

COURSE TITLE: Educating Infants and Toddlers

Course Description:

Educating Infants and Toddlers introduces the skills and knowledge required for the Child Development Associate® credential (CDA®). Its topics reflect the six goals of the CDA® competency standards. This course has been designed to benefit students who may not have access to laboratory experience by giving them an opportunity in the classroom setting to build a professional portfolio, which they may use to apply for the CDA® credential when they have earned the required laboratory hours outside the course. The CDA® credential currently requires 480 laboratory hours and 120 coursework hours.

Potential Certifications/Credentials:

ASK Institute – Concepts of Business Management / ASK Institute – Concepts of Entrepreneurship / Child Development Associate - CDA® / ETS Praxis Core Academic Skills (Must pass Reading, Writing, and Mathematics) / Google Educator, Levels 1 and 2 / Praxis II: Principles of Learning and Teaching: Early Childhood / ServSafe Manager Teaching Strategies Gold

Course Scope and Sequence

Topic #	Topic Title	Estimated Hours
1	Foundational Standards	10
2	Health and Safety	26
3	Physical and Intellectual Development	27
4	Social and Emotional Development and Guidance	27
5	Working with Caregivers and Families	24
6	Program Management	26

Plans of Instruction

Foundational Standards

Supporting–will be taught throughout the course as needed for the unit.

- F1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
- F2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
- F3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.
- F4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
- F5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.

Topic 2 Title: Health and Safety

Content Standards

1. Plan a safe learning environment which will prevent and reduce injuries for infants, toddlers, and adults, including appropriate storage of all supplies and medicines.
2. Create well-planned and well-organized emergency procedures as defined by the Council for Professional Recognition in its CDA® training materials.
Example: The Child Development Associate Essentials text
3. Create a set of age-appropriate safety practices for an infant and toddler program.
4. Design safe, nutritious menus for infants and toddlers, following recognized nutrition guidelines and avoiding choking hazards and allergens.
5. Complete CPR/First Aid or Basic Life Support certification.
6. Design an environment for infants and toddlers that promotes good health, nutrition, and prevention of illness.
Examples: post relevant health information from families of infants and toddlers, use appropriate hygiene practices to minimize the spread of infectious disease 2022 Alabama Course of Study: Education and Training 34 Educating Infants and Toddlers
7. Design activities that teach the importance of and strategies for promoting good health in young children and their families.
8. Design a developmentally appropriate, enjoyable, secure, stimulating, and welcoming environment that fosters trust and encourages play, exploration, and learning.
Examples: arrange physical elements intentionally, utilize a variety of developmentally appropriate instructional materials, develop daily schedules that demonstrate the importance of transitions

Unpacked Learning Objectives

Students know:

- Components of a safe learning environment that reduces injuries of infants, toddlers, and adults.
- Emergency procedures defined by the Council for Professional Recognition in its CDA® training materials.
- Age-appropriate safety practices for infants and toddlers.
- Nutritious menu options for infants and toddlers based on nutrition guidelines, including safe ways to prevent choking and allergens.
- CPR/First Aid or Basic Life Support techniques.
- Characteristics of an environment for infants and toddlers that promotes good health, nutrition, and prevents illness.

- Activities that teach young children and families strategies for good health.
- Characteristics of infant and toddler environments that are appropriate, enjoyable, secure, stimulating, and welcoming, that foster trust, and that encourage play, exploration, and learning.

Students are able to:

- Plan a safe learning environment that will reduce injuries to infants, toddlers, and adults and allow for proper storage of supplies and medicines.
- Create an emergency plan based on procedures defined by the Council for Professional Recognition in its CDA® training materials.
- Create age-appropriate safety practices for infants and toddlers.
- Design safe and nutritious menus for infants and toddlers.
- Complete CPR/First Aid or Basic Life Support training for certification.
- Design an environment for infants and toddlers that promotes good health, nutrition and prevents illness.
- Design activities that teach the importance of and strategies for promoting good health in young children and their families.
- Design developmentally appropriate, enjoyable, secure, stimulating, and welcoming environments that foster trust and encourage play, exploration, and learning.

Students understand:

- A safe learning environment reduces injuries and includes proper storage of supplies and medications.
- Emergency plans can be written based on procedures defined by the Council for Professional Recognition’s CDA® training materials.
- Age-appropriate safety practices for infants and toddlers.
- Safe and nutritious menus for infants and toddlers are based on nutrition guidelines, including allergen and choking hazard prevention.
- Techniques required for CPR/First Aid or Basic Life Support certification.
- Health, nutrition, and illness prevention should be considered when designing environments for infants and toddlers.
- Strategies for teaching and promoting good health in young children and their families.
- Characteristics of welcoming environments that foster trust and encourage exploration and learning.

Driving/Essential Question	How can we design and maintain a safe, healthy, and stimulating learning environment for infants, toddlers, and adults, incorporating essential safety practices, emergency procedures, nutritional guidelines, and engaging families in promoting healthy habits?
Exemplar High Quality Task	Students will develop a comprehensive safety and emergency plan that includes strategies for preventing injuries and age-appropriate safety practices for infants, toddlers, and adults based on the Council for Professional Recognition’s CDA® training materials guidelines. They will write a weekly menu for infants and children that adheres to nutrition guidelines, address choking hazards and allergens, and complete training and certification requirements for CPR/First Aid or Basic Life Support. Additionally, students will write a proposal for an infant and toddler program that promotes good health, nutrition, and illness prevention, and includes environmental characteristics fostering a welcoming, enjoyable environment that encourages trust, play, and learning. Finally, students will design a lesson plan with activities that teach and promote health to young children and their families.

Map of Student Learning by Learning Objective

Unpacked Learning Objective SWBAT	Potential Subtasks for Assessments Formative/Summative	Potential Learning Activities Link to Differentiation Examples	Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts and Activities	Equipment, Technology and Materials Equipment List by CTE Cluster Link to Helpful Tech Tools
<p>Write a safety plan that includes strategies for preventing injuries to infants, toddlers, and adults.</p>	<p>Formative: Discuss why safety is critical in childcare settings and the legal and ethical responsibilities involved. Introduce the topic of creating a safety plan for early childhood education settings.</p> <p>Research local, state, and CDA® safety guidelines and regulations for childcare facilities.</p> <p>Feedback and discussion after each safety plan presentation.</p> <p>Summative: Finalize a written individual safety plan based on group work and classmates' feedback.</p>	<p>Brainstorm, as a class, the potential risks and hazards in childcare environments for infants, toddlers, and professionals/staff. Write the responses on the classroom whiteboard.</p> <p>Assign small groups of students to a specific age group: infant, toddler, or professionals/staff. Allow time for the group to discuss and document the particular safety risks associated with their age group.</p> <p>Research and identify effective safety strategies for infants, toddlers, and professionals/staff using local, state, and CDA safety guidelines and regulations.</p>	<p>ELA: Write a personal narrative that describes a day in a childcare setting focusing on the various safety measures and strategies used to prevent injuries to infants, toddlers, and staff.</p> <p>Math: Create a risk assessment chart showing the probabilities of various emergencies that could occur when dealing with children</p> <p>Science: Explain the science behind the design and effectiveness of different types of safety equipment. Conducts a hands-on first aid workshop focusing on common injuries. Have</p>	<p>Teacher Workstation, Student Workstation, Teacher Computer with Current Operating System, Student Computer with Current Operating System, Internet Access, Whiteboard, Expo Markers, Student Portfolio, Writing Utensils, CDA® Essentials Textbook Third Edition, Color Laser Printer, TV/Computer Connection with Video Streaming Capability, Recording Device with a Microphone, Presenter/Pointer, Projector, Speakers, Various Grading Rubrics</p>

	<p>Add to the student's portfolio.</p>	<p>Create a comprehensive multimedia (digital presentation, video, podcast, photo journal, infographic, etc.) safety plan, including strategies for preventing injuries to infants, toddlers, and professionals/staff in small groups. Each group will present their plan to the class. Plans should include:</p> <ul style="list-style-type: none"> ● Staff responsibilities ● Identification of potential hazards ● Regulation compliance ● Emergency procedures ● Specific strategies to prevent injuries for each age group 	<p>students research and create a list of household items that are safe to use around children.</p> <p>Social Studies: Create a presentation illustrating the different types of safety measures that have been implemented in early education to prevent injuries since 1970.</p>	
<p>Write an emergency plan based on the Council for Professional Recognition's CDA® training materials guidelines.</p>	<p>Formative: Distribute the Council for Professional Recognition's CDA® training materials guidelines. In small groups, have students review and discuss the material. Then, discuss why each guideline is important and how it contributes to an effective emergency plan. Share a video clip of real-life emergency scenarios in childcare centers.</p>	<p>Research common emergencies and hazards specific to early childhood education settings (e.g., fire, medical, tornado). Compile information on the response procedures for each type of emergency (evacuation, lockdown, etc.) and the role and responsibilities of staff and caregivers during emergencies.</p> <p>Create a comprehensive emergency plan based on the Council for Professional</p>	<p>ELA: Write a reflective essay on the importance of emergency preparedness in childcare settings, drawing on previous research and group work to highlight the key aspects of an effective emergency plan.</p> <p>Math: Create a risk assessment chart showing the probabilities of various emergencies that could occur when dealing with children</p>	<p>Teacher Workstation, Student Workstation, Teacher Computer with Current Operating System, Student Computer with Current Operating System, Internet Access, The Council for Professional Recognition's CDA® Training Materials Guidelines, Copier, Color Laser Printer, Guest Speaker, TV/Computer Connection with Video Streaming Capability, Presenter/Pointer, Projector, Various Grading</p>

