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EDDN 635

My chosen grade and content area: [Grade ___**3k**_] [Content area**: English Language Arts**____]

My four tools: 1. [**Copilot**] 2. [**Canva**] 3. [**Google Doc**] 4. [**Padlet**]

Tool 1: [Copilot]

Question 1. What does it do?

Co-pilot is an AI assistant that can assist people with information and is designed to help people. When I put the prompt into Co-Pilot, it made me a table with the unit title & weeks, preschool standards, content focus, language function, sentence patterns, and assessments. This does support semester pacing, sequencing units, and checking language progression. It supports it by organizing the units and goes by its weeks of when to do each unit. It starts with a topic that children relate to very well and then introduces something children may not know very well yet, but it starts with something that is very easy for them.

Question 2. How would I use it to map curriculum?

For this I would say that I am a preschool teacher who teaches 3k, which are children who are ages 3 and 4. I would mention our units during for the year especially the beginning units so we can get started on a curriculum. We always start with an all about me unit so I would start there. We have around 10-12 units that we can choose from and every month we focus on a different unit. For my class we start with all about me, then it is clothing in November, then trees, buildings, weather, pets, and so on. The standards that I focus on is the preschool standards which I find on this website (https://www.nysed.gov/sites/default/files/programs/early-learning/pk-standards-resource-web-revised-2021.pdf) I would then ask AI to highlight language demands and sentence frames to best support multilingual students.

Question 3. Proof of work
(on the next page)

Unit Title & Weeks	Standards	Content Focus	Language Function	Sentence Patterns	Assessment
All About Me & Cultural Backgrounds (Weeks 1-4)	PK.AC.1; PK.AC.2	Students explore identities, families, home languages, and cultural traditions.	Describe	I am ___. My family is ___. I speak ___.	Picture collage; orally describe self and culture/family.
Clothing Unit (Weeks 5-8)	PK.AC.2; PK.AC.3	Students learn clothing items and what people wear in different situations and seasons.	Describe	This is a ___. I wear ___. The ___ is ___.	Sort clothing by season and explain one choice.
Trees Unit (Weeks 9-13)	PK.AC.2; PK.AC.3	Students investigate trees, parts, and seasonal changes.	Explain	A tree has ___. The leaves are ___. In fall, the leaves ___.	Identify tree parts and explain one observation.
Buildings Unit (Weeks 14-18)	PK.AC.2; PK.AC.3	Students explore homes, community buildings, and their purposes.	Compare	This building is ___. A ___ and a ___ are same/different.	Compare two buildings with one similarity and one difference.

Paste the full AI output: **I am an ENL teacher in New York State. Create a curriculum map for the first semester of Grade [3k] [English Language Arts] for English Language Learners. Here are the unit topics the classroom teacher has scheduled, in order, with their NYS standards: [All about me + cultural backgrounds, clothing unit, trees unit, and buildings unit.] The standards are the preschool standards on this page (https://www.nysed.gov/sites/default/files/programs/early-learning/pk-standards-resource-web-revised-2021.pdf) For each unit give me: the unit title and weeks, the standard(s), the content focus in one sentence, the main language function students will use (describe, explain, compare, argue), two or three sentence patterns or word types students will need for that function, and one assessment that shows both the content and the language. Present it as a table with one row per unit. Then tell me in two sentences how the language demands grow across the semester and whether any function is missing. Do not invent standard codes.**

What I changed after reviewing the output:

Something I would want to change is a adding a section with scaffolding strategies for English Language Learners. I feel as usually lesson plans are not made for English Language Learners as they do not give us many resources and things we can do to best support our English Language Learners.

AI acknowledgment: This example was drafted with assistance from [**Copilot**] ([**Microsoft**], [**2021**]), prompt: "[**Curriculum Planning**]," and then revised by me.

Question 4. What works, what doesn't, and why did I pick it?

