

Wallenpaupack Area School District

COURSE: Child Care II

GRADE LEVEL: Eleventh, Twelfth

LENGTH OF COURSE: 1 Year

TEXT: Children: The Early Years

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COURSE DESCRIPTION:

Child Care II is the second year of the CDA certification program course. Students will research and learn curriculum development, observation techniques, principles and theories of child development, the growth and development of 2-5 year olds, middle childhood, children's safety, storytelling experiences, guiding play and puppetry experiences, manuscript writing, research services for families, quality child care and professional development.

This course will help the student acquire the skills and knowledge needed to (1) work with preschool age children, and (2) recognize and understand problems faced by individuals and families in the context of their emerging lives. The hands-on "World of Wonders" child development lab program is a part of this course. Students may be required to work with 2 or more young children at a time. The course is recommended to all students who are interested in obtaining preschool teaching assistant certification, furthering their education in working with children, and/or will be dealing with children in any capacity throughout their lives.

CURRICULUM WRITING TEAM:

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DATE OF REVISION:

2013

Wallenpaupack Area School District

Course: Child Care II

Grade Level: 10, 11, 12

Unit: Curriculum Development and Implementation of the World of Wonders Program. Chap. 19

PA Standards: 0.0.0.A
0.0.0.B

POS: 100, 200, 300, 400, 500, 600, 700, 800, 900, 1000, 1100, 1200

Competency Goal I.4

<p>Topics:</p> <ul style="list-style-type: none"> • <i>Curriculum Development</i> • <i>Program Goals</i> • Who does curriculum development • Importance of assessments • Content & Process-centered approach • Use of Themes • Develop & Write block/lesson plans 	<p>Skills:</p> <ul style="list-style-type: none"> • <i>Students will design and implement developmentally appropriate environments and materials for the WOW Program.</i> • <i>Students will recognize the importance of learning centers.</i> • Students will recognize proper classroom management • Students will be able to identify theme appropriate books.
<p>Activities:</p> <ul style="list-style-type: none"> ○ <i>After explaining the characteristics of developmentally appropriate programs, students will design and implement preschool activities/lessons based on themes.</i> ○ Projects include: <ol style="list-style-type: none"> 1. Theme based lesson plans 2. Opening/Closing activities 3. Center-based activities. 4. Samples and materials for completion of all activities in the WOW program 	<p>Performance Assessments:</p> <ul style="list-style-type: none"> • Rubric for lesson plans & projects • Rubric for running WOW program • Classroom discussion • Completed homework/professional terminology • Quizzes/Tests • Final cumulative Portfolio

Wallenpaupack Area School District

Course: Child Care II

Grade Level: Grade 10,
11, 12

Unit: Observation-Tools for
Assessment Chap. 3

PA Standards: 0.0.0.A
0.0.0.B

POS 100, 200, 400, 500, 600, 700, 800, 1000, 1200
Competency Goal V.12, V I.16

Topics:	Skills:
<ul style="list-style-type: none"> • Why observe children? • What understanding of children can we gather from observations? • Types of Observations • Advantages/Disadvantages of assessment tools • Compile a list of contents for a child's portfolio • Observation formats 	<ul style="list-style-type: none"> • <i>Students will identify different observation techniques.</i> • Students will identify different observations related to WOW. • Student will identify how observations can help guide child development.
<ul style="list-style-type: none"> • Activities: • Students will observe WOW children throughout the year and complete: • Different styles of observation forms, • Complete forms for WOW centers, • Complete a child's portfolio. • <i>Use appropriate forms for observation techniques.</i> • Research in dealing with challenging behaviors 	<ul style="list-style-type: none"> • Performance Assessments: • Participate in World of Wonders Program. • Completed class work observation packets. • Informal Observation • Formal Observation • Class Discussion • Completed homework • Quizzes/Tests • <i>Cumulative portfolio: add observation forms.</i>

