Unit 02: EXPERIENCING THE CLASSROOM

Content Area: **Family and Consumer Sciences**
Course(s):
Time Period: **Marking Period 2**
Length: **9-10 Weeks**
Status: **Published**

BRIEF SUMMARY OF UNIT

LEARNER GROWTH AND DEVELOPMENT-MODULE 2

In this unit, students will become acquainted with the personal roles of educators. They will examine the positive and challenging aspects of the teaching profession; evaluate the developmental stages of learners and the pedagogical implications for each; distinguish among the types of assessments and their purposes; investigate how barriers to learning can impede successful outcomes in academic settings; design and deliver instruction; apply a variety of teaching strategies and methodologies in clinical internship experience; and begin developing their own philosophy of education.

The purpose of Module 2: Learner Growth and Development is to introduce Cadets to the psychology and physiology related to the growth and development of learners. Cadets will learn about Maslow's Hierarchy of Needs, examine the various stages of development, and explore the theories of Vygotsky and Bandura. Through targeted classroom observations, Cadets will apply their learning as they witness and record the traits and capabilities of students from birth through the teen years. This module is designed to present foundational information related to educational psychology using the modalities of organization of knowledge, data acquisition, investigation, observation, and quantitative reasoning.

INTRODUCTION TO EXCEPTIONAL LEARNERS-MODULE 3

The purpose of Module 3: Introduction to Exceptional Learners is to introduce Cadets to course content that will deepen their understanding of exceptional learners and the responsibilities of educators in supporting them. Through targeted classroom observations, Cadets will gain insight into the diverse needs of students, including those who are gifted and talented, those with learning disabilities, and those with other barriers that impede their learning. This module is designed to cultivate a deeper sense of empathy, respect, and professional awareness while highlighting the collaborative roles of general and special education teachers in fostering inclusive and effective learning environments.

When completing this course, students can make informed choices and pursue electives in the FCS program that further their study and contribute toward the formation of career interest. Successful completion of the course and payment of a fee to Fairleigh Dickinson University garner four college credits through the FDU's early College Dual Enrollment Program in cooperation with the Center for Future Educators, Tomorrow's Teachers, and The Center for Educator Recruitment, Retention, and Advancement (CERRA).

Updated 2025

STANDARDS

FAM.9-12.1.3.5	Analyze the effects of public policies, agencies, and institutions on the family.
FAM.9-12.4.2.1	Analyze child development theories and their implications for educational and childcare practices.
FAM.9-12.4.2.2	Apply a variety of assessment methods to observe and interpret children's growth and development.
FAM.9-12.4.2.3	Analyze cultural and environmental influences when assessing children's development.
FAM.9-12.4.2.4	Analyze abilities and needs of children and their effects on children's growth and development.

FAM.9-12.4.3.4	Demonstrate a variety of teaching methods to meet individual needs of children.
FAM.9-12.4.3.5	Arrange learning centers that provide for children's exploration, discovery, and development.
FAM.9-12.4.4	Demonstrate a safe and healthy learning environment for children.
FAM.9-12.4.4.1	Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity.
FAM.9-12.4.5.1	Apply developmentally appropriate guidelines for behavior.
FAM.9-12.4.5.2	Demonstrate problem-solving skills with children.
FAM.9-12.4.5.3	Demonstrate interpersonal skills that promote positive and productive relationships with children.
FAM.9-12.4.6.1	Utilize opportunities for continuing training and education.
FAM.9-12.4.6.2	Apply professional ethical standards as accepted by the recognized professional organizations.
FAM.9-12.5.1.5	Create an employment portfolio for use with applying for internships and work-based learning opportunities in facilities management and maintenance careers.
FAM.9-12.6.2.1	Demonstrate awareness of multiple diversities and their effects on individuals, families, and society.
FAM.9-12.6.2.2	Analyze the effects of social and cultural diversity on individual and families.
FAM.9-12.6.2.3	Analyze the effects of empathy for diversity on individuals in family, work, and community settings.
FAM.9-12.6.2.4	Demonstrate respect for diversity with sensitivity to anti-bias, gender, equity, age, culture, and ethnicity.
FAM.9-12.6.2.5	Analyze CRP.K-12.CRP4:the effects of globalization and increasing diversity on individuals, families, and society.

Interdisciplinary connections across content areas:

MA.K-12.1:	Make sense of problems and persevere in solving them.
MA.K-12.5:	Use appropriate tools strategically.
LA.RST.6-8.3:	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Inclusion of the Career Ready Practice Standards

CRP.K-12.CRP2: Apply appropriate academic and technical skills.

CRP.K-12.CRP4: Communicate clearly and effectively and with reason.

CRP.K-12.CRP5: Consider the environmental, social and economic impacts of decisions

CRP.K-12.CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP.K-12.CRP9: Model integrity, ethical leadership and effective management

Integration of 21st Century Skills through NJSLS 9

CAEP.9.2.8.B.3:	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Integration of 21st Century Skills through NJSLS 9

CAEP.9.2.8.B.3: Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Integration of Technology Standards through the NJSLS

TECH.8.1.8.A.3: Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

OBJECTIVES: STUDENTS WILL KNOW

Lesson 2.A: Maslow's Hierarchy of Needs

SWK the five levels of Maslow's Hierarchy of Needs.
SWK Maslow's Hierarchy of Needs to real-world classroom situations.

Lesson 2.B: Stages of Development (Overview)

SWK the characteristics and stages of physical, cognitive, moral, psychosocial, and social cognitive development.

Lesson 2.C: Physical Development

SWK the characteristics and stages of physical development.

SWK the the impact of physical development stages in the classroom.

Lesson 2.D: Cognitive Development

SWK the characteristics of cognitive development.

SWK the impact of Piaget's readiness approach on student learning.

Lesson 2.E: Moral Development

SWK the stages in Kohlberg's theory of moral development.

SWK the theory of moral development to classroom situations.

SWK the application of Kohlberg's theory across multiple cultures.

Lesson 2.F: Psychosocial Development

SWK the stages in Erikson's theory of psychosocial development.

SWK the theory of psychosocial development to classroom situations.

SWK the application of Erikson's theory across multiple cultures

Lesson 2.G: Bandura: Social Learning Theory

SWK the characteristics of social cognitive/learning development.

SWK the impact of Bandura's approach on student learning.

Lesson 2.H: Vygostsky: Social Learning Theory

SWK the characteristics of sociocultural development/learning.

SWK the impact of Vygotsky's approach on student learning.

Lesson 2.I: The Importance of Play

SWK the types of play and its impacts in the classroom at various stages of development.

Lesson 2.J: Observations of Children from Birth through Age Five

SWK the stages of development and play of children ages birth through five while observing their behavior.

Lesson 2.K: Making Manipulatives

SWK how to identify that a manipulative or game is age and developmentally appropriate for children ages birth through high school.

