

COURSE TITLE: Preschool CDA® III Internship

Course Description:

Preschool CDA® III Internship presents key theories of child development and the role of the caregiver in promoting children's self-concept, encouraging social and emotional development, and providing positive guidance. It is designed to provide opportunities for students to create evidence for their professional portfolios as required for the CDA® credential, and meet CDA® Goal III (to support social and emotional development and to provide positive guidance).

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

Course Scope and Sequence

Topic #	Topic Title	Estimated Hours
1	Foundational Standards	28
2	Self-Concept and Identity	30
3	Social Development	30
4	Positive Guidance	27
5	Professionalism	25

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: Self-Concept and Identity

Content Standards

1. Determine and describe ways in which teachers can show appreciation for each child.
2. Develop methods to encourage children's exploration of identity.
Examples: temperament, approaches to learning, community
3. Demonstrate developmentally appropriate positive guidance techniques to children.
Examples: modeling appropriate behavior, acknowledging positive behavior, enforcing clear and simple rules

Unpacked Learning Objectives

Students know:

- Children must develop a sense of self.
- That teachers showing appreciation for each child develops their self-esteem.
- Teachers' behavior plays a role in students' emotional development.
- Areas of children's identity.
- How to encourage children's exploration of identity.
- Developmentally appropriate positive guidance techniques.

Students are able to:

- Describe ways teachers can show appreciation to each child.
- Recognize when appreciation is being shown.
- Create activities that encourage children's exploration of identity.
- Describe strategies that can be used to encourage children's exploration of identity.
- Demonstrate developmentally appropriate positive guidance techniques.

Students understand:

- Children need to feel appreciation, and there are ways that teachers can show that appreciation.
- Teachers play an important role in helping children explore their identity.
- There are developmentally appropriate positive guidance techniques that should be used to help children develop their sense of self.

Driving/Essential Question	<p>How can educators personalize their approach to show authentic appreciation for each child's unique qualities and contributions?</p> <p>What strategies and activities empower children to explore and understand their identities in a diverse and inclusive educational environment?</p> <p>How can educators effectively guide children's behavior in a way that promotes self-discipline, respect for others, and positive social interactions?</p>
Exemplar High Quality Task	<p>Students will create a comprehensive guidebook aimed at early childhood educators. The guidebook will include strategies for demonstrating genuine appreciation to children, activities that foster children's exploration of identity, effective strategies for supporting this exploration, and detail developmentally appropriate positive guidance techniques.</p>

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>Identify and articulate at least three specific methods through which teachers can demonstrate personalized appreciation for individual children in an educational setting.</p>	<p>Formative: Literature Review Case Study Analysis Role-Play Scenario Design</p> <p>Summative: Role-Play Execution Reflection</p>	<p>Begin by conducting research on various methods and strategies that teachers can use to demonstrate personalized appreciation for children in an educational setting. They will explore literature, case studies, and expert recommendations to identify effective approaches. Based on</p>	<p>ELA: Using proper grammar, write an email to parents praising their child.</p> <p>Social Studies: Students will design on paper an idea for a classroom bulletin board on which each student in the class can display an artistic creation, such as (but not limited to) a drawing,</p>	<p>Research Databases and Academic Journals Case Studies and Real-World Examples Writing Materials for Scenario Design Computer Access</p>

