COURSE TITLE: Foundations in Education

Course Description:

Foundations in Education is the foundational course for both the Educators in Training and the Early Childhood Education programs. It presents a broad overview of the work of education professionals, the history of education, the roles and responsibilities of educators, strategies for creating and presenting engaging lessons and activities, methods of measuring student progress, and the domains of development. Foundations in Education is the gateway to specialized courses and internship opportunities in the Education and Training cluster. Observation opportunities are strongly encouraged.

Potential Certifications/Credentials:

Early Childhood Education: 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

Educators in Training: ASK Institute – Concepts of Business Management / ASK Institute – Concepts of Entrepreneurship / ETS Praxis Core Academic Skills (Must pass Reading, Writing, and Mathematics) / Google Educator, Levels 1 and 2 / Praxis II: Principles of Learning and Teaching: Grades K-6 / Praxis II: Principles of Learning and Teaching: Grades 5-9 / Praxis II: Principles of Learning and Teaching: Grades 7-12

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Alabama State Department of Education, Career and Technical Education/Workforce Development, Plans of Instruction
Updated as of   Sep 30, 2024

Course Scope and Sequence

Topic #	Topic Title	Estimated Hours
1	**Foundation**	30
2	**Classroom Culture**	50
3	**Domains and Development**	60

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: Classroom Culture

Content Standards

1. Research and report on historical events and current trends in education within the United States.
   Examples: Plessy v. Ferguson, Brown v. Board of Education, No Child Left Behind, Title IX, creation of school calendar, Individuals with Disabilities Education Act, First Class Pre-K

2. Explore and deliberate current issues in education within the United States.

3. Analyze the Alabama Educator Code of Ethics to obtain personal and professional guidance.

4. Identify and interpret teacher observation and evaluation tools currently established by the State of Alabama or LEAs.

5. Compare and contrast the roles and responsibilities of teachers, administrators, and specialized instructional support personnel.

6. Create age-appropriate learning activities that actively engage students in the learning process.

Unpacked Learning Objectives

Students know:
- Historical events and current trends in education in the United States
- Current issues in education in the United States.
- Components of the Alabama Educator Code of Ethics.
- The tools for observing and evaluating teachers as defined by the State of Alabama or LEAs.
- The roles and responsibilities of teachers, administrators, and specialized instructional support personnel.
- Age-appropriate learning activities that actively engage students in the learning process.

Students are able to:
- Locate research on historical events and current trends in education within the United States.
- Explore and deliberate current issues within the United States.
- Analyze the Alabama Educator Code of Ethics for personal and professional guidance.
- Locate and make sense of observation and evaluation tools currently established by the State of Alabama or LEA
- Compare and contrast the roles and responsibilities of teachers, administrators, and specialized instructional support personnel.

- Create age-appropriate learning activities that actively engage students in the learning process.

Students understand:
- Knowing the history of education and exploring current trends will enhance understanding of the educational process.
- Being informed of current issues within the education systems are beneficial to the learning process.
- Knowledge of the Alabama Educator Code of Ethics is a guideline for professional behaviors.
- Evaluation is a tool used to maintain professional standards.
- All school personnel have specific responsibilities within their work titles.
- Knowledge of age-appropriate learning activities are essential for learning and development.

Driving/Essential Question	How have historical events and current trends shaped the landscape of education in the United States, and how can educators today navigate ethical guidelines and evaluation tools to create engaging and equitable learning environments?
Exemplar High Quality Task	Students will explore the historical and current trends in education within the United States, ethical guidelines for educators, and the development of engaging and equitable learning environments. Students will create a fact sheet that includes ethical guidelines and tips for equitable learning environments.