Lesson 2.L: Observation of the Elementary School Student

SWK the stages of development in preadolescent learners while observing their behavior within a classroom setting.

Lesson 2.M: The Teen Years

SWK the characteristics of teens during the adolescent stage of development, as well as the impact of these

within the classroom

Lesson 2.N: Observation of the Middle School Student

Cadets will identify stages of development in preadolescent learners while observing their behavior within a classroom setting.

Lesson 2.O: Observation of the High School Student

Cadets will identify stages of development in adolescent learners while observing their behavior within a classroom setting.

Lesson 2.P: Philosophy of Education

Cadets will continue to revise and add to the Philosophy of Education after each module.

Lesson 3A: Introduction to Exceptional Learners

SWK the challenges and rewards of working with students who have exceptional needs.

Lesson 3B: Walking in Somebody's Shoes
SWK the breadth of exceptionalities of learners and how they affect the learning process.

SWK how the feelings and perspectives of others impact the community as a whole.

SWK the importance of a respectful environment for a diverse population.

Lesson 3.C: Regulations and Categories in Special Education (SPED)
SWK the characteristics of various categories of exceptional learners.

SWK how to apply laws, policies, and regulations to accommodate the diverse needs of exceptional learners.

Lesson 3.D: SLD Immersion: Building Awareness and Insight
SWK the breadth of exceptionalities of learners and how they affect the learning process.

SWK how the feelings and perspectives of others impact the community as a whole.

SWK the importance of a respectful environment for a diverse population.

Lesson 3.E: Observing the Special Education Classroom

SWK the various categories of disabilities in self-contained classrooms.

SWK the effectiveness of the strategies teachers use to differentiate instruction for students with special needs in self-contained classrooms.

Lesson 3.F: Understanding Multilingual Learners (MLL)

SWK an understanding of multilingual learners and the relevance of this information to classroom teachers.

Lesson 3.G: Diversity and Multiculturally Sensitive Classroom
SWK the understanding of multiculturally sensitive classrooms and their relevance to classroom teachers.

Lesson 3.H: Focus on Barriers to Learning
SWK the barriers to learning and explore ways to accommodate for these in the classroom.

Lesson 3.I: Gifted and Talented Learners
SWK the various teaching strategies that specifically address the needs of gifted and talented students.

OBJECTIVES: STUDENTS WILL BE SKILLED AT

Lesson 2.A: Maslow's Hierarchy of Needs

SWBSA identifying the five levels of Maslow’s Hierarchy of Needs.
SWBSA applying Maslow’s Hierarchy of Needs to real-world classroom situations.

Lesson 2.B: Stages of Development (Overview)

SWBSA identifying characteristics and stages of physical, cognitive, moral, psychosocial, and social cognitive development.

Lesson 2.C: Physical Development

SWBSA exploring characteristics and stages of physical development.

SWBSA evaluating the impact of physical development stages in the classroom.

Lesson 2.D: Cognitive Development

SWBSA exploring characteristics of cognitive development.

SWBSA evaluating the impact of Piaget's readiness approach on student learning.

Lesson 2.E: Moral Development

SWBSA identifying the stages in Kohlberg's theory of moral development.

SWBSA applying the theory of moral development to classroom situations.

SWBSA evaluating the application of Kohlberg's theory across multiple cultures.

Lesson 2.F: Psychosocial Development

SWBSA identifying the stages in Erikson's theory of psychosocial development.

SWBSA applying the theory of psychosocial development to classroom situations.

SWBSA evaluating the application of Erikson's theory across multiple cultures

Lesson 2.G: Bandura: Social Learning Theory

SWBSA exploring characteristics of social cognitive/learning development.

SWBSA evaluating the impact of Bandura's approach on student learning.

Lesson 2.H: Vygostsky: Social Learning Theory

SWBSA exploring the characteristics of sociocultural development/learning.

SWBSA evaluating the impact of Vygotsky's approach on student learning.

Lesson 2.I: The Importance of Play

SWBSA exploring types of play and its impacts in the classroom at various stages of development.

Lesson 2.J: Observations of Children from Birth through Age Five

SWBSA identifying stages of development and play of children ages birth through five while observing their behavior.

Lesson 2.K: Making Manipulatives

SWBSA designing a manipulative or game that is age and developmentally appropriate for children ages birth through high school.

Lesson 2.L: Observation of the Elementary School Student

SWBSA identifying stages of development in preadolescent learners while observing their behavior within a classroom setting.

Lesson 2.M: The Teen Years

SWBSA exploring characteristics of teens during the adolescent stage of development, as well as the impact of these within the classroom

Lesson 2.N: Observation of the Middle School Student

SWBSA identifying stages of development in preadolescent learners while observing their behavior within a classroom setting.

Lesson 2.O: Observation of the High School Student

SWBSA identifying stages of development in adolescent learners while observing their behavior within a classroom setting.

Lesson 2.P: Philosophy of Education

SWBSA revising their Philosophy of Education after each module.

Lesson 3A: Introduction to Exceptional Learners
SWBSA the challenges and rewards of working with students who have exceptional needs.

Lesson 3B: Walking in Somebody's Shoes
SWBSA exploring the breadth of exceptionalities of learners and how they affect the learning process.

SWBSA interpreting how the feelings and perspectives of others impact the community as a whole.

SWBSA describing the importance of a respectful environment for a diverse population.

Lesson 3.C: Regulations and Categories in Special Education (SPED)

SWBSA identifying characteristics of various categories of exceptional learners.

SWBSA appropriately apply laws, policies, and regulations to accommodate the diverse needs of exceptional learners.

Lesson 3.D: SLD Immersion: Building Awareness and Insight

SWBSA exploring the breadth of exceptionalities of learners and how they affect the learning process.

SWBSA interpreting how the feelings and perspectives of others impact the community as a whole.

SWBSA describing the importance of a respectful environment for a diverse population.

Lesson 3.E: Observing the Special Education Classroom

SWBSA identifying various categories of disabilities in self-contained classrooms.

SWBSA evaluating the effectiveness of the strategies teachers use to differentiate instruction for students with special needs in self-contained classrooms.

Lesson 3.F: Understanding Multilingual Learners (MLL)

SWBSA developing an understanding of multilingual learners and the relevance of this information to classroom teachers.

Lesson 3.G: Diversity and Multiculturally Sensitive Classroom

SWBSA developing an understanding of multiculturally sensitive classrooms and their relevance to classroom teachers.

Lesson 3.H: Focus on Barriers to Learning

SWBSA identifying barriers to learning and explore ways to accommodate for these in the classroom.

Lesson 3.I: Gifted and Talented Learners

SWBSA identifying various teaching strategies that specifically address the needs of gifted and talented students.

Lesson 3.J: Crafting Your Philosophy of Education
SWBSA revising and adding to the Philosophy of Education after each module.

ESSENTIAL QUESTIONS

Lesson 2.A: Maslow's Hierarchy of Needs

How can Maslow’s Hierarchy of Needs be applied in the classroom setting when motivating students?

