GEORGIA MIDDLE SCHOOL Instructional Resources

CAREER, TECHNICAL, & AGRICULTURAL EDUCATION

FAMILY & CONSUMER SCIENCES

COURSE: Family and Consumer Sciences

UNIT 2: Early Childhood Education

INTRODUCTION

Annotation:

This unit includes lessons on human growth and development and careers related to working with children. Students will develop appropriate games and activities for young children. They will gain understating of the importance of establishing and following safety rules when working with young children. They will differentiate between positive and negative techniques in establishing relationships with children.

Grade(s):

	6th
X	7th
	8th

Time:

Four to six 50 minute periods.

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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:

FACS7-ECE1- Students will analyze human growth and development and demonstrate the integration of knowledge, skills and practices of the caregiver-educator roles.

a) Identify stages of human development.

b) Describe the influence of heredity and environment on human development.

c) List careers related to working with children.

d) Create developmentally appropriate games and activities for young children.

e) Identify safety rules when working with children.

f) List techniques for positive relationships with children.

GPS Academic Standards:

S7CS2. Students will use standard safety practices for all classroom laboratory and field investigations.

M7N1. Students will understand the meaning of positive and negative rational number and use them in computation.

c. Add, subtract, multiply, and divide positive and negative rational numbers.

M7A3. Students will understand relationships between two variables.

b. Represent, describe, and analyze relationships from tables, graphs, and formulas.

M7P4. Students will make connections among mathematical ideas and to other disciplines.

c. Recognize and apply mathematics in contexts outside of mathematics.

National / Local Standards / Industry / ISTE:

NFACS. Utilize developmentally appropriate practices and other child development theories when planning for early childhood education.

UNDERSTANDING & GOALS

Enduring Understandings:

- There are stages of human growth and development; however, they are unique to each individual.
- Human growth and development are impacted by heredity and the environment.
- There is a wide-range of childcare related careers.

Essential Questions:

- What is human growth and development?
- What are the stages of human growth and development?
- What influence do heredity and the environment have on human development?
- What are 15 child related careers?
- How can caregivers develop and/or select games and activities for young children that are developmentally appropriate?
- What safety rules should be practiced when working with young children?
- What are five techniques for developing positive relationships with children?
- What examples of mathematical concepts can you identify in the environment?

Knowledge from this Unit:

- Identify the stages of human development
- Explain the role that heredity and the environment play in human development
- Identify at least ten childcare related careers
- Identify and select developmentally appropriate games and activities.
- Identify safety rules to follow when working with children.

Skills from this Unit:

- Select and/or create developmental appropriate games, activities, and books for children.
- Create a list of safety rules for working with young children.
- Develop a list of childcare related careers

ASSESSMENTS

Assessment Method Type:

- X Pre-test
- X Objective assessment - multiple-choice, true- false, etc.
  - __ Quizzes/Tests
  - __ Unit test
- x Group project
- X Individual project
- x 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
- x __ Essay tests
  - _x_ Observe students working with partners
  - __x Observe students role playing
- Peer-assessment
- x _x_ Peer editing and commentary of products/projects/presentations using rubrics
  - __ Peer editing and/or critiquing
- x Dialogue and Discussion
  - __ Student/teacher conferences
  - _x_ Partner and small group discussions
  - _x Whole group discussions
  - _x_ 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
- x Post-test

Assessment(s) Title:

Pre/Post Test ECE
True/False Reading Review Activity

Assessment(s) Description/Directions:

The pretest should be administered to the students at the beginning to the unit. Administer the posttest at the conclusion of the unit. The students will pair up to do the true/false reading review activities during several of the lessons that are suggested.

Attachments for Assessment(s):

Pre/Post Test ECE
True False Reading
Definitions (Vocabulary)
Motor Vehicle Deaths Among Children
Insurance Institute Facts

• INTRODUCTION

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

   FACS7-ECE1- Students will analyze human growth and development and demonstrate the integration of knowledge, skills and practices of the caregiver-educator roles.

   a) Identify stages of human development.
   b) Describe the influence of heredity and environment on human development.
   c) List careers related to working with children.
   d) Create developmentally appropriate games and activities for young children.
   e) Identify safety rules when working with children.
   f) List techniques for positive relationships with children.

