COURSE TITLE: Preschool CDA® II Internship

Course Description:

Preschool CDA® II Internship presents key theories of child development and highlights the role of the caregiver in promoting children's cognitive, physical, communicative, and creative growth. It is designed to provide opportunities for students to create evidence for their professional portfolios as required for the CDA® credential and to meet CDA® Goal II (to advance physical and intellectual competence).

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	15
2	Physical Development	28
3	Cognitive Development	27
4	Communication	22
5	Creative Play	28
6	Professionalism	20

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: Physical Development

Content Standards

1. Describe milestones of physical development in infants, toddlers, and preschoolers.
2. Classify activities that promote physical development by appropriate age level and explain how each activity affects gross and fine motor skills.
3. Develop a lesson plan that incorporates both gross and fine motor skill activities as part of the learning process.

Unpacked Learning Objectives

Students know:

- The different categories of physical development.
- The stages of physical development infants, toddlers, and preschoolers go through.
- The age ranges of different stages of physical development.
- Activities that promote physical development in each stage.
- How to incorporate gross and fine motor skills into activities as part of the learning process.

Students are able to:

- Describe milestones that children progress through in each stage of physical development.
- Categorize various physical activities according to appropriate age levels.
- Compare and contrast activities across age levels.
- Write a lesson plan that includes activities that promote gross and fine motor skills.

Students understand:

- There are important physical development milestones of infants, toddlers, and preschoolers.
- Certain age-appropriate activities can promote physical development.
- Activities should be planned so that students' gross and fine motor development are incorporated into the learning process.

Driving/Essential Question	How can educators develop lesson plans that incorporate activities promoting age-appropriate physical development milestones, including gross and fine motor skills, for infants, toddlers, and preschoolers?
Exemplar High Quality Task	Students will create a progression of skills timeline that describes the physical development milestones of infants, toddlers, and preschoolers. They will systematically observe children in each stage, reflect on their observations, and analyze case studies of children at different ages for physical development. Additionally, students will classify and categorize activities

	that promote physical development based on age-appropriateness and complexity. Finally, they will plan lessons for different age groups that promote appropriate gross and fine motor skills.

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
Describe what milestones happen in each stage of physical development in infants, toddlers, and preschoolers by: ● Creating a timeline showing what happens at each age/stage. ● Observing children in each stage and reflecting on their observations. ● Analyzing case studies of children at different ages for physical development.	**Formative:** Research Essay Digital Presentation Whiteboard Timeline Video Analysis Observation **Summative:** Timeline Observation Reflections Case Study Analysis	Research the physical development milestones that occur during the stages of Young Infants (birth to 8 months), Mobile Infants (9 to 17 months), Toddlers (18 to 36 months), and Preschoolers (3 to 5 years old) as groups. Write an essay and design a digital presentation to present to the class. Distribute physical development milestone cards as students enter the classroom. Students copy the milestone onto a mini whiteboard. Once everyone has completed	**ELA:** Classify activities that promote physical development by appropriate age level and explain in writing how each activity affects gross and fine motor skills. **Science:** Classification and grouping skills will be used to sort milestones into the appropriate stage of development. Students will practice making observations and inferences through their 96 hours of observations. Classification and grouping skills will be used to determine developmental	Preschool CDA® Essentials for Working with Young Children Third Edition Preschool CDA® Essentials Workbook Third Edition The Child Development Associate® National Credentialing Program and CDA® Competency Standards Preschool Edition Teacher computer with current operating system Laser printer Internet access Student computer/laptop

		this task, they will create a circle around the room and turn toward the center so the whiteboards are visible. The instructor will designate sections of the circle for infants, toddlers, and preschoolers. Students will read their milestones to the class, use his/her prior knowledge to determine the stage of development related to the milestone, and move to the area of the circle designated for their stage. This will continue until everyone has read his/her board. Students can discuss whether they agree or disagree with each other before they lock in their "final answers" by breaking the circle and creating a progressive timeline of physical development milestones. The instructor will check off the timeline. If the students are correct, the instructor can offer a prize. Construct and hang an extensive timeline showing what happens at each stage of physical development in infants,	stages of the children depicted in each case study. **Social Studies:** Research and create a graphic organizer of different decades and include how developmental milestones were measured in each decade. How has the way developmental milestones are measured changed, and what are the differences between each decade? **Math:** Identify and classify activities that promote physical development for each age group. Explain how each activity impacts gross and fine motor skills. Create a chart with 3 activities per age group that shows the measurement activities and data collected. Use scatter plots and frequency tables to analyze the data.	with current operating system Technology- TV/computer connection with video streaming capability Copies of an essay rubric Copies of a digital and oral presentation rubric Presenter/Pointer Physical development milestones cards Mini whiteboards Expo Markers Prize (optional) Bulletin board or craft Paper roll Markers Scissors Various poster decorations Tape Glue Poster tape Projector/Smart TV/ViewSonic Board (to view YouTube Video) Student portfolio Student observation tool Case study station numbers Copies of case studies Copier Answer key Case study analysis worksheets Transitional music Speaker Timer

		toddlers, and preschoolers using the information from previously conducted research. Mount the timeline in the hallway to showcase your students' work to the school. Analyze segments of a video to review the observation process of infants, toddlers, and preschoolers, followed by a class discussion to clarify any questions or concerns. Describe the physical milestones of infants, toddlers, and preschoolers as students continue to document and reflect during the minimum of 96 systematic observation hours. This information will be added each day/week to their portfolios of work, which will include samples of their work and projects from various assignments, showcasing their growth and learning over time. Analyze case studies of children at various ages to determine their physical development stages at numbered classroom		Helpful Links: Observation Video Link: https://youtu.be/x4WWlxVXrFM

		stations. At the end of the allotted time to analyze the case study, play transitional music to allow your students time to move/dance around the room to a “peer evaluation station.” They must continue walking until the music stops (similar to a cakewalk). During peer evaluations, students explain the case study and share their findings. They are allowed time to evaluate each other and debate for a short time while the instructor monitors their interactions. When it is time to transition, the music starts again, and students move back to the case study stations, stopping when the music does at a table/desk they have not sat at or been exposed to by a peer until all of the stations have been used. Instructors may choose students prior to this exercise to model proper transition moves for his/her classmates prior to beginning the activity.		
Classify activities that promote physical development by:	**Formative:** Research Demonstration	Research, demonstrate, and classify games and activities stored in the	**ELA:** Create a digital media presentation in which students will teach	Preschool CDA® Essentials for Working with