	<p>Read a case study detailing an emergency in a childcare setting. Use the website https://bookcreator.com/ to design a book summarizing the case study to share with the class.</p> <p>Invite a local emergency responder to discuss real-life emergency planning in childcare centers.</p> <p>Summative: Quiz: Key concepts from the Council for Professional Recognition's CDA® training materials guidelines.</p>	<p>Recognition's CDA® training materials guidelines as a group. Each group will analyze their individual plan and research data and conduct additional research to create an emergency plan outline consisting of:</p> <ul style="list-style-type: none"> • Specific steps to follow for each emergency. • Communication procedures (e.g., notifying parents and emergency officials). • Evacuation routes and procedures. • Accommodation strategies for children with special needs. <p>Groups will prepare a brief presentation for the class. After each presentation, allow time for discussion so that classmates can provide feedback and ask questions. Instead of presentations, students could arrange displays for a gallery walk around the classroom. This assignment could also be used as a competition. Invite your advisory committee members to judge the students' displays.</p>	<p>Science: Demonstrate or watch video tutorials on how different materials react to fire using safe, controlled experiments. Use glitter or a UV light to simulate the spread of germs. Demonstrate different methods of water purification (e.g., boiling, filtration, chemical treatment) and discuss their importance in emergency situations.</p>	<p>Rubrics, Various Display Decorations, Student Portfolio, Quiz</p> <p>Helpful Links: Child Care Center Tornado Video Link https://youtu.be/N3kILKo-XA8, Book Creator https://bookcreator.com/,</p>
<p>Write a safety plan that includes age-appropriate</p>	<p>Formative:</p>	<p>View various real-life videos and take note of common</p>	<p>ELA: Research common safety hazards that</p>	<p>Teacher Workstation, Student Workstation,</p>

<p>safety practices for infants and toddlers.</p>	<p>Think-Pair-Share: Identify one safety hazard for each age group and discuss how to alleviate it with a partner.</p>	<p>safety hazards for infants and toddlers. Discuss why safety needs vary by age. Later in the lesson, students can view older videos to compare and contrast the information with current age-appropriate safety practices.</p> <p>Review and discuss a provided handout containing safety guidelines specific to infants and toddlers covering:</p> <ul style="list-style-type: none"> ● Safe play environments ● Hygienic practices ● Safe sleep practices ● Food/feeding safety ● Supervision guidelines <p>Research and create an infographic on age-appropriate safety practices for infants and toddlers. Topics include childproofing, safe handling, feeding practices, first aid, and emergency procedures.</p> <p>Analyze safety practices for specific areas (e.g., sleep, play, feeding, etc.) and how to adapt safety practices as children grow from infants to toddlers.</p>	<p>specifically affect infants. Choose three of these hazards and write a paragraph on each focusing on prevention.</p>	<p>Teacher Computer with Current Operating System, Color Laser Printer, Copier, Student Computer with Current Operating System, Internet Access, TV/Computer Connection with Video Streaming Capability, Various Real-Life Hazardous Situation Videos, Think-Pair-Share Worksheets, Safety Guideline Handout, Various Grading Rubrics, Presenter/Pointer,</p> <p>Helpful Links: Common Safety Hazards: https://youtu.be/CgGwywW0WuM, https://youtu.be/pPJ1gK5YVpw, https://youtu.be/yEJBjuGYc3s, Canva www.canva.com, PiktoChart www.piktochart.com,</p>
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		<p>Create a safety plan that incorporates age-appropriate safety practices for infants and toddlers. Each safety plan's outline should consist of:</p> <ul style="list-style-type: none"> • Safety practices • Strategies for creating a safe environment in different areas • Emergency procedures • Staff responsibilities and training <p>The presentation format of the safety plan can vary depending on the instructor's preference. Examples include Google Slides, Flip (formerly FlipGrid), SlidesGo, Gallery Walk, etc.</p>		
<p>Write a weekly menu for infants and children based on nutrition guidelines that address the prevention of choking hazards and allergens.</p>	<p>Summative: Complete a reflective writing assignment addressing what they learned about nutrition, choking hazards, and allergens and how this knowledge will help in a childcare setting.</p>	<p>Discuss the importance of balanced nutrition and introduce students to the basic nutritional needs of infants and children (focus on age-specific needs).</p> <p>Hand out lists of common allergens and choking hazards for infants and children. In small groups, create a photographic presentation to identify these foods. Post the photos and safety information to your class</p>	<p>ELA: Create a diagram that compares and contrasts nutrition in the different age groups. Write a summary of the diagram.</p> <p>Math: Use a pie graph and percentages to create a balanced, nutritious meal for different age groups</p> <p>Science: Discuss the science of nutrition and how each nutrient supports growth and development. Use real or simulated food</p>	<p>Teacher Workstation, Student Workstation, Teacher Computer with Current Operating System, Color Laser Printer, Copier, Student Computer with Current Operating System, Internet Access, List of Common Allergens and Choking Hazards Handout, Class Website/Social Media Account, Image and Voice Usage Permission Forms (District), Guest Speaker, Supplies for</p>

		<p>website or social media account(s) or add them to your weekly newsletter to educate children’s families and the community.</p> <p>Research one menu from a daycare or preschool for analysis. Analyze the existing menus to identify nutritional guideline strengths and weaknesses.</p> <p>Provide real-world insights from a nutritionist or pediatrician during a guest speaker presentation on nutrition, choking hazards, and allergens.</p> <p>Gather information and resources for menu planning. Utilize the school library or student laptops with Internet access to research recipes, guidelines, and tips. Collect brochures, pamphlets, and online resources. Students share the useful resources they found with the class through peer teaching sessions.</p> <p>Students work in pairs to draft a weekly menu using templates provided by their</p>	<p>items to identify potential choking hazards. Practice reading food labels to identify potential allergens. Use models or real food items to demonstrate appropriate portion sizes for different ages. Conduct a workshop on safe food handling and preparation practices to better understand how to prevent foodborne illnesses. Discuss the physiology of allergic reactions and the importance of quick response.</p> <p>Social Studies: Research the trend of increased allergies among students and the steps education organizations are taking to ensure they have the appropriate medical plans to address steps to take in case of emergency.</p>	<p>Visual Aids, Student Portfolio,</p> <p>Helpful Links: Google Sites (classroom website) https://sites.google.com/</p>
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		<p>instructor. They exchange menus with another group for review. The reviewing group will provide constructive feedback based on nutritional guidelines, choking hazards, and allergens. Based on the feedback, students finalize their menus, prepare a short presentation explaining their menu choices, and create visual aids (posters, slideshows) to enhance the presentation.</p>		
<p>Complete training and certification requirements for CPR/First Aid or Basic Life Support.</p>	<p>Formative: Discuss, as a group, the differences in CPR/First Aid or BLS techniques used for different age groups.</p>	<p>Discuss real-life scenarios where CPR/First Aid and BLS were crucial with first responder guest speakers.</p> <p>Label diagrams of the heart and lungs to understand the basic anatomy and physiology relevant to CPR/First Aid and BLS, followed by a brief reading assignment on the functions of the heart and lungs.</p> <p>Learn and practice CPR/First-Aid or BLS techniques and procedures. Contact your local certification agency, Health Science instructor, or nurse within your school district.</p>	<p>ELA: Write a narrative of an emergency situation in which a childcare provider uses CPR/First aid training. Make sure the story follows a traditional plot diagram.</p> <p>Math: Create a timeline showing an emergency situation and key points between the emergency happening and first responders arriving</p> <p>Science: Use anatomical models or diagrams to study the cardiovascular and respiratory systems. Practice measuring vital signs such as pulse,</p>	<p>Teacher Workstation, Student Workstation, Teacher Computer with Current Operating System, Color Laser Printer, Copier, Student Computer with Current Operating System, Internet Access, First Responder Guest Speaker(s), Heart and Lung Labeling Diagram Charts, Functions of the Heart and Lungs Reading Assignment, CPR/First-Aid or BLS Instructor, CPR/First-Aid or BLS Instruction Materials, Supplies for Basic First-aid Procedures, Simulated Emergency Scenarios, Student Journal, Practice</p>