		<p>their research, students will compile a list of at least three specific methods. Next, students will design scenarios or role-plays to simulate the application of these methods in a classroom context. After designing the scenarios, students will execute the role-plays, either in pairs or small groups, taking turns to act as teachers and students. Finally, students will reflect on their role-play experiences, evaluating the effectiveness of each method in fostering a positive and supportive classroom environment. They will write a reflective analysis that articulates their understanding of personalized appreciation and proposes potential adjustments or enhancements based on their observations and feedback from peers.</p>	<p>watercolor, poem, or short story highlighting the cultural background of that child in the class.</p> <p>Science: Students use researched variables to design an experiment based on role-plays.</p>	
<p>Design a set of activities and strategies that foster children's exploration and understanding of their own identities, encompassing cultural, familial, and personal aspects.</p>	<p>Formative: Literature Review Activity Development Pilot Testing</p> <p>Summative: Activity Implementation Portfolio Development</p>	<p>Design a series of activities and strategies aimed at fostering children's exploration and understanding of their identities. They will begin by conducting a comprehensive review of</p>	<p>ELA: Write a short story about one of your holiday traditions as an example for students to imitate.</p> <p>Math: In a lesson, provide students with multiple means of demonstrating</p>	<p>Literature and Education Resources Art and Craft Supplies Lesson Plan Templates Digital Resources</p>

		<p>literature and resources on identity development in children, focusing on cultural, familial, and personal aspects. Using their research findings, students will brainstorm and develop a diverse range of activities. These activities should promote self-reflection, cultural appreciation, and empathy among children. Once the activities are designed, students will pilot them in their internship class. They will observe and document children's responses, noting any challenges or successes encountered during implementation. After the pilot phase, students will analyze the data collected, identifying patterns and insights into how the activities contributed to children's exploration and understanding of their identities. To conclude the task, students will create a comprehensive portfolio or presentation. This will include detailed descriptions of each activity, rationale for their design based on research</p>	<p>understanding, such as tactile, written, or through story-telling.</p> <p>Social Studies: Students will create a class book that includes an entry from each student highlighting the life of one of their family members.</p> <p>Allow a variety of entries from the class, such as (but not limited to) a narrative transcription of the child interviewing a family member about that person's life, a photograph, a drawing, or a poem.</p> <p>Create a compendium of online videotapes of each child interviewing a family member about that person's hopes and dreams for the student.</p> <p>Science: Students will analyze data to find patterns in behavior.</p>	
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		and best practices, and reflections on the overall impact on children’s identity exploration. They will also propose potential adaptations or extensions of the activities to enhance their effectiveness in different educational settings or with diverse student populations.		
Execute the implementation of positive guidance techniques suitable for specific developmental stages, ensuring consistency and effectiveness in promoting constructive behavior.	<p>Formative: Research Implementation Plan Development Mock Implementation</p> <p>Summative: Implementation in Real Setting Evaluation Reflection</p>	Delve into developmental psychology literature to identify evidence-based positive guidance techniques tailored to different developmental stages of children, such as early childhood and adolescence. Drawing on their research, students will craft a detailed implementation plan that integrates strategies like behavior modeling, reinforcement techniques, and proactive classroom management. Following the plan's development, students will execute these strategies in their internship class, documenting their implementation process and collecting data on outcomes. They will actively seek feedback to	<p>ELA: Write a lesson plan in which the intern guides the class in creating their own classroom rules.</p> <p>Social Studies: Students will describe ways that someone could exhibit good citizenship.</p> <p>Students will identify a community service project that the class could participate in and write a plan of action to execute.</p>	Observation Tools Lesson Plan Templates Educational Resources Arts and Crafts Supplies Digital Resources

		refine their approaches and then analyze their findings to evaluate the impact of the techniques on behavioral outcomes. They will present their insights in a comprehensive report or presentation.		
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Key Vocabulary

sense of self, self-esteem, emotional development, gender, temperament, approaches to learning, confidence, curiosity, intentionality, self-control, relatedness, capacity to communicate, cooperativeness, equality, equity, optimism, resilience, control, challenge, commitment, attachment and relationships, initiative, self-regulation, cultural wealth

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

Guest Speaker, Field Experience Observation

CTSO Connection:

FCCLA STAR Event: Teach or Train, Teaching Strategies or National Program: Family First

Certification/Credential Connection:

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

Topic 3 Title: Social Development

Content Standards

4. Identify strategies that promote social and emotional growth and learning.
Examples: choice time, group meetings, small groups, meal times
5. Create learning experiences that incorporate social and emotional learning.
Examples: centers, role-playing, partner activities, small group activities
6. Formulate strategies to address specific situations affecting a child's social and emotional development.
Examples: supporting cooperative play, talking and listening respectfully, modeling prosocial behaviors

Unpacked Learning Objectives

Students know:

- Strategies that promote social and emotional growth and learning in different areas.
- Different types of play and how each type relates to social and emotional learning.
- How to create a learning experience that develops social and emotional learning.
- What situations affect a child's social and emotional development.
- Strategies to use that address these situations.