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**
Research historical events in education and compare these to current educational practices to understand the progression of education in the United	**Formative**: Check student notes from research. Proposing questions for insight and understanding of content.	Divide students into groups ● Assign each group a different historical event or current trend in education (e.g., Plessy v. Ferguson, Brown v.	**ELA:** Students will practice argumentative writing by preparing their debate points.	Internet Access Computer Presentation Technology Rubrics for Presentations Notepads for Topics Writing Utensils

States.	**Summative**: Presentation and discussion	Board of Education, No Child Left Behind, Title IX, etc.) ● Each group will research their assigned topic, focusing on its historical context, impact on education, and its relevance today. ● Groups will create a multimedia presentation (including a written report) to present their findings to the class.	**ELA:** Critical thinking and listening skills will be honed during the debate. Students will write a reflection on the debate process and their viewpoints. **Science:** Students will explain that education has evolved from basic literacy and practical knowledge to advanced scientific inquiry and digital learning **Social Studies:** Students will create a timeline showing how varied styles of learning have evolved over the last 300 years in colonial and post-colonial America. Students will explain how multiple intelligences (a la Howard Gardner) has changed the ways in which students create different forms of products to show mastery of content. Students will describe how encouraging multiple ways of evaluating students' mastery of content has	

			worked to expand students' success. **Math**: Create a Venn diagram or table to compare and contrast current practices to practices from the past to show the progression of education throughout the years.	
	Formative: Debate feedback **Summative**: Students will write a reflection on the debate process and their viewpoints.	Divide students into groups ● Select current issues in education (e.g., standardized testing, school funding, technology in the classroom). ● Assign students to research different perspectives on these issues. ● Organize a structured debate where students will argue for or against the issue based on their research.	**ELA:** Students will practice argumentative writing by preparing their debate points. Critical thinking and listening skills will be honed during the debate.	Internet Access Computer Presentation Technology Rubrics for Presentations Notepads for Topics Writing Utensils
Demonstrate understanding of the Alabama Educator Code of Ethics by illustrating examples of appropriate behavior.	**Formative**: Peer discussion and questioning **Summative**: Create a list of Ethics Topics and have students define the appropriate	Introduce the Alabama Educator Code of Ethics ● Divide students into groups and assign each group a section of the Alabama Code of Ethics to read and annotate	**Social Studies:** Students will research how being honest and helpful in the home, school, and community could contribute to a better life for everyone. Students will discuss this concept and share verbally	Internet Access Computer Presentation Technology Exemplars: Rubrics and Checklist for Observation and Evaluations Copy of Alabama Educator Code of Ethics Chart Paper

	behaviors that are associated with these.	● Students will discuss this topic and prepare an explanation of how professionals demonstrate this and also give an example of how ethical standards are not followed in today's practice. ● Students will then present their topic to the class for discussion.	two examples of how honesty and helpfulness make life better for others and two examples of how dishonesty and selfishness make life worse for others. Students will be divided into groups of 3 or 4 and present their findings to the class for discussion and feedback from the class. **Math**: Create a Venn diagram or Table that provides the Educator Code of Ethics and examples of each code.	Markers
Understand the roles and responsibilities of educational professionals by describing and illustrating their duties.	**Formative**: Categorizing career roles and Gallery Wall feedback	Whole Group Activity: Brainstorm the different careers in Education ● Divide students into groups of two and then divide the careers among the groups. ● Give one post it note for each career for documentation. ● Students will research and list a minimum of three responsibilities or job requirements for each career. Have the different role categories posted on chart paper around the	**Social Studies:** Students will create a Venn diagram showing how the roles and responsibilities of teachers, administrators and support staff overlap and complement each other in an elementary, middle and high school setting. Divide the class into three small groups and ask each group to write a description of what administrators, teachers and support staff do to make the school run well.	Equipment list is missing

