COURSE TITLE: Preschool CDA® I Internship

Course Description:

Preschool CDA® I Internship is the first course in a series of five that present the knowledge and skills needed for certification as a Child Development Associate® through the Council for Professional Recognition's Child Development Associate® National Credentialing Program. Course standards are aligned with the credential's requirements. Preschool CDA® I Internship presents concepts of child development and highlights the importance of providing a safe, healthy environment. 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 I (to establish and maintain a safe, healthy learning environment). It is recommended (but not required) that students complete Foundations in Education before taking this course.

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	27
2	Safety	25
3	Health	28
4	Learning Environment	30
5	Professionalism	30

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: Safety

Content Standards

1. Summarize safety practices observed in the preschool internship setting.
2. Develop a lesson plan to teach safety concepts to preschoolers.
3. Generate a plan for maintaining a safe classroom and enforcing safety rules and standards.

Unpacked Learning Objectives

Students know:

- Common safety hazards in various environments.
- Safety practices that must be followed to ensure student and staff safety.
- Requirements that staff and facilities must adhere to.
- Basic safety rules appropriate for preschoolers.
- Developmentally appropriate ways to teach safety concepts to preschoolers.
- Procedural and emergency plans must be in place.
- Protocols for dealing with incidents and emergency situations.
- Daily procedures for ensuring safety of staff and students.

Students are able to:

- Summarize safety practices within specific settings.
- List minimum requirements to be eligible to work with children including hiring requirements and training.
- Identify safety rules for preschoolers.
- Model behaviors that promote a safe environment.
- Write a lesson plan to demonstrate a safety concept to preschoolers.
- Identify different types of plans and procedures that are required in a preschool setting
- Create a plan for staff and students that addresses safety rules and standards

Students understand:

- There are safety practices and rules that must be followed to ensure staff and student safety.
- Safety concepts must be taught to students in a developmentally appropriate way to ensure understanding and adherence to safety rules.
- Plans and procedures must be in place in order to handle daily and emergency events that arise.

Driving/Essential Question	How can we ensure the safety of preschoolers in various settings, and what are the key practices observed during a preschool internship that contribute to their well-being? What are the most effective methods and materials for teaching safety concepts to preschoolers, and how can we tailor lesson plans to their developmental needs and learning styles? What strategies and protocols are essential for maintaining a safe classroom environment, and how can educators effectively enforce safety rules while promoting a positive learning atmosphere?
Exemplar High Quality Task	Students will work individually or in small groups to develop a comprehensive Safety Action Plan for a preschool classroom which they will then present in a lesson format.

Map of Student Learning by Learning Objective

Unpacked Learning Objective SWBAT	Potential Subtasks for Assessments Formative/Summative	Potential Learning Activities Link to Differentiation Examples	Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts and Activities	Equipment, Technology and Materials Equipment List by CTE Cluster Link to Helpful Tech Tools
Summarize safety practices observed in the preschool internship setting by identifying key protocols and procedures aimed at ensuring the well-being of children in various scenarios.	**Formative:** Discussions Role-Playing **Summative:** Checklist Review Case Studies Analysis	Summarize safety plans and procedures followed in a preschool internship setting.	**Math:** Regularly counting the number of children to ensure all are present. Keeping accurate attendance records to track daily participation. Measuring classroom and play area spaces to ensure they meet safety standards. Using time to schedule regular safety drills and checks.	Computers

			Ratios and Proportions: Ensuring appropriate ratios to maintain supervision and safety. Ensuring there are enough safety materials (e.g., bandages, safety mats) per number of children. **Social Studies:** Students will research and summarize safety protocols observed in preschool settings, organizing their findings into a checklist format. They will then discuss the significance of these protocols in ensuring the well-being of children, reflecting on real-world applications from their preschool internship experiences. **ELA:** Students will create a visual graphic of safety protocols in the preschool settings. **ELA:** Students will use standard grammar usage and writing procedures while writing summaries. **ELA:** Students will complete research using credible resources (use the	