Students are able to:

- Identify and describe strategies that promote social and emotional growth and learning.
- Identify different types of play and how they foster social and emotional learning.
- Create a learning experience that promotes social and emotional learning in a variety of settings.
- Recognize and formulate strategies to address situations affecting a child's social and emotional development.

Students understand:

- There are strategies that promote social and emotional growth and learning.
- Teachers should create experiences that incorporate social and emotional learning.
- There are strategies that can help teachers address specific situations affecting a child's social and emotional development.

Driving/Essential Question	<p>What practices and interventions nurture children's social and emotional development, fostering resilience, empathy, and emotional intelligence?</p> <p>How can educators design meaningful learning experiences that integrate social and emotional learning competencies to enhance academic achievement and personal growth?</p> <p>What proactive and responsive strategies can educators employ to support children facing challenges in their social and emotional development?</p>
Exemplar High Quality Task	<p>Students will develop a comprehensive professional training module for early childhood educators focused on enhancing social and emotional learning (SEL) in young children. Students will identify and describe evidence-based strategies to promote social and emotional growth, analyze the role of different types of play in fostering SEL, create a detailed learning experience that promotes SEL across various educational settings, and formulate effective strategies to address challenges affecting children's social and emotional development.</p>

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>Compile a list of evidence-based strategies that support the social and emotional development of children, integrating these into daily classroom practices to enhance overall learning outcomes.</p>	<p>Formative: Literature Review Research Peer Review</p> <p>Summative: Literature Review Analysis Integration Plan Development</p>	<p>Begin by conducting a thorough review of literature and research on evidence-based strategies that promote social and emotional development in children. They will compile a comprehensive list of these strategies, ensuring</p>	<p>ELA: Research one evidence-based strategy and compose a Google Slide presentation explaining it to peers.</p> <p>Science: Students will use observation skills to sort strategies that support</p>	<p>Literature Review Tools Research Materials Word Processing Software Presentation Tools</p>

	<p>Presentation</p>	<p>they cover key areas such as emotional regulation, social skills development, empathy building, and conflict resolution. Next, students will analyze and categorize these strategies based on their applicability and effectiveness in different classroom settings. Using their compiled list, students will then develop a plan to integrate these strategies into their daily classroom practices. This plan will include specific activities, routines, and approaches designed to enhance overall learning outcomes by fostering social and emotional competencies among students. Finally, students will implement their plan in a classroom setting, documenting observations and reflections on the effectiveness of these strategies. They will write a reflective report summarizing their implementation experience, analyzing outcomes, and proposing adjustments based on their</p>	<p>social and emotional development.</p> <p>Social Studies: Students will create a class journal in which each student contributes at least three paragraphs of what their goals are for the year in terms of getting to know and appreciate at least three other students in the class.</p> <p>Students will work on this project every grading period and note how the entries develop and change over the school year for each student.</p> <p>Students will write a reflection on their view of themselves and others, comparing the beginning of the school year to the end.</p>	
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		observations in their internship.		
<p>Develop a series of lesson plans or activities that intentionally embed social and emotional learning competencies, fostering self-awareness, relationship skills, and responsible decision-making among students.</p>	<p>Formative: SEL Competency Selection Activity Design Pilot Activities</p> <p>Summative: Final Lesson Plan Development Activity Implementation Mentor Teacher Report Reflection and Evaluation</p>	<p>Design a series of lesson plans or activities that explicitly incorporate social and emotional learning (SEL) competencies into classroom instruction. They will begin by selecting specific SEL competencies to focus on, such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Students will conduct research to identify effective teaching strategies and activities that promote each competency. Based on their research, students will develop detailed lesson plans or activity outlines that include learning objectives, materials needed, instructional strategies, assessment methods, and differentiation strategies. These plans will be designed to cater to diverse learning needs and ensure meaningful engagement with SEL concepts. After developing their lesson plans, students</p>	<p>ELA: Work with a classmate to practice proofreading and revision skills for completed lesson plans.</p> <p>Social Studies: Students will create a class list of three things that each student thinks contribute to the development of good relationship skills and responsible decision-making.</p> <p>Students will list various types of relationships and explain how they affect decision making in students.</p>	<p>Lesson Plan Templates Educational Resources Arts and Crafts Supplies Digital Resources</p>