• Categorizing various physical activities according to appropriate age levels based on their complexity and developmental appropriateness. • Comparing and contrasting activities across age levels, highlighting how the same activity may have different effects on fine and gross motor skill development in infants, toddlers, and preschoolers.	Participation in Discussions and Activities Peer Feedback **Summative:** Presentation Classification Compare and Contrast	classroom lab area that promote physical activity. Students will determine what age level is best suited for each item based on its complexity and developmental appropriateness. Students can use an electronic or paper chart to inventory the number of toys available per age level. Categorize and classify developmentally appropriate toys students bring into the classroom after conducting his/her assigned research as part of a CTSO service project. The toy would be presented with a detailed explanation of its age-appropriateness, followed by a class evaluation and discussion. Afterward, the CTSO could donate the toys to a local charity. Facilitate a discussion on how physical skills develop and the role of caregivers in promoting physical development. Explain the differences between fine motor skills (e.g., grasping,	each other how to determine the classification of physical development levels by explaining the differences in each one and providing examples. **Science:** Classification and grouping skills will be used to determine developmental stages of the games, toys, and activities. **Social Studies:** Create different physical activities from the US in the 1950s-1990s and how they compare to the activities used today. As a group, have the class demonstrate the different physical activities. **Math:** Create an activity comparison across age groups to show the impact on fine and gross motor skills. Create a two-way frequency table or scatter plot to summarize the impact on fine and gross motor skills across different age groups.	Young Children Third Edition Preschool CDA® Essentials Workbook Third Edition The Child Development Associate® National Credentialing Program and CDA® Competency Standards Preschool Edition Teacher computer with current operating system Laser printer Internet access Student computer/laptop with current operating system Lab toys and activities Lab toy evaluation sheets Copier External toy evaluation sheets CTSO service project planning information Projector/Smart TV/ViewSonic Board (to view YouTube Video) Student portfolio Compare and contrast sheets Physical Development Stages presentation Grading rubrics Presentation activities

		stacking) and gross motor skills (e.g., crawling, running). Provide an overview of physical development stages from birth to five years old, highlighting key milestones for fine and gross motor skills. Research and classify fine and gross motor skill activities that can be adapted for infants, toddlers, and preschoolers (e.g., stacking blocks and playing with balls) in small groups. Groups create an electronic or paper comparison chart that outlines how each activity supports physical development at different age levels. Then, they present the activity to the class for everyone to participate in and analyze the motor skills needed, followed by a compare-and-contrast session of the collective activities discussing the differences and similarities in how the same activity affects fine and gross motor skills across age levels.		

		Design activities that are developmentally appropriate for promoting physical development in infants, toddlers, and preschoolers. They will design one activity for each age level (infants, toddlers, preschoolers) that promotes fine or gross motor skills. Pair students for peer review, providing constructive feedback on each other's activity designs.		
Write a lesson plan and include gross and fine motor skills activities.	**Formative:** Research Brainstorming Peer Critique **Summative:** Lesson Plan	Research gross and fine motor skills in infants, toddlers, and preschoolers in small groups. Then, brainstorm activities for a lesson plan that incorporates gross and fine motor skills for an assigned age group. For example, "Kick the Cup" is an activity for preschoolers. Using gross motor skills, they kick a small soccer ball, knocking cups over. When the teacher has the preschooler set the cups up for the next student using their fine motor skills, he/she is to do their best to identify the letter written on the cup and its sound. The lesson plan will consist of	**ELA:** Create a lesson plan for the stages of physical development that incorporates activities using fine and gross motor skills as part of the learning process for reading and learning sight words. **Social Studies:** Research the changes in lesson plan requirements and the changes that have been made from different counties in Alabama. Create a presentation with a group and present it to the class with guided notes. **Math:** Create a lesson plan that has students to	Preschool CDA® Essentials for Working with Young Children Third Edition Preschool CDA® Essentials Workbook Third Edition The Child Development Associate® National Credentialing Program and CDA® Competency Standards Preschool Edition Teacher computer with current operating system Laser printer Internet access Student computer/laptop with current operating system Projector/Smart

		objectives, materials, activities, and assessment methods. Each group will present the lesson plan for their peers to critique.	count and sort to enhance fine motor skills. Measure distance or time for gross motor activities. Create charts to track student progress on activities.	TV/ViewSonic Board (for presentation) Lesson plan template Brainstorming worksheets Self-evaluation handout Peer-evaluation handout

Key Vocabulary

reflexes (stepping, rooting, palmar grasp, Moro, Babinski), gross motor development, locomotor movement, manipulative movement, stability movement, fine motor development, cognitive development, physical development, open-ended experiences, perceptual-motor skills, young infants, mobile infants, toddlers, young preschoolers, older preschoolers, lesson plan

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

Mandatory Internship Hours (minimum of 96 for the entire course), Time clock/Check-In system, Professional Attire and Communication Skills, Guest Speakers, CTSO Opportunities

CTSO Connection:

FCCLA Competitions: Focus on Children, Early Childhood Education, Lesson Plan Development and Modifications, Red Talks on Education, Say Yes to FCS 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 II (to advance physical and intellectual competence)

Topic 3 Title: Cognitive Development

Content Standards

4. Summarize the work of prominent developmental theorists.
   Examples: Piaget, Vygotsky, Maslow, Bronfenbrenner

5. Describe birth-to-age-five cognitive milestones in terms of major developmental theories.

6. Create a five-day lesson plan that incorporates developmental theory and goals for cognitive development.

Unpacked Learning Objectives

Students know:
- Major and related theorists in education.
- How these theorists impacted education.
- Stages of cognitive development according to major developmental theories.
- Developmental theory associated with cognitive development.
- Goals associated with cognitive development.
- How to incorporate developmental theory and goals associated with cognitive development into a lesson.