Wallenpaupack Area School District

Course: Child Care II

Grade Level: Grade 11, 12

Unit: Principles and Theories of Child Development - Chap. 4

PA Standards: 11.2.12.A,C,F,
H,
11.3.12.C, F
11.4.12.A,
B,C,D,E

POS: 300, 400, 500,600, 700, 900, 1000 1200

Topics:	Skills:
<ul style="list-style-type: none"> ○ Areas and Principals of Development ○ Windows of Opportunity and Brain Development ○ Historical influences on educating children ○ How theories can be used as guides ○ Contrast theories-Erikson, Piaget, Vygotsky, and Gardner. 	<ul style="list-style-type: none"> ○ Students will identify how developmental theories influence early childhood development. ○ Students will identify development delays. ○ Students will know how to complete various observation forms.
• Activities:	• Performance Assessments:
<ul style="list-style-type: none"> ○ Work with WOW Program throughout year. ○ Students will discuss and analyze how brain development supports learning, perception and cognitive development. ○ Students will discuss and analyze theories of development. ○ Students will complete formal observation forms during WOW. 	<ul style="list-style-type: none"> ○ Working in World of Wonders Program ○ Class discussion ○ Homework ○ Quizzes/Tests ○ Final cumulative portfolio- Resource fild of community agencies for educaiton.

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Course: Child Care II

Grade Level: Grades 11, 12

Unit: Understanding Growth and Development of 2-5 year olds.

PA Standards: 11.2.12.A,C,F,
H,
11.3.12.C, F
11.4.12.A,
B,C,D,E

POS: 100, 200, 300, 400, 500, 600, 700, 800, 900, 1000, 1100, 1200

Competency Goal II.5:

<p>Topics:</p> <ul style="list-style-type: none"> • Physical Development of the Toddler • Cognitive Development of the Toddler • Emotional-Social Development • Providing for Toddler’s Developmental Needs • Recognizing Developmental Delays • <i>Expressive Language/Phonological development</i> 	<p>• Skills:</p> <ul style="list-style-type: none"> • Students will identify developmentally appropriate activities and behaviors for toddlers. • Students will identify appropriate discipline/guidance techniques. • Students will identify developmental delays and intervention techniques. •
<p>Activities:</p> <ul style="list-style-type: none"> • Students will analyze physical development • Students will discuss and analyze developmentally appropriate intellectual, sensory, language, and motor development activities • Students will discuss and analyze types of guidance for developing emotional control and problem solving skills for toddlers. • Students will observe and analyze how toddlers use pencils or crayons. • <i>Students will select songs, word games or poems to promote phonological awareness.</i> • 	<p>• Performance Assessments:</p> <ul style="list-style-type: none"> • Classroom discussions. • Completion of homework. • Quizzes/Tests • Participation in World of Wonders program.

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Course: Child Care II

Grade Level: Grade 11,
12

Unit: Middle Childhood: Ages 6-12

PA Standards: 11.2.12 A,
C, D, E, F, H
11.4.12 A,
B, C, D, E

POS: 100, 200, 300, 400, 500, 600, 700, 800, 900, 1000, 1100, 1200

Topics:	Skills:
<ul style="list-style-type: none"> ▪ Development of School-Age Children ▪ Physical Development ▪ Providing for School-Age Children's Physical Needs ▪ Intellectual Development of School-Age Children. ▪ Helping School-Age Children Meet: ▪ Recognizing Developmental Delays 	<ul style="list-style-type: none"> ▪ Students will identify logical thinking processes and obstacles. ▪ Students will identify articulation and vocabulary developmental skills. ▪ Students will identify appropriate discipline/guidance techniques in social-emotional development. ▪ Students will identify developmental delays and intervention techniques.