		<p>will have the opportunity to pilot their activities in a classroom setting or simulate them in a controlled environment. They will collect feedback from peers or mentors and revise their plans accordingly. Finally, students will present his/her finalized lesson plans or activities along with a rationale for their design choices, demonstrating how each activity fosters SEL competencies effectively.</p>		
<p>Formulate a comprehensive plan outlining proactive and reactive strategies to address common challenges in children’s social and emotional development, grounded in research and best practices.</p>	<p>Formative: Literature Review Case Study Analysis Outline Drafting Research</p> <p>Summative: Comprehensive Plan Development Presentation or Report Reflection</p>	<p>Develop a comprehensive plan addressing both proactive and reactive strategies to support children’s social and emotional development. They will begin by conducting a review of literature and best practices to identify common challenges in children’s social and emotional development, such as behavior management issues, peer conflicts, emotional regulation difficulties, and lack of social skills. Based on their research, students will compile</p>	<p>ELA: Practice revision and editing by reviewing a peer’s comprehensive plan.</p> <p>Science: Analyze experiments and research to identify proactive and reactive strategies.</p> <p>Social Studies: students will work together to develop a list of proactive and reactive scenarios that involve positive and negative ways to resolve disagreements.</p> <p>Students will be paired with one another and be</p>	<p>Literature and Research Access Data Analysis Tools Presentation Software Case Study Examples</p>

		<p>evidence-based strategies and interventions that address these challenges effectively. The plan will include proactive strategies aimed at preventing issues before they arise, such as implementing SEL curriculum, establishing clear expectations and routines, and creating a supportive classroom environment. Additionally, students will outline reactive strategies for addressing challenges as they occur, such as conflict resolution techniques, counseling approaches, and collaboration with families and support services. Students will present their comprehensive plan in a written report or presentation format, explaining the rationale behind their chosen strategies and how they align with current research and best practices in supporting children’s social and emotional development. They will include case studies or scenarios to illustrate the application of their</p>	<p>assigned a scenario to act out for the class.</p> <p>Students will discuss the varied outcomes with different approaches.</p>	
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		strategies and reflect on the potential impact of their plan on promoting positive social and emotional outcomes for children.		
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Key Vocabulary

social development, transition, diapering, napping, tummy time, individual and group play, gross motor, kitchen, outdoors, literacy, dramatic play, blocks and group meetings, cooking, art, science, sand and water math and manipulatives, music and movement, unoccupied play, solitary play, onlooker play, parallel play, associative play, cooperative play, learning community, choice time, group meetings, small group activities, mealtimes, emotional self-regulation, secure attachment, insecure attachment, avoidant attachment, anxious attachment, disorganized attachment

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

Guest Speaker, Field Experience Observation

CTSO Connection:

FCCLA STAR Event: Teach or Train, Teaching Strategies, Instructional Video, RedTalks in Education

Certification/Credential Connection:

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

Topic 4 Title: Positive Guidance

Content Standards

7. Document challenging behaviors and effective classroom management strategies.
8. Assess challenging behaviors utilizing data from observational instruments.
Examples: Behavior Evaluation Scale, Behavior Assessment System for Children, Antecedent-Behavior-Consequence forms; timestamps and triggers, behavior over time, severity of the behavior
9. Design a classroom management plan that effectively and positively addresses ongoing challenging behaviors.