2. Review Essential Questions

   - What is human growth and development?
   - What are the stages of human growth and development?
   - What influence do heredity and the environment have on human development?
   - What are 15 child related careers?
   - How can caregivers develop and/or select games and activities for young children that are developmentally appropriate?
   - What safety rules should be practiced when working with young children?
   - What are five techniques for developing positive relationships with children?
   - What examples of mathematical concepts can you identify in the environment?

3. Identify and review the unit vocabulary

   The following list of terms will help students understand standard FACS7-ECE1: Students will analyze human growth and development and demonstrate the integration of knowledge skills, and practices of the caregiver-educator roles.

Age appropriate	Hand-eye coordination	Negligence
Career	Heredity	Positive reinforcement
Developmental tasks	Human growth	Preschooler
Embryo	Infant	Supervision
Environment	Liability	Toddler
Fetus	Motor skills	Toxic

4. Assessment Activity

   Pre/Post Test ECE

• LESSON 1 and 2: IDENTIFYING THE STAGES OF HUMAN DEVELOPMENT

Discussion

1. Have students bring pictures of themselves from birth to five years of age.

2. Administer the pretest followed by a showing of the video *Lifetimes of Changes:* Development and Growth from Discovery Education (United Streaming) http://streaming.discoveryeducation.com/. You should view the video first and use your discretion as to which segments you will show. It is designed for grades 3-5, but the content for the segment on human growth is for a more mature audience. Following the viewing of the video you may have students to draw a timeline of pictures which reflect themselves at various stages in the lifespan.

3. Directions: Have students use reference materials (related textbooks, dictionaries and/or online resources) to look up the meaning of the vocabulary words as they relate to parenting skills and human growth and development.

4. Divide students into teams (four per group works well) and have them to use the vocabulary that they have completed to develop an instructional game. Suggested games are flash cards, jeopardy, concentration, word search, bingo, and celebrity pyramid.

5. Have students to create an acrostic puzzle, using the theme human growth and development, heredity or environment. (see the website address for instructions)

6. Have students to work in small groups and find pictures of children from the unborn fetus to around age five and create a chronologically timeline growth developmental pictorial chart. Each stage of development should be labeled. Students may also create a collage which depicts items of clothing, toys, food, and other objects that represent varying developmental stages/ages between birth and age five. This activity can also be done as a time line or like items can be grouped together to represent the ages that they would be used.

7. Have students to bring pictures of themselves between the birth and five years of age. Arrange the pictures on a chart or wall, number them and have the students to see how many of the pictures they can correctly identify. (Remind students that they are not to share their pictures with other classmates prior to the activity.)

8. Use of the unfamiliar hand activity. To help students to gain a better understanding of how difficult it may be for children to perform certain tasks at a specific age, have them to write a passage using the hand that they normally do not use and then have them to share their writing with another student. Ask them to describe how difficult was it for them to write with the other hand. Ask the students who read the passage to describe how difficult was it for them to read the passages.

9. Have students to research topics on brain development, infant development, toddler development or other developmental stages such as emotional, and social.

10. Child observation- Ask students to observe a child and describe their observation in writing. This is call and anecdotal observation. They may use the observation chart for this activity.

11. Ask students to write about something that they remember about themselves as a preschooler. They may interview a parent, a guardian, or an older sibling for help with this activity.

12. Have the students create a growth frequency chart (This is also called a histogram in Excel).

    Step 1: have students to research the growth of babies from birth to six months, or six months to one-year, one- year to two-years or any age range of your choice. They should record the growth ranges in whole numbers and fractions of an inch.
    Step 2: Use the information to create a frequency chart.
    Step 3: Use the information from the frequency chart to create a line graph. The information in the line graph can be used to compare the growth of an individual or several lines can be used to compare one individual's growth to another's growth. If you have access to Microsoft Excel allow the students to enter the data and the program will create the graph(s) for them. Two websites are included for a quick reference.
    Step 4: Students can also select other types of graphs to make growth comparisons. Step 5; Challenge students to use the graphs to predict the future growth of the individual. Step 6; Research globally- have students to research growth rates children in other regions of the world, such as Artic areas where the temperature is sometimes below zero (this reinforces how negative numbers are used) and equatorial regions where temperatures are above 100 degrees. These two findings can also be graphed and compared.

