

CURRICULUM UNIT DEVELOPMENT RATING SHEET

Name _____	School _____
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INSTRUCTIONS TO EVALUATORS: Circle the correct score then write the appropriate numerical rating in the "score" column. Comments should help participants identify their strengths and areas for improvement. **Comments must be made on any score not reflecting an excellent score.** Record total points on each page and then record total points overall. Verify point total and initial.

Evaluation Criteria	Poor	Needs Improvement	Fair	Good	Excellent	SCORE	COMMENTS
CURRICULUM UNIT PLAN Total Points: 20							ONLY THE CURRICULUM UNIT PLAN IS SCORED ON THIS PAGE
Unit Plan Includes: <ul style="list-style-type: none"> Name and School Cover Page with required components Thematic Unit Topic Total of 3-5 pages in length (including cover page, graphics/pictures) placed in a binder or folder One copy for each evaluator Correct grammar and spelling Typed, using required format 	0 1	2	3	4	5		
Unit Plan Completed: <ul style="list-style-type: none"> Four of the five Early Learning and Development Domains identified Two standard statements with each strand and topic identified from each chosen domain (total of eight) Eight learning experiences identified from a minimum of four curriculum areas. Learning experiences are identified with titles. 	0 1	2	3	4	5		
Learning Objectives: For each learning experience: (total of 8) 2-part learning objectives included: <ul style="list-style-type: none"> conditions of performance (material, equipment, time or person); and an observable behavior (visible or auditory) of what the child will be doing 	0 1	2	3	4	5		
Integration of Unit Plan: <ul style="list-style-type: none"> Curriculum areas are aligned with a domain Learning experiences cross a minimum of four (4) curriculum areas Learning experiences support the standard statements chosen 	0 1	2	3	4	5		

Curriculum Unit Plan **** Total Score _____/20

CURRICULUM UNIT DEVELOPMENT RATING SHEET

Evaluation Criteria	Poor	Needs Improvement	Fair	Good	Excellent	SCORE	COMMENTS
Curriculum Unit Display Total Points: 20							ONLY THE CURRICULUM UNIT DISPLAY IS SCORED ON THIS PAGE
Meets Specifications: <ul style="list-style-type: none"> Display items fit within dimension requirements: Free standing display does not exceed of 72" length x 48" depth x 72" height free standing, 72" length x 30" depth x 52" height table top Display labeled with the following: theme, four chosen domains, the curriculum areas (minimum of 4), and the titles of the learning experiences (total of 8) Items removed from the display during presentation are returned to display dimensions 	0 1	2	3	4	5		
Professional Appearance: <ul style="list-style-type: none"> Content on board is neatly labeled and easy to read, theme is prominently displayed Display is well organized and visually inviting (colorful, clean, neat, creative, etc.) 	0-1- 2	3-4	5-6	7-8	9-10		
Materials: <ul style="list-style-type: none"> At least one photo, sample or material is displayed for each activity Photographs, props, and/or samples of children's work are pleasingly balanced within the display dimensions 	0 1	2	3	4	5		

Curriculum Unit Display ***

Total Score _____ /20

CURRICULUM UNIT DEVELOPMENT RATING SHEET

Evaluation Criteria	Poor	Needs Improve ment	Fair	Good	Excellent	SCORE	COMMENTS
LEARNING EXPERIENCES EXPLANATION: (participant may use description sheet for reference) Total Points: 30	Could not answer		Needed prompt from judge		Clearly explains		ONLY THE LEARNING EXPERIENCES EXPLANATION SHOULD BE SCORED ON THIS PAGE
Description of Learning Experiences: <ul style="list-style-type: none"> • Identifies each domain, curriculum area, title and standard statement 	0	1 2	3	4	5		
Integration of Theme: <ul style="list-style-type: none"> • Explains how the learning experiences helped children learn theme-related concepts 	0	1 2	3	4	5		
Participation and Response: <ul style="list-style-type: none"> • Describes children’s participation and response to each learning experience 	0	1 2	3	4	5		
Areas of Development: <ul style="list-style-type: none"> • Explains how each learning experience show developmental growth in at least one of the following areas: physical, cognitive, emotional and social 	0	1 2	3	4	5		
Developmentally Appropriate: (may use 1-3 activities for explanation) <ul style="list-style-type: none"> • Explains one way <ul style="list-style-type: none"> ○ 1 activity is appropriate for attention span and interest; ○ 1 activity meets the developmental level of preschool children; and ○ 1 activity allows children to express creativity 	0	1 2	3	4	5		
Adaptations and Accommodations: <ul style="list-style-type: none"> • Explains at least one way 1 activity could be adapted to meet children’s special needs or individual differences 	0 1	2	3	4	5		