			CRAAP method to determine validity). **ELA:** Students will participate in a discussion debriefing observations of safety protocols observed in the preschool classroom adjusting tone for task and audience.. **Science:** After observing safety practices in their host teacher's classroom, pre-service teachers will develop lessons on how to teach children about germs (bacteria, viruses, etc.) and how they can spread and hand wash. Lessons will include the use of simple language and visuals to explain how germs can cause illness.	
Develop a lesson plan to teach safety concepts to preschoolers by incorporating age-appropriate activities, visual aids, and interactive discussions to effectively convey important safety principles.	**Formative:** Lesson Plan Outline Review Brainstorming Session Role-Playing Observations **Summative:** Teaching Demo Peer Feedback	Write a detailed lesson plan that includes engaging activities such as role-playing scenarios and teaching demonstrations to teach safety concepts to preschoolers.	**Math:** Counting children and materials. Measuring time for activities. Ensuring appropriate ratios of children to materials. **Social Studies:** Create an engaging introduction that captures the attention of preschoolers, perhaps through a story or a colorful visual aid, introducing the importance of staying safe	Computers Digital Presentations

			during various activities like playing, eating, and exploring. **ELA:** Students will use standard grammar usage and writing procedures while writing lesson plans. **ELA:** Students will participate in a discussion debriefing the lesson plan writing process adjusting tone for task and audience. **Science:** Students will develop developmentally appropriate lessons to teach preschool aged children about weather safety, fire safety, physical safety, and food safety.	
Generate a plan for maintaining a safe classroom and enforcing safety rules and standards by outlining strategies for creating a safe physical environment, implementing consistent rules, and addressing safety concerns promptly and effectively.	**Formative:** Lecture Discussions Interviews Observations Brainstorming Session **Summative:** Presentations Reflections	Develop a classroom safety plan outlining strategies for maintaining a safe environment and enforcing safety rules.	**Math:** Counting students, supplies, and safety equipment. Measuring the physical space to ensure proper layout and safe distances between furniture. Timing routines and drills to ensure they are efficient and effective. Maintaining appropriate student-to-teacher ratios.	Computers Digital Presentations

			Ensuring adequate supplies for the number of students. **Social Studies:** Create different classroom environments from different decades showing what typical classroom policies and safety standards were in place. Could be done using CANVA or PowerPoint. **ELA:** Students will create a visual graphic of their safety plan utilizing standard grammar and usage conventions. **ELA:** Students will have classroom discussions about proper classroom policies. The discussion should be structured and based on research and knowledge of theorists and brain-based behavior theories studied in previous units. This discussion could be structured in the format of a socratic seminar or a debate. **Science:** Develop plans for daily, weekly, monthly safety checks to identify	

			and remove potential hazards such as loose wires, broken toys, or slippery floors. Checks include arranging furniture to create clear pathways and ensure access to exits. Discuss how gravity affects falling objects and the importance of securing shelves and heavy items to prevent them from tipping over. Explain how certain materials can cause allergic reactions or skin irritations, emphasizing the need for regular cleaning and checking for allergens.	

Key Vocabulary

indoor safety, outdoor safety, food safety, supervision, background check, first aid/cpr training, child abuse & neglect training, lesson plan, teachable moments, visual aides, developmentally appropriate, role play, modeling, safety rules, emergency plans, emergency procedures, evacuation plan, safety drill

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

Complete observations with a mentor teacher, Guest Speaker, CTSO Opportunities

CTSO Connection:

FCCLA STAR Event- Teaching Strategies, FCCLA National Programs- FACTS

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: Health

Content Standards

4. Observe and document practices for maintaining a healthy classroom environment.
5. Design a five-day menu based on USDA guidelines for preschoolers' nutritional needs.
6. Identify forms commonly used in the preschool setting to document illness, injuries, and specific health needs and describe the purpose of each.
7. Create a professional competency statement that reflects a personal commitment to maintaining a safe and healthy learning environment.

Unpacked Learning Objectives

Students know:

- Practices that keep a classroom environment healthy.
- Steps to perform a health check.
- USDA guidelines for preschoolers.
- Nutritional needs of preschoolers.
- Age-appropriate food for preschoolers.
- How to plan a weekly menu.
- What forms are used to document illness, injuries, and health needs in a preschool setting.
- The purpose of each form used in a preschool setting.
- How to write a professional competency statement.
- How to reflect on their personal commitments to keeping their learning environment safe and healthy.