13. http://www.geom.uiuc.edu/~demo5337/s97b/fibonacci.html Mathematical activity- log on to the above website and discuss the Fibonacci sequence with students so that they will see how math is used in nature. An example is how the bee holes in a honeycomb are arranged or how a flower's petal numbers increase from the center to the outer edge. If possible you can also find images of things in nature that are examples of the Fibonacci sequence.

• LESSON 3: CHILD CARE CAREERS

Discussion

1. Have students working in small groups to brainstorm jobs and/or careers that are related to children. This should be a timed activity. To get them started and to think outside of the box, ask them to think about everything large and small that has anything to do with children, and they should then come up with a related career. (Think food, clothing, toys, books, entertainment, television, school, medical, and etc.) Provide extra large sheets or pieces of bulletin board paper and markers for students to record their responses. When time is called, have each team to share their list. Have other teams to check off a career/job that they have once another team calls it. The team with the longest list remaining can be named the winner. This activity can be extended by having students to find pictures and words that describe these related careers and use them to create a "Child Care Career Collage". Have students to do farther research on child care careers by identifying the education, training, salary, and job outlook of selected careers. Each student can be assigned a separate career/job to research.

2. Have students to visit the state of Georgia Department of Labor's website www.dol.state.ga.us to identify jobs that are related to child care that are posted for their particular community. They may also compare and contrast available jobs that are listed across the state.

3. Ask students to complete the statement "If I had to choose a child care related career, I would choose_____, because.....

4. Invite a pediatric nurse, pediatrician, day care director or other child care related professionals from your community to come and speak to the students.

• LESSON 4: SELECTING DEVELOPMENTALLY APPROPRIATE TOYS AND GAMES

Discussion

1. Discuss small and large motor development using the website http://www.parentingme.com/motordev.htm; http://missourifamilies.org/features/parentingarticles/parenting28.htm; or http://missourifamilies.org/features/parentingarticles/parenting28.htm.

2. Writing activity- ask students to write about their favorite toy or game when they were toddlers.

3. Mini Toys and Games Shopping Trip Report: Provide toy store sales papers and department store catalogs and have students to shop for games and toys that are developmentally appropriate. Students may shop online if the sites are available. They should identify the toy's educational value and whether it requires the use of small or gross motor skills. (see attached toy/game evaluation chart) **Math lesson**: The math concepts addition, multiplication, percent, subtraction, and remainder will be used in this activity. Give each student an assigned amount of money to shop for their toys/games. Tell them that they must calculate and include an 8% sales tax with their purchases. Use attached worksheet **Math and Toy Shopping** to record their data. Have students to present their reports to the class.

4. What are the signs that Mathematics is all around us activity: Use the attached chart for this activity? Ask students to look around their homes, school, and community to find items that represent math shapes such as triangles, squares, circles, rectangles, and cones. As a result of the items that they have listed on their charts ask them to write a summary statement that proves why math is important.

• LESSON 5: CHILD SAFETY

1. Writing assignment; ask students to write a descriptive paragraph about an incident that involved them or someone that they know while they were a toddler or preschooler which happen as a result of safety rules not be followed. They should also describe how the incident could have been avoided.

2. Have students to write the words "child safety" vertically down the middle of a sheet of paper and think of words that are related to keeping children safe which may have one of the letters in the middle, at the beginning, or at the end. This is also a type of acrostic. This activity can be completed individually, with a partner, or in a small group.

3. Emergency Magnetic Card- Ask students to collect information from their parents to create an emergency card which when completed will be laminated (if you can) and attached with magnets to be placed on their refrigerator. They should be instructed to be creative and think of the color scheme of their kitchens when creating the final copy.
See sample attachment.

