

## Concept Curriculum Development Unit

Edited revision 8/2006

### DESCRIPTION OF EVENT:

Individual participant will plan, prepare, present, and display a developmentally appropriate curriculum unit for young children. Curricular unit will focus on the whole child encompassing the four domains of learning (physical, cognitive, social, and emotional) to support and integrate the Ohio Early Learning Content Standard areas (Math, Science, Social Studies, and English Language Arts).

*This skill event supports and integrates the following Early Childhood Education and Care Content Standards Career Specialization competencies:*

#### CDA (Child Development Associate)

- *To advance physical and cognitive competence*
- *To support social and emotional development and provide positive guidance*

#### NFCS (National Standards for Family Consumer Sciences)

- *FCS 4.3: Develop integration of curriculum and instruction to meet children's developmental needs and interest.*
- *FCS 4.4: Demonstrate a safe and healthy learning environment for children.*

#### OCAP (Occupational Competency Analysis Profile)

- *OCAP 3.1: Establish an environment for preschoolers that encourage developmentally appropriate play, exploration, and learning.*
- *OCAP 4.2: Stimulate children's creative abilities*
- *OCAP 5.1: Promote developmentally appropriate cognitive development.*
- *OCAP 5.2: Provide for the inclusion of children with special needs.*
- *OCAP 5.3: Communicate using both verbal and nonverbal techniques.*
- *OCAP 6.1: Promote developmentally appropriate social and emotional development.*
- *OCAP 10.1: Demonstrate knowledge of early childhood theories and practices.*
- *OCAP 10.2: Demonstrate professionalism in Early Childhood.*
- *OCAP 10.3: Demonstrate professionalism in career development.*

#### ITAC (Integrated Technical Academic Competency) FasTrack Teaching Professions

- *Demonstrate Teaching Skills that promote learning*
- *Analyze components of instructional planning*
- *Analyze characteristics, skill, and resources necessary for effective teaching*

#### NAEYC (Initial Licensure Standards)

- *Promoting child development and learning.*

### ELIGIBILITY:

1. Participant is an affiliated member of the state and national FCCLA organizations.
2. Participant is enrolled in an Early Childhood Education and Care Program.

### PURPOSES:

1. To understand and utilize the Early Learning Content Standards developed by the Ohio Department of Education.
2. To select, prepare, present, and display a thematic unit that implements Ohio's Early Learning Content Standards in the following areas: (Math, Science, Social Studies, and English/Language Arts).
3. To develop two activities for preschool children (3-5 yrs.) from each of the four Early Learning Content Areas.

### RESOURCES

Herr, Judy, (2004). Working with Young Children Tinley Park, IL: The Goodheart-Wilcox Co., Inc.  
Ohio Department of Education. (2004). Early Learning Content Standards [www.ode.state.oh.us](http://www.ode.state.oh.us)  
Graphic Organizer for Ohio's Early Learning Content Standards Terminology may be downloaded at [www.ode.state.oh.us/ctae/student/fccla](http://www.ode.state.oh.us/ctae/student/fccla).

**RULES:**

1. This is an individual event.
2. All activities will reflect practices identified in the Early Learning Content Standards (Web site: [www.ode.state.oh.us](http://www.ode.state.oh.us)) and will be developmentally appropriate for preschool children.
3. The activities must be developed by the participant. Materials can be a combination of student oriented and commercially made props.
4. Description Sheets and Cover page must be typed according to the format listed in the procedures and placed in a folder. (1 cover page, 3-5 pages in length including graphics and photographs)
5. The margins and table borders of the description sheets may be manipulated for a best fit.
6. Participant will present three typed copies of the Concept Curriculum Description Sheet to the evaluators in a binder or other folder.
7. Dimensions of the display may not exceed the requirements of 66"length x 48" depth x 72"height free standing, 66" length x 30"depth x 50" height table top..
8. Participant may handle props during demonstration, but they must be replaced within the dimensions of the display after the demonstration.
9. Reading a prepared speech is discouraged and will result in a loss of points during the presentation. The participant may use their Description Sheet when explaining the indicators for the developmentally appropriate activities.
10. Set-up and presentation will be stopped by chairperson at 25 minutes. The remaining 10 minutes will be reserved for questioning, scoring, and clean up.
11. Participant may have assistance to carry in or remove materials. However; only the participant may set up the display.
12. Chairperson will measure the display dimensions after the evaluator's questions and before the clean up.
13. Participant must be in professional dress. (see procedures for appropriate choices)
14. Participant will be responsible for taking all visuals and materials with them when leaving.
15. This activity will be closed to observers.