		<p>They will assist you with your students' certification, which includes a demonstration of adult, child, and infant CPR/First-Aid or BLS techniques by a certified instructor and hands-on practice with mannequins.</p> <p>Learn basic first-aid procedures for common injuries and emergencies. Role-play and demonstrate the techniques for cuts, burns, fractures, and choking using hands-on practice with first-aid kits.</p> <p>Apply CPR/First Aid and BLS skills in simulated emergency scenarios. Create simulated emergency scenarios with role-playing. Conduct a group discussion after each scenario offering constructive feedback on performances, followed by a reflective journal entry on the experience.</p> <p>Practice skills for CPR/First Aid and BLS certification tests. Conduct review sessions of all the techniques and procedures</p>	<p>respiration rate, and blood pressure. Use mannequins to practice chest compressions and rescue breathing. Explain the electrical impulses behind defibrillation and its roles in restoring a normal heart rhythm. Discuss the body's natural healing process and the importance of proper wound care to prevent infection.</p>	<p>Tests and Quizzes, Certificates, Event Supplies,</p> <p>Helpful Links: Canva www.canva.com,</p>
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		<p>the students will be tested on. These may be student-led review sessions. Supply practice tests and quizzes.</p> <p>Assess readiness for the certification test by simulating the certification exam. Provide immediate feedback and review of results to your students.</p> <p>Celebrate achievements and reflect on learning. Plan a certification ceremony to distribute certificates.</p> <p>Create a timeline of the learning process using an infographic to share with future classes and help them better understand the certification process.</p>		
Write a proposal for an infant and toddler program with environmental characteristics promoting good health, nutrition, and illness prevention.	<p>Formative: Divide students into small groups. Each group will research one of the following topics:</p> <ul style="list-style-type: none"> • Best practices for promoting good health in infants and toddlers. • Nutritional guidelines and meal planning for young children. 	Create an outline for a proposal based on the research from the previous assignment. It should include sections such as an introduction, health promotion strategies, nutrition plans, illness prevention measures, and a conclusion. Students exchange their outlines with a partner and provide feedback on clarity,	<p>ELA: Research real-world proposals for an infant and toddler program. Write a paper summarizing and evaluating the proposal, and end the paper with suggestions to improve it.</p> <p>Math: Use Canva to create an infographic on good health, nutrition, and illness prevention</p>	Teacher Workstation, Student Workstation, Teacher Computer with Current Operating System, Color Laser Printer, Copier, Student Computer with Current Operating System, Internet Access, TV/Computer Connection with Video Streaming Capability, Presenter/Pointer,

	<ul style="list-style-type: none"> • Illness prevention strategies in childcare settings. <p>Students will present their findings to the other groups. During presentations, students take notes and ask questions to clarify any confusion.</p>	<p>completeness, and organization. Based on peer feedback, students will revise their outlines and make the necessary improvements.</p> <p>Write a detailed proposal for an infant and toddler program using the revised outline. Explain the importance of promoting good health, nutrition, and illness prevention in an infant and toddler program. Describe activities, policies, and practices that ensure the physical well-being of children. Outline a weekly menu plan that meets nutritional guidelines, includes safe food handling practices, and addresses potential allergens and choking hazards. Discuss strategies to prevent illness, including hygiene practices, vaccination policies, and emergency procedures. Summarize the key points and emphasize the benefits of the proposed program. Create visual aids to support their proposals, such as posters, PowerPoint presentations, or infographics. Visual aids should highlight critical</p>	<p>Science: Discuss the microbiology of common pathogens and effective hygiene practices. Conduct a workshop on proper handwashing techniques. Look into utilizing a lotion that is seen under a UV light to measure the effectiveness of hand washing. Use air quality monitors to measure indoor air pollutants and study the importance of air filters. Create a physical or digital model of an ideal infant and toddler care environment that is developmentally appropriate.</p> <p>Social Studies: Create a PowerPoint, Prezi, or other visual presentation to analyze the shift in how education organizations address good health, nutrition, and illness prevention since 1970.</p>	<p>Projector, Visual Aid Supplies,</p>
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		aspects of the proposals and include relevant data, charts, or images.		
Design a lesson plan that includes activities that teach and promote health to young children and/or families.	<p>Formative: Students individually create an outline for their lesson plan based on their research. Provide a template to guide students in organizing their outlines. The outline should include sections such as:</p> <ul style="list-style-type: none"> ● Objective: What will the children and/or families learn? ● Materials Needed: What materials are required for the activities? ● Introduction: How will you introduce the topic? ● Activities: What activities will you include to teach the topic? ● Assessment: How will you assess the children's understanding? ● Conclusion: How will you wrap up the lesson? 	<p>Divide students into small groups to research one of the following health topics:</p> <ul style="list-style-type: none"> ● Nutrition and healthy eating habits. ● Personal hygiene and handwashing. ● Physical activity and exercise. ● Emotional well-being and stress management. <p>Groups will gather information from credible sources such as academic journals, reputable websites, and professional organizations.</p> <p>Students write a detailed lesson plan on teaching and promoting health to young children and/or families. The lesson plan should cover:</p> <ul style="list-style-type: none"> ● Objective: Clearly state the learning goals. ● Materials Needed: List all necessary materials and resources. ● Introduction: Describe how the topic will be 	<p>ELA: Write and illustrate a storybook that teaches and promotes health practices to young children.</p> <p>Math: Use growth charts to measure the height and weight of children and find their percentile of growth</p> <p>Science: Build models to teach children about different parts of the body and their functions. Create a visual chart of daily habits and explain the science behind how these practices contribute to staying healthy. Create a card sort for children to sort foods into the correct groups (fruits, vegetables, grains, protein, dairy). Organize an activity where children prepare their own healthy snacks (e.g., fruit salad, cheese and crackers, hummus and veggie sticks). Create an obstacle course that is developmentally appropriate and discuss the science behind how</p>	<p>Teacher Workstation, Student Workstation, Teacher Computer with Current Operating System, Color Laser Printer, Copier, Student Computer with Current Operating System, Internet Access, TV/Computer Connection with Video Streaming Capability, Presenter/Pointer, Projector, Visual Aid Supplies, Outline Template for Lesson Plans, Visual Aid Materials,</p>

		<p>introduced to engage the children and/or families.</p> <ul style="list-style-type: none"> ● Activities: Provide step-by-step instructions, including how they will be conducted and what health concepts they will teach. ● Assessment: Explain how the understanding and engagement of the children and/or families will be assessed (e.g., through observations, discussions, or simple evaluations). ● Conclusion: Summarize the key points and reinforce the health concepts learned. <p>Students will create or gather visual aids and materials needed for their lesson plan activities (e.g., posters, handouts, props).</p> <p>Students will role-play, presenting their lesson plans to the class as if they were teaching the lesson to young children and/or families.</p>	exercise helps keep their hearts and muscles strong.	
Write a proposal for an infant and toddler program	Formative:	Divide students into small groups to research topics	ELA: Create a shadow box that visually represents a	Teacher Workstation, Student Workstation,