4. Have students to sit down with their families and create a fire escape plan.

5. Invite a local fireman to come and talk to the students about fire safety. Prior to the visit ask the students to make a list of at least five questions to ask the fireman.

6. Discuss Childproofing the House from www.keepkidshealthy.com/.../childproofing_the_house.html. Ask students to inspect their homes to see how child proof the house is using the information that is presented in the presentation.

7. Log on to http://www.iihs.org/research/fatality_facts_2008/children.html
This is the Insurance Institute for Highway Safety-Highway Loss and Data Institute's website. 1) Provide the students with printouts of the data charts on child related accidents and create a chart or graph to show the number of accidents or death by gender and sex over a period of years. 2) Use the attached graph (Motor Vehicle Death among children) from the website and have the students to analyze the data. You may choose to ask specific questions from the graph.

• LESSON 6: DEVELOPING POSITIVE RELATIONSHIPS WITH CHILDREN

1. Have students to create a pizza and fill it with the ingredients that they believe are needed for parents and caregivers to develop positive relationships with children. The ingredients can be cutouts in which they have written the words on.

2. Ask students to brainstorm a list of books and/or television shows that represent positive parent/caregiver/child relationships.

3. Have students to make a list of places in and outside of their community that are appropriate for families to visit. Some examples might be local and state fairs, amusement parks, the zoo, parks, and dining out. Ask them to think of as many free or low cost venues as possible.

4. Writing activity- Ask students to describe in writing how their families spend quality time together. They may also make suggestions to improve family time.

5. Have students to write a note, create a card, or write a letter thanking their parents or a teacher for something specific that they appreciate them for.

• ATTACHMENTS FOR LESSON PLANS

Human Growth and Development PowerPoint

True False Reading

Math and Toy Shopping

List of suggested web-sites

How to evaluate a children's book rubric

Guidelines for selecting safe toys

Graphs for related math activities (see websites)

- **NOTES & REFLECTION:**

The lessons and activities that are presented here are suggested guidelines. Please feel free to modify and adjust to meet the specific needs of your students and your unique situation. Administer the pretest first, being sure to cover the contents so that at the end of the unit when you administer the posttest, the results for each student should be very positive.

Consult your fellow math teacher for clarification on any suggested math activities or for additional ideas on how math is used in our everyday lives.

CULMINATING PERFORMANCE TASK

Culminating Unit Performance Task Title:

Posttest
The pretest and the posttest are the same.

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

The posttest should be administered to the students at the conclusion of the unit.

Attachments for Culminating Performance Task:

See pretest

UNIT RESOURCES

Web Resources:

www.teachervision.fen.com

www.discoveryeducation.com

http://www.acrostics.org/

www.childrenssafetynetwork.org

www.safekids.org

www.poisonprevention.org

www.cpsc.gov

http://www.parentingme.com/motordev.htm

http://missourifamilies.org/features/parentingarticles/parenting28.htm

www.keepkidshealthy.com/.../childproofing_the_house.html

http://www.iihs.org/research/fatality_facts_2008/children.html

http://www.geos.ed.ac.uk/it/howto/Excel/g3histogram.html

http://www.ncsu.edu/labwrite/res/gh/gh-linegraph.html

http://phoenix.phys.clemson.edu/tutorials/excel/graph.html

http://www.mathacademy.com/pr/prime/articles/fibonac/index.asp

http://www.geom.uiuc.edu/~demo5337/s97b/fibonacci.html

http://streaming.discoveryeducation.com/

http://www.glencoe.com/

Attachment(s):

Materials & Equipment:

- Computers with Microsoft Office
- Projector and screen

A list of other suggested reference material:

- Families Today 2009-Glencoe
- The Developing Child – 2010- Glencoe
- Preschoolers DVD-Nasco wA26962H
- Child Development & parenting Poster Series – Nasco-WA22459H
- Child Development Stages Tablet – Nasco- WA23291H
- Child Development II: See How They Grow Poster Set –Nasco- WA24023H

21st Century Technology Used:

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