Students are able to:
- Research prominent developmental theorists.
- Present their research.
- Describe cognitive milestones from birth to age five.
- Describe the milestones in terms of major developmental theories.
- Write a five-day lesson plan.
- Incorporate development theory into a lesson plan.
- Incorporate goals for cognitive development into a lesson plan.

Students understand:
- There are developmental theorists that have shaped education.
- There are milestones in cognitive development that infants, toddlers, and preschoolers typically go through that have been identified in major developmental theories.
- Activities have to be planned that incorporate developmental theory and goals for cognitive development.

Driving/Essential Question	How can educators summarize the work of prominent developmental theorists, such as Piaget and Vygotsky, describe birth-to-age-five cognitive milestones in terms of major developmental theories, and create a five-day lesson plan that incorporates these theories and goals for cognitive development?
Exemplar High Quality Task	Students will write a comprehensive essay or report describing cognitive milestones from birth to age five in the context of major developmental theories. Followed by designing a five-day lesson plan that incorporates these developmental theories and goals for cognitive development.

Map of Student Learning by Learning Objective

Unpacked Learning Objective SWBAT	Potential Subtasks for Assessments Formative/Summative	Potential Learning Activities Learning Activity Checklist 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 prominent developmental theorists and present their findings.	**Formative:** Gallery Walk Discussion Quick Write-up Research Information Log Progress Check Bell Ringer Exit Ticket **Summative:** WriteAbout Worksheet Poster Reflection	View short, informative videos to introduce a few prominent developmental theorists (e.g., Piaget, Vygotsky, Maslow, Bronfenbrenner, Erickson, Gardner, Bruner, Montessori, etc.). While students watch one or two videos, they can complete the WriteAbout worksheet. Discuss how the theories of the prominent developmental theorists	**ELA:** Create a digital media presentation summarizing the work and findings of prominent developmental theorists and teach students the most important information learned from each. **Social Studies:** Research various developmental theorists and compare them using a chart created within a group.	Preschool CDA® Essentials for Working with Young Children Third Edition Preschool CDA® Essentials Workbook Third Edition The Child Development Associate® National Credentialing Program and CDA® Competency Standards Preschool Edition Teacher computer with current operating system

		are applied in early childhood education. Followed by a quick write-up on which theorist interests them the most and why. If this activity takes place at the beginning or end of class, use it as a bell ringer or exit ticket. Research prominent developmental theorists in small groups to produce informational posters. Students should gather the following information for their presentation posters: ● Overview: Brief introduction and significance of his/her work in developmental psychology. ● Early Life: Key facts about their early life and education. ● Career Highlights: Major milestones of his/her professional career. ● Influences: Influential experiences/people that shaped their theories. ● Key Theories: Description of their major theories or concepts.	**Math:** Create a timeline of the theorist's life. Create a bar graph showing age ranges and key characteristics of each stage of development.	Laser printer Internet access Student computer/laptop with current operating system Projector/Smart TV/ViewSonic Board (to play YouTube Video) WriteAbout handouts Copier Instructional sheet copies Poster rubric copies Anchor chart paper/poster boards Markers Poster decorations Cardstock Poster tape Helpful Links: Video https://youtu.be/XHIhkM1cAv4, WriteAbout worksheet https://drive.google.com/file/d/1tdtANzRKuBUPrqPklAb_KotUmOoPhGwL/view?usp=drive_link

		● Core Principles: Explanation of his/her core principles and ideas. ● Illustrations: Diagrams or models to visually represent developmental theories. Provide each group with materials to produce posters. Display the projects around the classroom for a gallery walk. As an exit ticket, have students list three facts they learned about his/her assigned or another group's theorist. Research and write an oral presentation of the prominent developmental theorists from the previously prepared poster to discuss as a class. The presentation should include: ● A recap of the main points presented on the poster. ● Practical Applications: How the theorist's work is applied in early childhood education. ● Examples: Specific examples or case		

		studies illustrating the application of their theories. ● Influence on Modern Practices: Discussion on how their theories influence current early childhood education practices. ● Critiques: Common criticisms/limitations of the theorist's work. ● Counter Arguments: Any defenses against criticisms. ● Long-term Impact: The lasting impact of the theorist's work on developmental psychology. ● Current Relevance: How the theories are still relevant or have evolved in modern times. ● Group Reflection: Brief reflection on what the students learned and how it might influence their future work. This section allows multiple students to provide his/her viewpoint.		
Describe birth-to-age-five cognitive milestones by: ● Writing a comprehensive essay	**Formative:** Research Intervention Strategies Lecture/Video Discussion	Watch a video or present a lecture explaining birth-to-age-five cognitive	**ELA:** Analyze different perspectives and insights of major developmental theories through	Preschool CDA® Essentials for Working with Young Children Third Edition