<p>that includes environmental characteristics for a welcoming, enjoyable environment that fosters trust and encourages play and learning.</p>	<p>Discuss the importance of creating a welcoming, enjoyable environment that fosters trust and encourages play and learning, along with safety, inclusivity, accessibility, and stimulating materials in infant and toddler programs.</p>	<p>similar to environmental characteristics that promote a welcoming and enjoyable atmosphere, strategies to foster trust between caregivers and children, or activities and materials that encourage play and learning. Based on their research, the group will create an outline for an infant and toddler program proposal. Provide a template to guide students in organizing their outlines. Check the outline before the students develop a draft proposal to present to a simulated Board of Education or City Council Meeting. The proposal should include variations of the following information:</p> <ul style="list-style-type: none"> ● Introduction: Explain the importance of a welcoming, enjoyable environment that fosters trust and encourages play and learning. ● Environmental Characteristics: Describe the physical and emotional characteristics that create a welcoming and enjoyable atmosphere (e.g., safe spaces, 	<p>welcoming environment for infants and toddlers, focusing on promoting trust, play, and learning. Write a short description explaining your design choices.</p> <p>Math: Use spatial planning to create a scaled model of a classroom or nursery layout. Consider emergency exits, the flow of the movement in the room, and having easy access to supplies and materials.</p> <p>Science: Design areas with various sensory materials (e.g., soft textures, calming colors, gentle lighting). Create playlists of soothing music and nature sounds to play in the environment and discuss the benefits of auditory stimulation for relaxation and emotional regulation. Develop a model of an indoor and outdoor play area with age-appropriate toys and equipment. Set up learning stations with activities such as block building, water play, and art and discuss</p>	<p>Teacher Computer with Current Operating System, Color Laser Printer, Copier, Student Computer with Current Operating System, Internet Access, TV/Computer Connection with Video Streaming Capability, Presenter/Pointer, Projector, Outline Template, Visual Aid Decoration Supplies,</p>
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		<p>inclusive design, natural light, accessibility, comfortable furniture).</p> <ul style="list-style-type: none"> ● Strategies to Foster Trust: Outline methods to build and maintain trust between caregivers and children (e.g., consistent routines, responsive caregiving, secure attachments). ● Activities and Materials for Play and Learning: Provide examples of activities and materials that promote play and learning (e.g., sensory toys, interactive games, storytelling). ● Conclusion: Summarize the key points and emphasize the benefits of the proposed program. ● Visual Aids: Students will create visual aids to support their proposals, such as Mood Boards, PowerPoint presentations, or infographics. Visual aids should include relevant data, charts, or images. <p>Groups should present their proposals to peers and instructors to receive</p>	<p>the educational benefits of each activity and how it stimulates different areas of development. Research the impacts of using natural elements like plants, water features, and natural light into the environment. Discuss the benefits of biophilic design for reducing stress and enhancing well-being.</p> <p>Social Studies: Write a descriptive essay on how education has shifted to placing emphasis on educational settings being more inviting from the traditional uniform classroom approach.</p>	
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		<p>feedback and finalize their presentations and visual aids. If students present to a city council or board of education, invite press members to highlight the program in the community. If you cannot arrange these events, ask your advisory committee members and add photos to your program, school, and/or district's social media.</p>		
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Key Vocabulary

learning environment, injuries, infants, toddlers, adults, emergency procedures, Council for Professional Recognition, CDA training materials, age-appropriate, safety practices, nutritious, nutrition guidelines, choking hazards, allergens, CPR/First Aid, Basic Life Support, health, illness, promote, activities, teach, strategies, developmentally appropriate, stimulating, welcoming, environment, fosters, trust, play, exploration, learning

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Work-Based Learning: practicum, internships, mentorships, collaborative projects, and field observations (when available); Simulated Work Experiences: role-play, simulated classroom activities, case study, scenarios; Experiential Learning: community engagement, student portfolio, hands-on activities

CTSO Connection:

Early Childhood Education, Focus on Children, Chapter Service Project Portfolio, Red Talks on Education, Lesson Plan Development and Modifications, Job Interview, Interpersonal Communications, Nutrition and Wellness, Professional Presentation, Instructional Video Design, Teach or Train, Technology in Teaching

Certification/Credential Connection:

Opportunities are provided for students to create evidence for their professional portfolios as required for the CDA® credential and to meet Goal IV (to establish positive relationships with families), Goal V (to ensure a well-run, purposeful program that is responsive to participants' needs), and Goal VI (to maintain a commitment to professionalism)

Topic 3 Title: Physical and Intellectual Development

Content Standards

9. Create a philosophy for an early childhood education program, utilizing dominant educational theories to justify positions.
Examples: views of Piaget, Montessori, Vygotsky, Bronfenbrenner
10. Create a plan incorporating a variety of developmentally appropriate equipment, learning experiences, and teaching strategies to promote the fine motor and gross motor development of infants and toddlers.
Examples: hand-eye coordination, pincer grasp, stacking, nesting, scribbling, feeding, clasping, building, waving; crawling, running, jumping, throwing, clapping, sitting, climbing, walking
11. Plan activities and opportunities that encourage curiosity, exploration, discovery, hands-on experiences, thinking, and problem-solving skills appropriate to the developmental levels of infants and toddlers.
12. Generate an annotated bibliography of developmentally appropriate books which promote early literacy skills and encourage learning and exploration.
13. Select developmentally appropriate activities that promote language development and writing skills for infants and toddlers, giving reasons for each choice.
14. Summarize best practices for promoting the cognitive development of infants and toddlers.

Unpacked Learning Objectives

Students know:

- Dominant educational theories that inform philosophies for an early childhood education program.
- Developmentally appropriate equipment and teaching strategies that promote fine- and gross-motor development of infants and toddlers.
- Developmentally appropriate activities and opportunities that encourage curiosity, exploration, discovery, and problem-solving skills for infants and toddlers.
- Where to find books that promote early literacy skills.
- Developmentally appropriate activities for infants and toddlers that promote language and writing skills.
- Best practices for promoting the cognitive development of infants and toddlers.

Students are able to:

- Create a philosophy for an early childhood education program based on educational theories.
- Plan a variety of developmentally appropriate equipment, learning experiences, and teaching strategies that promote the fine and gross

motor skills of infants and toddlers.

- Plan activities and opportunities that encourage curiosity and exploration.
- Generate an annotated bibliography that includes developmentally appropriate books for early literacy.
- Select developmentally appropriate activities that promote language and writing skills in infants and toddlers and justify the choice.
- Summarize best practices for promoting cognitive development in infants and toddlers.

Students understand:

- Educational theories can be used to create philosophies for an early childhood education program.
- Developmentally appropriate learning activities that promote the fine and gross motor skills of infants and toddlers.
- Activities and opportunities that are appropriate for infants and toddlers and that encourage curiosity, exploration, and discovery.
- The importance of early literacy and how to locate books that encourage learning and exploration.
- Activities that promote language and writing skills in infants and toddlers.
- Best practices for promoting cognitive development of infants and toddlers.

Driving/Essential Question	How can key educational theories shape the philosophies, practices, and environments in early childhood education programs to support the development of fine and gross-motor skills, curiosity, exploration, problem-solving, early literacy, language, writing, and cognitive skills in infants and toddlers through appropriate equipment, teaching strategies, and activities?
Exemplar High Quality Task	Students will write a comprehensive philosophy for an early childhood education program based on educational theories, develop a mission statement and program goals for an infant and toddler facility, and create lesson plans for infants and toddlers that include developmentally appropriate activities. Additionally, students will write an annotated bibliography, design a lesson plan with activities for language and writing skills, and create an infographic or visual that outlines best practices for promoting cognitive development in infants and toddlers.

Map of Student Learning by Learning Objective

Unpacked Learning Objective SWBAT	Potential Subtasks for Assessments Formative/Summative	Potential Learning Activities Link to Differentiation Examples	Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts and Activities	Equipment, Technology and Materials Equipment List by CTE Cluster Link to Helpful Tech Tools
Write a philosophy for an early childhood education program based on educational theories.	Formative: Analyze examples of philosophies for early childhood education programs based on educational theories as groups.	Divide the class into small groups. Assign each group a different educational theory (e.g., views of Piaget, Montessori, Vygotsky, Bronfenbrenner). Each group will research their assigned theory, focusing on the main principles, the role of the teacher, the environment, and the implications for early childhood education. Randomly select or choose groups of two educational theory groups to debate each other in class. Provide guided questions to allow time for the groups to prepare and organize their viewpoints. Conduct the class debate. Afterward, engage students in a guided class	ELA: Research educational theories (e.g., Piaget, Montessori, Vygotsky). Develop interview questions focused on understanding how educational theories are applied in practice, challenges faced, and advice for aspiring educators. Math: Conduct research on evidence-based practices to evaluate the effectiveness of different education approaches Science: Research Piaget's stages of cognitive development by discussing how children learn through exploration and hands-on experiences. Research	Teacher Workstation, Student Workstation, Teacher Computer with Current Operating System, Color Laser Printer, Copier, Student Computer with Current Operating System, Internet Access, TV/Computer Connection with Video Streaming Capability, Presenter/Pointer, Projector, Guided Questions, Student Portfolios,