		classroom: State/County Administration, Local School Administration, Local School Professionals Have students place their post it notes in the appropriate category. Give students markers and participate in a Gallery Walk and ask them to add any additional roles that they can think of to add to the career. (to increase participation give incentives for each addition) Discuss these in class	Ask each student to write five sentences explaining the roles and responsibilities of students in the school setting for making their school a happy and well-functioning school.	
Demonstrate knowledge of age-appropriate learning activities by creating examples of these.		Introduction to learning milestones. ● Discussion and presentation (Include a glimpse of learning environments and differentiated learning) ● Use flow charts or guided note sheets Divide students into small groups and have them create an age appropriate learning activity. Students will demonstrate these activities in class and discuss.	**Science:** Students will integrate science into age-appropriate learning activities involving and creating hands-on, engaging experiences that align with students' developmental stages. **Math**: Create a Venn diagram or Table that shows age appropriate activities and provides examples of each. **Social Studies:** Create an online class booklet that contains a description of	Presentation Guided Note Sheets Computers for Research Lesson Plan Exemplars

| | | | what elementary, middle and high school students should exhibit in terms of behavior, attitude, cooperation in the school, learning goals and ways to improve learning in each of the core subject areas and at least two electives.

Assign different portions of the booklet described above to small groups of no more than three or four students.

Present the booklet to the class in a google slide presentation and/or oral report. | |

Key Vocabulary

differentiated instruction, inclusive education, equity in education, Alabama Educator Code of Ethics, professional conduct, confidentiality, integrity, accountability, professional development, performance standards, differentiated instruction, student engagement, formative assessment, summative assessment, learning activities, collaborative learning, inclusive classroom, equitable learning

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

Teacher Observation, Education Personnel Interviews

CTSO Connection:

FCCLA STAR Event Career Investigation, Lesson Plan Development and Modifications, Early Childhood Education, and Professional Presentation

Certification/Credential Connection:

Google Educator I

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Alabama State Department of Education, Career and Technical Education/Workforce Development, Plans of Instruction
Updated as of   Sep 30, 2024

Topic 3 Title: Classroom Culture

Content Standards

7. Describe ways in which teachers can show respect and appreciation for each student.

8. Explain how physical and instructional environments can be engineered to be conducive to learning for students of various ages.
    Examples: indoor/outdoor play, traditional/non-traditional instruction

9. Research and report on how the connection between learning styles and teaching methods impacts student learning.

10. Compare and contrast classroom management procedures for various ages, subjects, and settings.
    Examples: classroom layout, policies and procedures, facility safety

Unpacked Learning Objectives

Students know:
- Characteristics of respect and appreciation.
- How physical and instructional environments can be engineered to be conducive to learning.
- The connection between learning styles and teaching methods and how they impact student learning.
- Different classroom management procedures for various ages, subjects, and settings.

Students are able to:
- Describe ways that teachers can show respect and appreciation to students.
- Explain how physical and instructional environments can be engineered to be conducive to learning.
- Research and report on the connection between learning styles and teaching methods and how they impact student learning.
- Compare and contrast classroom management procedures for various ages, subjects, and settings.

Students understand:
- Respect is an important element in building positive relationships with students.
- An organized warm environment is important for student learning.
- Student learning styles should be recognized, and the importance of understanding these when creating learning activities.
- Classroom management methods are used in many different ways and may vary depending on the circumstances.

Driving/Essential Question	How can future teachers create a respectful, inclusive, and effective learning environment that accommodates the diverse needs of students across various ages and learning styles?
Exemplar High Quality Task	Students will explore methods to engineer both physical and instructional environments that are conducive to learning for children at different developmental stages. Through research and analysis, they will investigate the interplay between learning styles and teaching methods and how this relationship impacts student engagement and success. Students will compare and contrast classroom management strategies tailored to different age groups, subjects, and educational settings, with a focus on classroom layout, policies, procedures, and safety.