or report that describes cognitive milestones from birth-to-age-five in the context of major developmental theories. ● Applying key concepts from developmental theories to explain the progression of cognitive milestones across different age groups. ● Analyzing real-life examples of children's cognitive development and discussing how they reflect the principles of different developmental theories. ● Creating a visual representation, such as charts or diagrams, that map out the progression of cognitive milestones alongside the key principles of relevant developmental theories.	Milestone-matching Game Case Study Reflection Brainstorming Activity **Summative:** Report Display Observational Tool Observation Chart/Diagram	milestones. Discuss key takeaways as a class. Play a milestone-matching game using flashcards in small groups. Model a case study analysis by applying Piaget's and Vygotsky's theories to a fictional infant's cognitive development. Then, assign students to write a reflection on how understanding these theories can help in early childhood education. Create a three-sided display and compose a comprehensive report describing the birth-to-age-five cognitive milestones in the context of one of the major developmental theories. Create an observational tool to apply at least one key concept from a developmental theory to explain the progression of cognitive milestones from birth-to-age-five. Implement the created tool during the minimum of 96 systematic observation hours. This	discussions in a Socratic Seminar where the purpose and significance of cognitive milestones from birth to age five will be discussed, as well as predictions and reflections of real-life examples. **Science:** Students use empirical evidence from observations to make inferences regarding a child's cognitive development. **Social Studies:** Research various developmental theories and identify how they have changed. Which ones are most commonly referred to? Create a poster showing the commonalities between different theories. **Math:** Create charts that show the progression of cognitive milestones and use diagrams to map those milestones to developmental theories. Make sure to use the mean age at each milestone achievement as part of the visual representation.	Preschool CDA® Essentials Workbook Third Edition The Child Development Associate® National Credentialing Program and CDA® Competency Standards Preschool Edition Lecture or video explaining birth-to-age-five cognitive milestones Milestone-matching game flashcards Case study of a fictional infant's cognitive development Teacher computer with current operating system Laser printer Internet access Student computer/laptop with current operating system Three-sided display board Decorations for a display board Video examples of children with cognitive delays Student portfolio Social media account Helpful Links: Canva www.Canva.com

		activity will be added to the student's portfolio, showcasing their growth and learning over time. Analyze video examples of children birth-to-age-five with cognitive delays. As a class, identify and discuss potential cognitive development delays and produce intervention strategies based on the principles of various developmental theories. Create a visual representation using a digital platform (e.g., Canva) to map the progression of cognitive milestones alongside the key principles of developmental theories to describe birth-to-age-five cognitive milestones. Students could use Canva to create posts for your program's social media account and share the information with your community. Electronic charts can be included in weekly newsletters as well.		
Write a five-day lesson plan and incorporate developmental theory and	**Formative:** Goals for Cognitive Development	Create a detailed five-day lesson plan in small groups that integrates elements	**ELA:** Write a five-day lesson plan that incorporates	Preschool CDA® Essentials for Working with

goals for cognitive development.	Peer Critique Lesson Plan Activities **Summative:** Lesson Plan	from all three cognitive development theories. Each plan will include objectives, materials, activities, and assessment methods. Groups will present their lesson plans to the class. The presentation could include an option to demonstrate one or two activities with their classmates. Peers will provide feedback based on theoretical integration, creativity, and practicality. Students should complete a self-assessment and peer review reflecting on contributions, understanding, and application of cognitive development theories.	developmental theories and goals for cognitive development. Discuss in small groups while working. **Math:** Write a five-day lesson plan that uses data charts to track student progress and measure the effectiveness of different activities.	Young Children Third Edition Preschool CDA® Essentials Workbook Third Edition The Child Development Associate® National Credentialing Program and CDA® Competency Standards Preschool Edition Teacher computer with current operating system Laser printer Internet access Student computer/laptop with current operating system Copier Lesson plan rubric copies Student portfolio Self-assessment and peer review

Key Vocabulary

Jean Piaget, Lev Vygotsky, Zone of Proximal Development, Maria Montessori, Urie Bronfenbrenner, Erik Erikson, Abraham Maslow, Howard Gardner, Sara Smilansky, sensorimotor, preoperational, concrete operational, formal operational, cognitive development, developmental theories, Socratic Seminar, prominent, empirical evidence

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

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CTSO Connection:

FCCLA Competitions: Focus on Children, Early Childhood Education, Lesson Plan Development and Modifications, Red Talks on Education, Say Yes to FCS Education

Certification/Credential Connection:

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Topic 4 Title: Communication

Content Standards

7. Describe strategies for encouraging early literacy skills and language development in infants, toddlers, and preschoolers.

8. Document children's oral language development with a variety of observational instruments.

9. Design a preschool literacy center that supports language and literacy development.
   Examples: book area, writing center, listening area, technology, publishing station

Unpacked Learning Objectives

Students know:
- Age-appropriate literacy skills.
- Activities that promote literacy skills at each stage of development.
- Age-appropriate oral language development skills.
- Different observational instruments to measure oral language development.
- What a literacy center is and how it supports language and literacy development.
- Supportive language and literacy development equipment and activities that should be included in a literacy center.

Students are able to:
- Describe strategies for encouraging language development and early literacy skills in infants, toddlers, and preschoolers.
- Document children's oral language development.
- Use a variety of observational instruments.
- Design a preschool literacy center.
- Choose materials, resources, and activities for the center that support language and literacy development.

Students understand:
- There are strategies that encourage early literacy skills and language development.
- Children's oral language development can be documented with observational instruments.
- Literacy centers should be designed to support language and literacy development.

Driving/Essential Question	How can educators design a preschool literacy center and utilize strategies and observational instruments to encourage and document early literacy skills and language development in infants, toddlers, and preschoolers?

Exemplar High Quality Task	Students will create a comprehensive guide or handbook outlining strategies for encouraging early literacy skills and language development, explaining each plan and its implementation. They will compare and contrast various observation tools used to document children's oral language development and design a supportive preschool literacy development center, detailing the materials, resources, and activities included.