Students are able to:

- Observe a classroom setting.
- Identify practices that keep a classroom environment healthy.
- Document practices that keep a classroom environment healthy.
- Analyze and apply USDA guidelines for preschoolers.
- Create a menu based on USDA guidelines for preschoolers.
- Identify forms used in a preschool setting to document illness, injuries, and specific health needs.
- Explain the purpose of each of these forms.
- Create a professional competency statement.
- Reflect on their personal commitment to maintaining a safe and healthy learning environment.

Students understand:

- There are practices to follow that keep a classroom environment healthy.
- There are guidelines and nutritional needs that must be met when creating a weekly menu for preschoolers.
- There are forms that must be completed to address illness, injuries, and specific health needs and the purpose of each form.
- They must be committed to maintaining a safe and healthy learning environment.

Driving/Essential Question	What practices contribute to maintaining a healthy classroom environment, and how can educators effectively observe and document these practices to ensure the well-being of preschoolers? How can we design a five-day menu that meets the nutritional needs of preschoolers, adhering to USDA guidelines while considering factors such as variety, balance, and age-appropriate portion sizes? What are the forms commonly used in the preschool setting to document illness, injuries, and specific health needs, and what is the purpose of each form in ensuring proper care and communication among caregivers, educators, and parents? How can educators articulate a professional competency statement that demonstrates their personal commitment to maintaining a safe and healthy learning environment for preschoolers, incorporating principles of child development, health, safety, and professionalism?
Exemplar High Quality Task	Students will conduct a health and safety audit of a preschool classroom, identifying common health-related forms, and reflecting on their personal commitment to promoting a safe and healthy learning environment. Students will create a five-day menu that meets the nutritional needs of preschoolers and will then evaluate a peers menu based on the USDA guidelines to ensure variety, balance, and age-appropriate portion sizes are maintained.

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

Observe and document practices for maintaining a healthy classroom environment by identifying sanitation procedures, cleanliness routines, food handling practices, and safety measures in a preschool setting, and recording these observations systematically.	**Formative:** Lecture Discussion Scenario-Based Questions **Summative:** Checklists Observations Presentations	Participate in a scavenger hunt activity designed to observe and document practices for maintaining a healthy classroom environment. They will work in small groups and visit a preschool classroom, where they will search for specific health and safety practices and document their findings.	**Math:** Use daily or weekly checklists to track sanitation, cleanliness, food handling, and safety tasks. Maintain logs for recording the frequency and results of various tasks. Use charts to visualize data, such as frequency of cleaning or results of safety drills. **Social Studies:** Students will visit a local preschool or use virtual tools to observe and document sanitation procedures, cleanliness routines, food handling practices, and safety measures. They will compile their observations into a detailed report, highlighting key practices and reflecting on their significance for maintaining a healthy preschool classroom environment. **ELA:** Students will participate in a discussion debriefing their experience in the classroom adjusting their tone to task and audience.	Computers Digital Presentations Clipboards

			ELA: Students will use standard grammar and conventions while writing their formal observation reports. **ELA:** Students will generate research based questions to help guide their observations of sanitation procedures, cleanliness routines, food handling practices, and safety measures in a preschool setting. **Science:** Visit a preschool classroom and note sanitation procedures, cleanliness routines, and food handling practices. Research proper techniques and engage in discussion on what you observed vs. what is expected.	
Design a five-day menu based on USDA guidelines for preschoolers' nutritional needs by selecting appropriate food items from each food group, planning balanced meals and snacks, and considering factors such as variety, portion sizes, and age-appropriate nutrition.	**Formative:** Discussion Lecture Hands-on Practice Sorting Activity Guest Speaker **Summative:** Case Studies or Scenarios Analysis Reflection	Participate in a hands-on workshop where they will design a five-day menu based on USDA guidelines for preschoolers' nutritional needs. They will work individually or in small groups to select food items, plan balanced meals and snacks, and create a menu that meets the dietary	**Math:** Counting servings from each food group. Ensuring the correct number of meals and snacks per day. Measuring appropriate portion sizes for preschoolers. Calculating total amounts of each food item needed for the week.	Computers Digital Presentations USDA Food Pyramid

		requirements of young children.	Ensuring balanced meals with the correct proportions of food groups. Adjusting recipes to serve the appropriate number of children. Recording and analyzing nutritional content. Ensuring variety in the menu. **ELA:** Students will create a graphic menu with visuals using a digital program such as Canva. Students should then present their menu with written, scientific-based evidence to support menu choices to the class. **ELA:** Students could generate questions about healthy foods and food choices as a pre-unit starter then have a brief class discussion about healthy food choices and the impact they have on health and lifestyle. Students would think about what healthy food is and what factors make foods healthy to other individuals. **Science:** Study the nutrition profile of protein,	