		<p>discussion comparing and contrasting the theories. Discuss how elements from various theories can be integrated into a cohesive early childhood education philosophy.</p> <p>Students reflect by writing journal entries:</p> <ul style="list-style-type: none"> • Which educational theory (or combination of theories) is most compelling and why? • How do these theories align with your beliefs and values about early childhood education? <p>Students individually write a philosophy for an early childhood education program based on educational theories to include:</p> <ul style="list-style-type: none"> • Introduction: Personal beliefs and values about early childhood education. • Theoretical Framework: Discuss the educational theories that influence their philosophy, explaining why they are relevant. • Role of the Teacher: How the teacher will 	<p>Skinner’s work on behaviorism by exploring how positive reinforcement in science activities like experiments and discovery learning can shape learning behaviors.</p> <p>Social Studies: Research educational theories to determine which ones would best address the needs of the education organization being served.</p>	
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		<p>facilitate learning and development.</p> <ul style="list-style-type: none"> ● Learning Environment: Description of the ideal learning environment and how it supports children’s development. ● Curriculum and Instruction: How the curriculum will be designed and implemented, incorporating elements from the chosen theories. ● Family and Community Involvement: The role of family and community in the educational process. 		
Write a mission statement and program goals for an infant and toddler facility.	<p>Formative: Discuss various teaching strategies, such as modeling and guided practice activities. Provide examples of activities and ask students to identify which teaching strategies are used. Discuss how these strategies help in promoting motor development.</p>	<p>Assign students a specific fine motor skill (e.g., pincer grasp, stacking, scribbling) to research and find appropriate activities and equipment to promote it. Students will produce visual aids to present the information to the class using a gallery walk format.</p> <p>Divide students into small groups. Assign each group a specific gross motor skill (e.g., crawling, running, jumping). Each group researches their assigned</p>	<p>ELA: Write a paper outlining a mission statement and program goals for an infant and toddler facility. Include a detailed plan incorporating developmentally appropriate equipment, learning experiences, and teaching strategies to promote fine and gross motor development.</p> <p>Math: Describe how your goals will be quantitatively measured. Example:</p>	<p>Teacher Workstation, Student Workstation, Teacher Computer with Current Operating System, Color Laser Printer, Copier, Student Computer with Current Operating System, Internet Access, TV/Computer Connection with Video Streaming Capability, Presenter/Pointer, Projector, Visual Aid Supplies, Camera,</p>

		<p>skill and finds appropriate activities and equipment to promote it. They will create a photographic presentation to share their findings with the class.</p> <p>In groups, students create plans incorporating developmentally appropriate equipment, learning experiences, and teaching strategies to promote the motor development of infants and toddlers.</p>	<p>Increasing attendance rate from 85% to 90%</p> <p>Science: As students prepare to write the mission statement, have them study the science behind sensory play, gross motor activities, creating a language-rich environment, and opportunities for exploratory play.</p> <p>Social Studies: Research the mission statements of at least three early education programs to determine which goals would best serve the organization based on current trends.</p>	
<p>Write lesson plans for infants and toddlers that include developmentally appropriate activities.</p>	<p>Formative: Discuss infant and toddler developmental stages, developmentally appropriate activities, and how to create effective lesson plans. Assign students to write a short reflection on what they learned about developmentally appropriate activities and why they are important.</p>	<p>Divide the class into groups, assigning each group a specific age range. Each group researches the developmental milestones for its assigned age range. Students brainstorm a list of activities appropriate for their age groups. They write a lesson plan incorporating the developmentally appropriate activities as a team. Each group may choose one activity to</p>	<p>ELA: Write and illustrate a sensory book with textures and simple narratives to encourage early learning exploration and tactile engagement.</p> <p>Math: In the lesson plan, create a center where toddlers group similar shapes</p> <p>Science: Create sensory boxes for infants and toddlers and observe their reactions to different</p>	<p>Teacher Workstation, Student Workstation, Teacher Computer with Current Operating System, Color Laser Printer, Copier, Student Computer with Current Operating System, Internet Access, TV/Computer Connection with Video Streaming Capability, Presenter/Pointer, Projector, Student Portfolios, Activity Supplies,</p>

		demonstrate to the class as part of the evaluation.	textures and objects. Gather the data and present findings to an authentic audience.	
Write an annotated bibliography of developmentally appropriate books that promote early literacy skills and encourage learning and exploration.	Summative: Create an age-appropriate list of free books available at your local library and distribute it to community families to promote early literacy skills and encourage learning and exploration.	Students use libraries, online resources, and provided book lists to select developmentally appropriate books for young children. Each student selects at least five books to include in their annotated bibliography. Various books should be chosen that cover different age ranges and literacy skills.	ELA: Interview an educational professional on the importance of developmentally appropriate books. Write a paper summarizing the interview. Science: Students will read peer-reviewed research and create an annotated bibliography about their findings/conclusions. Social Studies: Research the impact of early literacy skills on an area's economy to promote over literacy of the population.	Teacher Workstation, Student Workstation, Teacher Computer with Current Operating System, Color Laser Printer, Copier, Student Computer with Current Operating System, Internet Access, TV/Computer Connection with Video Streaming Capability, Presenter/Pointer, Projector, Library Access, Book List,
Write a lesson plan that includes developmentally appropriate activities for language and writing skills for infants and toddlers.	Formative: Discuss the relationship between fine motor skills and early writing abilities. In small groups, have students brainstorm activities that promote early writing skills. Evaluate the results as a class.	Students research activities that promote language development in infants and toddlers, such as reading aloud, singing, and interactive play. Students discuss their findings in small groups and select the most effective activities. This is repeated with activities that promote early writing skills, such as	ELA: Write a paper discussing developmentally appropriate strategies to enhance language development in infants and toddlers. Science: Create a developmentally appropriate children's book on a science concept and encourage the use of	Teacher Workstation, Student Workstation, Teacher Computer with Current Operating System, Color Laser Printer, Copier, Student Computer with Current Operating System, Internet Access, TV/Computer Connection with Video Streaming Capability,

		<p>scribbling with crayons, playing with playdough, and using finger paints.</p> <p>Students create a lesson plan as a group, incorporating their research findings. When they present the lesson plan, the group will choose a unique activity to conduct with the entire class.</p>	<p>repetitive phrases, predictable patterns, and visually appealing graphics.</p>	<p>Presenter/Pointer, Projector, Activity Supplies</p>
<p>Create an infographic or other visual that includes best practices for promoting cognitive development in infants and toddlers.</p>	<p>Formative: Students research best practices for promoting cognitive development, such as interactive play, reading, exploration, and sensory activities.</p>	<p>Discuss infographic design (e.g., layout, and color scheme). Include examples of effective infographics and discuss what makes them visually appealing and informative. Discuss the importance of visual aids in early childhood education and how they can convey information effectively.</p> <p>Students design an infographic that includes best practices for promoting cognitive development in infants and toddlers.</p>	<p>ELA: Write a reflective paper on the process of creating infographics. Discuss challenges faced, insights gained, and potential applications in future educational contexts.</p> <p>Math: Research math skills in the developmental stages of infants and toddlers.</p> <p>Science: Research the science behind best practices and create brochures using terminology that is easy to understand to hand out at local daycares to promote cognitive development in infants and toddlers.</p>	<p>Teacher Workstation, Student Workstation, Teacher Computer with Current Operating System, Color Laser Printer, Copier, Student Computer with Current Operating System, Internet Access, TV/Computer Connection with Video Streaming Capability, Presenter/Pointer, Projector, Examples of Infographics,</p>

			<p>Social Studies: Create a comparison-contrast chart detailing how best practices for promoting cognitive development in infants and toddlers have changed since 1980.</p>	
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Key Vocabulary

philosophy, early childhood education, dominant educational theories, justify, positions, developmentally appropriate, equipment, learning experiences, teaching strategies, promote, fine motor skills, gross motor skills, activities, opportunities, curiosity, exploration, discovery, problem-solving, developmental, infants, toddlers, annotated bibliography, early literacy skills, learning, exploration, language development, writing skills, practices, cognitive development

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Work-Based Learning: practicum, internships, mentorships, collaborative projects, and field observations (when available); Simulated Work Experiences: simulated classroom activities; Experiential Learning: community engagement, student portfolio, hands-on activities

CTSO Connection:

Teaching Strategies, Teach or Train, Job Interview, Career Investigation, Lesson Plan Development and Modifications, Early Childhood Education, Red Talks on Education

Certification/Credential Connection:

Opportunities are provided for students to create evidence for their professional portfolios as required for the CDA® credential and to meet Goal IV (to establish positive relationships with families), Goal V (to ensure a well-run, purposeful program that is responsive to participants’ needs), and Goal VI (to maintain a commitment to professionalism),

Topic 4 Title: Social and Emotional Development and Guidance

Content Standards

15. Compare and contrast methods of verbal and nonverbal communication.

Example: baby sign language

16. Explain the role of communication in developing relationships and regulating emotions.

17. Create activities to support the social and emotional development of dual language learners and children with exceptional needs.

Unpacked Learning Objectives

Students know:

- Methods of verbal and nonverbal communication.
- The role of communication in developing relationships and regulating emotions.
- Activities that support the social and emotional development of dual language learners and children with exceptional needs.

Students are able to:

- Compare and contrast methods of verbal and nonverbal communication.
- Explain the role of communication in developing relationships and regulating emotions.
- Create activities that support social and emotional development in dual language learners and children with exceptional needs.