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**
Create a plan outlining strategies to demonstrate respect and appreciation in a classroom setting.	**Formative**: Quick Write: Ask students to write a brief reflection on the importance of respect and appreciation in the classroom and how it affects their own learning experiences. Collect and review these reflections to gauge understanding and gather insights. **Summative**: Students will create a plan outlining at least five specific strategies teachers can use to show respect and appreciation for each student. The plan should include: ● Description of each strategy ● Explanation of why each strategy is	Begin with a short video clip or story that illustrates a teacher showing respect and appreciation to students. Discuss initial reactions and thoughts. Discussion: Ask students to share their own experiences with teachers who made them feel respected and appreciated. Write key points on the whiteboard. ● Divide students into small groups. Give each group a handout with different classroom scenarios (both positive and negative examples of teacher-student interactions). ● Each group will analyze their scenarios and	**ELA:** Critical thinking and listening skills will be used when writing about the importance of respect. **Math**: Create a Venn diagram or Table to outline strategies that demonstrate respect and appreciation in a classroom setting. **Social Studies:** Divide the class into teacher-selected groups of no more than three or four students each to have students. Each group will come up with three ways strategies that can be used to foster respect and appreciation for one another in their classroom.	Whiteboard and Markers Scenario Handouts Computer Poster Paper and Markers

	effective ● Examples of how to implement each strategy in a classroom setting ● Expected outcomes and benefits for students Presentation: Students can present their plans to the class, demonstrating their understanding and ability to apply the concepts discussed.	identify ways teachers in the scenarios either did or did not show respect and appreciation. Groups will present their findings to the class. ● Facilitate a discussion on common themes and strategies from the scenario analysis.	Each group will write an expected impact report to detail the positive outcomes of implementing their strategies and share with the class in discussion.	
Visit and observe a local elementary classroom. They will then complete a detailed design of an ideal learning environment for a specific age group, incorporating both physical and instructional elements.	**Formative**: Gallery Walk- Groups will display their designs around the room. Students will walk around, examine each design, and leave sticky notes with comments or questions. **Summative**: Individual Essay- Students will individually write an essay explaining how physical and instructional environments can be engineered to be conducive to learning for students of various ages. The essay should: ● Describe key elements of effective learning environments	● Divide students into small groups. Assign each group a specific age range (e.g., early childhood, elementary, middle school, high school) and provide them with research articles or summaries on effective learning environments for that age group. ● Each group will read their assigned materials and identify key elements of both physical and instructional environments that are conducive to learning for their assigned age group. They will discuss	**ELA**: Students will write a descriptive essay for final assessment **Science:** Students will use evidence-based practices to create an effective learning environment. For example, they may research how neuroscience can give insights into brain function, learning, and emotional regulation. **Social Studies:** Students will identify similarities and differences that they observed in their own school and the one they visited.	Whiteboard and Markers Handouts with Research Articles or Summaries on Learning Environments Computer Internet Access for Research Poster Paper, Markers, and Design Materials for Group Work

	• Discuss the impact of these elements on student engagement and learning outcomes • Include examples from the group activity and personal experiences • Propose additional strategies or improvements based on their own insights Presentation Students will present their essays to the class, demonstrating their understanding and ability to apply the concepts discussed.	and compile their findings. • Groups will then design an ideal learning environment for their assigned age group. They should create a detailed poster or digital presentation that includes: • Physical layout (e.g., seating arrangement, use of space) • Instructional methods (e.g., traditional vs. non-traditional instruction) • Indoor/outdoor elements • Justifications for their design choices based on their research	Students will discuss as a class what they liked most about the school they visited and also what they like most about their own school. **Math**: Create a classroom blueprint that includes the size of different areas in the classroom along with physical and instructional elements that will be present in each area.	
Research and report on the impact of aligning teaching methods with learning styles on student learning outcomes.	**Formative**: Questioning/Review **Summative**: Students will create a learning activity for a specified grade level that includes two learning styles.	Begin with a short quiz or survey that helps students identify their own learning styles (e.g., visual, auditory, kinesthetic). Discuss initial reactions and thoughts. Discussion: Ask students to share their quiz results and how they feel their learning style affects their learning experience. Write key points on the whiteboard. • Divide students into small groups. Assign	**Math**: Create a Venn diagram or Table to show the impact of teaching methods, learning style and learning outcomes. **Social Studies:** Students will assist the teacher in developing a student survey to administer to at least three other homerooms in your school, as well as your own homeroom, to ask in what ways students learn best.	Whiteboard and Markers Handouts or Digital Access to Articles on Learning Styles and Teaching Methods Computer Poster Paper and Markers for Group Work