Learning Activities Explanation *

Total Score _____/30

CURRICULUM UNIT DEVELOPMENT RATING SHEET

Evaluation Criteria	Poor	Needs Improvement	Fair	Good	Excellent	Score	COMMENTS
PRESENTATION SKILLS Total Points: 30							ONLY PRESENTATION SKILLS SHOULD BE SCORED ON THIS PAGE
Introduction: <ul style="list-style-type: none"> • Sets up display independently • Introduces self and school • Identifies chosen theme 	0 1	2	3	4	5		
Communication: <ul style="list-style-type: none"> • Pitch, volume, and tempo is appropriate to presentation • Uses correct grammar and pronunciation 	0 1	2	3	4	5		
Presentation: <ul style="list-style-type: none"> • Demonstrates confident body language, eye contact is maintained • Demonstration of materials from the display area are handled without interrupting the flow of the presentation and are returned to the display after use • Referring to the curriculum unit plan does not distract from the presentation 	0 1 2	3-4	5-6	7-8	9-10		
Professional Attire: <ul style="list-style-type: none"> • Meets all standards for professional appearance as outlined in procedures for events 	0 1	2	3	4	5		
Closure: <ul style="list-style-type: none"> • Answers evaluator's questions completely 	0 1	2	3	4	5		

SCORES:

Page 1: _____ (20)
 Page 2: _____ (20)
 Page 3: _____ (30)
 Page 4: _____ (30)

<p>Presentation **</p> <p>Total Score _____ /30</p>
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TOTAL SCORE

Evaluator's initials: _____
Chairperson verification of total score: _____ (please initial)

CURRICULUM UNIT DEVELOPMENT SUMMARY SHEET

Name:	School:
	Chapter:

INSTRUCTIONS TO CHAIRPERSON:

The chairperson will review and verify that scores have comments, if needed. Scores will be added and averaged then initialed by each evaluator. An average of the evaluators' scores will be recorded and the rating achieved will be circled.

EVALUATORS' SCORES:

Evaluator 1:	initials
Evaluator 2:	initials
Evaluator 3:	initials
TOTAL SCORE:	<i>Divided by number of evaluators</i>
AVERAGE EVALUATOR SCORE	

AVERAGE EVALUATOR SCORE
(100 points possible)

Chairperson initials:

RATING ACHIEVED (circle one)

Gold: 90-100

Silver: 70-89.99

Bronze: 1-69.99

Tie breaker pages designated by: *first **second * third ****fourth**

Curriculum Unit Development Plan Template

(This page is reproducible)

Theme:

Name:	
School:	
Early Learning and Development Domain:	
Strand:	
Standard Statement:	
Curriculum Area:	Learning Experience Title:
Objective:	



Curriculum Unit Development

Edited revision 8/2014

DESCRIPTION OF EVENT:

Individual participant will plan, prepare, present, and display a developmentally appropriate curriculum unit for young children. The curriculum unit will focus on the whole child encompassing physical, cognitive, emotional and social growth and integrating Ohio's Early Learning and Development Standards and supports the following Education and Training Technical Content Standards.

Competency 17.2: Engage in positive interactions and relationships.

Descriptors:

- 17.2.2 Base expectations for behavior on age and development level of children.
- 17.2.3 Recognize a child's social and emotional needs..
- 17.2.8 Encourage and support children's efforts, ideas, accomplishments and interests.

Competency 17.8: Explain the fundamental principles of early childhood learning experiences.

