

Grade Level: 9-12	Teacher/Room: Allen / 317	Course(s)/Period(s): ECE I / 1 st & 4 th Block	Week of: January 5 th	
Unit Vocabulary: child-centered society, socialize, culture, character, development, child development, individual life cycle, heredity, environment, genes, genetics, neurons, wiring, axons, dendrites, synapse, pruning, window of opportunity, plasticity, developmental acceleration, developmental delay, principles of growth and development, sequenced steps, teachable moment, developmental tasks, direct observation, indirect observation				
Instructional Strategies Used: pre-reading activities, summarizing, self-reflection, self-assessment, formative and summative assessments, graphic organizers, think-pair-share, integration of technology through, project based learning, rubrics				
Day 1	Day 2	Day 3	Day 4	
Common Core Standard(s): Inservice Day	Common Core Standard(s): ET-ECE-3 Analyze career paths within early childhood education and care. ET-ECE-2 Examine how related student organizations are integral parts of career and technology education.	Common Core Standard(s): ET-ECE-3 Analyze career paths within early childhood education and care. ET-ECE-2 Examine how related student organizations are integral parts of career and technology education.	Common Core Standard(s): ET-ECE-5 Examine the theories of human development	
Essential Questions:	Essential Questions: What are the ECE I standards? What careers are available within the ECE pathway? What are the rules, routines, and procedures for ECE I class? What is FCCLA and how can it help students to develop leadership skills?	Essential Questions: What are the ECE I standards? What careers are available within the ECE pathway? What are the rules, routines, and procedures for ECE I class? What is FCCLA and how can it help students to develop leadership skills?	Essential Questions: Why is it important to study children? How do factors such as heredity and environment affect the growth and development of children? How does the brain grow and change during childhood?	
Mini Lesson: Inservice Day Activating Strategy: Lesson: Resources/Materials:	Mini Lesson: <ul style="list-style-type: none">Welcome to ECE I: Read/discuss syllabus – return signed Activating Strategy: <ul style="list-style-type: none">Intro. to ECE I: Interactive Power Point Presentation – students will take notes/answer questions Lesson: <ul style="list-style-type: none">ECE I StandardsOrganizational skills – Label binder Resources/Materials: LCD, binders, paper, pen/pencil, syllabus	Mini Lesson: *Turn in signed syllabus <ul style="list-style-type: none">Bell Ringer Activity – Define words 1-4 from “Child Development” (pg. 21) in vocab. section of bindersWhat is FCCLA? Show students FCCLA information (members/winners of competitions) from my PHS webpage Activating Strategy: <ul style="list-style-type: none">FCCLA intro. videoRead pg. 8-9, “Exploring Careers”, and “FCCLA Activities” Lesson: <ul style="list-style-type: none">FCCLA Power Point PresentationFCCLA cross word activity Resources/Materials: LCD, textbook, crossword, pencils/pen, paper	Mini Lesson: <ul style="list-style-type: none">Bell Ringer Activity - Read pg. 22-23 and list five reasons for learning about children in comprehension section of binders; Think-pair-share (volunteers may share lists with class) Activating Strategy: <ul style="list-style-type: none">Getting to know the “Child Development” textbook;Read pg. 24-26; Complete comprehension pg. 1-1 Lesson: <ul style="list-style-type: none">Whole group -Read text book introduction pg. 3; Review table of contents pg. 11; Chapter Review pg. 46; Appendix A pg. 663; App. B, pg. 668; App. C, pg. 680; Glossary, pg. 687; Index, pg. 703 Resources/Materials: Binder, pen/pencil, paper, text book	Mini Lesson: <ul style="list-style-type: none">Bell Ringer activity – Comprehension pg. 1-2 Activating Strategy: <ul style="list-style-type: none">Define vocabulary words 5-9 in appropriate section in bindersCheck/discuss comprehension pg. 1-1 and 1-2 Lesson: <ul style="list-style-type: none">Read pg. 26-30Begin creating and answering five comprehension questions for the pages read OR write a ½ page summary of the main ideas Resources/Materials: Comprehension practice pg., binder, text, paper, pen/pencil

<p>Differentiation: Content/Process/Product:</p> <p><u>Grouping Strategy:</u> Flexible grouping</p> <p><u>Assessment:</u> SRI / Lexile Level</p>	<p>Differentiation: Content/Process/Product:</p> <p><u>Grouping Strategy:</u> Flexible grouping</p> <p><u>Assessment:</u> SRI / Lexile Level</p>	<p>Differentiation: Content/Process/Product:</p> <p>Process: Some students may transfer a premade list of vocabulary words with definitions to the page in their binders, while other students will use the glossary to define words.</p> <p><u>Grouping Strategy:</u> Flexible grouping</p> <p><u>Assessment:</u> SRI / Lexile Level</p>	<p>Differentiation: Content/Process/Product:</p> <p>Process: 5-10 minutes "think-pair-share" to help students list five reasons for learning about children</p> <p><u>Grouping Strategy:</u> Flexible grouping</p> <p><u>Assessment:</u> SRI / Lexile Level</p>	<p>Differentiation: Content/Process/Product:</p> <p>Process: Some students may transfer a premade list of vocabulary words with definitions to the page in their binders, while other students will use the glossary to define words.</p> <p>Product: Write a half page summary OR write five questions/answers about the main ideas of the text read</p> <p><u>Grouping Strategy:</u> Flexible grouping</p>
<p>Assessment:</p> <p>Formative:</p> <p>Summative:</p> <p>Homework:</p>	<p>Assessment:</p> <p>Formative: Observation of participation; check notes on ppt.</p> <p>Summative:</p> <p>Homework: Read over syllabus with parents and sign/return next day</p>	<p>Assessment:</p> <p>Formative: Check vocabulary/crossword</p> <p>Summative:</p> <p>Homework: Complete unfinished classwork</p>	<p>Assessment:</p> <p>Formative: Check bell ringer list and pg. 1-1</p> <p>Summative:</p> <p>Homework: Complete unfinished classwork</p>	<p>Assessment:</p> <p>Formative: Check bell ringer 1-2, summaries or questions</p> <p>Summative:</p> <p>Homework: Make-up work</p>