		each group a specific learning style (e.g., visual, auditory, kinesthetic) and provide them with articles or summaries on teaching methods that best support their assigned learning style.
		
		● Each group will read their assigned materials and identify key teaching methods that align with their learning style. They will discuss and compile their findings.
		
		● Groups will add information on a shared Google Slide. Each slide should include:
		  ○ Description of the learning style
		  ○ Effective teaching methods for this learning style
		  ○ Examples of classroom activities or strategies that support this learning style
		  ○ Evidence or case studies demonstrating the impact on student learning
			Students will use the survey results to create a pie chart, identifying the surveyed methods of learning that students selected..	

Create a comparative analysis report on classroom management procedures, including recommendations for best practices.	**Formative**: Peer Review/Teacher review comparative analysis **Summative**: Compare and contrast classroom management procedures for various ages, subjects, and settings.	Begin with a short video or case study showing different classroom management strategies in various settings (e.g., elementary vs. high school, traditional vs. non-traditional classrooms). Discuss initial reactions and thoughts. ● Ask students to share their observations from the video/case study. Write key points on the whiteboard, focusing on the differences and similarities in classroom management procedures. ● Divide students into small groups. Assign each group a specific age range (e.g., early childhood, elementary, middle school, high school), subject (e.g., math, science, art), or setting (e.g., traditional classroom, outdoor learning, virtual classroom). ● Each group will research classroom management procedures relevant to their assigned category. They will identify key	**Math**: Create a table to compare and contrast classroom management procedures including recommendations for best practices as they relate to math. **Social Studies:** Students will create a description of what good classroom management is and isn't. Students will observe at least three teachers and write a narrative description of advantages and disadvantages of the classroom management practices they saw. Students will describe for each of the three teachers' classrooms they observed any management practices that seemed successful and any that seemed less than ideal.	Whiteboard and Markers Handouts or Digital Access to Articles on Classroom Management Strategies Computer Poster Paper and Markers for Group Work

		elements such as classroom layout, policies and procedures, and facility safety.
		● Groups will create a comparative analysis poster or digital presentation that includes:
		  ○ Description of the assigned category (age range, subject, or setting)
		  ○ Key classroom management procedures
		  ○ Similarities and differences compared to other categories
		  ○ Examples and evidence supporting their analysis		

Key Vocabulary

respect, appreciation, engagement, classroom environment, strategy, scenario, positive reinforcement, reflection, plan, implementation, outcome, analysis, presentation, hook activity, quick write, formative assessment, summative assessment, discussion, group work, classroom management, learning styles, teaching methods, inclusivity, individuality, engagement, feedback, scenario analysis, class reflection

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

Classroom Observations, Guest Speakers

CTSO Connection:

FCCLA STAR Event Lesson Plan Development and Modifications, Early Childhood Education, Toys That Teach, and Professional Presentation

Certification/Credential Connection:

Google Educator I

Topic 3 Title: Domains of Development

Content Standards

11. Summarize current research on the processes of early brain development.

12. Explain the importance of social interaction, communication, and self-concept in social and emotional development.

13. Describe physical developmental milestones from birth through adolescence.

14. Create learning activities that apply knowledge of physical, social and emotional, and cognitive development.

15. Research and analyze developmental theories.
    Examples: theories of Freud, Piaget, Marzano, Erikson, Skinner, Bowlby, Vygotsky, Maslow

Unpacked Learning Objectives

Students know:
- Research related to processes of early brain development.
- The importance of social interaction, communication, and self-concept in social and emotional development.
- Physical developmental milestones from birth through adolescence.
- Appropriate learning activities for physical, social and emotional, and cognitive development.
- Characteristics of developmental theories.