			fats, and carbohydrates to understand why a combination is required to meet the nutritional needs of preschool children.	
Identify forms commonly used in the preschool setting to document illness, injuries, and specific health needs and describe the purpose of each form by researching and recognizing documents such as incident reports, health assessment forms, medication authorization forms, and explaining how they facilitate effective communication and care coordination among caregivers, educators, and parents.	**Formative:** Discussions Observations Interviews Guest Speaker **Summative:** Scenario-Based Questions JIGSAW Activity	Engage in an activity to explore and analyze common forms used in preschool settings to document illness, injuries, and specific health needs of children. They will work individually or in small groups to examine sample forms, identify their purpose, and discuss how they facilitate effective communication and care coordination among caregivers, educators, and parents.	**Math:** Recording measurements such as temperatures, dosages of medication, and injury sizes. Ensuring correct units are used (e.g., milliliters, degrees Fahrenheit). Recording dates and times of incidents or medication administration. **Social Studies:** Research the forms that have been created within the past 25 years and how they are used, how those forms have changed and what incident required the creation of those forms. Create a presentation for their research. **ELA:** Students will participate in mock examinations based on given scenarios. Students would assess and document other students using approved preschool forms.	Computers Digital Presentations

			ELA: Students will participate in a debrief of observations, guest speakers, mock examinations, ect. to discuss the challenges of illnesses in the preschool environment. **Science:** Students will study images of bacteria cultures from swabs taken from different classroom surfaces (e.g., tables, toys, doorknobs). Using food coloring and water to simulate medication and practice how to measure and administer doses correctly. Participate in role-playing scenarios where students have to respond to a child having an allergic reaction.	
Create a professional competency statement that reflects a personal commitment to maintaining a safe and healthy learning environment by integrating insights from observations, knowledge of health-related forms, and personal values and beliefs regarding childcare and education, and articulating a clear and concise	**Formative:** Self-Assessment Journals Socratic Circles Discussions Graphic Organizers **Summative:** Research Writing Prompt	Engage in a reflective writing activity to create a professional competency statement that reflects their personal commitment to maintaining a safe and healthy learning environment. They will draw upon their observations, knowledge of health-related forms, and personal values and beliefs regarding childcare and	**Math:** Interpret observational data and health statistics. Basic probability and statistics. Budgeting and financial planning. Measurement and design of safe physical spaces. **ELA:** Students will use standard grammar and conventions when writing a	Computers Digital Presentations

statement of commitment to promoting safety and well-being in early childhood education.		education to articulate their commitment to promoting safety and well-being in early childhood education.	personal professional competency statement. **ELA:** Students will participate in socratic seminars, class discussions, and/or debates about professional competency statements. Students should be careful to consider their tone, adjusting for task and audience. **Science:** Students will learn how to keep a logbook that notes incidents, responses, and outcomes. Students will practice reflecting on their observations as a commitment to maintaining a safe and healthy environment. Analyze various health-related forms (incident reports, health assessments, medication authorizations) and discuss their purpose and importance.	

Key Vocabulary

handwashing, health, health check, hygiene, infectious disease, nutrition, sanitize, essential nutrients, food groups, portion sizes, variety, age-appropriate food, food allergies, USDA guidelines, incident report, first-aid kit, health records, immunizations, competency statement

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

Complete observations with a mentor teacher, Guest Speaker, CTSO Opportunities

CTSO Connection:

FCCLA: Food Innovations

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: Learning Environment

Content Standards

8. Identify the elements of the internship classroom that meet the standards for a high-quality learning environment as defined by the Council for Professional Recognition and outlined in CDA® training materials.

9. Select appropriate materials for a preschool setting.
   Examples: instructional materials, furnishings, art materials, toys

10. Design a preschool classroom space that meets the standards set by the Council for Professional Recognition, including space, furnishings, wall and floor materials, and safety equipment.