Lesson 2.B: Stages of Development (Overview)

How do stages of development impact learning in the classroom?

Lesson 2.C: Physical Development

What are some of the important benchmarks of physical growth?

How does physical growth affect student learning?

Lesson 2.D: Cognitive Development

What are some of the important benchmarks of cognitive growth?

How does the process of cognition impact student learning?

Lesson 2.E: Moral Development

What are the key stages in Kohlberg's theory of moral development?

How can a child's level of moral development affect behavior in a classroom?

Lesson 2.F: Psychosocial Development

What are the key stages in Erikson's theory of psychosocial development?
How can a child's level of psychosocial development affect academics and behavior in a classroom?

Lesson 2.G: Bandura: Social Learning Theory

How does observation or modeling play a role in social learning?

How do culture and language influence social learning?

Lesson 2.H: Vygostsky: Social Learning Theory

How do culture and language influence social learning?

Lesson 2.I: The Importance of Play

How does play facilitate child development?

Lesson 2.J: Observations of Children from Birth through Age Five

What are some traits and capabilities of children ages birth through five?

Lesson 2.K: Making Manipulatives

How do manipulatives facilitate learning?

Lesson 2.L: Observation of the Elementary School Student

What factors contribute to learning in children aged six-eleven?

Lesson 2.M: The Teen Years

How do teens experience physical, cognitive, and social and emotional changes?

What are some unique traits and needs of teens?

Lesson 2.N: Observation of the Middle School Student

What factors contribute to learning in children aged nine to twelve?

Lesson 2.O: Observation of the High School Student

What factors contribute to learning in adolescents?

Lesson 2.P: Philosophy of Education

Which developmental theory/theorist from Module 2 has greatly impacted your ideas about student growth and development?
What ideas from the theory will you add to your own philosophy?
Should specific time for unstructured play (beyond lunch/recess) be included in the educational curriculum?
How might this time benefit elementary, middle, and high school students and teachers?
What does play look like in the classroom?
Based on your observations of the various educational levels, what ideas about content, pacing, and knowledge can you add to your philosophy?

Lesson 3A: Introduction to Exceptional Learners

How might exceptional needs affect learning?

Lesson 3B: Walking in Somebody's Shoes

How might exceptional needs affect a person?

How can I provide support for students with exceptional needs?

Lesson 3.C: Regulations and Categories in Special Education (SPED)

What laws, policies, and regulations govern the education of students with exceptionalities?

How can teachers identify exceptional students, adhere to the laws governing their educational needs, and differentiate for them in the classroom?

Lesson 3.D: SLD Immersion: Building Awareness and Insight

How might exceptional needs affect a person?

How can I provide support for students with exceptional needs?

Lesson 3.E: Observing the Special Education Classroom

How do teachers in self-contained classrooms differentiate instruction and the classroom environment to accommodate their students with special needs?

Lesson 3.F: Understanding Multilingual Learners (MLL)

How can educators support multilingual learners in the classroom?

Lesson 3.G: Diversity and Multiculturally Sensitive Classroom

How can Cadets develop an understanding of multiculturally sensitive classrooms and their relevance to classroom teachers.

Lesson 3.H: Focus on Barriers to Learning

How can incorporating accommodations in the classroom address barriers to learning?

Lesson 3.I: Gifted and Talented Learners

How can a teacher create a supportive environment for students who are academically gifted and talented?

How can a teacher use differentiated instruction and strategies to challenge gifted students in the classroom?

Lesson 3.J: Crafting Your Philosophy of Education

How do you believe schools should incorporate inclusion for those with exceptional needs?

How can teachers create inclusive classroom environments so that students with exceptionalities or barriers feel both welcome and accepted?

How should schools serve Gifted and Talented students?

LEARNING PLAN

Instructional time for this course is designed to introduce students to the various roles of educators in and out of the classroom. The intent is for students to have clear modeling of teaching strategies through whole-class instruction. These strategies are also reinforced and practiced through Cooperative Learning, Individualized

Instruction, and Personalized Learning lessons. Students collaborate on authentic project based learning activities and are monitored through teacher conferencing. An emphasis will be based on the transfer of skills through scaffolding objectives, instruction and assessments. The text complexity and rigor of reading will be appropriate for grades 11-12; materials selection for whole-class and literature circles will be from the book list approved by the Board of Education.

Teachers create text sets and mini lessons using the sub unit topics. The lessons include techniques and terminology specific to education and teaching pedagogy. Study includes database research, analysis, and reflection of teaching methods and philosophies. Students create weekly journal writings that are included in their Learning ePortfolios. Lessons focus on the process of understanding and learning in addition to the assessments with an emphasis of synthesis and evaluation of concepts. Lessons will include identifying, modeling, and practicing effective speaking and listening strategies for collaborative, Socratic, and whole group discussions. Teachers may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

This unit of study will focus on "Experience the Classroom" and is centered on the quotation by Malala Yousafzai, “One child, one teacher, one book, one pen can change the world.” Through these lessons, emphasis is on the development and appreciation of learning and the creation of lifelong advocates for the education of all children.

Potential lesson plans/activities may include:

Lesson 2.A: Maslow's Hierarchy of Needs

Lead a discussion about how Maslow Needs affect the Cadets in their attempt to learn, test, or behave as expected.

Show the video, Maslow’s Hierarchy of Needs - What Motivates Us?

Brainstorm what behaviors students might exhibit based on the needs at each level.

Brainstorm what teachers might do and what resources teachers have when they suspect a child is having trouble in one of the levels.

Lesson 2.B: Stages of Development (Overview)

Coordinate an observation of an early childhood classroom.

View The Morning Daily Routine (Highscope Curriculum) for Preschoolers.

Lead a discussion, prompting Cadets to summarize what they noticed during their observation. Deepen the discussion as the attributes of developmental stages surface.

Lesson 2.C: Physical Development

Introduce the lesson by distributing the handout, Introduction to Developmental Stages. Discuss the stages and then assign pairs or small groups of Cadets a developmental stage (Prenatal, Neonatal, Preschool, Middle Childhood, Adolescence).

Instruct groups of Cadets to research the assigned stage in preparation for teaching a short lesson on the important characteristics to fellow Cadet groups. Cadets may include role play, slide shows, videos, or online games in their lessons.

Provide Cadets with the handout, Teacher Cadet Lesson Plan Template, to assist them in planning the lesson.

Cadets should teach the lesson prepared to fellow Cadets.

Lesson 2.D: Cognitive Development

Introduce the lesson by showing the video, Piaget Cognitive Development Theory.

Provide Cadets with the handout, Understanding How We Learn: Piaget's Theory of Cognitive Development. Lead a discussion on the key concepts, stages, real-world applications, and modern relevance.

Provide Cadets with the reference card, Piaget’s Stages of Cognitive Development, that can be used in future lessons. Note there are two reference cards per page and you may want to laminate these.