Students are able to:
- Summarize research on the processes of early brain development.
- Explain the importance of social interaction, communication, and self-concept in social and emotional development.
- Describe physical developmental milestones from birth through adolescence.
- Create learning activities that apply knowledge of physical, social and emotional, and cognitive development.
- Research and analyze developmental theories.

Students understand:
- Brain development impacts a students learning ability
- Social interaction, communication, and self-concept need to be encouraged and taught for positive social and emotional development.

- Physical developmental milestones are progressive through adolescence
- Learning activities should be planned to meet the physical, social, emotional, and physical needs of the student.
- Developmental theories are beneficial in understanding student behaviors and abilities to process information.

Driving/Essential Question	How can we design effective learning activities that integrate current research on early brain development, social and emotional growth, physical milestones, and key developmental theories to support holistic child development from birth through adolescence?
Exemplar High Quality Task	Students will build an understanding of developmental psychology, equipping students with the knowledge and skills to support and enhance the growth and development of children and adolescents in various contexts by creating a timeline of developmental stages that includes appropriate learning activities for these.

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**
Summarize and present current research findings on early brain development.	**Formative**: Review students' initial article selections and provide feedback on their summaries. **Summative**:	Students will work in pairs to research recent articles on early brain development using online databases and library resources. They will create a multimedia presentation (e.g., PowerPoint or Google	**ELA:** Reading and comprehending scientific articles, summarizing information, and presenting it clearly and concisely. **Science:** Students demonstrate that findings	Handouts or Digital Access to Articles Computer

	Students will present their multimedia projects to the class, followed by a Q&A session. Presentations will be evaluated based on accuracy, clarity, and depth of research.	Slides) summarizing their findings, focusing on key processes such as neuroplasticity, synaptogenesis, and myelination.	are typically presented using statistical analysis of a body of research, systematic reviews, and data visualization techniques (graphing) employing various research methods including neuroimaging, longitudinal studies, gene expression analysis, and computational modeling. **Math:** Research early brain development for Math focusing on key processes such as neuroplasticity, synaptogenesis and myelination. **Social Studies:** Students will research the stages of early brain development of children ages 2-6. Students will describe the differences in the development at the different ages. Students will read and report on gender differences in brain maturation and impulse control.	

Explain the role of social interaction, communication, and self-concept in social and emotional development.	**Formative**: Observe role-playing sessions and provide feedback during group discussions. **Summative**: Students will write an essay explaining the importance of social interaction, communication, and self-concept in social and emotional development, incorporating insights from their role-playing and discussions.	Begin with video clips of various social interactions and discuss the elements of social interaction within these videos. Students will be given scenarios and then participate in a role-playing exercise where they simulate the various social interactions (e.g., making a new friend, resolving a conflict). ● Each scenario will be followed by a group discussion on how these interactions impact self-concept and emotional growth.	**ELA:** Writing reflective journal entries about their role-playing experiences and discussions. **Science:** Students will demonstrate that science explains social and emotional development through: developmental and social psychology, cognitive neuroscience, genetics and evolutionary psychology, linguistics and sociology endocrinology, and behavioral economics. **Social Studies:** Students will explain how self-concept is both similar and different in at least four different cultures around the world (including the United States). Students will identify factors that may contribute to different understandings of self-concept in different cultural settings. Students will explain how understandings of self-concept have evolved in the United States over the last century,	Scenario Copies Computer