Unpacked Learning Objectives

Students know:
- The elements of a high-quality learning environment.
- How the elements of a high-quality learning environment are applied in the internship setting.
- What materials should be used to promote growth and development in preschoolers.
- How to avoid potential hazards when selecting appropriate materials.
- What materials should be used for different types of play and skills.
- The standards set by the Council for Professional Recognition.
- How to design a floor plan following these standards.

Students are able to:
- Define the elements of the high-quality learning environment.
- Observe how the elements of the high-quality learning environment are applied in the internship setting.
- Analyze what materials coordinate with and promote different types of play and skills.
- Select appropriate materials that avoid hazards.
- Create a floor plan that meets the standards set by the Council for Professional Recognition.
- Choose appropriate materials and layouts that meet these standards.

Students understand:
- There are specific elements as defined by the Council for Professional Recognition and outlined by the CDA that create a high-quality learning environment.
- Appropriate materials for preschoolers must be selected to promote safety and the development of skills and different types of play.

- There are standards set by the Council for Professional Recognition for space, furnishing, wall and floor materials, and safety equipment that must be included in the floor plan of a preschool classroom.

Driving/Essential Question	What are the key elements of a high-quality learning environment in an internship classroom, as defined by the Council for Professional Recognition and outlined in CDA training materials, and how do these elements contribute to the overall development and well-being of young children? How can educators select appropriate materials for a preschool setting, considering factors such as instructional value, safety, age-appropriateness, and promotion of diverse learning experiences across various domains, including cognitive, social, emotional, and physical development? What considerations are necessary when designing a preschool classroom space to meet the standards set by the Council for Professional Recognition, including space utilization, selection of furnishings, choice of wall and floor materials, and incorporation of safety equipment, and how do these design elements support the creation of a nurturing and developmentally appropriate learning environment for young children?
Exemplar High Quality Task	Students will write a detailed report defining the elements of a high-quality learning environment in early childhood education based on their learning in internship experiences and research. Students will then create a model for an early childhood education environment that meets standards set by professional recognition bodies (e.g., Council for Professional Recognition), including a floor plan with the elements identified in their report.

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
Identify the elements of the internship classroom that meet the standards for a high-quality learning	**Formative:** Lecture Discussion Observations	Conduct a classroom quality assessment of an internship classroom, focusing on identifying	**Math:** Calculate averages (e.g., average number of children per adult) and ratios to assess	Computers Digital Presentations

environment as defined by the Council for Professional Recognition and outlined in CDA training materials by analyzing classroom components such as layout, materials, interactions, and teacher-child relationships, and evaluating their impact on children's development and learning.	**Summative:** Case Studies or Scenarios Role-playing Activities Checklists	elements that meet the standards for a high-quality learning environment as defined by the Council for Professional Recognition and outlined in CDA training materials.	staff-to-child ratios and space-to-child ratios. **Math:** Use simple graphs (bar charts, pie charts) to visualize data on classroom layout usage, material accessibility, or interaction frequencies. **ELA:** Students should generate research based questions and scenarios based on elements they have and will face in the internship classroom. These questions and scenarios will then be utilized in mock internship practices. Students will write a debrief reflection of the experience and then participate in a whole class debrief discussion of the experience adjusting tone to task and audience. **ELA:** Students will use standard grammar and conventions while documenting their observation of an internship classroom.	
Select appropriate materials for a preschool setting, including instructional materials,	**Formative:** Lecture Discussion Case Studies or Scenarios	Participate in a hands-on activity to select appropriate materials for a preschool setting, including	**Math:** Budgeting, cost calculations, and quantities.	Computers Digital Presentations

furnishings, art materials, and toys, by considering factors such as safety, age-appropriateness, educational value, and promotion of diverse learning experiences across cognitive, social, emotional, and physical domains.	Observations Role-playing Activities **Summative:** Mock Selection Exercise Checklists	instructional materials, furnishings, art materials, and toys, considering factors such as safety, age-appropriateness, educational value, and promotion of diverse learning experiences.	Ensuring size and weight appropriateness. Analyzing age recommendations and safety data. Ensuring adequate and diverse material distribution. Evaluating features and cost-effectiveness. **Social Studies:** Research the typical preschool setting in various countries using multiple Socioeconomic Status'. **ELA:** Students will prepare interview questions about classroom materials for current preschool teachers. These questions should center around safety features, age-appropriateness, educational value, and promotion of diverse learning experiences. **Science:** Conduct simple safety checks on various classroom materials (e.g., checking for choking hazards, sharp edges, non-toxic labels). Study developmental milestones and review different	