Unpacked Learning Objectives

Students know:

- How to document challenging behaviors.
- Strategies that effectively address challenging behaviors.
- How to use data from observational instruments to assess challenging behavior.
- How to design a classroom management plan.
- Strategies that effectively and positively address ongoing challenging behaviors.
- How to incorporate these strategies into the classroom management plan.

Students are able to:

- Document challenging behaviors.
- Implement strategies for challenging behaviors to promote effective classroom management.
- Assess challenging behaviors.
- Use data from observational instruments.
- Design a classroom management plan.
- Include strategies to positively address ongoing challenging behaviors in that plan

Students understand:

- Challenging behaviors must be documented.
- There are strategies to promote effective classroom management.
- Challenging behaviors should be assessed using data from observational instruments.
- There should be a classroom management plan in place to effectively and positively address challenging behaviors.

Driving/Essential Question	<p>How can systematic documentation of challenging behaviors inform the development and implementation of effective classroom management strategies?</p> <p>What insights can be gained from analyzing observational data on challenging behaviors, and how can these insights inform targeted interventions and support plans?</p> <p>How can educators collaboratively design and implement a classroom management plan that promotes a positive learning environment and addresses ongoing challenging behaviors?</p>
Exemplar High Quality Task	<p>Students will develop a comprehensive classroom management plan that addresses challenging behaviors in early childhood education settings. Students will document and assess challenging behaviors using observational instruments, implement evidence-based strategies to promote effective classroom management, and design a structured classroom management plan that includes positive approaches to address ongoing challenging behaviors in their internship placement.</p>

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>Document instances of challenging behaviors using structured observational tools, and propose evidence-based classroom management strategies tailored to address and mitigate these behaviors effectively.</p>	<p>Formative: Literature Review Practice Observations Data Analysis Practice Peer Feedback</p> <p>Summative: Observational Data Collection</p>	<p>Students will first observe and document specific challenging behaviors in a controlled educational setting, using structured observational tools to gather data. They will then analyze the data to identify patterns and underlying</p>	<p>ELA: Compose an email to a parent or a special education case manager identifying classroom concerns using formal language and clear/consistent grammar.</p>	<p>Observational Tools Digital Recording Devices Data Analysis Tools Literature and Research Access Word Processing Software Presentation Software Educational Resources</p>

	<p>Data Analysis and Report Presentation</p>	<p>factors contributing to the behaviors. Based on their observations and analysis, students will propose evidence-based classroom management strategies tailored to address and mitigate these behaviors effectively. The task will culminate in a written report outlining their observations, analysis, and recommended strategies, demonstrating their understanding and application of best practices in behavior management in educational contexts.</p>	<p>Math: Analyze any collected data to determine patterns of challenging behavior, and write a plan to use classroom management to mitigate these behaviors.</p> <p>Social Studies: Students will develop a bulletin board to track instances of undesirable behavior (without naming individual student names), using four or five behaviors the class thinks should be tracked.</p> <p>Students will discuss as a class at the end of each week what undesirable behaviors have been most common.</p> <p>Students propose as a class different strategies to change the undesirable behaviors into desirable ones.</p> <p>Science: Students use empirical evidence to document challenging behaviors and match them with management strategies.</p>	
<p>Analyze observational data on challenging behaviors to</p>	<p>Formative: Matching Activity</p>	<p>Students will first familiarize themselves with</p>	<p>ELA: Write a short summary explaining the</p>	<p>Structured Observational Tools</p>