Conclude the lesson by reminding Cadets that part of ongoing behavioral research includes criticisms of well-known theories. Watch the short video, What Criticisms Have Been Raised Against Piaget's Theory of Child Development?

Lesson 2.E: Moral Development

Distribute the handout, Moral Dilemmas. Allow them to answer the questions and then lead a discussion about the possible answers.

Distribute the handout, Stages of Moral Development, and have Cadets watch the video, Kohlberg's 6 Stages of Moral Development. Tell them to take notes on the handout as they watch.

After the video, distribute the worksheet, Moral Development Scenarios, and have Cadets identify the stage and substage that corresponds with the decision made. Once Cadets have finished, review their answers and discuss any disagreements (depending on what Cadets argue is motive, answers may vary and open up a lively discussion for the class).

Next, put Cadets in small groups (3-4) and distribute the worksheet, Prom Night Moral Decisions. Have Cadets read the story and, as a group, discuss the moral stage for each character. Using the worksheet, the group should identify the corresponding stage and write an explanation for their choice by focusing on the motivation for the behavior.

Lesson 2.F: Psychosocial Development

Distribute the handout, Stages of Psychosocial Development, and have Cadets watch the video, 8 Stages of Development by Erik Erikson. Instruct them to take notes on the handout as they watch.

After the video, distribute the worksheet, Erikson Case Studies and have Cadets read through the cases and answer the questions that follow. Once Cadets are finished, go over the answers and discuss any disagreements. (This could be homework for the next class period, if necessary.)

Finally, explain some of the criticisms of Erikson's theory.

As an alternate assignment, divide Cadets into 8 groups. Assign each group a stage in Erikson's theory. Then, distribute the handout, Gallery Walk Assignment. Be sure that you have large chart paper and markers available for the Cadets. Use the teacher resource, Gallery Walk Assignment Rubric to score the work of Cadets.

Lesson 2.G: Bandura: Social Learning Theory

Introduce the lesson by asking Cadets to define "peer pressure." Use these definitions to start a short discussion about both positive and negative influences of peer pressure.

Using the handout, Bandura and Social Learning Theory, discuss Bandura's main ideas concerning learning through observation and the importance of modeling.

Allow Cadets to watch the video, Teaching Matters: Teaching Modeling, which explains the importance of modeling and shows varied ways different teachers use modeling in the classroom.

Have Cadets brainstorm various ways to model lessons in different types of classes (for example, PE, music, English, math, science, social studies, computer science, art, foreign language, at the elementary, middle, and high school levels).

Lesson 2.H: Vygostsky: Social Learning Theory

Ask Cadets if they have ever had a language (verbal or nonverbal) that was unique to just them and a friend or sibling, etc. Then, ask Cadets what name they use for a soft drink (soda, pop, Coke™, etc.). Next, ask them if they call the last meal of the day dinner or supper. Lead a discussion about why we might call items by different names (depending on where we grew up, who taught us the word, etc.).

Have Cadets watch the video trailer, Nell Trailer. After they watch the trailer, have them discuss how a person isolated from society with just family might speak and act differently than those who grow up in society.

Using the handout, Vygotsky and Sociocultural Development, discuss the first five ideas (culture - internal dialogue) concerning the importance of culture and language in terms of cognition.

Have Cadet groups complete the research activity as outlined on the handout, Researching Cultures and Their Languages. After everyone is finished, have each group present their set of slides to the class.

After the presentation, discuss the differences in words and phrases depending on the culture (region, generation, ethnicity, etc.). Ask Cadets to consider how this information translates into a classroom for student learning.

Next, discuss Vygotsky's ideas about the Zone of Proximal Development and Scaffolding on the handout, Vygotsky and Social Cultural Development, numbers 6-7. Give Cadets the handout, Puzzle Sheet. Initially, have Cadets work silently and alone on the task. After one minute, allow Cadets to talk quietly/work with another Cadet for one more minute to complete the task.

After Cadets have completed the task (or time is up), have them lead a discussion about the task and its difficulty when working silently and alone versus working with a partner or others. Ask Cadets how helpful it was to get a hint or simply talk through the different puzzles to get new ideas for solving them. Then, ask Cadets how watching a teacher do an example and scaffold the idea of the rebus puzzle could help students who struggled with the directions and concept of the puzzle itself.

Lesson 2.I: The Importance of Play

Session 1: Prior to the lesson, instruct Cadets to read the handout, Types of Social Play.

Begin the lesson by showing the video, Play in Early Childhood: The Role of Play in Any Setting. Facilitate a class discussion, encouraging Cadets to share common themes that were significant in both the handout and the video.

Encourage Cadets to recall toys and types of play they enjoyed as a preschooler, elementary child, and middle school student. Then lead a class discussion about the types of toys and play that Cadets now enjoy. For example, some may say a cell phone is a favorite toy or they enjoy playing video games.

Using a Jigsaw or Think-Pair-Share strategy, divide Cadets into three groups (Social Play, Independent Play, Guided Play). Each group will review the article, The Importance Of Play For Adolescents, and outline the benefits the assigned category (Social Play, Independent Play, Guided Play) has on Intellectual, Social, Emotional, and Physical Development.

Cadets can share outlines through a class presentation or digital platform.

Session 2: Prior to the beginning of class, arrange centers in the room to represent Piaget's four types of play:

1. Functional: toy musical instruments, jump rope, blocks, etc. for Cadets to play independently, purely for fun.
2. Constructive: Play-Doh®, building blocks, etc. for Cadets to purposefully build something.
3. Symbolic/Fantasy: random objects provided with instructions for Cadets to play house, school, or store.
4. Games with Rules: board games such as Sorry®, Trouble®, and Candyland® can be quickly played by multiple Cadets.

Divide Cadets into small groups and have them rotate through the play areas, allowing 5-10 minutes at each center. Other than the vague instructions for the Symbolic/Fantasy center, do not tell Cadets what they should

do at each center.

Facilitate a class discussion, focusing on which type of play was represented at each center and what students can learn from each type of play.

Lesson 2.J: Observations of Children from Birth through Age Five

Infant and Toddler Stage Options:

1. Arrange for a guest speaker who works with newborns such as a pediatrician or pediatric nurse specializing in infant and toddler care to share information with the class.

2. Arrange to have one or more parents with infants and/or toddlers come into the classroom with their children to discuss the different stages of development their babies have completed.

3. View videos such as Newborn Milestones 0 to 6 months: When Will my Baby First Smile? or Baby Development Milestones in the first year.

Ages Two to Five Options:

1. Make arrangements with a local preschool to have your Cadets conduct an observation. Cadets will benefit from opportunities to observe in a variety of preschools such as Head Start Programs, college-based sites, and private preschools. Although the age levels vary, most preschools serve children from six weeks through ages four or five.

2. If you have a four-year old program on your campus or at a nearby elementary school, arrange for the Cadets to observe in one of these classes.