			materials and categorize them by age-appropriateness. Set up sensory stations with various materials and explain how sensory materials support physical and cognitive development by stimulating different senses.	
Design a preschool classroom space that meets the standards set by the Council for Professional Recognition, including space utilization, selection of furnishings, choice of wall and floor materials, and incorporation of safety equipment, by applying principles of child development, learning theory, and environmental design to create a nurturing and developmentally appropriate learning environment for young children.	**Formative:** Lecture Discussion Guest Speaker Observations **Summative:** Model Creation Reflective Journaling	Engage in a project to design a preschool classroom space that meets the standards set by the Council for Professional Recognition, including space utilization, selection of furnishings, choice of wall and floor materials, and incorporation of safety equipment.	**Math:** Measure and calculate areas and volumes. Allocate space and budget, calculate costs. **Math:** Apply safety standards and child-to-space ratios. Optimize layout and ensure safety. **Social Studies:** Research and create a presentation based on the changes that have occurred in the preschool classroom in the past 50 years. **ELA:** Students will create visual representation of their ideal classroom using a digital resource such as Canva. This classroom design should be based on research, theorists, and brain-based behavior	Computers Digital Presentations Craft Supplies

			theory. Students should include not only images and a layout but brief written explanations of how this is an effective classroom design. **Science:** Study the science of colors (environmental psychology) to design a classroom that creates a calming and stimulating atmosphere conducive to learning. Apply acoustics and environmental design principles to create a classroom environment that minimizes noise distractions and enhances focus.	

Key Vocabulary

discovery and divergent learning, high challenge and low threat, novelty, manipulatives, play and exploration, social situation, inquiry, stimulating environments, resiliency, cultural relevance, cooperative play, independent play, large motor skills, fine motor skills, age appropriate, blocks, art, literacy, dramatic play, music & movement, science, math & manipulatives, sand play, water play, cooking, power source, lighting, water source, flooring

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

Complete observations with a mentor teacher, Guest Speaker, CTSO Opportunities

CTSO Connection:

FCCLA STAR Events- Interior Design

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

11. Summarize the steps of the CDA® credentialing process.

12. Compare and contrast trends in early childhood education practices through the 20th and 21st centuries.
    Example: developmental theories, parenting books and programs, laws pertaining to early childhood programs

13. Create and defend a personal educational philosophy that is supported by research.

Unpacked Learning Objectives

Students know:
- The steps to earning a CDA credential.
- Expectations and requirements for each step of the credentialing process.
- How aspects such as curriculum, assessment, and classroom environment have changed over time.
- Similarities and differences between these aspects through the 20th and 21st centuries.
- The definition of an educational philosophy.
- What their personal beliefs are about early childhood education.
- Research that backs their personal beliefs about early childhood education.
- How to defend their beliefs with research.

Students are able to:
- Explain the steps required to earn a CDA Credential.
- Define the expectations and requirements for each step.
- Define trends in early childhood education practices in both the 20th and 21st centuries.
- Compare these trends to recognize similarities.
- Contrast these trends to recognize differences.
- Analyze their own personal beliefs about early childhood education.
- Write a personal educational philosophy that is based on research.
- Defend their personal beliefs using research.

Students understand:
- There is a specific process that a candidate must follow to earn a CDA credential.
- There have been shifts in early childhood education practices throughout the 20th and 21st centuries that have led to the current practices

we see in education today.
- It is important to have a personal educational philosophy and to be able to defend that with research.

Driving/Essential Question	What are the key steps of the CDA credentialing process, and how does each step contribute to the professional development and recognition of early childhood educators? How do trends in early childhood education practices compare and contrast between the 20th and 21st centuries, including changes in developmental theories, parenting books and programs, and laws pertaining to early childhood programs, and what implications do these trends have for the field of early childhood education today? What are the foundational principles and research-based insights that inform the development of a personal educational philosophy, and how can educators create and defend a philosophy that reflects their beliefs, values, and commitment to supporting children's learning and development?
Exemplar High Quality Task	Students will demonstrate their understanding and integration of the steps required to earn a CDA Credential, knowledge of trends in early childhood education practices, and the ability to analyze and defend their personal beliefs through research-based educational philosophy by building a portfolio.

