

Wallenpaupack Area School District Planned Course Curriculum Guide

Family and Consumer Sciences

Introduction to Child Care

Course Description:

This course is designed for students who enjoy working with children and are considering a career in an early childhood education or child-related field. Students will explore topics such as: Developmentally Appropriate Practice (DAP), classroom learning centers, the basics of child development, and the planning, preparation, and presentation of learning experiences to children. In addition to classroom instruction, students will participate in the World of Wonders (WOW) Program, which is the child development lab portion of the Child Care CTE program. On WOW days, students will work with the preschool children by applying the practical knowledge they have studied on instructional days as well as presenting the activities they have planned and created.

Students may apply for enrollment into the Child Care CTE Program after successful completion of this course.

Revision Date:

November 14, 2023
Rowe/Geisheimer

Wallenpaupack Area School District Curriculum	
COURSE: Introduction to Child Care	GRADE/S: 9
UNIT 1: Developmentally Appropriate Practice (DAP)	TIMEFRAME: 1 block; ongoing

PA COMMON CORE/NATIONAL STANDARDS:

Academic Standards for Family and Consumer Sciences:

- 11.4.6.A. Compare and contrast child development guided practices according to the stage of child development.
- 11.4.9.C. Evaluate various environments to determine if they provide the characteristics of a proper learning environment.
- 11.4.12.C. Analyze practices that optimize child development (e.g., stimulation, safe environment, nurturing caregivers, reading to children).

UNIT OBJECTIVES:

- The student will create and present learning activities based on the principles of DAP.
- The student will evaluate the classroom environment based on the principles of DAP.
- The student will demonstrate the application of DAP principles through their interactions with children in the WOW Program.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Introduction to the World of Wonders (WOW) Program and child development lab expectations and procedures
- Presentation of Developmentally Appropriate Practice (DAP) principles and application
- Exploration of the NAEYC website/DAP
- Completion and discussion of DAP packet
- Planning, preparation, and presentation of learning experiences based on DAP principles

ASSESSMENTS:

- Completion of DAP packet
- Creation of developmentally appropriate learning experiences
- WOW participation, reflection, and application

DIFFERENTIATED INSTRUCTION:

Instruction will be differentiated based on the requirements of a student’s IEP/GIEP/504 plan.

RESOURCES:

- **Textbook:** Working with Young Children, 8th Edition, Judy Herr, Ed.D.
- **Technology:** Internet access, student iPad, Microsoft Office Suite
- **Websites Accessed:** links to relevant educational websites are shared in Schoology
 - National Association for the Education of Young Children: <https://www.naeyc.org/>
- **Other:** please check Schoology for resources specific to each assignment

KEY VOCABULARY:

- Developmentally Appropriate Practice (DAP)
- National Association for the Education of Young Children (NAEYC)
- Early Childhood Education (ECE)
- Multiple Intelligences
- Child Development
- Teaching Strategies
- Equitable

Wallenpaupack Area School District Curriculum	
COURSE: Introduction to Child Care	GRADE/S: 9
UNIT 2: Classroom Learning Centers	TIMEFRAME: 2 blocks; ongoing

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <p>Academic Standards for Family and Consumer Sciences:</p> <ul style="list-style-type: none"> • 11.4.3.C. Identify the characteristics of a learning environment. • 11.4.6.C. Identify the role of the caregiver in providing a learning environment (e.g., babysitting, daycare, preschool). • 11.4.9.C. Evaluate various environments to determine if they provide the characteristics of a proper learning environment.
<p>UNIT OBJECTIVES:</p> <ul style="list-style-type: none"> • The student will explain the value of planned learning centers. • The student will name the basic activity areas in a center along with the functions of each area. • The student will summarize factors that affect the organization of space in a center. • The student will organize basic activity areas in the classroom.
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <ul style="list-style-type: none"> • Presentation of the physical classroom space (the Child Care CTE classroom) • Exploration of each classroom learning center including equipment, toys, and manipulatives • Discussion of intended learning outcomes in each learning center • Discussion of classroom routines (clean-up and organization of classroom materials)
<p>ASSESSMENTS:</p> <ul style="list-style-type: none"> • Completion of learning center assignment • Creation of developmentally appropriate learning experiences based on center materials • WOW participation, reflection, and application
<p>DIFFERENTIATED INSTRUCTION:</p> <p>Instruction will be differentiated based on the requirements of a student’s IEP/GIEP/504 plan.</p>
<p>RESOURCES:</p> <ul style="list-style-type: none"> • Textbook: Working with Young Children, 8th Edition, Judy Herr, Ed.D. • Technology: Internet access, student iPad, Microsoft Office Suite • Websites Accessed: links to relevant educational websites are shared in Schoology • Other: please check Schoology for resources specific to each assignment