Descriptors:

- 17.8.1 Describe how to embed learning in everyday routines and activities.
- 17.8.2 Discuss the principles of integrating curriculum across all developmental domains.
- 17.8.3 Identify strategies to create an intellectually engaging environment that fosters curiosity, thinking and problem solving through play and concrete experiences.

Competency 17.9: Provide learning experiences appropriate for young children.

Descriptors:

- 17.9.2 Utilize play to create learning experiences.
- 17.9.4 Choose and/or implement a curriculum that includes all of the learning domains and incorporate knowledge of individual children and their interests and needs.
- 17.9.5 Support and encourage children's participation in a variety of activities and in differing degrees of participation dependent on their comfort levels and or special learning needs.
- 17.9.6 Engage children in language and literacy activities appropriate for each child's development.

ELIGIBILITY:

1. Chapters may submit one entry in this event.
2. Participant is an affiliated member of the state and national FCCLA organizations.
3. Participant is enrolled in an Early Childhood Education Program.

PURPOSES:

1. To understand and utilize Ohio's Early Learning and Development Standards developed by the Ohio Department of Education.
2. To select, prepare, present, and display a thematic unit that implements Ohio's Early Learning and Development Standards.
3. To develop a **total of eight** developmentally appropriate learning experiences across the curriculum from **four of the five** domains listed in Ohio's Early Learning and Development Standards.

RESOURCES

Herr, Judy, (2011). Working with Young Children Tinley Park, IL: The Goodheart-Wilcox Co.,Inc. Ohio Department of Education. (2013). Early Learning and Development Standards education.ohio.gov

RULES:

1. This is an individual event to be aligned with the Early Learning Standards.
2. All activities will support Ohio's Early Learning and Development Standards developed by the Ohio Department of Education education.ohio.gov and will be developmentally appropriate for preschool children.
3. The learning experiences must be developed by the participant. Materials may be student-generated or a combination of student-generated and commercially made props.
4. Curriculum Unit Plan and cover page must be typed according to the format listed in the procedures and placed in a binder or folder. (total of 3-5 pages in length including cover page, this may include graphics and photographs but must be in total number of pages) Three copies in individual folders will be presented to the evaluators.
5. The margins and table borders of the Curriculum Unit Plan may be manipulated for a best fit.
6. Dimensions of the display may not exceed the requirements of 72" length x 48" depth x 72" height free standing, 72" length x 30" depth x 52" height table top.
7. **Prior to the event, chairpersons will mark an outline to place the display based on the maximum dimensions listed in rule #7.**
8. Participant must independently carry in all materials and set up display within the specified, marked dimensions.
9. Participant may handle props during demonstration, but they must be replaced within the dimensions of the display after the demonstration.
10. The participant may refer to their Curriculum Unit Plan throughout the presentation.
11. A one minute warning will be given at 19 minutes. The set-up and presentation will be stopped by chairperson at 20 minutes. The remaining 10 minutes will be reserved for questioning, scoring, and clean up.
12. Participant must be in professional dress. (refer to procedures for appropriate choices)
13. Participant will be responsible for taking all visuals and materials with them when leaving.
14. This activity will be closed to observers.

PROCEDURES:

To successfully complete the Curriculum Unit Development Career Event the participant will:

1. Plan a thematic unit across the curriculum. Themes for a unit may include, but are not limited to, examples from the book, Creative Resources for the Early Childhood Classroom (2011). Florence, KY: Delmar Thomson Learning. Judy Herr's book, Working with Young Children (20011). Tinley Park, IL: The Goodheart-Wilcox Co., Inc. offers a clear explanation of topic/concept and theme development.
2. Choose four (4) **domains** from Ohio's Early Learning and Development Standards. Domains include: *Social and Emotional Development, Approaches towards Learning, Physical Well-Being and Motor Development, Cognitive Development and General Knowledge, or Language and Literacy Development* to design curriculum unit. Choose two (2) different **standard statements** from each chosen domain. Sub domains are considered a part of the Cognitive Development and General Knowledge Domain. Only two standard statements may be from this domain. List the strand and topic for each standard statement.
3. Plan and carry out a total of eight (8) **learning experiences** that are aligned with standard statements from the four domains. Learning experiences should cross **curriculum areas** (minimum of four) and may include but are not limited to: *Art, Literature, Science, Social Studies, Food/Nutrition, Small Muscle, Large Muscle, Blocks, Drama, Language, Sensory, Math, Movement, Music.*
4. Create a display to exhibit the Curriculum Unit Development according to the following requirements:
 - The display must be labeled with the Thematic Unit, the four chosen domains, the curriculum areas (minimum of four) and the titles of learning experiences (total of eight). All materials must be contained within the display. Choose either freestanding or table-top display 72" length x 48" depth x 72" height free standing, 72" length x 30" depth x 52" height table top.