Students understand:

- Verbal and nonverbal communication.
- The role of communication in developing relationships and regulating emotions.
- The social and emotional needs of dual language learners and children with exceptional needs.

Driving/Essential Question	How can educators effectively use verbal and nonverbal communication methods to interact with infants and toddlers, build relationships, support emotional regulation, and design inclusive activities that promote the social and emotional development of dual language learners and children with exceptional needs?
Exemplar High Quality Task	Students will create a Venn diagram or other graphic to show the similarities and differences between verbal and nonverbal communication, read a case study and analyze the impact of communication on relationships and emotions, and write a lesson plan for dual language learners or students with exceptional needs, including activities that promote social and emotional development.

Map of Student Learning by Learning Objective

Unpacked Learning Objective SWBAT	Potential Subtasks for Assessments Formative/Summative	Potential Learning Activities Link to Differentiation Examples	Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts and Activities	Equipment, Technology and Materials Equipment List by CTE Cluster Link to Helpful Tech Tools
<p>Create a Venn diagram or other graphic that shows the similarities and differences between verbal and nonverbal communication.</p>	<p>Summative: Reflective writing assignment for student portfolio.</p>	<p>Divide students into small groups. Each group will research specific verbal and nonverbal communication aspects, including their definitions, uses, benefits, and limitations, using credible sources such as academic articles, educational websites, and professional organizations. Groups will discuss their findings and take notes on verbal and nonverbal communication characteristics, identifying similarities and differences between the two methods. Provide students with a Venn diagram template or instruct them on creating one using digital tools (e.g., Google Drawings, Canva). Students will individually</p>	<p>ELA: Write an essay about the similarities and differences between verbal and nonverbal communication.</p> <p>Math: Using a Venn diagram, show how toddlers can make connections between words and the beginning of mathematical symbols, such as adding two objects together</p> <p>Science: Show students videos of examples of verbal and nonverbal interactions and allow them to collect data on the interactions before placing the examples on the Venn diagram.</p>	<p>Teacher Workstation, Student Workstation, Teacher Computer with Current Operating System, Color Laser Printer, Copier, Student Computer with Current Operating System, Internet Access, TV/Computer Connection with Video Streaming Capability, Presenter/Pointer, Projector, Venn Diagram Template, Visual Aid Supplies,</p> <p>Helpful Links: Canva www.canva.com</p>

		<p>create an initial Venn diagram based on their group's research and discussion. The Venn diagram should include at least three similarities and differences between verbal and nonverbal communication. Students will present their Venn diagrams to the class. They can write a brief explanation or create visual aids (e.g., illustrations or examples of verbal and nonverbal communication in practice) to support their Venn diagram. Visual aids should be engaging and enhance the understanding of the Venn diagram.</p>	<p>Social Studies: Give students a list of words or phrases they have to share with a partner without speaking to explore non-verbal communication. They will then create a report detailing the experience as a means of studying social interaction and communication.</p>	
<p>Read a case study and explain if the role of communication had a positive or negative impact on the relationship and/or emotions.</p>	<p>Summative: Provide each student with a detailed case study that includes multiple communication scenarios. Each case study should cover a range of interactions, such as caregiver to child, caregiver to parent, and peer-to-peer communication. Students will individually analyze the case study, identifying the communication methods used and their impact on</p>	<p>Distribute a case study to small groups. Each case study should describe a specific scenario involving communication in an early childhood setting. Examples of scenarios include a parent-teacher conference, a conflict between children, or a caregiver comforting a child. The groups of students will read and analyze the assigned case study. They should look for</p>	<p>ELA: Write an analytical essay that clearly introduces a case study on the role of communication in a relationship with toddlers. Provide a brief summary and then delve into your analysis of the role of communication. Use a logical flow to organize your thoughts, and ensure your arguments are supported by evidence from the case study.</p>	<p>Teacher Workstation, Student Workstation, Teacher Computer with Current Operating System, Color Laser Printer, Copier, Student Computer with Current Operating System, Internet Access, TV/Computer Connection with Video Streaming Capability, Presenter/Pointer, Projector, Case Studies, Student Portfolio,</p>

	<p>relationships and emotions. They should consider the positive and negative aspects of communication in each scenario. Students use the information from the case study to write a comprehensive report that begins with an introduction to briefly summarize the case study and the vital role of communication, including the positive or negative impact on relationships and/or emotions. This is followed by an analysis of each scenario in the case study, explaining the methods of communication used, the impact of communication on the relationship between the parties involved, whether the communication positively or negatively affected emotions, and why. Lastly, they will summarize the overall impact of communication in the case study and reflect on the importance of effective communication.</p>	<p>evidence of and discuss the following:</p> <ul style="list-style-type: none"> • What methods of communication were used (verbal, nonverbal, or both)? • How did the communication impact the relationship between the parties involved? • Did the communication have a positive or negative effect on emotions? Why? <p>Groups will summarize their findings and prepare to share their analyses with the class. After each group shares its case study, facilitate a class discussion focusing on the role of communication in each scenario. Discuss common themes and differences observed across the case studies.</p>	<p>Math: Create a chart analyzing the positive and negative effects of communication</p> <p>Science: Read the case study and analyze the data by discussing the trends and outliers present in the data set prior to drawing conclusions.</p>	
<p>Write a lesson plan for students who are dual learners or who have exceptional needs,</p>	<p>Summative: Students role-play his/her final lesson plan activities for the class and describe</p>	<p>Assign an even number of students to research one of the following topics independently using</p>	<p>ELA: Write a fictional reflection of a teacher who designed a lesson plan for learners with exceptional</p>	<p>Teacher Workstation, Student Workstation, Teacher Computer with Current Operating System,</p>

<p>including appropriate activities for social and emotional development.</p>	<p>how the activity promotes the social and/or emotional development of dual language learners or students with exceptional needs.</p>	<p>information from credible sources such as academic journals, educational websites, and professional organizations:</p> <ul style="list-style-type: none"> • Strategies for teaching dual language learners. • Strategies for teaching students with exceptional needs. • Activities that promote social and emotional development. <p>Students will join their research groups to discuss and share the information they have learned about the topic assigned to them. Each group will peer-teach their findings to the class. During the peer-teaching sessions, students should take notes and ask questions to clarify any questions. Provide a lesson plan template to guide students in organizing their lesson plan outline. The outline should include sections such as the objective, materials needed, introduction, activities, assessment, and conclusion. Allow students time to complete a draft</p>	<p>needs. Include the implementation and the outcome of this fictional lesson.</p> <p>Math: Create a developmentally appropriate math lesson that includes best practices for dual learners and exceptional learners</p> <p>Science: Create a developmentally appropriate science lesson that includes best practices for dual learners and exceptional learners.</p>	<p>Color Laser Printer, Copier, Student Computer with Current Operating System, Internet Access, TV/Computer Connection with Video Streaming Capability, Presenter/Pointer, Projector, Lesson Plan Templates, Speed Dating Cards,</p>
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		<p>outline. Use a “Speed Dating” method of peer review to check their progress. Students are given cards to rate their peers’ work as attractive or unattractive depending on predetermined factors posted in the classroom. They rotate in one direction with a set amount of time to discuss their work with another classmate. When the timer rings, they must move on to the next chair/desk, even if they have not completed their sentence. At the end of the review session, the teacher tallies the cards and reveals the most attractive assignments. Allow students time to revise their outlines.</p> <p>Using the revised lesson plan outline, students write a detailed lesson plan focused on teaching dual language learners or students with exceptional needs. The lesson plan should cover:</p> <ul style="list-style-type: none"> • Objective: Clearly state the learning goals and objectives of the lesson. 		
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		<ul style="list-style-type: none"> ● Materials Needed: List all necessary materials and resources. ● Introduction: Describe how the topic will be introduced to engage the students. ● Activities: Provide step-by-step instructions for activities that promote social and emotional development. Activities should be inclusive and adaptable to meet the needs of dual language learners or students with exceptional needs. ● Assessment: Explain how the student's understanding and engagement will be assessed (e.g., observations, discussions, or simple evaluations). ● Conclusion: Summarize the key points and reinforce the social and emotional skills learned. 		
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Key Vocabulary

verbal communication, nonverbal communication, communication, relationships, emotions, activities, social development, emotional development, dual language learner, exceptional needs

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Work-Based Learning: practicum, internships, mentorships, collaborative projects, and field observations (when available), Simulated Work Experiences: role-play, simulated classroom activities, case study, scenarios, Experiential Learning: student portfolio, hands-on activities

CTSO Connection:

Teaching Strategies, Teach or Train, Technology in Teaching, Professional Presentation, Job Interview, Lesson Plan Development and Modifications, Focus on Children, Early Childhood Education, Red Talks on Education, Interpersonal Communications

Certification/Credential Connection:

Opportunities are provided for students to create evidence for their professional portfolios as required for the CDA® credential and to meet Goal IV (to establish positive relationships with families), Goal V (to ensure a well-run, purposeful program that is responsive to participants' needs), and Goal VI (to maintain a commitment to professionalism),

Topic 5 Title: Working with Caregivers and Families

Content Standards

18. Locate information and opportunities to help parents/guardians understand and enhance the healthy growth and development of their children.
Examples: websites, research articles, books, parent training events, health fairs
19. Generate a guide to social services, health, and educational resources in the community.
Examples: translation services, counseling and mental health services; local, state, and federal programs

Unpacked Learning Objectives

Students know:

- How to find information to help parents/guardians understand child growth and development.
- Social services, health, and educational resources available in their community.