3. View videos such as Preschooler Growth & Developmental Milestones, Preschool and Pre-K Developmental Milestones (4 years old and 5 years old), or 5 Year Old Milestones & Development // Social/Emotional, Language, Cognitive, Fine & Gross Motor.

Preschool Observation

1. Provide Cadets with the observation form, and review the form to ensure Cadets understand what they are being asked to observe. Stress the confidentiality required for this observation, and remind Cadets no pictures or videos of the children should be taken. Cadets should not use names of children on the observation form nor discuss the observation outside of class or on social media.

2. Inform Cadets there are two pages included in the observation form. The first page is for recording general information, and the second page is to record observations of student play. Remind Cadets they may not see examples of every type of play during this observation.

3. Upon completion of the classroom observation, guide a class discussion with Cadets, including some of the following:

a. What are some stages of physical and cognitive development observed?

b. What are some differences/similarities observed between the different age groups?

c. What are the strengths and/or challenges observed?

d. What seem to be the positive environmental influences on children this age? Negative environmental influences?

e. Name and describe the most important factors in organizing a classroom environment for preschool children.

f. What do children seem to learn from playing?

g. Are children this age capable of taking control of their own learning?

h. What are the three most important characteristics that you learned about children this age?

Lesson 2.K: Making Manipulatives

Distribute the handout, Instructions for Making Manipulatives, and discuss it with Cadets.

As individuals or as pairs, Cadets will design an instructional product that will involve tactile/kinesthetic learning. It should be designed to be touched, handled, moved, or manipulated in some way as part of the learning process. Cadets may design a manipulative suitable for any age, birth through high school, using various materials including paper, cardboard, game pieces, technology, etc.

If time permits, your class may want to visit a preschool or elementary school where Cadets can observe children using manipulatives for learning.

Allow Cadets to demonstrate manipulatives, letting fellow Cadets “field test” them.

Lesson 2.L: Observation of the Elementary School Student

Make arrangements with a local elementary school principal to allow your Cadets to observe in a variety of classrooms, PreK through 5th grade. You may want to request a tour of the school to help Cadets make connections between the classroom and other facets of the educational environment. If time permits, you may choose to schedule an additional observation to allow Cadets to visit multiple grade levels.

Provide Cadets with the Elementary School Observation Form, and review the form to ensure Cadets understand what they are being asked to observe. Stress to Cadets the professional confidentiality required for this observation. No pictures or videos should be taken, nor should student names be included on the observation form. Remind Cadets not to discuss this observation outside of class or on social media.

Upon completion of the classroom observation, guide a class discussion focused on the following:

- What are some stages of physical and cognitive development observed?
- What are some differences/similarities observed between the different age groups?
- What are the strengths and/or challenges observed?

Lesson 2.M: The Teen Years

Begin the lesson by listening to the Podcast, Understanding the Teenage Brain. Additionally, you have the option of providing Cadets with the transcript for Understanding the Teenage Brain, to meet the needs of visual learners.

Watch the video, How Does the Teenage Brain Work?

After listening to the podcast and watching the video, guide a discussion, either in class or through a technology platform, based on the following questions:

- What have you learned about the teenage brain that you did not realize before listening to the podcast and watching the video?
- What physical, cognitive, social, and emotional traits of teens have you noticed in yourself and your peers?
- How might teachers and parents address the needs of a teenager?

Watch the videos on Generation Alpha, Why is Generation Alpha So Important? and How Gen Alpha Will Change Society Forever.

After watching the videos, guide a discussion, either in class or through a technology platform, based on the following questions:

- Do you consider yourself Gen Z or Gen Alpha? What criteria did you use to make your choice?
- How has technology impacted you and your peers? How has social media affected your education and personal life? You may include both positive and negative effects.

Lesson 2.N: Observation of the Middle School Student

Make arrangements with a local middle school principal to allow your Cadets to observe in a variety of classrooms, including core and exploratory courses. If time permits, you may choose to schedule additional

observations to allow Cadets to visit multiple classrooms.

Provide Cadets with the Middle School Observation Form, and review the form to ensure Cadets understand what they are being asked to observe. Stress to Cadets the professional confidentiality required for this observation. No pictures or videos should be taken, nor should student names be included on the observation form. Remind Cadets not to discuss this observation outside of class or on social media.

Following the observation, consider asking a member of the school administration to conduct a question-and-answer session with the Cadets.

Upon completion of the classroom observation, guide a class discussion focused on the following:

- What are some stages of physical and cognitive development observed?
- What are some differences/similarities observed between the different age groups/grade levels?
- What are the strengths and/or challenges observed?
- Were any differences noticed between core and exploratory class settings?

Lesson 2.O: Observation of the High School Student

Make arrangements with a local high school principal to allow Cadets to observe in a variety of classrooms, including core and exploratory courses. If time permits, you may choose to schedule additional observations to allow Cadets to visit multiple classrooms.

Upon completion of the classroom observation, guide a class discussion focused on the following:

- What are some stages of physical and cognitive development observed?
- What are some differences/similarities observed between the different age groups/grade levels?
- What are the strengths and/or challenges observed?
- Were any differences noticed between core and exploratory class settings?

Provide Cadets with the High School Observation Form, and review the form to ensure Cadets understand what they are being asked to observe. Stress to Cadets the professional confidentiality required for this observation. No pictures or videos should be taken, nor should student names be included on the observation form. Remind Cadets not to discuss this observation outside of class or on social media. Additionally, encourage Cadets to observe objectively, without emotion.

Lesson 2.P: Crafting Your Philosophy of Education

Cadets will continue to revise and add to the Philosophy of Education after each module. By the end of the course, Cadets will have developed a Philosophy of Education that is informed by not only their beliefs but also their experiences and knowledge gained.

Lesson 3A: Introduction to Exceptional Learners

Option 1: Provide Cadets with a copy of the book, The Acorn People, by Ron Jones. Note: This is a short book and can easily be read in two sittings.

Guide a whole class or online discussion based on the following questions:

What would have been your own personal reaction upon arriving at the camp as a counselor?

What challenges would you have experienced as a camper with exceptional needs?

What have you learned about exceptional students you did not know before reading The Acorn People.

Option 2: Distribute copies of the top portion of the handout, A Wicket's Wad. Instruct Cadets to read the passage and then provide answers aloud to the five questions provided. Record responses on the board or chart paper.

Distribute copies of A Beaver's Home from the bottom portion of the page. Instruct Cadets to read the passage.

Lead a class discussion, comparing their original responses to those they would give based on the second passage.

The frustration felt by students in comprehending the original passage and answering the questions could mirror those felt by some students with exceptional needs. Address the following questions during the class discussion:

How did you feel about not being able to understand the passage in the handout, A Wicket's Wad?

How did it feel when others could answer the questions when you could not?

What have you learned about exceptional students you did not know before reading A Wicket's Wad?