Map of Student Learning by Learning Objective

Unpacked Learning Objective SWBAT	**Potential Subtasks for Assessments Formative/Summative**	**Potential Learning Activities** **Link to Differentiation Examples**	**Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts and Activities**	**Equipment, Technology and Materials** **Equipment List by CTE Cluster** **Link to Helpful Tech Tools**
Summarize the steps of the CDA credentialing process by identifying and explaining each step, including application	**Formative:** Research Peer Review Socratic Circles Classroom Discussions	Create a multimedia presentation summarizing the steps of the CDA credentialing process. They will research each	**Math:** Understanding and using basic arithmetic for tracking hours, organizing content, scheduling activities, and budgeting	Computers Digital Presentations

requirements, competency standards, observation and assessment procedures, professional development opportunities, and the importance of maintaining ongoing reflective practice in early childhood education.	Debates **Summative:** Outline/Storyboard Rough Draft of Writing Quizzes	step, including application requirements, competency standards, observation and assessment procedures, and professional development opportunities, and present their findings via a digital recording.	resources throughout the CDA credentialing process. **ELA:** Students will utilize standard grammar and conventions while writing over an extended period of time.	
Demonstrate the ability to compare and contrast trends in early childhood education practices through the 20th and 21st centuries by analyzing changes in developmental theories, parenting books and programs, and laws pertaining to early childhood programs, and by evaluating the impact of these trends on the field of early childhood education today.	**Formative:** Research Graphic Organizers Discussions Debates Think- Pair- Shares Role-Playing Scenarios **Summative:** Mini Presentations Reflections Concept Mapping	Conduct a historical analysis of trends in early childhood education practices through the 20th and 21st centuries. They will compare and contrast changes in developmental theories, parenting books and programs, and laws pertaining to early childhood programs, and evaluate the implications of these trends for the field of early childhood education today.	**Math:** Track events by period; calculate proportions, analyze frequencies, identify trends, compute averages, and visualize with bar, line, pie charts **Social Studies:** Create a script and present to the class various scenarios that represent trends in early childhood education practices. **Social Studies:** Create a podcast that discusses early childhood education practices through the 20th and 21st centuries by analyzing changes in developmental theories, parenting books and programs, and laws pertaining to early childhood programs, and by evaluating the impact of these trends on the field of	Computers Digital Presentations

			early childhood education today. **Science:** Engage in debate about the various psychological theories (Piaget, Vygotsky) and their influences on different perspectives that shape educational methodologies.	
Create and defend a personal educational philosophy that is supported by research by articulating their beliefs, values, and principles related to teaching and learning in early childhood education, and by providing evidence from research literature to justify their philosophy and demonstrate its alignment with current best practices in the field.	**Formative:** Concept Mapping Socratic Circles Writing Centers Brainstorming Sessions Discussions **Summative:** Mock Presentations Debates Self-Assessment Checklist	Create and defend a personal educational philosophy statement supported by research. They will articulate their beliefs, values, and principles related to teaching and learning in early childhood education, and provide evidence from research literature to justify their philosophy and demonstrate its alignment with current best practices in the field.	**Math:** Count and sum supporting research. Perform frequency analysis, trend analysis, and calculate averages. Use logical reasoning to Compare and interpret research findings. **Social Studies:** Interview a teacher and discuss their educational philosophy. Write a report of how your education philosophy is similar or different. **ELA:** Students will participate in a socratic seminar or debate about their personal educational philosophy. Students will need to provide evidence during the discussion with research based evidence. **Science:** Use research/science based	Computers Digital Presentations

			evidence when writing a personal educational philosophy.	

Key Vocabulary

CDA subject areas, acceptable professional education, work experience, family questionnaire, professional portfolio, resource collection, reflective statements of competence, professional philosophy statement, CDA PD Specialist, CDA application, CDA verification visit, CDA exam, developmentally appropriate practice, formal education model, teacher-centered learning, student-centered learning, multiple intelligences, social-emotional learning, technology integration, curriculum, assessment, inclusion, educational philosophy, pedagogy, universal design for learning, metacognition, inclusion, research-based practices, evidence-based learning

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

Complete observations with a mentor teacher, Guest Speaker, CTSO Opportunities

CTSO Connection:

FCCLA STAR Events- Professional Presentation, Teaching Strategies, FCCLA Power of One

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