Map of Student Learning by Learning Objective

Unpacked Learning Objective SWBAT	Potential Subtasks for Assessments Formative/Summative	Potential Learning Activities Learning Activity Checklist 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
Describe strategies for encouraging early literacy skills and language development by: ● Creating a comprehensive guide or handbook outlining the strategies for each age, including explanations of each strategy and its implementation. ● Designing a presentation where they demonstrate and discuss effective strategies for parents,	**Formative:** Infographic Newsletter **Summative:** Handbook Presentation Activities Selection of Age-Appropriate Literature	Lecture and discuss the benefits of early literacy skills on long-term academic success and the importance of early literacy and language development. Create a handbook of explanations and strategies for early literacy, including explanations for encouraging skills and language development at each age. ● Research and describe strategies for encouraging literacy	**ELA:** Create a digital media poster as a comprehensive guide describing strategies for early literacy skills and language development with explanations and examples of each strategy. **Social Studies:** Research various early literacy skills and language development dating back to the Greek civilizations and how they compare to today's expectations. Using your findings, make a video,	Preschool CDA® Essentials for Working with Young Children Third Edition Preschool CDA® Essentials Workbook Third Edition The Child Development Associate® National Credentialing Program and CDA® Competency Standards Preschool Edition Teacher computer with current operating system Laser printer Internet access

caregivers, or fellow educators. ● Creating age-appropriate literacy and language development activities tailored to the needs and interests of infants, toddlers, and preschoolers, explaining how the activities support their development.		and language development in infants, toddlers, and preschoolers. ● Teacher presentation: Effective language and literacy strategies for infants, toddlers, and preschoolers. ● Create groups of students to compose sections of the handbook based on age groups. ● Students work together to write a draft. ● Groups exchange sections and provide feedback. ● Integrate all sections into a cohesive guide. ● Conduct an editing session offering flexible seating options, if available. ● Reconvene for peer-editing and teacher feedback on the handbook. ● Incorporate feedback and finalize the handbook. Add design elements to the handbook for visual appeal. Students write a reflection on what they learned while	such as a TikTok explaining your findings. **Math:** Research and collect data on effective strategies for early literacy for each age group. Create a visual representation of the data showing the frequency of recommended strategies, the proportion of different types of activities used across age groups, or a table summarizing the key strategies and benefits for each age group.	Student computer/laptop with current operating system Handbook creation supplies Program website Copier Newsletter copies Age-appropriate literacy and language development activity supplies Program's YouTube channel Open House event Student Portfolio Helpful Links: Canva www.Canva.com

		creating the handbook and how they can apply this knowledge in their future careers. Create a simple, easy-to-read electronic infographic explaining and recommending strategies for each age group (e.g., infants, toddlers, and preschoolers), including strategies for encouraging early literacy skills and language development. Post it to your program's website for parents and caregivers to view. Develop a single-page newsletter to provide book suggestions for families and caregivers to read to their children at home. Keep the design simple and easy-to-read. Use bullet points rather than paragraphs. Sample sections of the newsletter might read: "Ideas for Sharing Books with Your Preschooler" or "Your Toddler Might Enjoy These Books!" Be sure to list where to locate the books (e.g., a local public library or classroom library loan) so it will be easy for the		

		caregiver to obtain the text and stay involved. Create age-appropriate literacy and language development activities. Demonstrate and discuss effective strategies for encouraging early literacy skills and language development for parents and caregivers. Record this presentation and post it to your program's YouTube channel or website so that busy caregivers can view it when convenient for his/her schedule. Your school's Broadcasting class/club may be willing to assist with this task. Students can also present this information to parents at an open house event.		
Document children's oral language development by: ● Comparing and contrasting a variety of observational tools. ● Examining case studies or real-life examples and using that information to complete a variety of observational instruments.	**Formative:** Discussion Summary **Summative:** Case Studies Observation Tools	Discuss the importance of oral language skills in early childhood. Introduce students to a variety of children's oral language development observational tools (e.g., anecdotal records, checklists, rating scales, language samples, video recordings). Then, allow time for small groups of	**ELA:** Write a brief analysis in a journal to document children's oral language development by comparing and contrasting observational tools and examining case studies or real-life examples. Include graphs or illustrations for visual comparisons. **Science:** Students use observation skills to	Preschool CDA® Essentials for Working with Young Children Third Edition Preschool CDA® Essentials Workbook Third Edition The Child Development Associate® National Credentialing Program and CDA® Competency Standards Preschool Edition

		students to analyze the observational tools using a compare and contrast method. The groups will also conduct research and give a brief presentation of their observational tool to the class. Observe case study videos of children with various language skills using the previously analyzed language development observational tools. Using his/her notes the class will discuss the variances of their results. Allow time for students to refine their notes and write a reflective summary to place in their student portfolios.	analyze the language skills of children. **Math:** Students use observation skills to collect data on frequency of use and effectiveness ratings. Calculate mean, median, and standard deviation of effectiveness ratings.	Teacher computer with current operating system Laser printer Internet access Student computer/laptop with current operating system Observational tools Student portfolio
Design a preschool literacy center that supports language and literacy development and includes details such as materials, resources, and activities.	**Formative:** Mood Board Research List of Resources and Activities Peer-Review **Summative:** Literacy Center	Lecture with note taking on the key components of a literacy center (e.g., books, writing materials, listening stations, thematic props). Small groups of students conduct research and provide a brief presentation on one key component to the class. Design a preschool literacy center that supports language and literacy development.	**ELA:** Create learning stations that incorporate activities supporting literacy development through ELA standards such as the following stations: book speed dating, writing your name, and listening to instructions for a dance. **Social Studies**: Research various types of literacy centers and ages they serve. Identify instructional	Preschool CDA® Essentials for Working with Young Children Third Edition Preschool CDA® Essentials Workbook Third Edition The Child Development Associate® National Credentialing Program and CDA® Competency Standards Preschool Edition Teacher computer with current operating system

		● Brainstorm and list materials and resources needed for a literacy center (e.g., books, educational games, technology tools, art supplies). ● Evaluate the effectiveness of different materials and resources. ● Create a mood board of materials and furnishings appropriate for a preschool literacy center. ● Design engaging activities that promote literacy and language development. Examples of effective literacy activities (e.g., storytelling, phonics games, interactive read-alouds). Students submit one designed activity for peer review. ● Create a floor plan for their literacy center. ● Integrate technology into their literacy center designs. If possible, students could construct a 3-D model of the literacy center and put them on display in your	approaches, materials, and resources used. **Math:** Use geometric shapes and their properties to design the layout of the literacy center. Students can apply measurements to create a scaled floor plan that maximizes space and ensures accessibility using properties of geometric shapes.	Internet access Student computer/laptop with current operating system Laser printer, color Graph paper Grading rubric copies Mood board supplies Glue Tape Scissors

		media center. This activity could be used as a contest for teachers and/or students to vote for their favorite designs. If funds or supplies are low, an electronic version can be created using the same techniques as Bitmoji Classrooms. Read alouds and storytelling resources are available via YouTube. Free phonics game resources are available on the Internet as well. Tutorials for Bitmoji Classrooms are available via YouTube.		