Students are able to:

- Locate information that helps parents/guardians understand the growth and development of children.
- Generate a guide to community social services, health, and educational resources.

Students understand:

- Information related to child growth and development and how to share it with parents/guardians.
- Social services, health, and educational resources available in their community.

Driving/Essential Question	How can educators identify reliable sources of information on child growth and development, effectively communicate this information to parents and guardians, and help families access available social services, health, and educational resources in the community?
Exemplar High Quality Task	Students will locate resources for parents, create a social media post, and design an infographic with QR code links to various community resources.

Map of Student Learning by Learning Objective

Unpacked Learning Objective SWBAT	Potential Subtasks for Assessments Formative/Summative	Potential Learning Activities Link to Differentiation Examples	Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts and Activities	Equipment, Technology and Materials Equipment List by CTE Cluster Link to Helpful Tech Tools
Locate resources for parents and create a social media post.	Formative: Discuss and brainstorm information and opportunities (websites, research articles, books, parent training events, health fairs) to help parents/guardians understand and enhance their children's healthy growth and development.	Research information and educational opportunities available for families, including, but not limited to, websites, research articles, books, parent training events, and health fairs. Collect links, sources, locations, schedules, and descriptions/summaries for each, including why they benefit parents. Exchange summaries and provide feedback. Refine summaries based on peer feedback. Choose one resource from each student's research to produce a social media post. Design a social media post draft, incorporating visual elements and concise messaging. Provide	ELA: Create a social media post for parents about the importance of a reading routine with their children. Math: Create an infographic of reliable, age-appropriate math resources that are free to parents Science: Teach students to use critical thinking skills to analyze credible sources as they develop resources to share with parents/guardians. Create a social media post about nutrition tips for infants and toddlers. Social Studies: Create a social media post about the	Teacher Workstation, Student Workstation, Teacher Computer with Current Operating System, Color Laser Printer, Copier, Student Computer with Current Operating System, Internet Access, TV/Computer Connection with Video Streaming Capability, Presenter/Pointer, Projector, Program Social Media Account,

		feedback and refine the social media post. Write effective captions and content for the social media post. Publish the social media post.	importance of age-appropriate learning, emotional, and social resources in the Age of Technology.	
Create an infographic QR code links to various community resources.	Formative: Discuss and brainstorm the resources parents might need and the different types of resources available (social services, health services, educational programs).	Research local, state, and federal programs available to families, including, but not limited to, social services, health, educational resources, translation services, counseling, and mental health services. Write summaries for each resource, including why they benefit parents. Exchange summaries and provide feedback. Refine summaries based on peer feedback. Choose one local, state, or federal program from each student's research to produce an infographic with a QR code link. Students will create a draft, trade assignments with their peers to provide feedback, and refine the infographic. Students' work can be posted throughout your community to share information with local families.	ELA: Create a QR code that links to age-appropriate books for infants and toddlers. Math: Create a QR code that links an infographic of reliable, age-appropriate math resources that are free to parents Science: Create a QR code that has access to resources that are developmentally appropriate for infants and toddlers for parents to try at home to encourage cognitive development. Social Studies: Contact local agencies to research and request community resources available to assist community members as a means of promoting economic growth, education, social interaction, etc.	Teacher Workstation, Student Workstation, Teacher Computer with Current Operating System, Color Laser Printer, Copier, Student Computer with Current Operating System, Internet Access, TV/Computer Connection with Video Streaming Capability, Presenter/Pointer, Projector, Visual Aid Supplies,

Key Vocabulary

parents, guardians, healthy, growth, development, children, guide, social services, health, educational resources

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Work-Based Learning: practicum, internships, mentorships, collaborative projects, and field observations (when available); Simulated Work Experiences: simulated classroom activities; Experiential Learning: community engagement, hands-on activities

CTSO Connection:

Technology in Teaching, Interpersonal Communications, Red Talks on Education, Early Childhood Education, Focus on Children, Professional Presentation, Chapter Service Project Display, Career Investigation, Chapter Service Project Portfolio

Certification/Credential Connection:

Opportunities are provided for students to create evidence for their professional portfolios as required for the CDA® credential and to meet Goal IV (to establish positive relationships with families), Goal V (to ensure a well-run, purposeful program that is responsive to participants' needs), and Goal VI (to maintain a commitment to professionalism),

Topic 6 Title: Program Management

Content Standards

20. Compare and contrast instruments utilized for the observation, evaluation, and documentation of an infant or toddler's developmental level and educational progress.
21. Explain regulatory requirements and program policies for infant and toddler care settings, including mandated reporting requirements related to abuse and neglect.
22. Select documents to record the health, safety, and behavior of children.
Examples: health history form, behavior chart, safety checklist
23. Produce a competency statement on the importance of professionalism and a plan for implementing professional behavior in a childcare career.
24. Locate opportunities for professional and personal development afforded by professional organizations, professional development meetings, training courses, and conferences.

Unpacked Learning Objectives

Students know:

- Characteristics of observation tools used for evaluating and documenting infant and toddler development.
- Regulatory requirements and policies for infant and toddler care facilities.
- Appropriate documents to use when recording children's health, safety, and behavior.
- Appropriate professional behavior for a childcare employee.
- About opportunities for professional and personal development.

Students are able to:

- Compare and contrast observation instruments used to evaluate and document infant and toddler development.
- Explain regulatory requirements and program policies for infant and toddler care facilities.
- Select documents for recording children's health, safety, and behavior information.
- Produce a competency statement related to professionalism in child care.
- Locate opportunities for professional and personal development.

Students understand:

- Components of observation instruments used for evaluating and documenting infant and toddler development.
- Requirements and policies for mandated reporting in an infant and toddler care facility.

- Documents used to record children's health, safety, and behavior.
- Professional behavior.
- Professional and personal development opportunities are available.

Driving/Essential Question	How can educators and caregivers use effective observation tools to evaluate and document infant and toddler development, ensure compliance with regulatory requirements and policies, maintain essential records for health and safety, demonstrate high standards of professional behavior, and pursue continuous professional and personal development in early childhood education?
Exemplar High Quality Task	Students will review and compare observation instruments using a Venn diagram, write a policy manual for an infant and toddler care facility, select the correct documents for record-keeping based on case study events, compose a competency statement on professionalism for child care professionals, and develop a professional development plan that includes relevant professional organizations, meetings, courses, and conferences for the academic year.

Map of Student Learning by Learning Objective

Unpacked Learning Objective SWBAT	Potential Subtasks for Assessments Formative/Summative	Potential Learning Activities Link to Differentiation Examples	Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts and Activities	Equipment, Technology and Materials Equipment List by CTE Cluster Link to Helpful Tech Tools
Review the observation instruments provided and compare and contrast them on a Venn diagram.	Formative: Class discussion on the importance of observing and documenting the development of infants and toddlers. Gain insights from a professional in the field by	Research and create a list of tools commonly used for observing and assessing the developmental progress of infants and toddlers. Select one tool and prepare a brief summary focusing on how it is used, its benefits,	ELA: Research and write an essay on the ethical considerations and validity issues related to observational data obtained by different instruments.	Teacher Workstation, Student Workstation, Teacher Computer with Current Operating System, Color Laser Printer, Copier, Student Computer with Current Operating System, Internet Access, TV/Computer Connection