- Photograph and/or collect samples of children's work (as applicable) for each learning experience. These are pleasingly exhibited and balanced within the display dimensions for each activity.

- The display is well organized and visually inviting (colorful, clean, neat, creative, etc.)

5. Design a cover page.

The Cover Page Components must include:

- Career Event Title: Curriculum Unit Development
- Theme Unit
- Name of Participant
- Name of School

6. Reproduce four (4) copies of the Curriculum Unit Plan and the cover page and place in binders or folders (one for presenter and one for each of three evaluators). The Curriculum Unit Plan must follow the format downloaded from the Ohio FCCLA site at www.ohiofccla.com. The Curriculum Unit Plan should be a total of 3-5 pages in length (including cover page, graphics/pictures).

The Curriculum Unit Plan Components:

- Name and School
- Thematic unit topic
- List the domains, strands, topics, standard statements, curriculum areas and title for each learning experience. Participants should refer to the Ohio Early Learning and Development Standards when selecting domains, strand, topic and standard statement.
- Write a **two-part learning 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 (2011), Working with Young Children, for an explanation.

7. Plan an oral presentation to explain and discuss the development and utilization of the concept curriculum unit with children.

- Greet evaluators.
- Present folders to evaluators to review.
- Set up display while evaluators review unit plan.
- Introduce self, school and thematic unit.
- Describe each learning experience by identifying its' domain, curriculum area, title and standard statement by referring to your unit plan and display board.
- **Integration of Theme:** Explain how the learning experiences helped children learn theme-related concepts.
- **Participation and Response:** Describe the children's participation and response to each learning experience.
- Participant may interact with or demonstrate with materials from the display. Visuals or props used during the oral presentation must be returned within the dimensions of the display after handling. Using these materials should not distract or interrupt from the presentation.
- **Areas of Development:** Explain how the learning experiences show developmental growth by telling evaluators how **each** learning experience addresses children's growth in **at least one** of the following areas: physical, cognitive, emotional, and social.
- **Developmentally Appropriate:** Explain **one way one** activity is developmentally appropriate for preschool children's attention span and interest; meets the developmental level of preschool children; and allows children to express creativity. (These can be met through one to three activities.)
- **Adaptation and accommodation:** **Identify** a disability/differing need then explain **one way one** activity could be adapted to meet children's special needs or individual differences.
- Answer evaluator's questions completely and concisely at the conclusion of the presentation.
- Clean up materials while evaluators complete the score sheets.

8. Presentation criteria includes professional dress, confident body language, and eye contact. Wear professional dress to present your Curriculum Unit Development. Examples of professional dress include:

- Suits, slacks, dress, and skirts at the knee or below.
- No Jeans
- Button down shirts, sweaters, blouses, or blazers.
- Clothing must cover midriff at all times.
- No visible piercings, except for ears.
- Professional make-up and hair.

TIMING FOR EVENT

Set-up and Presentation	20 min.
Questioning, Scoring and Clean-up	10 min
TOTAL TIME for Event	30 min

SUPPLIES AND EQUIPMENT

Supplied by the participant

1. One copy of the description sheet for the participant
2. Three copies of the description sheet for the evaluators
3. All materials needed to present skill event

Supplied by the rally site

1. Table and chairs for participant and evaluators
2. 1 copy of the Early Learning and Development Standards