Key Vocabulary

receptive language, expressive language, phonological awareness, print concepts, alphabet knowledge, language development, literacy development, oral language, open-ended questions, vocabulary development, print-rich setting, categories of children's books, literacy center, observational tools, diorama

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

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CTSO Connection:

FCCLA Competitions: Focus on Children, Early Childhood Education, Red Talks on Education, Say Yes to FCS Education

Certification/Credential Connection:

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Topic 5 Title: Creative Play

Content Standards

10. Discuss the connection between creative play and cognitive development and compare how child-led and teacher-led activities differ in their effects on learning and development.

11. Integrate opportunities for creative play into teaching and learning.
    Examples: dress up, music and movement, building center, art center, writing center, home center, science center

12. Design a lesson plan that incorporates child-led creative activities.

13. Collaborate to create a learning environment that fosters creativity.

Unpacked Learning Objectives

Students know:

- The connection between creative play and cognitive development.
- The difference between child-led and teacher-led activities.
- How the different types of activities affect learning and development.
- What creative play is and how to integrate it into teaching and learning.
- How to write a lesson plan.
- What child-led creative activities are and how to incorporate them into a lesson.
- How to collaborate with other professionals.
- The factors of a learning environment that foster creativity.

Students are able to:

- Research and discuss the connection between creative play and cognitive development.
- Compare and contrast child-led and teacher-led activities and their effects on learning and development.
- Integrate opportunities for creative play into teaching and learning.
- Write a lesson plan.
- Include child-led creative activities in a lesson.
- Collaborate with other professionals.
- Recognize characteristics of teachers that foster creativity in learning environments.

Students understand:

- There is a connection between creative play and cognitive development, and specific activities affect learning and development.
- Creative play must be incorporated into teaching and learning.
- Child-led creative activities should be incorporated into lessons.
- There are specific characteristics of a learning environment that foster creativity.

Driving/Essential Question	How can educators create a learning environment that fosters creativity, understanding the connection between creative play and cognitive development, and balancing child-led and teacher-led activities to enhance learning and development?
Exemplar High Quality Task	Students will identify the connection between creative play and cognitive development by conducting observational studies in educational settings to observe and document the effects of child-led and teacher-led activities on children's learning and development. They will then integrate opportunities for creative play by designing a lesson plan that includes both creative play and child-led creative activities.

Map of Student Learning by Learning Objective

Unpacked Learning Objective SWBAT	**Potential Subtasks for Assessments Formative/Summative**	**Potential Learning Activities** **Learning Activity Checklist** **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**
Discuss the connection between creative play and cognitive development by: ● Researching the connection between creative play and cognitive development,	**Formative:** Research Brainstorm Discussion Case Study Analysis/Scenarios Debate Creative Play Activity	Discuss the benefits of creative play in cognitive development (e.g., problem-solving, critical thinking, social skills). Review case studies demonstrating the impact of creative play. Discuss	**ELA:** Write a brief expository essay explaining the connections between creative play and cognitive development, citing relevant studies and theories.	Preschool CDA® Essentials for Working with Young Children Third Edition Preschool CDA® Essentials Workbook Third Edition

citing relevant studies and theories. ● Conducting observational studies in educational settings to observe and document the effects of child-led and teacher-led activities on children's learning and development. ● Creating a compare/contrast chart to analyze the similarities and differences in child-led and teacher-led activities.	Reflection **Summative:** Summary Observational Tool Compare and Contrast Chart	the case studies and their implications. Research current articles on the connection between creative play and cognitive development, citing relevant studies and theories. Write a summary of the findings. Brainstorm and list different types of creative play activities (e.g., building with blocks, drawing, storytelling). Group students to identify in chart form whether these activities are typically child-led or teacher-led. Each group shares their chart of activities and discusses why they categorized them as child-led or teacher-led. Facilitate a discussion on the advantages and disadvantages of each type of activity in terms of promoting cognitive development. Analyze case studies or scenarios where child-led or teacher-led activities are implemented in early childhood education.	**Science:** Classification and grouping skills will be used to sort different types of creative play based on the facilitator of the tasks. **Social Studies:** Research how instruction in the preschool classroom has changed. Create a script of a scenario of the era that was chosen to represent. **Math:** Research current articles on the connection between creative play and cognitive development. Collect data from the studies and summarize their findings using dot plots, histograms, and box plots. Calculate the mean and standard deviation to summarize the data.	The Child Development Associate® National Credentialing Program and CDA® Competency Standards Preschool Edition Teacher computer with current operating system Laser printer, color Internet access Student computer/laptop with current operating system Student portfolio Case studies or scenarios where either child-led or teacher-led activities are implemented in early childhood education Hands-on creative play activities (e.g., building with blocks, collaborative storytelling) Reflection paper copies Observational tool rubric copies

		Students debate which approach might benefit cognitive development in each scenario. Encourage students to use evidence from their research or personal observations to support their arguments. Develop a plan for conducting observational studies, including defining child-led and teacher-led activities. Create observation templates to document child-led and teacher-led activities. Visit educational settings to observe child-led activities for 1-2 days. Record observations using the templates created by the class. Next, visit educational settings to observe teacher-led activities for 1-2 days. Record observations using the templates created by the class. Analyze observation notes to identify patterns and key findings. Summarize the effects of child-led and teacher-led activities on children's learning and development.		

