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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Education and Training |
| **Course Name** | Instructional Practices in Education and Training |
| **Lesson/Unit Title** | Principles and Areas of Human Development |
| **TEKS Student Expectations** | **130.164. (c) Knowledge and Skills**  (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (J) develop effective work ethic practices  (3) The student understands the learner and the learning process. The student is expected to:  (D) explain the relationship between effective instructional practices and learning differences, learner exceptionality, and special-needs conditions |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Explain the four areas of human development and list developmentally appropriate activities for each area * Communicate about principles of development and the four areas of development using the correct terminology * Observe and identify developmentally appropriate activities for various ages and stages * Use technology as a tool for written communication |
| **Rationale** | This year as you work with children, you will see them grow and change. Many times, you will remember when you did some of the same things they are doing.  As you learn about child development, you will understand more about who you are and how you became the person you are today.  Teachers constantly base instruction on the TEKS for each class. Read the TEKS for these activities. There is always a purpose for everything you do in Instructional Practices in Education and Training, whether you are learning to apply it as a student or as you work with children as a teacher. |
| **Duration of Lesson** | Five 45-minute class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Cephalocaudal:** The principle that growth begins with the head and moves down to the rest of the body  **Cognitive:** Mental or intellectual  **Development:** Changes in thought or behavior over time  **Developmentally appropriate:** Activities that are appropriate for the student’s abilities or level of development  **Emotional development:** Changes in feelings or self-concept  **Intellectual development:** Changes in mental or cognitive ability  **Physical development:** Changes in growth, size, or abilities  **Proximodistal:** The principle that growth begins in center of the body and moves outward  **Social development:** Changes in dealing with others |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * computer with projector for PowerPoint presentation * computers with internet access   **Supplies:**   * Class set of TEKS for Instructional Practices in Education and Training * Note cards * Paper * Research materials * Copies of handouts   **PowerPoint:**   * Principles and Areas of Human Development   **Technology:**   * Free iPad App:   + Teaching With Technology Video Library  The NETS video library is a collection of video of actual classrooms, enriched by additional material such as lesson context, teacher handouts and even student work, accessible alongside the video. [https://itunes.apple.com/us/app/teaching-technology-video/id460913574?mt=8](http://cte.sfasu.edu/wp-content/uploads/2013/10/Presentation-Notes-for-Principles-and-Areas-of-Development.pdf?mt=8) * TEDx Talk:   + TEDxConejo – Erin Gruwell – The Freedom Writers  Erin Gruwell is an educator and president of The Freedom Writers Foundation. When Erin landed her first job at Wilson High School in Long Beach, Ca, she discovered many of her students had been written off by the education system and deemed “unteachable.” As teenagers living in a racially divided urban community, they were already hardened by exposure to gang violence, juvenile detention, and drugs. By fostering an educational philosophy that valued and promoted diversity, she transformed her student’s lives. She encouraged them to rethink rigid beliefs about themselves and others, to reconsider daily decisions, and to re-chart their futures. [https://youtu.be/nDq9o9j3-CU](http://cte.sfasu.edu/lesson-plans/a-look-at-theories-part-ii/)   **Handouts:**   * Note taking: Principles and Areas of Human Development * Areas of Human Development: Observation Assignment * Determining Developmentally Appropriate Activities * Areas of Human Development Project Rubric |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Note to Teacher:**  **Two Truths and a Lie**  As students enter the classroom, instruct them to write two things about themselves that are true and one thing that is not true, on a sheet paper.  Example:  “I used to live in Washington.”  “My favorite color is navy blue.”  “I speak three languages.”  (My lie is that I speak three languages.)  When everyone has finished writing, instruct them to each crumple their paper into a ball and gently throw it into the middle of the room.   Everyone will then be instructed to pick up a paper and check to make sure that they do not have their own.  They are to read the statements and take a guess as to who wrote the paper and which statement is the lie.  Allow time for each student to have a turn.  Have students brainstorm the significance of this activity.  Sample response: This gave us opportunities to learn more about each other. We probably discovered some things we did not know.  In education, you will find that we are always learning new things and discovering ways to understand why and how people become who they are. |