I liked using co-pilot because I feel like out of all the AI generators, co-pilot is the one we can rely on the most. I have had times when ChatGPT has given me wrong information or information that co-pilot hasn't given me. One strength is that it breaks the topics down for you and even creates table for you which makes it easier for you to read. A limitation on this would be privacy and cost. I feel as if some people may not feel like it is safe to use, especially as we are using it to help with teaching and

supporting children. Another limitation is the cost. These AI things are things you must pay for because you can ask them for help so many times before you must wait 24 hours to use it again. Luckily, with Touro and my job I do not need to pay for it but some teachers may not have as easy access to it as I do.

Tool 2: [Canva]

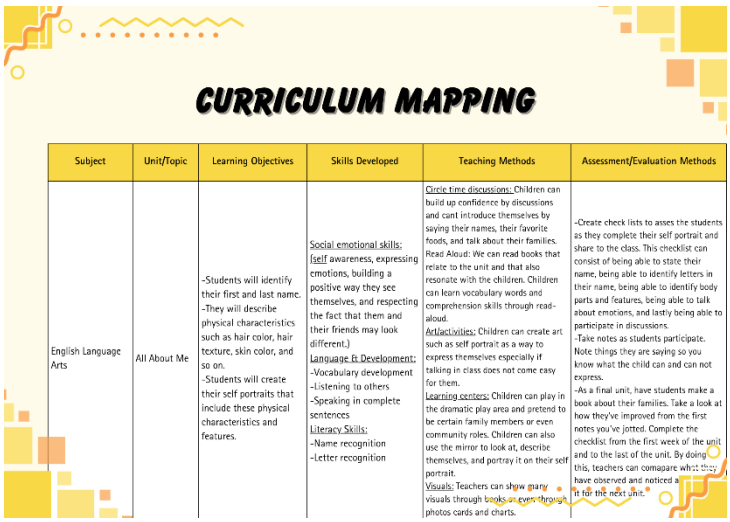
Question 1. What does it do?

Canva is a website where you can create different things using their templates and layouts. Canva is a great to use for curriculum mapping because teachers can search for different layouts they want to use to create a good curriculum map. For example, they can use color coded ones, power points/slides, and different kinds of tables that best with their wants and needs. Teachers can also make brochures and pamphlets where they talk about the curriculum and include their curriculum mapping in it and send it to parents so they can use as more information and have a section with the teachers contact info.

Question 2. How would I use it to map curriculum?

A way I would use the map curriculum is by using a template from Canva that is about curriculum mapping. This template divides the chart into subject, unit/topic, skills developed, teaching methods, and assessment/evaluation methods. I would input everything into an All About Me unit and you can do this weekly for every activity you may do with the children, or you can do an entire month one. There are many different templates you can use depending on what you need and want in your classroom. For assessing the children, I would then use a checklist template as well to print out and check off as I assess the students during circle time, discussions, and independent work time.

Question 3. Proof of work



CURRICULUM MAPPING

Subject	Unit/Topic	Learning Objectives	Skills Developed	Teaching Methods	Assessment/Evaluation Methods
English Language Arts	All About Me	-Students will identify their first and last name. -They will describe physical characteristics such as hair color, hair texture, skin color, and so on. -Students will create their self portraits that include these physical characteristics and features.	Social emotional skills: Self awareness, expressing emotions, building a positive way they see themselves, and respecting the fact that them and their friends may look different.) Language & Development: -Vocabulary development -Listening to others -Speaking in complete sentences Literacy Skills: -Name recognition -Letter recognition	Circle time discussions: Children can build up confidence by discussions and cant introduce themselves by saying their names, their favorite foods, and talk about their families. Read Aloud: We can read books that relate to the unit and that also resonate with the children. Children can learn vocabulary words and comprehension skills through read-aloud. Art/activities: Children can create art such as self portrait as a way to express themselves especially if talking in class does not come easy for them. Learning centers: Children can play in the dramatic play area and pretend to be certain family members or even community roles. Children can also use the mirror to look at, describe themselves, and portray it on their self portrait. Visuals: Teachers can show many visuals through books or even through photos cards and charts.	-Create check lists to asses the students as they complete their self portrait and share to the class. This checklist can consist of being able to state their name, being able to identify letters in their name, being able to identify body parts and features, being able to talk about emotions, and lastly being able to participate in discussions. -Take notes as students participate. Note things they are saying so you know what the child can and can not express. -As a final unit, have students make a book about their families. Take a look at how they've improved from the first notes you've jotted. Complete the checklist from the first week of the unit and to the last of the unit. By doing this, teachers can comapare what they have observed and noticed a it for the next unit.