Activities:	Performance Assessments:
<ul style="list-style-type: none"> ○ Students will use handouts to evaluate developmental levels of school-age children. ○ Students will design developmentally appropriate home environments for school age children. 	<ul style="list-style-type: none"> ▪ <ul style="list-style-type: none"> ○ Classroom discussions. ○ Completion of homework. ○ Quizzes/Tests ○ Participation in World of Wonders program. ○ Completion of handouts. ○ Homework. ○ Quizzes/Tests ○ Portfolio Work

Wallenpaupack Area School District

Course: Child Care II

Grade Level: Grade 11,
12

Unit: Promoting Children’s Safety
Chap. 10

PA Standards: 11.2.12 A,
C, D, E, F, H
11.4.12 A,
B, C, D, E

POS: 100, 200, 300, 400, 500, 600, 700, 800, 900, 1000, 1100, 1200

Competency Goals: I.1; I.2; I.7;

Topics:	Skills:
<ul style="list-style-type: none"> • Obtains certification in pediatric first-aid training. • Obtain contact information of agencies that provide resources/services for children with disabilities. • Research local agency for family referrals. • Recognize signs of neglect/abuse. • Research local agencies for reporting abuse. • Potential liabilities as a child care provider. (Indoor/outdoor safety, food storage, etc.) <ul style="list-style-type: none"> ○ Research in dealing with challenging behaviors 	<ul style="list-style-type: none"> • <i>Students will earn pediatric first-aid certification.</i> • <i>Students will understand/identify signs of neglect/abuse in children.</i> • Students will understand how to contact various referral agencies. • Students will understand facility layout to prevent abuse. • Students will be able to treat minor accidents.

Activities:	Performance Assessments:
<ul style="list-style-type: none"> • Students will complete pediatric first-aid training during class time. • List objectives for maintaining a safe environment. • <i>Students will research and compile a list of local agencies regarding:</i> <ul style="list-style-type: none"> ✓ <i>Disabilities</i> ✓ <i>Family Counseling</i> ✓ <i>Reporting Neglect/ Abuse</i> • <i>Summarize legal requirements in Pennsylvania regarding reporting responsibilities.</i> • Implement ‘child proofing’ the WOW environment. 	<ul style="list-style-type: none"> • Design a theme/lesson plan about fire safety. • Complete assigned homework. • Quizzes/Tests • Complete first-aid certification. • Informal Observation • Portfolio assignments.

Wallenpaupack Area School District

Course: Child Care II

Grade Level: Grade 11,
12

Unit: Storytelling Experiences
Chap. 20

PA Standards: 11.2.12 A,
C, D, E, F, H
11.4.12 A,
B, C, D, E

POS: 100, 200, 300, 400, 500, 600, 700, 800, 900, 1000, 1100, 1200

Competency Goals: III.7

Topics:	Skills:
<ul style="list-style-type: none"> • Advantages of Storytelling • Types of children’s books. • Reading aloud to children • Storytelling Methods 	<ul style="list-style-type: none"> • Students will identify four types of children’s books. • Students will use storytelling materials while reading a book. • Students will use flipcharts in storytelling. • <i>Students will identify nine learning experience for 3, 4, 5 year olds</i> • <i>Student will identify titles, authors, publisher of 10 age-appropriate children’s books to develop positive self-esteem and self-concept.</i> •

Activities:	Performance Assessments:
<ul style="list-style-type: none"> • Students will research four types of children’s books. • Learn the process of choosing children’s books. • Learn the variety of storytelling methods. • Students will organize the WOW library. 	<ul style="list-style-type: none"> • Students will write a children’s story. • <i>Students will prepare a bibliography of children’s books for WOW Program.</i> • Complete assignments. • Quizzes/tests • Portfolio Project.

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Course: Child Care II

Grade Level: Grade 11,
12

Unit: Guiding Play and Puppetry
Experiences
Chap. 21

PA Standards: 11.2.12 A,
C, D, E, F, H
11.4.12 A,
B, C, D, E

POS: 100, 200, 300, 400, 500, 600, 700, 800, 900, 1000, 1100, 1200

Topics:	Skills:
<ul style="list-style-type: none"> ▪ Stages of play. ▪ Benefits of social-dramatic play. ▪ Benefits of puppetry experiences. 	<ul style="list-style-type: none"> • Students will identify stages of play. • Students will understand how to prepare and guide socio-dramatic activities. • Students will tell a puppet story.