			Math: Explain how the role of social interaction, communication, and self-concept in social and emotional development affect the learning of Math.	
Describe key physical developmental milestones from birth through adolescence.	**Formative**: Review students' draft timelines and provide feedback. **Summative**: Completed timeline posters will be displayed in the classroom and assessed on accuracy, completeness, and creativity.	Students will be assigned a developmental milestone. (infancy, early childhood, middle childhood, and adolescence) ● Students will create a timeline poster illustrating physical developmental milestones for each stage. ● Each milestone will include a brief description and an image. ● Students will then arrange timeline posters in order of developmental stages ● The class will then participate in a gallery walk and use guided note sheets to record the important information from each stage.	**ELA:** Researching and summarizing information, creating visual representations. **Science:** Students will identify development from Infancy (0-1 year): Rapid growth Gross motor skills: head control to walking Fine motor skills: grasping objects Toddlerhood (1-3 years): Walking, running, climbing stairs Improved fine motor skills Early Childhood (3-6 years): Better coordination (hopping, skipping) More refined fine motor skills Middle Childhood (6-11 years): Refined motor skills and increased strength Early puberty onset in some Adolescence (11-18 years): Puberty and growth spurt	Handout- Guided Notes Computer Poster Paper and Markers for Group Work

| | | | Sexual maturation Continued brain development

Social Studies: Students will describe understandings from at least four different continents of what constitutes the place and role in society of infants, young children, older children and adolescents.

Students will explain the growing roles and/or responsibilities of individuals in these four categories mentioned above as they grow and mature

Math: Describe key physical developmental milestones from birth through adolescence that affect the learning of Math. | |
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| Design learning activities that support physical, social and emotional, and cognitive development. | **Formative**: Review group proposals and provide feedback on the activities' alignment with developmental principles.

Summative: Groups will present their learning activities to the | Students will work in groups of two and design an age-appropriate learning activity (e.g., games, exercises, art projects) for a specific developmental stage.
● Each activity must address physical, social | **ELA:** Collaborative writing and presenting their activity plans.

Science: Students should incorporate kinesiology which guides the design of physical activities and informs understanding of motor skill development. | Computer Paper Craft Supplies (Various Options to Encourage Student Creativity) |

class, and each student will write a reflection on how their activities address the different developmental areas.	and emotional, and cognitive aspects.		**Social Studies:** Research and describe social understandings of positive social and emotional development from at least two different continents around the world. Students will explain how these understandings are similar to and different from corresponding understandings in the United States. Students will draw a Venn Diagram and list the similarities and differences in the two continents researched and the United States. **Math:** Design math learning activities that support physical, social and emotions, and cognitive development.	
Research and analyze key developmental theories and understand how these are applied in today's classroom.	**Formative**: Review infographic for correct information **Summative**: Use the digital review games to create a final assessment.	Students will select a developmental theorist to research. ● Create a detailed infographic that outlines the key concepts of the theory, its applications, and criticisms.	**ELA:** Researching and synthesizing information, creating visual and written content. **Science:** Students will use scientific inquiry to research and analyze key developmental theories	Computer Printer

		● Create a digital review game that includes the facts concerning the theorist and theory.	and their classroom applications. For example, identify key theories (e.g., Piaget, Vygotsky, Erikson), use research methods like literature reviews and meta-studies, analyze each theory's concepts, strengths, and limitations, investigate classroom applications through case studies and action research, synthesize findings by comparing theories and evaluating effectiveness, and consider modern contexts like technology and diversity. **Social Studies:** Students will investigate how developmental theories and their relationship to educational best practices have changed in the United States over the last century. **Math:** Research and analyze key development theories and how these are applied in today's mathematical classroom.	

Key Vocabulary

brain development, social interaction, communication, self-concept, social development, emotional development,physical, developmental, milestones, birth, adolescence, learning activities,physical development, social development, emotional development, cognitive development, research, analyze, developmental theories

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

Classroom Observations, Opportunity to use learning activities in a classroom, Guest speakers

CTSO Connection:

FCCLA STAR Event Lesson Plan Development and Modifications, Early Childhood Education, Toys That Teach, and Professional Presentation

Certification/Credential Connection:

Google Educator I