| **Direct Instruction \*** | Introduce lesson objectives, terms, and definitions.  Provide each student with a copy of Note taking: Principles and Areas of Human Development. Instruct students to take notes during upcoming slide presentation.  Introduce slide presentation Principles and Areas of Human Development. Complete the activity on slide 11.  With a partner:  1. Write down one principle of development that we just discussed  2. Draw a visual representation of the selected principle   3. List five (5) examples/situations that represent the principle  Continue with slide presentation. Allow for questions and discussion throughout the presentation. Continuously check for understanding.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * providing student with a copy of the PowerPoint Presentation Notes * check for understanding |
| **Guided Practice \*** | Review and practice with a strategy called the “Onion Ring.”  Ask students to form an inner and an outer circle facing a partner. Begin with the inner circle naming an area of development. The partner should respond with an activity for that area. Next, the inner circle rotates one person to the left. This time, the outer circle names an area of development for the inner circle to name and give an activity. Keep rotating until all students can recall the areas of development and appropriate activities for each area.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * encouraging students to use their handouts/notes to respond in the Onion Ring activity * identifying peer tutors to assist with the Onion Ring activity |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Introduce Areas of Human Development Observation Project. Distribute Areas of Human Development project sheet. Inform students that they will need to observe students in the classes where they intern in order to complete this assignment.   Once observation has taken place then the first two columns of the project sheet can be completed. Students will need to access the Texas Education Agency web page for details regarding the course TEKS for the class they observed in order to fill in the third column [http://www.tea.state.tx.us/index2.aspx?id=6148.](http://www.tea.state.tx.us/index2.aspx?id=6148)  In order to complete the fourth column, it will be necessary for students to research major developmental milestones for the age of children they observed. Encourage student to use reliable online sources and child development books/textbooks.  Each student will be expected to share project information in a class presentation.  Distribute and review Areas of Human Development Observation Project Rubric so that students will understand how their project/presentation will be assessed.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * instructing students to select two of the four areas to monitor and record * allow students to work in pairs * allow additional time for completion of assignment |
| **Lesson Closure** | Before class begins, make sure all students have a copy of the TEKS for this course. They should have a copy in their folder/binder since day one of this course. You may also distribute a class set of IPETTEKS for the activity and collect the copies at the end of the activity.  Provide each student with a note card that will serve as their EXIT TICKET at the end of the class period.  Instruct students to locate the TEKS for this lesson on a copy of the Instructional Practices in Education and Training TEKS.  Self-assessment: Truthfully answer the following on your note card.   What did you do to accomplish the lesson objectives? Be specific.   Remind students to write their name on the card.  As students leave the class, they will give their EXIT TICKET to the teacher. |
| **Summative / End of Lesson Assessment \*** | Areas of Human Development Project Rubric will be used to assess student projects/presentations.   * Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to.  The student could choose two of the four areas of development to list appropriate activities.  The student could use notes, handouts, and other resources to complete the activity. |
| **References/Resources/**  **Teacher Preparation** | **Textbooks:**   * Bredekamp, Sue. *Effective Practices in Early Childhood Education.* Pearson, 2011. * Herr, Judy. *Working with Young Children.* Goodheart-Wilcox. 1998.   **Websites:**   * National Association for the Education of Young Children (NAEYC).  Provides a brief summary of developmental practices<http://oldweb.naeyc.org/ece/1998/05.asp> * Texas Education Agency  Texas Essential Knowledge and Skills (TEKS) [http://www.tea.state.tx.us/index2.aspx?id=6148](https://youtu.be/nDq9o9j3-CU?id=6148) |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word wall * Crossword puzzles   Technology can be used to develop free crossword puzzles at the following web site:<http://www.crosswordpuzzlegames.com/create.html>  Print copies of crosswords made by each group for other groups to complete. |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | * Instruct students to read a children’s book for the age of the students in the class where they intern. Have them write a summary of the story and describe why it is or is not developmentally appropriate for that group of students. * Convert a paragraph on the Principles or Areas of Development into a CLOZE Activity by deleting certain words from documents so that students can fill in the blanks with their own terms. This will allow you to check for understanding. |