Activities:	Performance Assessments:
<ul style="list-style-type: none"> ▪ Research stages of material use in play. ▪ Prepare classroom and guide socio-dramatic play. ▪ Write/tell a puppet story. ▪ Make/use three types of puppets. 	<ul style="list-style-type: none"> ▪ Complete assignments. ▪ Write/tell a puppet story. ▪ Quizzes/tests ▪ Professional portfolio-puppet story.

Wallenpaupack Area School District

Course: Child Care II

Grade Level: Grade 11,
12

Unit: Guiding Manuscript Writing
Chap. 22

PA Standards: 11.2.12 A,
C, D, E, F, H
11.4.12 A,
B, C, D, E

POS: 100, 200, 300, 400, 500, 600, 700, 800, 900, 1000, 1100, 1200

Topics:	Skills:
<ul style="list-style-type: none"> ▪ Define manuscript writing. ▪ Development of writing skills. ▪ Zaner-Bloser writing system. ▪ Guidelines for developing writing skills. 	<ul style="list-style-type: none"> • Students will understand how to use the Zaner-Bloser writing method. • Students will identify different writing level skills. • Compile a list of writing activities to encourage writing skills.

Activities:	Performance Assessments:
<ul style="list-style-type: none"> ▪ Make a Zaner-Bloser and D'Nealian writing chart. ▪ Design a writing center in the classroom. ▪ Create activities to promote writing alphabet letters and numbers. ▪ Brainstorm a list of all centers/equipment that can be labeled and have a picture. 	<ul style="list-style-type: none"> ▪ Completion of assignments. ▪ Quizzes/Tests ▪ Professional Portfolio – create letter cards.

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Child Care II

Grade Level: Grade 11,
12

Unit: Services for Parents and Families

PA Standards: 11.2.12 A,
C, D, E, F, H
11.4.12 A,
B, C, D, E

POS: 100, 200, 300, 400, 500, 600, 700, 800, 900, 1000, 1100, 1200

Competency Goals: IV, 10 & 11

Topics:	Skills:
<ul style="list-style-type: none"> • Families and English Language Learners. • Program policy and parental responsibility. • Program advantages for parents. • 	<ul style="list-style-type: none"> • Students will identify resources for ELL and families. • Students will understand how to develop program policy.

Activities:	Performance Assessments:
<ul style="list-style-type: none"> • Obtain resources, materials and translation services for families. • Develop program policies specifying: parent responsibilities and benefits of program. • Research best practices for families in transition • Research and evaluate how culture/family values influence development 	<ul style="list-style-type: none"> • List of resources, materials and translation services in the area for ELL families. • Write program policy. • Outline program benefits for parents. • Completion of assignments • Quizzes/Tests • Professional Portfolio work.

Wallenpaupack Area School District

Course: Child Care II

Grade Level: Grade 11,
12

Unit: Quality Child Care Centers and Professional Development

PA Standards: 11.2.12 A,
C, D, E, F, H
11.4.12 A,
B, C, D, E

POS: 200, 300, 400, 600, 800, 1100, 1200

Competency Goals: VI, 13 & 14

Topics:	Skills:
<ul style="list-style-type: none"> • Regulations for child care centers. • Qualification requirements for personnel. • National early childhood associations. 	<ul style="list-style-type: none"> • Students will understand state child care regulations. • Students will identify child care personnel requirements. • Students will know job requirements for child care worker.

Activities:	Performance Assessments:
<ul style="list-style-type: none"> ▪ Student will use the Internet to research state's agency for child care regulations. ▪ Students will use the Internet to identify qualification requirements for personnel. ▪ Describe two important requirements in job responsibilities. ▪ Students will research national early childhood associations. 	<p>Completion of assignments. Professional portfolio.</p>

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