		Conduct hands-on, creative play activities (e.g., building with blocks, collaborative storytelling). Initially, let students engage in the activities in a child-led manner without any instructions. After a set amount of time, intervene and change the activities to a teacher-led approach, providing specific instructions or rules. Reconvene as a class and ask students to reflect on the activities. Discuss how their cognitive engagement and creativity differed between the child-led and teacher-led phases. Summarize key points about the relationship between creative play and cognitive development, highlighting the benefits of both child-led and teacher-led approaches. Assign a short essay or reflection paper to allow students an opportunity to analyze a specific creative play activity from their childhood, comparing how it contributed to their cognitive development		

		under child-led vs. teacher-led conditions. Construct an observational tool using previous research data and class activities to document the connection between creative play and cognitive development.		
Integrate opportunities for creative play by: ● Designing a lesson that uses creative play as an activity. ● Evaluating an existing lesson or observing a lesson and analyzing where creative play was or could have been incorporated.	**Formative:** Critique **Summative:** Lesson Observation	Critique an anonymous teacher/student's lesson plan to identify the use of creative play activities. Analyze observational videos of lesson plans in action to identify creative play opportunities or when it is in use. Design a lesson plan that uses creative play as an activity (e.g., role-play, story creation, art integration, etc.). To strengthen the rigor of this assignment, students could be paired and assigned specific topics, age groups, and creative play activities.	**ELA:** Revise pre-existing lesson plans with peers to integrate child-led creative activities into teaching and learning. Discuss the opportunities and the impact of the changes in small groups. **Science:** Students use observation skills to identify times and forms of creative play. **Math:** Students analyze observational videos of lesson plans in action to collect and organize data on student engagement and learning outcomes.	Preschool CDA® Essentials for Working with Young Children Third Edition Preschool CDA® Essentials Workbook Third Edition The Child Development Associate® National Credentialing Program and CDA® Competency Standards Preschool Edition Teacher computer with current operating system Laser printer Internet access Student computer/laptop with current operating system Copier Lesson plan samples Observational videos of lesson plans in action Observation tool copies Student portfolios

				Lesson plan template copies Projector/Smart TV/ViewSonic Board (to play YouTube Video)
Write a lesson plan that includes child-led creative activities.	**Formative:** Peer Evaluation Discussion Participation in Group Assignment **Summative:** Lesson Plan	Discuss the key components of a lesson plan (objectives, materials, procedures, assessment). Analyze sample lesson plans to identify key components. Write a lesson plan that includes child-led creative activities that encourage self-expression and foster independence and decision-making through open-ended play. ● Brainstorm and list various child-led creative activities suitable for different age groups. ● Evaluate each activity for cognitive and social development. ● Students submit one child-led creative activity idea for feedback. ● Allow students to form small groups and select one creative child-led activity to use for their lesson plan.	**ELA:** Write two lesson plans, one with child-led creative activities and one without, and write a short analysis of the differences. **Math:** When writing lesson plans, have the students determine how much time, resources, and space should be allocated for each activity based on type of activity, number of students, and classroom space. Create a layout diagram of the space.	Preschool CDA® Essentials for Working with Young Children Third Edition Preschool CDA® Essentials Workbook Third Edition The Child Development Associate® National Credentialing Program and CDA® Competency Standards Preschool Edition Teacher computer with current operating system Internet access Student computer/laptop with current operating system Laser printer, color Copier Lesson plan template copies Projector/Smart TV/ViewSonic Board Presenter Presentation rubric copies Lesson plan rubric copies Student portfolio

		● Develop learning objectives for the group's chosen child-led creative activity. ● Groups present their learning objectives and explain how their child-led creative activities meet these objectives. ● Draft lesson plan, submit to peer groups for initial feedback, and submit first draft to instructor for feedback. ● Incorporate feedback and refine lesson plan. ● Develop assessment methods for lesson plan and submit for feedback. ● Finalize lesson plans, incorporating suggested feedback. ● Conduct a final peer review session to ensure the lesson plan is complete.		
Collaborate to create a learning environment that fosters creativity by: ● Defining and describing the characteristics of a caregiver that promote creativity. ● Analyzing behaviors	**Formative:** Research Discussion Brainstorm Participation in Group Assignment **Summative:**	Discuss creativity. Ask students what comes to mind when they think of creativity. Document responses where they are visible to the entire class.	**ELA:** Actively listen and participate in collaborative discussion groups about creativity in a preschool setting. Journal findings after each discussion.	Preschool CDA® Essentials for Working with Young Children Third Edition Preschool CDA® Essentials Workbook Third Edition

and strategies used by the teacher while participating in observations of a learning environment that encourages creativity. ● Engaging with other students and/or teachers to generate ideas for creating a learning environment that fosters creativity.	Observation Collaboration Learning Environment Activity	Research and define creativity then discuss its importance in early childhood development. View a short video on the benefits of creativity in young children. Brainstorm and list characteristics of a caregiver that promotes creativity in children. Divide students into small groups and provide each group with chart paper and markers. Each group will present their lists to the class and discuss common themes. Analyze the teacher's behaviors and strategies to foster creativity during a minimum of 96 systematic observation hours. Each day/week, this information will be added to the student's portfolios of work, which will include samples of their work and projects from various assignments, showcasing their growth and learning over time. Collaborate with other students (and cooperating teachers, if available) to	**Math:** Add observations to the portfolio regularly. Analyze collected data to identify patterns and trends in the teacher's behavior and strategies.	The Child Development Associate® National Credentialing Program and CDA® Competency Standards Preschool Edition Teacher computer with current operating system Laser printer, color Internet access Student computer/laptop with current operating system Student portfolio Copier Observation tool copies Design/renovation plan supplies

		design or plan a renovation of a creative learning center for the classroom lab or a childcare facility (e.g., dress-up center, building center, art center, writing center, home center, science center) that fosters creativity. This can be a physical classroom, an outdoor space, or a virtual environment. Each group should create a detailed plan, including layout, activities, materials, and how the caregiver will interact with children to promote creativity.		

