
- What safety features should parents and caregivers look for when selecting toys for children?
- What determines an age appropriate toy?
- Why is an understanding of child development a necessary tool in managing children in different situations?

3. Identify and review the unit vocabulary.

Caregiver	Motor Skills	Child Development
Bonding	Responsibilities	Consistency
Physical Development	Formula	Social Development
Self Concept	Intellectual Development	Celsius
Emotional Development	Fahrenheit	Infant
Discipline	Moral Development	Preschooler
Toddler	Guidance	Childproofing

4. Assessment Activity.

Allow students to take the pretest, review the answers and use as an evaluation instrument to compare the results of the posttest.

ATTACHMENTS FOR LESSON PLAN:

Pre and Posttests
Rubric for Grading Children's Books
Vocabulary List
Vocabulary Quiz
Vocabulary Activity
Child Development Overview PowerPoint
Temperature Converting Between Fahrenheit and Celsius
Toy Safety Evaluation Chart for Children
Role Play Activity for Appropriate Behavior Expectations

• LESSON 1: AN INTRODUCTION TO THE ROLES AND RESPONSIBILITIES OF PARENTING

1. Have students brainstorm the question; is there a difference between a role as a parent and the responsibility of being a parent/caregiver?
2. Lead a discussion of each vocabulary word. Use the Vocabulary List handout. Have students record definitions.
3. Once the students have completed the vocabulary research, divide them into teams and have them use the words to create the following instructional games:
 - a. word search
 - b. bingo
 - c. concentration board
 - d. flash cards
 - e. jeopardy
 - f. matching game
4. Allow the students to play the instructional games. A round robin method usually works well. Note, however, that you will need to make copies of the completed games for each student to play.
5. Discuss with the students the importance of parenting/caregiver skills.
6. Use the Vocabulary Quiz attachment as a quiz or as a worksheet to reinforce the definitions.
7. Optional: Have students complete the Vocabulary Activity handout.

• LESSON 2: LEARNING ABOUT PATTERNS OF HUMAN GROWTH AND DEVELOPMENT

1. Show and discuss the Child Development Overview PowerPoint.
2. Have students to create a Timeline or a graph that shows the physical growth of children from birth to age five.
3. Allow students to create a web that shows at least five developmental tasks of children from birth to age five.
4. View video "Toddlers & Discipline: Understanding the Terrible 2s." Follow with a discussion about the video. The video segment is only two minutes and 23 seconds long.
(See United Streaming website which is listed in the web resource section.)

• LESSONS 3 & 4: SELECTING TOYS, BOOKS, AND GAMES TO DEVELOP A CHILD'S INTELLECTUAL DEVELOPMENT

1. Introduce the lesson by having students to complete a KWL Chart on selecting safe and age appropriate toys and a KWL Chart on selecting children's books.
2. Demonstrate to students the correct way to read a book to children.
3. Have students to write a paragraph describing their favorite childhood toy.
4. Have students to bring a toy to school and use the rubric to evaluate it.
5. Students may view toy catalogs and/or visit toy store websites to gather a list of board or computer games that include math or science lessons. The students will use their pictures to create a class collage on children's games.
6. Students working in teams will develop a set of math flash cards to teach four and five year-olds how to count from one to 20. (Incorporating Mathematics)
7. Have students to bring a children's story book to class. (You may plan a trip to the media center if students do not have storybooks). See **How to Read a Storybook to Children** attachment.
8. Review the vocabulary terms Celsius and Fahrenheit with the students. Review simple fractions as well.
9. Discuss and show students the different kinds of thermometers and demonstrate how to correctly read a thermometer. Next fill three or four containers with water of varying temperatures. Allow the students to take turns checking the temperature of the water. Ask them to identify which of the containers' temperatures are safe enough to give an infant or a toddler a bath. You may also use the same activity and ask them which temperature is safe for the baby's formula. They should record the temperatures in both Celsius and Fahrenheit readings. Have students complete the worksheet **Temperature Converting Between Fahrenheit and Celsius**. (Incorporating Mathematics)
10. Using the activity above (#9) allow the students to measure the water to various levels that include fractions for the English standard unit of measurement and milliliter for the metric system. Students could measure the water in Celsius scale for metric and Fahrenheit for English standard. A liquid measuring cup that has both metric and English measurements will work well for this activity.

• LESSONS 5 & 6 : MANAGING CHILDREN'S BEHAVIOR

1. Lead a discussion Managing Children's Behavior and follow-up with students completing the web reflection
 - Use the attachment **Role Play Activity for Appropriate Behavior Expectations**
 - Ask students to critique the actions of the teacher in each role play activity
 - What did they do right and wrong?
 - What could have been done differently?
2. Have students brainstorm the pros and cons of the different types of discipline of which they are aware.
3. Have students role play situations with parent/caregiver administering discipline to a preschooler who has misbehaved. (He took a toy away from his younger sister).
4. Review the developmental stages (social, intellectual, physical, ethical, and emotional) and direct the students to pair up and play the "I Remember What I Did When I Was ___ Years Old" game. Students take turns sharing something that they remember doing or happening to them during each of the developmental stages when they were preschool age or toddlers.
5. Invite a speaker to talk to the class about ways to protect children or other child related topics depending on the resource persons who maybe available in your local area. (optional)



CULMINATING PERFORMANCE TASK

Culminating Unit Performance Task Title:

Unit Post Test

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Administer the post test and compare the students results between the pre and posttest to measure the knowledge gained as a result of participating in the instructional activities.

Attachments for Culminating Performance Task:

Post test

UNIT RESOURCES

Web Resources:

www.readingrockets.org/books
www.teachersfirst.com/100books.cfm
www.magickeys.com/books
www.funbrain.com
www.primarygames.com
http://kidshealth.org/parent/growth/growing/childs_growth.html
www.reachoutmichigan.org/.../agesubject/.../thermometer.html
www.inspiration.com
<http://streaming.discoveryeducation.com>
www.cpsc.gov (Consumer Product Safety Commission)

Materials & Equipment:

Assorted Thermometers

Children's Story Books

Liquid measuring cups with English standard and Celsius Scale readings

What 21st Century Technology was used in this unit?

<input checked="" type="checkbox"/>	Slide Show Software
<input type="checkbox"/>	Interactive Whiteboard
<input type="checkbox"/>	Student Response System
<input checked="" type="checkbox"/>	Web Design Software
<input type="checkbox"/>	Animation Software
<input type="checkbox"/>	Email

<input type="checkbox"/>	Graphing Software
<input type="checkbox"/>	Calculator
<input type="checkbox"/>	Desktop Publishing
<input type="checkbox"/>	Blog
<input type="checkbox"/>	Wiki
<input checked="" type="checkbox"/>	Website

<input type="checkbox"/>	Audio File(s)
<input checked="" type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Video
<input type="checkbox"/>	Electronic Game or Puzzle Maker