<p>identify patterns, trends, and potential</p>	<p>Mock Observations Data Analysis Practice Reflective Journal</p> <p>Summative: Observational Data Collection Data Analysis Presentation Reflection</p>	<p>structured observational tools commonly used in early childhood education to document and categorize challenging behaviors. They will then apply these tools to observe and record instances of challenging behaviors in a controlled environment, ensuring thorough and accurate data collection. Using the collected data, students will analyze patterns, trends, and potential underlying factors contributing to the observed behaviors. This analysis will involve identifying common triggers, environmental influences, and individual factors that may affect behavior. Students will present their findings in a structured report or presentation, highlighting key patterns and trends observed in the data, and proposing evidence-based interventions or strategies to address these behaviors effectively. The task will conclude with a reflection on the significance of observational data analysis</p>	<p>results of observational data.</p> <p>Science: Students use observation and analysis skills to determine patterns or trends of certain behaviors.</p> <p>Social Studies: Students reflect as a class on ways to promote more desirable behaviors.</p> <p>Students will use journaling to reflect on his or her own behavioral patterns. Invite (but do not require) students to present their journaling ideas to the class.</p> <p>Math: Identify trends in behavior patterns to provide documentation for a student file.</p>	<p>Digital Recording Devices Data Analysis Tools Computer Access Literature and Research Access Word Processing Software Presentation Software Educational Resources</p>
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		in informing proactive classroom management practices and supporting positive behavioral outcomes in early childhood education.		
Develop a comprehensive classroom management plan that integrates positive behavior support strategies, proactive teaching techniques, and collaboration with families to create a supportive learning environment.	<p>Formative: Literature Review Case Study Analysis Outline Drafting Peer Review</p> <p>Summative: Classroom Management Plan Development Written Report or Presentation Feedback and Revision</p>	Students will begin by conducting a review of literature and best practices in classroom management, focusing on positive behavior support strategies, proactive teaching techniques, and effective collaboration with families. They will explore case studies or examples of successful classroom management plans to identify key components and approaches that support a supportive learning environment. Using this knowledge, students will outline and draft their own classroom management plan, which includes positive behavior support strategies, proactive teaching techniques, and strategies to collaborate with families. Students will present their classroom management plan in a written report or presentation format, explaining the rationale	<p>ELA: Practice clear and consistent writing to prepare a document that is cohesive and easy to understand, utilizing the strategies of editing to finalize the plan.</p> <p>Social Studies: Students will describe positive behavior intervention strategies (PBIS) in the classroom setting.</p> <p>Students will experiment with a “class bucks” system to reward good behavior.</p>	Literature Review Tools Research Materials Word Processing Software Presentation Software Behavioral Assessment Tools

		behind their strategies and how they align with current research and best practices.		
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Key Vocabulary

natural consequences, conflict resolution, define behavior, gather information, review and analyze, summarize, time-in, time-away, “bring children close” technique, democratic life skills, physical aggression, instrumental aggression, relational aggression, social skills, positive communication, bibliotherapy, positive guidance, self-regulation, punishment, developmentally appropriate rules and boundaries, appropriate expectations

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

Guest Speaker, Field Experience Observation

CTSO Connection:

FCCLA National Program: Families First

Certification/Credential Connection:

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

Topic 5 Title: Professionalism

Content Standards

10. Create a professional competency statement that demonstrates the importance of social and emotional growth and guidance and a personal commitment to promoting that growth and providing positive guidance.
11. Develop an annotated bibliography of developmentally appropriate books that address and encourage children’s identity development.

Unpacked Learning Objectives

Students know:

- How to write a professional competency statement.
- The importance of social and emotional growth and guidance.
- How to promote growth and provide positive guidance to children.
- How to write a bibliography.
- Developmentally appropriate books for different age groups.
- How to pick developmentally appropriate books that encourage children’s identity development.

Students are able to:

- Write a professional competency statement.
- Include the importance of social and emotional growth and guidance.
- Include their personal commitment to promoting that growth and providing positive guidance to children.
- Create a bibliography.
- Include books that address and encourage children’s identity development.