Lesson 3B: Walking in Somebody's Shoes

Begin the lesson by asking Cadets the following questions:

How would you define disability?

How do disabilities affect learning?

Recall an experience you may have had with a disabled person. Would you describe this as a positive or

negative experience for you?

How did that experience affect your attitude and feelings toward people with disabilities?

The culminating activity for this lesson is for Cadets to role play, experiencing the challenges and frustrations of those with disabilities.

Gather the items on the Suggested Materials List.

Print the Disability Cards and either intentionally or randomly distribute a card to each Cadet. If needed, print two sets of cards for larger classes. There are blank cards if you wish to add other restrictive actions.

Instruct Cadets to ready themselves, based on the Disability Card received, by following the instructions on the card.

Once all Cadets are ready, conduct one or two simple tasks. Ask them to form a circle and pass a hula hoop or ball around the circle. Ask them to play a simple board game. Ask them to walk around the school campus as they would normally do when changing classes.

To deepen the understanding of exceptional learners, you may play Mad Gab or "I'm Going on a Trip, and You May Go, Too." These activities will help Cadets understand the frustration learning disabled students may feel with the simplest of tasks and develop empathy for those learners.

Lesson 3.C: Regulations and Categories in Special Education (SPED)

Begin the lesson by asking Cadets how they think students with exceptional needs were treated by schools in the past. Discuss briefly.

Explain that our government has created laws, policies, and regulations specifically for students with exceptional needs and that it is important for ALL teachers to know, understand, and apply those laws consistently.

Distribute the handout, Policies, Procedures, and Laws and explain the various regulations that govern the education of students with exceptional needs.

Once Cadets are familiar with the regulations, distribute the handout, Categories of Disabilities and explain the specific definitions of disabilities.

To have Cadets understand fully each of the categories, pick one of the options below:

In pairs or small groups, Cadets research the characteristics of a specific category of disability and then report back to the class (have them access the online resource, SC DoE Standards for Evaluation and Eligibility Determination, for specific information).

Provide Cadets with the specific information by explaining the characteristics of each specific disability using the online resource, SC DoE Standards for Evaluation and Eligibility Determination.

Once Cadets are familiar with the characteristics of the disabilities, have them identify the potential disability of students using the instructor resource, Exceptional Student Cards. Place cards around the room (on tables or on walls) and have Cadets walk to each card and try to identify the disability using the worksheet, Identifying the Exceptionality. After everyone is done, go over the correct answers in class using the instructor resource, Answers to Exceptional Student Cards.

Lesson 3.D: SLD Immersion: Building Awareness and Insight

Begin this lesson by showing the video, How Difficult Can This Be? the FAT City Video.

Instruct Cadets to take notes on the handout, Lessons Learned About Learning Disabilities. You may want to show the video in segments, stopping the video and discussing demonstrations and integral points before moving on.

Following the video, Cadets exchange handouts with a partner. After reading and discussing notes with partners, lead Cadets in a whole class discussion about the video, answering questions Cadets may have.

Lesson 3.E: Observing the Special Education Classroom

Define what a self-contained classroom means (a classroom of students who do not typically participate in a traditional classroom environment due to the severity of the disability). Be sure to refer back to the regulations, specifically the idea of the Least Restrictive Environment, explaining that for some students, a traditional classroom is not conducive to their academic learning.

Explain that Cadets will observe self-contained classroom settings (the number of classrooms depends on the situation at your own school). Hand out the worksheet, Observation Form and point out exactly the behaviors you want the Cadets to note and the connections they should make to Maslow, Piaget, etc.

If you have not already done so, stress the critical need for confidentiality whenever Cadets are visiting a classroom. Distribute the worksheet, Confidentiality Agreement and go over each part, emphasizing FERPA regulations, prohibition of posting pictures and/or names on social media, etc. Have all Cadets sign and return the confidentiality agreement to you before observing the classrooms. Keep these agreements, as they also apply to field experiences later in the course.

Set up an appropriate time to observe the classroom(s). If possible, divide the class into smaller groups so

Cadets do not overwhelm the students when they enter the classroom(s). Remind Cadets to fill out their observations form(s) as they visit the classroom(s), making detailed notes about academic, emotional, and social levels, interactions between students and teachers, and strategies the teachers use in the classroom(s).

Once the Cadets are back in your classroom, facilitate a discussion about their observations. Some potential questions include the following:

What stages of physical, cognitive, emotional, or social development did you observe?

What differences or similarities between the classroom(s) did you notice?

What strategies did you see teachers use to accommodate student needs?

Lesson 3.F: Understanding Multilingual Learners (MLL)

Option 1: Introduce the lesson using the video, Making Classrooms More Inclusive for Multilingual Learners or the slides, Multilingual Learners.

Assign questions to pairs or small groups of Cadets from the handout, MLL Basics. Allow Cadets time to research questions and then present findings to the class. Suggested responses are provided in the instructor resource, MLL Basics Responses.

Option 2: Invite a MLL teacher to present to the Cadets. Before the presentation, ask Cadets to brainstorm a list of questions they have about multilingual learner

Lesson 3.G: Diversity and Multiculturally Sensitive Classroom

Introduce the lesson using the online resource video, If the Earth Were a Village of 100 People.

Facilitate a class discussion that focuses on the diversity of the world today.

Share the handout, Disney Princess Timeline, and allow Cadets a few minutes to study the information. Discussion should focus on:

From the 1930s to the 1980s, Disney princesses were primarily limited to characters like Cinderella and Sleeping Beauty—both white with blonde hair and blue eyes—as well as Snow White, known for her extremely fair complexion.

Ask Cadets to look around the room and identify how many of their classmates fit that narrow image. As they notice that very few do, point out that Disney later introduced Ariel, a red-headed princess, and Belle, a brunette, marking a small step toward greater diversity. However, many children still did not see themselves

represented.

In the 1990s, Disney expanded further by introducing Jasmine (Middle Eastern), Pocahontas (Native American), and Mulan (Asian). Prompt Cadets to reflect again on who in the classroom still might not feel represented.

Finally, in the 2000s, Disney introduced more diverse princesses, including Tiana (African American), Elena of Avalor (Hispanic), and Moana (Pacific Islander). With these additions, Disney has taken meaningful steps toward ensuring that children from many backgrounds can see themselves reflected in the characters they admire.

Pose the following question to Cadets: How can teachers create a multiculturally sensitive classroom? Use Think, Pair, Share or another strategy that allows Cadets to brainstorm ideas, share with others, and then with the class.

Share with Cadets the handout, The Importance of a Diverse Classroom Library. Note: Additional online resources include, International Children's Digital Library and Reading Rockets, The Diverse Bookshelf.

Conclude the lesson by reviewing the reasons for multicultural sensitivity in a classroom of diverse learners.

Lesson 3.H: Focus on Barriers to Learning

Begin the lesson by asking Cadets to brainstorm a list of possible barriers to learning. Record these on the board, chart paper, or on an online platform.