| **Quotes** | Educating the mind without educating the heart is like no education at all. **-Aristotle**  What we must decide is perhaps how we are valuable, rather than how valuable we are. **-F. Scott Fitzgerald** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * I am proud of myself because … * Most people don’t know that I am… * One key point from the lesson is… * Something I will do to help myself learn is… * I would like to know more about…   **Writing Strategy:**  Think and Ink Activity Ask students to think about their personal history before they write an analysis of their development. They will need personal examples from their lives to convince the reader which of the areas of development are their strengths and which are weaknesses. |
| **Communication**  **90 Second Speech Topics** | * Describe a developmentally appropriate activity that was observed in the class where they intern. * Children are more alike than different because… * Television affects how children grow and develop in many ways by… |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | * Create an infographic, commercial or Public Service Announcement (PSA) for the local radio stations focusing on appropriate activities for children of different stages of development. * Allow students to go to one of the websites below or another site approved by your campus/district. Instruct them to select a child development radio program, podcast, or vodcast to listen to, take notes, and submit a written summary of the main ideas from the program.<http://www.naeyc.org/newsroom/NAEYCradio> or the iTunes store for podcasts or selections from iTunes   They may download the program to their iPod or phone with your permission.  Students could also present the information as a timeline, photo essay, story or book made with technology.  **TEDx Talk:**  TED is a nonprofit organization devoted to spreading ideas, usually in the form of short, powerful talks (18 minutes or less).  TEDx is a program of local, self-organized events that bring people together to share a TED-like experience. At a TEDx event, TEDTalks video and live speakers combine to spark deep discussion and connection in a small group. These local, self-organized events are branded TEDx, where x = independently organized TED event.  TED-Ed’s commitment to creating lessons worth sharing is an extension of TED’s mission of spreading great ideas. This allows users to take any useful educational video, not just TED’s, and easily create a customized lesson around the video.  The video below is related to the lesson. Allow students to view the video and lead a discussion concerning the TED Talk.  TEDxConejo – Erin Gruwell – The Freedom Writers  Erin Gruwell is an educator and president of The Freedom Writers Foundation. When Erin landed her first job at Wilson High School in Long Beach, Ca, she discovered many of her students had been written off by the education system and deemed “unteachable.” As teenagers living in a racially divided urban community, they were already hardened by exposure to gang violence, juvenile detention, and drugs. By fostering an educational philosophy that valued and promoted diversity, she transformed her student’s lives. She encouraged them to rethink rigid beliefs about themselves and others, to reconsider daily decisions, and to re-chart their futures.<https://youtu.be/nDq9o9j3-CU> |
| **Family/Community Connection** | Interview parents or grandparents about their early development. Ask what their strengths and weaknesses were as a small child, junior high student, and teen.  Students could mentor younger students, explaining how they overcame obstacles at various ages. They could also emphasize skills that are important to be successful in schools.  Older students could assist younger students as tutors or reading buddies. |
| **CTSO connection(s)** | **FCCLA – Family, Career, and Community Leaders of America (FCCLA)**  <http://www.texasfccla.org/index.html>  Complete a Power of One FCCLA project – A Better You or Families.  **Texas Association of Future Educators (TAFE)**  <http://www.tafeonline.org/>  Project Visualize Contest – The Project Visualize Contest is a team event that recognizes participants who illustrate one of their chapter’s projects. The project must be from one of the areas of the TRAFLES. Contestants will thematically construct a tri-fold display (36” x 48”). Participants must prepare a display and an oral presentation introducing the display and summarizing the project. |
| **Service Learning Projects** | Ideally, true service learning is developed with student voice about concerns and needs. As the students are learning about and researching this topic, ask them to think about ways they could maximize their learning to benefit others.   * Allow students to develop brochures or videos about ways to enhance development for parents. These could be written in English and Spanish.   Research global concerns for children, such as world hunger, AIDS, or other issues. Develop ways to support or assist these efforts and educate others about their concerns. |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)