KEY VOCABULARY:

- Child-directed
- Child-oriented
- Self-correcting
- Conceptually organized
- Manipulatives
- Sensory
- Private space
- Learning center

Wallenpaupack Area School District Curriculum	
COURSE: Introduction to Child Care	GRADE/S: 9
UNIT 3: Child Development	TIMEFRAME: 8 blocks; ongoing

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <p>Academic Standards for Family and Consumer Sciences:</p> <ul style="list-style-type: none"> • 11.4.3.A. Identify characteristics in each stage of child development. <ul style="list-style-type: none"> • Early childhood – 1 to 6 Years • 11.4.6.A. Compare and contrast child development guided practices according to the stage of child development. • 11.4.9.A. Analyze physical, intellectual, and social/emotional development in relation to theories of child development.
<p>UNIT OBJECTIVES:</p> <ul style="list-style-type: none"> • The student will describe the physical, cognitive, and social-emotional development of the preschool child. • The student will relate how the development of the preschool child will affect your role as a teacher. • The student will understand how to support the preschooler’s development by creating learning experiences based on child development principles. • The student will plan and prepare a physical development lesson plan for the WOW program.
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <ul style="list-style-type: none"> • Presentation of the theory of Child Development in the preschool-aged child (physical/intellectual/emotional/social development – PIES) • Completion and discussion of each PIES developmental packet • Class participation in each PIES developmental activity • Creation of a physical development lesson plan
<p>ASSESSMENTS:</p> <ul style="list-style-type: none"> • Completion of PIES packets • Application and class discussion of Child Development theory to real-life experiences in the WOW program • Creation of the physical development lesson plan • WOW participation, reflection, and application
<p>DIFFERENTIATED INSTRUCTION:</p> <p>Instruction will be differentiated based on the requirements of a student’s IEP/GIEP/504 plan.</p>

RESOURCES:

- **Textbook:** Working with Young Children, 8th Edition, Judy Herr, Ed.D.
- **Technology:** Internet access, student iPad, Microsoft Office Suite
- **Websites Accessed:** links to relevant educational websites are shared in Schoology
- **Other:** please check Schoology for resources specific to each assignment

KEY VOCABULARY:

- Child Development
- Physical development
- Gross-motor skills
- Fine-motor skills
- Intellectual development
- Cognitive development
- Expressive language
- Receptive language
- Language comprehension
- Ego-centric
- Fast mapping
- Social development
- Emotional development

Wallenpaupack Area School District Curriculum	
COURSE: Introduction to Child Care	GRADE/S: 9
UNIT 4: Lesson and Circle Time Planning	TIMEFRAME: 7 blocks; ongoing

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <p>Academic Standards for Family and Consumer Sciences:</p> <ul style="list-style-type: none"> • 11.4.6.C. Identify the role of the caregiver in providing a learning environment (e.g., babysitting, daycare, preschool). • 11.4.12.C. Analyze practices that optimize child development (e.g., stimulation, safe environment, nurturing caregivers, reading to children).
<p>UNIT OBJECTIVES:</p> <ul style="list-style-type: none"> • The student will identify the components of a curriculum. • The student will identify the components of a Circle Time plan. • The student will create a physical development lesson plan. • The student will create and present (2) Circle Time plans.
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <ul style="list-style-type: none"> • Presentation of the components of a lesson plan with examples • Completion of lesson planning packet • Class simulation of Circle Time routine and activities • Creation of (1) physical development lesson plan • Creation, presentation, and evaluation of (2) Circle Time plans
<p>ASSESSMENTS:</p> <ul style="list-style-type: none"> • Completion of lesson planning packet • Creation of physical development lesson plan • Creation, presentation, and evaluation of (2) Circle Time plans • WOW participation, reflection, and application
<p>DIFFERENTIATED INSTRUCTION:</p> <p>Instruction will be differentiated based on the requirements of a student’s IEP/GIEP/504 plan.</p>
<p>RESOURCES:</p> <ul style="list-style-type: none"> • Textbook: Working with Young Children, 8th Edition, Judy Herr, Ed.D. • Technology: Internet access, student iPad, Microsoft Office Suite • Websites Accessed: links to relevant educational websites are shared in Schoology • Other: please check Schoology for resources specific to each assignment

KEY VOCABULARY:

- Curriculum
- Learning objective
- Motivation
- Assessment
- Resources
- Open-ended questions
- Input