	<p>inviting a guest speaker (e.g., early childhood educator (not the current classroom instructor) or developmental specialist).</p> <p>Summative: Write reflective journal entries comparing the observational tools they reviewed, addressing:</p> <ul style="list-style-type: none"> • How they might use these tools in an early childhood environment. • The importance of using multiple tools to comprehensively understand a child's development. 	<p>drawbacks, and application examples.</p> <p>Compare the benefits and limitations of the previously researched observation tools as a class using a Venn diagram.</p>	<p>Math: Research evidence-based practices to identify effective teaching characteristics</p> <p>Social Studies: Create a graphic organizer that identifies, compares, and contrasts the best practices used in the 20th century and the 21st century.</p>	<p>with Video Streaming Capability, Presenter/Pointer, Projector, Student Portfolio, Guest Speaker, Venn Diagram</p>
<p>Write a policy manual for an infant and toddler care facility.</p>	<p>Formative: Discuss and brainstorm why regulatory requirements and program policies are crucial and what topics should be included in a policy manual.</p> <p>Summative: Analyze current articles referencing mandated reporting information. Provided additional handouts and examples for student portfolios.</p>	<p>Research and list the regulatory requirements for your area.</p> <p>Review and critique provided sample policy manuals. Identify strengths and weaknesses in the samples. Reflect on what makes an effective policy manual and write a summary.</p> <p>Develop an outline for the policy manual as a class. Divide into small groups and begin gathering detailed information for</p>	<p>ELA: Edit and revise different policy manuals written by peers.</p> <p>Math: Discuss what data should be included in the policy manual</p> <p>Science: As students prepare to write a policy manual, research techniques for promoting desired behaviors and managing challenging behaviors, best practices for maintaining a clean and safe environment to prevent the spread of</p>	<p>Teacher Workstation, Student Workstation, Teacher Computer with Current Operating System, Color Laser Printer, Copier, Student Computer with Current Operating System, Internet Access, TV/Computer Connection with Video Streaming Capability, Presenter/Pointer, Projector, Sample Policy Manuals, Visual Aid Supplies, Mandated Reporter Articles, Mandated Reporter Information Handouts and</p>

		<p>each section of the manual. Write policies addressing licensing, staffing ratios, health and safety standards, admission, daily schedules, nutrition, and health care. Include clear and effective mandated reporting policies. Groups collaborate to ensure their sections are cohesive by exchanging drafts for peer review. Combine all of the sections into a complete policy manual. Groups prepare a brief presentation and create a visual aid (PowerPoint, posters) to present to the class, highlighting the key policies of their section.</p>	<p>disease, and strategies for providing sensory-rich experiences that promote brain development.</p>	<p>Examples, Student Portfolios</p>
<p>Select the correct document for record-keeping based on the event(s) in a case study.</p>	<p>Formative: Discuss various types of documents used for record-keeping, such as health history forms, incident/accident reports, behavior charts, safety checklists, and daily observation logs.</p> <p>Summative: Provide each student with a detailed case study that includes multiple events requiring documentation.</p>	<p>Distribute various case studies and blank templates of various record-keeping documents to small groups of students. Each case study should describe a specific event or series of events in an early childhood education setting (e.g., a child getting injured on the playground or a child displaying challenging behavior). Students will analyze and discuss the</p>	<p>ELA: Write a narrative about an early childhood educator tasked with selecting the appropriate document for record-keeping based on the events described in a case study. Describe your choice and how you arrived at your decision.</p> <p>Math: Create a spreadsheet to keep track of a budget for a daycare facility</p>	<p>Teacher Workstation, Student Workstation, Teacher Computer with Current Operating System, Color Laser Printer, Copier, Student Computer with Current Operating System, Internet Access, TV/Computer Connection with Video Streaming Capability, Presenter/Pointer, Projector, Case Studies, Blank Templates of Various</p>

	<p>Ensure the case study covers a range of scenarios (e.g., health issues, safety incidents, and behavioral observations). Students will individually analyze the case study and identify critical events that must be documented. Students will research and select the appropriate record-keeping documents for each event described in the case study. They will fill out the documents as if recording the events in a real-world setting, ensuring all necessary information is included. Along with the completed documents, students will write a comprehensive report that includes:</p> <ul style="list-style-type: none"> ● A summary of the case study. ● An explanation of the key events and the rationale for selecting each document. ● A reflection on the importance of accurate record-keeping and how it supports the safety and well-being of children in an early 	<p>key events of their case study and determine what information to document. Based on their analysis, each group will select the appropriate documents for recording the events described in their case study.</p>		<p>Record-keeping Documents,</p>
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	childhood education setting.			
Write a competency statement on professionalism for child care professionals.	<p>Formative: Early childhood education professionalism class discussion (e.g., ethics, communication, appearance, professional development).</p> <p>Interview an early childhood education professional about his/her experiences maintaining professionalism during their career. Summarize the findings to discuss as a class.</p> <p>Summative: Develop a detailed plan for implementing professional behavior in his/her future childcare career. The plan should include</p> <ul style="list-style-type: none"> • Professional behaviors they will exhibit. • Continued professional development. • Handling ethical dilemmas. • Maintaining professionalism. 	<p>Brainstorm key points that should be included in a competency statement on professionalism. In small groups, create an outline for a competency statement. Discuss the importance of each point before adding it to the outline. Then, allow groups to perform peer reviews and provide constructive feedback on each other's outlines.</p> <p>Compose a professional competency statement. This statement includes the student's personal commitment to professionalism for childcare professionals and strategies to maintain that professionalism. First, students analyze observational notes and additional relevant paperwork in the student portfolio. Next, students reflect on their commitment to professionalism using guided questions. Finally, a draft statement is exchanged with their</p>	<p>ELA: Edit and revise the competency statements written by your peers on professionalism for child care professionals.</p> <p>Social Studies: Research and write a report on the role of professionalism for childcare professionals since 2000.</p>	<p>Teacher Workstation, Student Workstation, Teacher Computer with Current Operating System, Color Laser Printer, Copier, Student Computer with Current Operating System, Internet Access, TV/Computer Connection with Video Streaming Capability, Presenter/Pointer, Student Portfolio, Projector, Guided Questions, Various Grading Rubrics</p>

		classmates for peer evaluations.		
<p>Write a professional development plan that includes professional organizations, meetings, courses, and/or conferences within the academic year.</p>	<p>Formative: Class discussion concerning the importance of ongoing professional development after introducing various forms, including meetings, attending workshops and conferences, training, and furthering education through coursework, followed by an overview of key professional organizations.</p> <p>Summative: Organize and conduct a professional development workshop for teachers providing training related to a pertinent topic.</p>	<p>Organize a Google Calendar to be used solely for this assignment and shared with their instructor for grading purposes. Title the calendar "(Student's Name) PDP." If Google Calendar is unavailable to your students, they can use another form of a digital calendar. Instruct students to transfer all of his/her school/district calendar events to the digital calendar. As students conduct research during the following activities, they will add relevant dates to their digital calendar. This includes meetings, conferences, courses, etc.</p> <p>Students research and list the professional organizations they plan to join or participate in, including membership benefits and fees. They will also identify relevant meetings and conferences they plan to attend, including costs, dates, locations, and objectives. Lastly, students will add</p>	<p>ELA: Interview a tenured teacher about their Professional Development Plan (PDP) for this year. Write a brief summary of that plan.</p> <p>Math: Create a calendar of events that is shared with everyone involved</p> <p>Science: Design a professional development plan that trains pre-service teachers on how to read and analyze data in publications about new research and best practices.</p>	<p>Teacher Workstation, Student Workstation, Teacher Computer with Current Operating System, Color Laser Printer, Copier, Student Computer with Current Operating System, Internet Access, TV/Computer Connection with Video Streaming Capability, Presenter/Pointer, Projector, Visual Aid Supplies, Google Calendar, Current School Calendar, Poster Decoration Supplies,</p> <p>Helpful Links: Canva www.canva.com Slidesgo www.slidesgo.com</p>

		any relevant courses they plan to take, including descriptions and how they align with their career goals (e.g., NBCT, Master of Arts (MA) in Educational Leadership). This information will be used to write a professional development plan utilizing a visual aid to support their assignment, such as a PPT/Google Slide presentation, infographic, poster, etc.		
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Key Vocabulary

instruments, observation, evaluation, documentation, infant, toddler, regulatory, requirements, policies, mandated reporting, abuse, neglect, documents, health, safety, behavior, competency statement, professionalism, professional behavior, child care, professional development, personal development, professional organizations, training courses, conferences

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Work-Based Learning: practicum, internships, mentorships, collaborative projects, and field observations (when available); Simulated Work Experiences: case study; Experiential Learning: student portfolios, hands-on activities

CTSO Connection:

Career Investigation, Early Childhood Education, Professional Presentation, Job Interview, Teach or Train, Technology in Teaching, Read Talks on Education, Interpersonal Communications

Certification/Credential Connection:

Opportunities are provided for students to create evidence for their professional portfolios as required for the CDA® credential and to meet Goal IV (to establish positive relationships with families), Goal V (to ensure a well-run, purposeful program that is responsive to participants' needs), and Goal VI (to maintain a commitment to professionalism),