date:...../...../.....

All About Me

- Child can state their full name
- Child can identify letters in their name
- Child names face features & body parts
- Child can name emotions
- Child participates in discussions

Using this tool I made a chart to map out one of the units for preschool. The unit is “All About Me.” This template helped me break down the unit and think about the teaching methods and how to assess students with this unit. Something I thought about for assessing my students is creating a check list which is something that Canva also had templates for which was great!

Question 4. What works, what doesn't, and why did I pick it?

A strength is that Canva has many options of templates and layouts that you can choose from. You can also edit these templates to best fit your wants and needs. Cost is something that would limit a lot of people from using Canva as Canva is a bit on the pricey side. Canva is 25 dollars a month but for teachers it can be free depending on your school, but this may not be the same for people who work in charter or private schools! I work in a preschool that is private and is under day care, so these are things we as teachers do not get. I pay for Canva out of pocket and although it is a bit pricy, I do think it’s very worth it as I use it for my classroom and school assignments.

Tool 3: [Google Doc]

Question 1. What does it do?

Google docs is a word document where you can write essays, responses, create grids, create tables, and more. Teachers can use it for curriculum mapping as they can organizer their ideas by making a table.

Question 2. How would I use it to map curriculum?

I would create a table with the units, learning standards, the focus, scaffolding methods, and assessments. I would be working with describing and explaining and creating activities that best fit the unit that would strengthen the students’ vocabulary and knowledge on the unit. I would find ways to help best support students by having different scaffolding methods for each unit.

Question 3. Proof of work

Unit	NYS Pre-K Standards	Learning Focus	Language Function	Scaffolding Method	Assessment
All About Me (September)	**PK.SEL.1** (*Self Concept*): Recognizes and describes self as having unique abilities, characteristics, feelings, and interests. **PK.SEL.4** (*Social Relationships*): Develops positive relationships with peers and adults	Students explore families, themselves, and cultural backgrounds in the classroom.	Describing themselves, where they come from, and what their family consists of.	Sentence frames such as "my name is _____", "My family is from _____", "At home we speak _____", "My favorite food is _____"	Children will create a poster about themselves. In their poster, they will add a photo of themselves, a family photo, their favorite things, holidays they celebrate, and so on.
Clothing (October)	**PK.CLL.5** (*Vocabulary Acquisition and Use*): Understands and uses a wide variety of words for people, places, things, and actions	Students will explore clothing, how clothing is made, how we take care of our clothing, and when we wear specific clothing items.	Describing how we take care of clothing, what clothing is made of, and which clothing we wear for certain seasons.	Visual supports such as photo cards of different clothing items to match different weathers. We can also have a box that represents the washer and the dryer. The children can add dirty clothes to the washer first then to the dryer.	Dressing paper dolls up in the specific clothing items needed for the specific weather. This can help teachers see if children know the vocabulary while also knowing which clothing item goes with which weather/season.
Trees (November)	**PK.SCI.1** (*Scientific Inquiry & Discovery*): Observes, investigates, and describes objects, materials, and living things	Students observe tree parts and how trees change in the different seasons.	Children explain the different parts of the trees and explain why leaves are falling or why leaves are changing colors or changing.	Instead of using visuals such as photos, we can use real leaves where children can touch, feel, and smell them. They can also use magnifying glasses to observe the leaves.	During this sensory activity, teachers can check for vocabulary words by using checklists. They can ask students about the color and how the leaves feel.