Instruct Cadets to classify the barriers into categories such as academic, social, physical, personal, etc. Some of the barriers may overlap into more than one category.

Provide Cadets with the handout, Barriers to Learning. After reviewing the list, add any other barriers provided by Cadets to the list.

Cadets should choose one of the barriers and after conducting research, create an infographic that includes:

a definition of the barrier

current statistics

causes, symptoms, and challenges of the barrier

possible impact on education

possible classroom accommodations for the barrier.

Allow Cadets to present their infographic to the class through an electronic presentation, skit, or video. If possible, have students upload infographics to create a class slideshow.

Provide Cadets with the handout, Infographic Self-Assessment, instructing them to self-assess their work.

Provide Cadets with the handout, Barriers Book and Video Assignment Guidelines. Review the criteria for this major lesson assessment. Allow Cadets an appropriate amount of time (both in and outside of class) to complete the assessment.

Over the course of future lessons, allow time for one-two Cadets to share the book or present the video created.

Lesson 3.I: Gifted and Talented Learners

Explain that giftedness is considered an exceptionality, much like the disabilities referenced in the earlier lesson. Because it is an exceptionality, teachers need to differentiate instruction for gifted and talented students, just as they would for any other exceptionality.

Then, using the online resource, Gifted and Talented (SC Department of Education), provide the definition of gifted students as "those who are identified in grades 1-12 as demonstrating high performance ability or potential in academic and/or artistic areas." Explain that teachers are required to provide instruction to these students that fits their needs in order to reach their full potential.

Next, distribute the handout, 6 Strategies for Teaching Gifted Students to the Cadets, and discuss how these strategies work to allow gifted students the opportunity to use their talents appropriately and grow academically. Remind students to take notes on the handout, if desired.

Lesson 3J.: Crafting Your Philosophy of Education

Cadets will continue to revise and add to the Philosophy of Education after each module.

By the end of the course, Cadets will have developed a Philosophy of Education that is informed by not only their beliefs but also their experiences and knowledge gained.

EVIDENCE/ PERFORMANCE TASKS

FCS courses are designed to promote skill attainment. Student progression and pace through which they proceed through the performance tasks is based on their affinity for and ability to reach skill attainment. The teacher will determine formative and summative skill attainment; alternative assessments will be incorporated for each student based on their strengths and challenges.

Varied and differentiated assessments will be administered to students for the purpose of measuring the knowledge, academic readiness, skill obtainment, and educational needs of the students. Teachers will continuously evaluate individual and whole classes' formative and summative assessments to develop the appropriate progression for lesson and unit planning.

Following are suggested performance tasks students may complete as they proceed through the unit:

Module 2:

Provide constructive feedback to Cadet's Reflection responses. This is the foundation of what will evolve into the Cadet's educational philosophy.

Provide constructive feedback on the lesson plans and presentations, highlighting strengths and areas for improvement. Encourage peer feedback as well. You may use the handout, Peer Feedback Form, or one of your own to help Cadets record their reflections for each lesson.

The reflection response may be used as the assessment for this lesson.

Cadets will complete the worksheet, Play Day! To demonstrate understanding of types of play and impacts in the classroom at various stages of development.

Cadets complete the Preschool Observation Form to demonstrate understanding of how play serves as a critical way for children to learn about their environment, practice social skills, and build physical and cognitive abilities.

Cadets create a manipulative for student use that demonstrates understanding of how play serves as a critical way for children to learn about their environment, practice social skills, and build physical and cognitive abilities. Assess student understanding with the Evaluation Form for Instructional Manipulatives/Games.

Cadets complete the Elementary School Observation Form to demonstrate understanding of physical and cognitive abilities within a classroom setting.

Cadets should be assessed on their responses to the discussion questions.

Cadets complete the Middle School Observation Form to demonstrate understanding of physical and cognitive abilities within a middle school classroom setting.

Cadets should complete the High School Observation Form to demonstrate understanding of physical and cognitive abilities within a high school classroom setting.

Reflections from site visits to Cranford Schools' high school, middle school, and elementary classrooms.

Module 3:

Ask Cadets to share the most difficult task encountered during the role play. On an exit slip or chart paper, ask them to name the task and explain why it was so difficult. Cadets should also note if anyone assisted them with this task.

For this assessment, have students complete the Test on Regulations and Categories of Special Education.

Exit Slip: Explain F.A.T. as it relates to exceptional learners.

Cadets should complete and submit their observation forms at the end of the class.

Cadets will present a one to two-minute presentation on a MLL topic. Cadets will select their topic from the Topic Strips. Cadets should research and write a one-paragraph summary. Cadets may choose to create a visual to use during their presentation.

In pairs or small groups, Cadets will create a multicultural children's book. They may create a traditional paper book or use online book creation sites such as Canva or Visme, etc.

Cadets will create a book or video to address the barrier chosen.

For the lesson assessment, have Cadets research a specific component of South Carolina's Gifted and Talented Best Practices, as described in the online resource, Gifted and Talented Best Practices Manual. In addition, have them locate academic articles about their specific inquiry topics to compare with other areas in South Carolina. See the handout, Gifted and Talented Inquiry Project, for specific information. Cadets may work individually, in pairs, or in small groups if desired or necessary.

Module 2-3

Bulletin Boards Creations for Unit of Study

Making Manipulative(s): Design a manipulative game suitable for hands-on/kinesthetic learning for elementary school.

Visual Representations, Booklets, posters, brochures, puppets, and other 2-D and 3-D creations.

Research, academic journals, academic articles, and ERIC database.

Participation and group processes.

Creating unit and lesson planning and other templates

Teaching lessons to the class and other classes

Observation and evaluation forms for student taught mini lessons to the class.

Open-Ended Responses in Journal regarding Educational Theorists and Academic Articles, citing and interpret quoted materials

Online Discussion Forums using google applications

Student-Created Assessments related to Personalized Learning

Cooperative and collaborative options with cooperating schools

Conferences: Individual and small group, accompanying conference notes

Self-Evaluations and Reflective Journals

Entrance and Exit Tickets

Personalized Learning, Project-based Learning, and Problem-based Learning Assignments

MATERIALS

Materials:

The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. In addition to the materials below, this link connects to district approved textbooks and resources utilized in this course:
https://www.cranfordschools.org/apps/pages/index.jsp?uREC_ID=1774932&type=d&pREC_ID=2180338

Module 2:

5 Year Old Milestones & Development // Social/Emotional, Language, Cognitive, Fine & Gross Motor. (2021). Www.youtube.com. https://www.youtube.com/watch?v=vXvOGwJuPNI Alba, K. (2021).

Preschool and Pre-K Developmental Milestones (4 years old and 5 years old) | Dr. Kristine Kiat. In YouTube. https://www.youtube.com/watch?v=nWhkMEyHFx8 Arnerich, M. (2021, February 3).