Key Vocabulary

symbolization, open-ended play, dramatic play, self-expression, bilingual specialization, child-directed creative experiences, process-oriented creative experiences, blocks, art, literacy, dramatic play, music and movement, math and manipulatives, sand play, water play, cooking, outdoors, social development, emotional development, language development, physical development, cognitive development, visual learning, inventiveness, appreciation of diversity, tolerance of ambiguity, openness to experience, possessing unconventional values, independence of judgment, curiosity, preference for challenge and complexity, self-confidence, propensity for risk-taking, intrinsic motivation, integrate, expository writing

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Certification/Credential Connection:

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Topic 6 Title: Professionalism

Content Standards

14. Write a professional competency statement that demonstrates an understanding of children's physical and intellectual development and the teacher's role in promoting that development.

15. Design learning experiences that promote physical and cognitive development, using the guidelines provided by the CDA® portfolio Resource Collection II.

Unpacked Learning Objectives

Students know:

- How to write a professional competency statement demonstrating an understanding of children's physical and intellectual development.
- The teacher's role in promoting the physical and intellectual development of children.
- Different types of learning experiences promote physical and cognitive development.
- Guidelines in the CDA® Portfolio Resource Collection II.

Students are able to:

- Write a professional competency statement.
- Give examples to prove their understanding of children's physical and intellectual development.
- Describe the teacher's role in promoting physical and intellectual development.
- Design a learning experience that promotes physical and cognitive development.
- Create the learning experience following the CDA® portfolio Resource Collection II guidelines.

Students understand:

- Children's physical and intellectual development.
- There are learning experiences that promote physical and cognitive development.

Driving/Essential Question	How can educators phrase a professional competency statement that demonstrates an understanding of children's physical and intellectual development and design learning experiences that promote this development using the guidelines provided by the CDA® portfolio Resource Collection II?

Exemplar High Quality Task	Students compose a professional competency statement that reflects their understanding of children's physical and intellectual development, the teacher's role in promoting that development, and create a learning experience following the CDA® portfolio Resource Collection II guidelines.

Map of Student Learning by Learning Objective

Unpacked Learning Objective SWBAT	Potential Subtasks for Assessments Formative/Summative	Potential Learning Activities Learning Activity Checklist 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 professional competency statement that will include an understanding of children's physical and intellectual development and the teacher's role in promoting that development.	**Formative:** Observation Peer Review Discussion **Summative:** Competency Statement	Research in small groups, a specific age range's (e.g., infants, toddlers, preschoolers) physical and intellectual development. Provide guidelines and resources for research. Each group will create a presentation summarizing their findings. Identify ways the classroom scenario educator in provided case studies promotes children's intellectual and physical	**ELA:** Work collaboratively to write a professional competency statement that includes an understanding of children's physical and intellectual development and the teacher's role in promoting that development. **Science:** Students use observation skills to find empirical evidence of physical and intellectual development.	Preschool CDA® Essentials for Working with Young Children Third Edition Preschool CDA® Essentials Workbook Third Edition The Child Development Associate® National Credentialing Program and CDA® Competency Standards Preschool Edition Teacher computer with current operating system Laser printer, color Internet access

		development. Discuss the case study as a class. Analyze observation experiences throughout the semester/year. Look for evidence of children's physical and intellectual development and the cooperating teacher's role in promoting that development. Explain what a professional competency statement is and its importance. Provide example competency statements and discuss their components. Compose a professional competency statement using guided questions to include an understanding of children's physical and intellectual development and the teacher's role in promoting that development. ● Students draft their professional competency statement, reflecting their understanding of children's physical and intellectual development and the	**Social Studies:** Research the importance and purpose of a professional competency statement. Present your findings to a small group within the class.	Guidelines for research Case studies Student computer/laptop with current operating system Copies of guided questions Copier Student portfolio with observational notes Student portfolio analysis worksheet TV/Computer connection with video streaming

		teacher's role in promoting that development using specific examples and strategies discussed in class. ● Pair students to review and provide feedback on each other's drafts. Or display every students' professional competency draft statement without revealing his/her name. Constructive comments are written on notebook paper, submitted to and scanned for appropriateness by the instructor, and returned to the students for a class discussion. Students can defend their statements by citing observations from their portfolios. ● Allow time for revisions based on feedback. ● Students submit their final professional competency statement for evaluation and a copy will be placed in his/her student portfolio.		

Create a learning experience following the CDA® Portfolio Resource Collection II guidelines.	**Summative:** Learning Experience Student Portfolio	Introduce the CDA® Portfolio Resource Collection II guidelines. Distribute handouts summarizing these guidelines and discuss the key components of a learning experience as outlined. Divide students into small groups. Provide each group with an example of a learning experience (activity) categorized as one of the curriculum areas listed on page 15 of the CDA® National Credentialing Program and CDA® Competency Standards Preschool Edition. Assign students the task of designing their own learning experience. Provide guidelines and criteria for the learning experience, ensuring alignment with the CDA® Portfolio Resource Collection II. Pair students to review each other's drafts. Provide feedback based on a checklist aligned with the CDA® guidelines. Allow time for	**ELA:** Create a digital presentation with examples of learning experiences following the CDA® Portfolio Resource Collection II guidelines that promote physical and cognitive development. Then, create one of the learning experiences to present and do with classmates.	Preschool CDA® Essentials for Working with Young Children Third Edition Preschool CDA® Essentials Workbook Third Edition The Child Development Associate® National Credentialing Program and CDA® Competency Standards Preschool Edition Teacher computer with current operating system Laser printer, color Internet access Student computer/laptop with current operating system CDA® portfolio Resource Collection II guidelines Materials required for created learning experience (activity) Student portfolio Grading rubric copies

		revisions based on feedback. Each student will present their learning experience to the class. Students can ask questions and provide constructive feedback. Assess presentations using a rubric based on alignment with the CDA® guidelines. Ask students to reflect on the challenges and successes of designing a learning experience. Important Note: This statement must be in the student's own words and a copy should be placed in their student portfolio.		

Key Vocabulary

professional competency statement, science/sensory, language and literacy, creative arts, fine motor (indoor), gross motor (outdoor), self-concept, emotional skills/regulation, social skills, mathematics, empirical evidence

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