What I made in this tool: [Briefly identify the map segment or progression check.]
In this tool I made a table that broke down the unit by focusing on its unit standards, what the lesson is focusing on, assessments to check the students understanding, and scaffolding methods.

Question 4. What works, what doesn't, and why did I pick it?

I think google docs is a great way to organize your curriculum method, but I feel as if I should have put a section that was dedicated to multilingual learners. If the

scaffolding method does not work for them, I could have input a different one in that section. Google doc does not cost anything and all you need is a Gmail account to access google docs. One limitation for me is that all you can do is create tables and you must create it on your own whereas on Canva there were layouts and examples already ready which makes it easier. This tool can fit multilingual learners as it breaks the curriculum down to better assess them and find the right scaffolding methods that work for them.

Tool 4: [Padlet]

Question 1. What does it do?

Padlet is a program/website where you can create timelines, columns, and more using text, audio, photos, and so much more. It's a great tool for curriculum mapping as it shows a visual side of curriculum mapping and not just written text.

Question 2. How would I use it to map curriculum?

I will make a column introducing the curriculum map and goals. I would then create columns for each unit. Each unit would have a post witch each thing that breaks down the unit such as the focus, standards, assessments, scaffolding method, and so on. I would add photos to go with each post to create a visual aspect to my curriculum map.

Question 3. Proof of work

Here is a link to my Padlet for a portion of my curriculum map!
https://padlet.com/edonakajoshi07/3k-curriculum-map-s0253n66pm6c2rjbm9c3

In this tool I created a curriculum using the column option. I added slots for each thing to break down the unit just as I did with the other tools. I also added photos for each slot to create a visual section for my tool.

Question 4. What works, what doesn't, and why did I pick it?

I really liked the Padlet version of this tool as it gives visuals for the reader and makes the curriculum map much easier to read. I feel as if Padlet makes it more engaging and interactive. This one fits my approach for multilingual learners the most because it's the only tool that provides visuals or more visuals than the other ones. For multilingual learners, you can also create posts about translating things into their native languages. I think the only limitation might be language support as Padlet is in English so maybe some people may have a harder time understanding and finding things if English is not their first language.

Curriculum-Map Artifact

Insert the clearest version of your curriculum map here. It must show at least three units in sequence for one grade and content area. Include a screenshot pasted into this document and, if the map is in an online tool such as Excel or Sheets, the live link.

Grade and content area: 3k, English Language Arts

Map live link (if applicable): Padlet, https://padlet.com/edonakajoshi07/3k-curriculum-map-s0253n66pm6c2rjbm9c3

Screenshot alt text: **I think the Padlet version was the best one for me. I feel as it is the clearest one to read and also gives a good amount of visuals as well.**

Language Progression Reflection

Children go from describing who they are, who their family is, and where they come from to explaining what clothes are, how to take care of them, and why we need to wear specific clothing during specific weather times. They then move into explaining the different parts of trees and why leaves change when seasons change. They start off with something simple, small, and something they have more knowledge of. They then use vocabulary words they've learned to start explaining and comparing things.

Final Submission Checklist

☐ I chose four tools, including Gemini or Copilot through my Touro account. ✓

☐ Together, my tools address at least two curriculum-mapping jobs. ✓

☐ Each tool entry answers all four questions in the required order. ✓

☐ Each tool has proof of work; screenshots have alt text and online work includes a link when applicable. ✓

☐ The AI entry includes the exact prompt, full output, what I changed, and an acknowledgment/citation. ✓

☐ I verified standards and resource links against official sources. ✓

☐ My final curriculum-map artifact has at least three sequential units and all required columns. ✓

☐ My language-progression reflection explains how language demands develop across units. ✓

☐ ✓I used Heading 1 for each tool and for Curriculum-Map Artifact, and Heading 2 for each question.

☐✓ I saved one Word document as .docx and will submit it to Canvas.