Students understand:

- The importance of social and emotional growth and guidance and that they must be personally committed to promoting that growth and providing positive guidance to children.
- Books are a developmentally appropriate strategy for teaching and encouraging children’s identity development.

Driving/Essential Question	Why is it essential for educators to prioritize social and emotional growth and guidance, and how can personal commitment enhance the effectiveness of these practices? What children's literature effectively supports identity development by authentically portraying diverse cultures, identities, and experiences?
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Exemplar High Quality Task	<p>Students will write a professional competency statement focusing on the importance of social and emotional growth and guidance in early childhood education. Students will articulate their personal commitment to promoting this growth and providing positive guidance to children. The statement should be well-structured and include reflections on the significance of social-emotional development, strategies for fostering it, and the student's own values and beliefs in supporting children's emotional well-being. Additionally, students will create a bibliography listing recommended books that address and encourage children's identity development.</p>
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Map of Student Learning by Learning Objective

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<p>Draft a reflective statement that articulates a deep understanding of the significance of social and emotional growth in children and a personal commitment to implementing effective guidance practices to support their development.</p>	<p>Formative: Literature Review Case Study Analysis Reflective Journal Group Discussions Mock Scenarios</p> <p>Summative: Annotated Bibliography Proposal for Guidance Practices Internship Reflection Paper Peer Review and Feedback</p>	<p>Students will write a research paper that reflects on their understanding of why social and emotional growth is crucial for children's overall development. They will discuss key theories, research findings, and personal experiences that have shaped their understanding, including insights into how social-emotional skills</p>	<p>ELA: Review a variety of mission statements to identify key elements that make them effective.</p> <p>Social Studies: Write, as a class, a collective vision statement on what a successful, high-functioning, positive classroom environment looks like.</p>	<p>Research Materials Computer and Internet Access Word Processing Software</p>

	Research Paper	<p>contribute to academic success, positive relationships, and lifelong well-being. They will then articulate their personal commitment to implementing effective guidance practices that support children's social and emotional development by describing specific strategies they intend to use in their classroom. They will reflect on how their values and beliefs about child development influence their approach to guiding children's behavior and fostering their emotional intelligence. Finally, they will connect their theoretical understanding of social-emotional growth with practical examples from their internship experiences and illustrate how they have applied or plan to apply this knowledge to create supportive environments for children's emotional well-being and behavioral development.</p>	<p>Divide the class into small groups of no more than three or four students each to brainstorm ideas for this vision statement.</p> <p>Discuss as a class and come to an agreement about what should be included in the vision statement.</p> <p>Print the vision statement and display it in at least three or four prominent places in the classroom.</p>	
Curate an annotated bibliography of children's books that authentically	Formative: Literature Review Book Analysis Worksheets	Students will select and annotate at least five books, summarizing each	Social Studies: Discuss as a class what characteristics describe a	Books and Reading Materials Highlighters

<p>and sensitively explore diverse identities, cultures, and experiences, providing educators with resources to promote inclusivity and identity exploration in the classroom.</p>	<p>Group Book Discussions Reflective Journal Peer Feedback</p> <p>Summative: Annotated Book Selection Book Presentation Curated Book List Feedback and Revision Reflection Paper</p>	<p>book’s storyline and discussing how it sensitively represents diverse identities. Annotations should highlight key themes, messages promoting inclusivity and cultural understanding, practical educational uses for classrooms, and personal reflections on book selection.</p>	<p>positive, welcoming, inclusive school and classroom.</p> <p>Consider and choose resources from, among other sources, the National Education Association, the American Library Association, the Southern Poverty Law Center, and the Equal Justice Initiative.</p>	<p>Sticky Notes Computer Access Word Processing Software Presentation Tools</p>
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Key Vocabulary

professional competency statement, social and emotional growth, guidance, bibliography, developmentally appropriate books, identity development

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

Guest Speaker, Field Experience Observation

CTSO Connection:

FCCLA STAR Event: Teach or Train, Teaching Strategies

Certification/Credential Connection:

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