Constructive Play: What and How | Family. Www.famly.co. https://www.famly.co/blog/encouraging-constructive-play

Barrington Area Library (IL) (2025). Let them play! By themselves. Balibrary.org. https://balibrary.org/ys-blog/1738-let-them-play-by-themselves-demitra-2 CBC Kids News. (2023, March 28).

Why is generation Alpha so important? | CBC Kids News. YouTube. https://www.youtube.com/watch?v=60Tj12JPn9c

Childhood Education Zone. (2025). Youtu.be. https://youtu.be/L8OY44yxE0E?list=TLGGpsRCYcXh8_gyODA0MjAyNQ Cruz, U. (2023).

What is Cooperative Play? Stages, Benefits and Examples. (2023, August 9). https://www.splashlearn.com/blog/what-is-cooperative-play/ Diana In The Pink. (2022, August 14).

Newborn Milestones 0 to 6 months: When Will my Baby First Smile? YouTube. https://www.youtube.com/watch?v=WWRojuhNs2w

Module 3:

The Acorn People (ISBN: 9780440227021)

Handout: A Wicket's Wad

Online Game: Mad Gab

Teacher Resource: I'm Going on a Trip, and You May Go, Too Rules

Teacher Resource: Disability Cards

Teacher Resource: Suggested Materials List

Handout: Policies, Procedures, and Laws

Handout: Categories of Disabilities

Teacher Resource: Exceptional Student Cards

Online Resource: SC DoE Standards of Evaluation and Eligibility Determination

Worksheet: Identifying the Exceptionality

Teacher Resource: Answer Key to Identifying the Exceptionality

Test: Special Education Policies, Procedures, Laws, and Categories

Teacher Resource: Answer Key to Test on Special Education Policies, Procedures, Laws, and Categories

Video: How Difficult Can This Be? the FAT City Video

Worksheet: Lessons Learned About Learning Disabilities

Worksheet: Observation Form

Worksheet: Confidentiality Agreement

Video: Making Classrooms More Inclusive for Multilingual Learners

Slides: Multilingual Learners

Handout: MLL Basics

Teacher Resource: MLL Basics Responses

Online Resource: Gifted and Talented (SC Department of Education)

Handout: 6 Strategies for Teaching Gifted Students

Online Resource: Gifted and Talented Best Practices Manual

Handout: Gifted and Talented Inquiry Project

Teacher Resource: Scoring Rubric

Handout: Topic Strips

□□□□□ in New York. (2024, June 13). If the earth were a village of 100 people. YouTube. https://www.youtube.com/watch?v=5zFvhAqxQmU

A List of Mad Gab Flashcards. (2025). Quizlet. https://quizlet.com/160279776/a-list-of-mad-gab-flash-cards/ About OCR. (2023).

U.S. Department of Education. https://www.ed.gov/about/ed-offices/ocr/about-ocr Blintt, J. (2020, October 20).

The Importance of a Diverse Classroom Library. https://www.literacyworldwide.org/blog/literacy-now/2020/10/20/the-importance-of -a-diverse-classroom-library

Brown, J., Sanford, A., & Sacco, D. (2024). Multi-Tiered System of Supports for Multilingual Learners Using Culturally and Linguistically Aligned Practices. https://intensiveintervention.org/sites/default/files/2024-01/mtss-culturally-responsive.pdf Dr Cavitt. (2020).

How Difficult Can This Be? the FAT City Video. In YouTube. https://www.youtube.com/watch?v=O9NfoGiLKdA Edutopia. (2021, April 28).

Making Classrooms More Inclusive for Multilingual Learners. Www.youtube.com. https://www.youtube.com/watch?v=hYqTM0caS3o Equal Rights to Public Education Regardless of Immigration/Citizenship Status. (2015, October 15).

U.S. Department of Education. https://www.ed.gov/laws-and-policy/civil-rights-laws/race-color-and-national-origin -discrimination/race-color-and-national-origin-discrimination-key-issues/equal-rig hts-public-education

Gifted and Talented Best Practices Manual. (2017 June 1). S.C. Department of Education. https://ed.sc.gov/instruction/standards/advanced-academic-programs/gifted-and-t alented/ Gifted and Talented Education Overview. (2017 June 1).

S.C.Department of Education. https://ed.sc.gov/sites/scdoe/assets/File/instruction/standards/Advanced%20Prog rams/Overview.pdf ICDL -

International Children's Digital Library. (2021). Www.childrenslibrary.org. http://www.childrenslibrary.org/

Kwon, Y. H., Yoo, K., Nguyen, H., Jeong, Y., & Chun, M. M. (2021). Predicting multilingual effects on executive function and individual connectomes in children: An ABCD study. Proceedings of the National Academy of Sciences, 118(49). https://doi.org/10.1073/pnas.2110811118 NSW Department of Education. (2024).

What are BICS and CALP? Knowing the difference between BICS and CALP supports teachers of EAL/D learners Rationale Timeframe for use Instructions for use. https://education.nsw.gov.au/content/dam/main-

education/teaching-and-learning/ curriculum/multicultural-education/eald/urh/What_are_BICS_and_CALP.pdf

Oxford. (2025, February 13). Supporting Multilingual Language Learners In Your Classroom. Teaching English with Oxford. https://teachingenglishwithoxford.oup.com/2025/02/13/supporting-multilingual-language-learners-in-your-classroom/

Reading Rockets. (n.d.). The Diverse Bookshelf | Reading Rockets. Www.readingrockets.org. https://www.readingrockets.org/books-and-authors/diverse-bookshelf

Taylor, R. (2023, July). Journaling for English Language Learners: A Path to English Fluency. Nowspeakenglishonline.com; Now Speak English Online. https://blog.nowspeakenglishonline.com/journaling-for-english-language-learners -a-path-to-english-fluency TESOL International Association. (2015).

TESOL International Association. Tesol.org. https://www.tesol.org/

U.S. Department of Justice. (2024, February 5). Celebrating the 50th Anniversary of Lau v. Nichols. Justice.gov. https://www.justice.gov/archives/opa/blog/celebrating-50th-anniversary-lau-v-nich ols

Associated web content and media sources are infused into the unit as applicable and available.

Teacher Cadet Online Curriculum Tool : https://www.teachercadets.com/teacher-cadet-hub.html

Teacher Cadet Online Curriculum: https://www.cerra.org/

NJ Future Educators of America: https://www.njea.org/about/center-for-future-educators/

Research, academic journals, academic articles, and ERIC database.

Information for guest speakers from the district and/or universities.

Site visits to other Cranford School District Schools including elementary and classrooms.

NJ Future Teacher conferences and virtual tours throughout the year.

SUGGESTED STRATEGIES FOR MODIFICATIONS

This link includes content specific accommodations and modifications for all populations:

FCS Integrated Accommodation and Modifications, Special Education students, English Language Learners, At-Risk students, Gifted and Talented students, Career Education, and those with 504s