<u>TIMING FOR EVENT</u>	
Set up and Presentation	25 min.
Questioning, Scoring and Clean-up	10 min
<b>TOTAL TIME for Event</b>	<b>35 min</b>

<u>SUPPLIES AND EQUIPMENT</u>
<i>Supplied by the participant</i>
1. Three copies of the description sheet
2. All materials needed to present skill event
<b>Supplied by the rally site</b>
1. Table and chairs for participant and evaluators
2. ODE Early Learning Content Standards Document

**PROCEDURES:**

To successfully complete the Concept Curriculum Development Unit Skill Event the participant will:

1. Choose a cross curricular thematic unit around which the activities will be planned. Examples may include but are not limited to units from the book, Creative Resources for the Early Childhood Classroom (2004). Florence, KY: Delmar Thomson Learning. Judy Herr's book, Working with Young Children (2004). Tinley Park, IL: The Goodheart-Wilcox Co., Inc. offers a clear explanation of topic/concept and theme development.
2. Develop eight activities, two each from the four Ohio Early Learning Content Areas. (2 Math, 2 Science, 2, Social Studies, 2 English Language Arts). Participant may use a curriculum/interest area more than once, but a minimum of four must be represented. Photograph and/or collection of samples of children's work (as applicable) for these areas. Props may also be used to represent the different curriculum/interest area's activities. *Art, Literature, Science, Social Studies, Food/Nutrition, Small Muscle, Large Muscle, Blocks, Drama, Language, Sensory, Math, Movement, Music.*
3. Create a display to exhibit the Concept Curriculum Development Unit according to the following requirements:
  - The display must be labeled with the Thematic Unit, Four Early Learning Content Areas, Curriculum/Interest Areas, and Titles of Activities. All materials must be contained within the display.
  - Choose either freestanding or table-top display. Free –standing not to exceed space of 48" deep by 66" wide by 72" high. Table-top not to exceed a space of 30" deep by 66" wide by 50" high.

4. Design a cover page and place in binder or folder.  
The Cover Page Components must include:
  - Skill Event Title: Concept Curriculum Development
  - Theme Unit
  - Name of Participant
  - Name of School
  
5. Reproduce three copies of the attached Description Sheet (one for each evaluator) and place in binder or folder. The Description Sheet must follow the format downloaded from the Ohio FCCLA site at [www.ohiofccla.com](http://www.ohiofccla.com) or [www.ode.state.oh.us/ctae/student/fccla](http://www.ode.state.oh.us/ctae/student/fccla).  
The Description Sheet Components:
  - Name and School
  - Thematic unit
  - Two activities must be planned for each Early Learning Content Area. (These content areas are already labeled on the description sheet included in this packet). Select eight curriculum/interest areas with at least four different areas represented. The areas selected must be integrated with the four Early Learning Content Areas and Standards.
  - Name the content area, curriculum/ interest area, title, standard, organizer, and indicator for each activity planned. (see sample on description sheet). Participants should refer to the Ohio Early Learning Content Standards when selecting standards, organizers, and indicators for use in their activities.
  - Each activity will need a two part objective that correctly describes the expected outcomes from each activity. Objectives must contain the conditions of performance (materials and equipment, time or person the child will use to implement the activity), and an observable behavior or performance (visible or auditory) expected from this activity. See Herr (2004), Working with Young Children, page 278 for an explanation.
  
6. Plan an oral presentation to explain and discuss the development and utilization of the concept curriculum unit with children.
  - Set up display. Participant is to set up display without the aid of others.
  - Introduce self; name, school, and thematic unit topic.
  - Present Description Sheets folder to evaluators.
  - Describe the development of the theme throughout the unit.
  - Describe what the children did in each activity, share children's reactions and level of appeal to the children.
  - Explain how each curriculum area is incorporated with the Four Early Learning Content Areas. (Math, Science, Social Studies and English/Language Arts)
  - Explains how the activities incorporate the chosen indicators.
  - Explain how the activities are developmentally appropriate by telling evaluators how each activity addresses the growth of children in at least one of the learning domains (physical, cognitive, emotional, and social).
  - Explain how the activities are age appropriate by addressing preschool children's attention span, level of difficulty and creativity needs.
  - Explain at least one way one activity could be adapted to meet children's special needs and/or individual differences (race, gender, ethnicity, and culture).
  - Participant may interact with or demonstrate with materials from the display. Visuals or props used during the oral presentation must be placed within the dimensions of the display after handling.
  - Answer evaluator's questions completely and concisely at the conclusion of the presentation.
  - Chairperson will measure the display dimensions after questions and before clean-up.
  - Clean up materials while evaluators complete the score sheets.
  
7. Wear professional dress to present your Concept Curriculum Development Unit. Examples of professional dress include:
  - Suits, slacks, dresses, and skirts at knee level or below, no jeans.
  - Button-down shirts, sweaters, blouses, or blazers.
  - Clothing must cover midriff at all times.
  - Modest jewelry, visible piercing should be limited to ears.
  - Modest hair and/or makeup, avoid extremes.