

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Early Childhood Education 1

Grade: 10, 11, 12

Date of Board Approval:_____

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

Title of Planned Instruction: **EARLY CHILDHOOD EDUCATION 1**

Subject Area: **FAMILY & CONSUMER SCIENCES** **Grade Level:** **10, 11, 12**

Course Description:

This course along with subsequent courses 2 and 3 prepares students for a career educating young children and further higher education to pursue a Bachelor's degree in early childhood education and child services careers. The course emphasizes learning experiences to gain knowledge and understanding of the intellectual, physical, social, and emotional development of children from birth to age 9. Students learn to prepare classroom curriculum and strategies for working with children. Students will have opportunities to apply their learning through participation and observation of children individually and in groups. Field experiences will occur at PA licensed child care centers and other community programs. Students will identify and follow school, classroom and clinical rules and regulations. Students will obtain Pediatric First Aid and CPR Certification through Northampton County Community College.

Time/Credit for the Course: **2 SEMESTERS, 3 PERIODS PER DAY, 3 CREDITS**

Curriculum Writing Committee: **Beth Pavinich**

Curriculum Map

Early Childhood Education Level 1

Marking Period 1 = 45 days

Working With Young Children Unit:

- Understand how the family unit and composition has changed
- Understand how employer attitudes and accommodations towards families with young children have changed
- Identify the many careers ECE can benefit
- Explain developmentally appropriate practices
- Understand how DAP is supported by child developmental theories
- Understand the role professional organizations play in professional development
- Identify professional early childhood organizations
- Explain the importance of teamwork and good communication skills

Development of Infants and Toddlers Unit:

- Certified in Pediatric First Aid and Pediatric CPR from the American Heart Association
- Understand, explain and recognize newborn involuntary reflexes
- Understand, explain and recognize motor sequences in toddlers
- Understand, explain and recognize cognitive development in each age group
- Understand, explain and recognize physical development in each age group
- Understand, explain and recognize social and emotional development in each age group
- Explain and recognize stranger anxiety and attachment behavior
- Understand, explain and recognize physical disabilities and disorders and their individual needs

Marking Period 2 = 45 days

Programs for Infants and Toddlers Unit:

- Explain how to develop trust and encourage growth in infants and toddlers
- Understand and explain the importance of a daily routine
- Demonstrate and explain proper feeding of infants and toddlers
- Explain proper diaper and potty training methods
- Identify and explain proper toy maintenance and cleaning
- Identify appropriate infant toys and the benefits the child gets from playing with them
- Identify toddler activity areas and the importance they have on all areas of learning

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Types of Programs Unit:

- Explain the advantages and disadvantages of family child care homes, child care centers, Montessori schools, Head Start, Kindergarten programs, parent cooperatives, pre-kindergarten and laboratory schools
- Understand and explain the role of public, private and employer sponsorship
- Understand and explain the role and requirements of the NAEYC in center accreditation
- Understand and explain the role and requirements of the Stars program for accreditation

Marking Period 3 = 45 days

Literacy and Language Unit:

- Understand the role in education that storytelling plays
- Identify and practice effective storytelling techniques
- Identify the different types of children's literature and their purpose
- Recognize appropriate content when selecting books for each age group
- Identify age appropriate vocabulary and illustrations
- Understand the importance of avoiding stereotypes
- Understand how to introduce a story and transition into another activity
- Understand, explain and implement the various methods and props for storytelling
- Author and illustrate a beginner reading book

Curriculum Unit:

- Students will develop program goals
- Indicate who is involved in curriculum development
- Cite the importance of assessment in curriculum planning
- Create block plans for themes
- Identify goals for activities
- Write lesson plans for four themes for the preschool classroom
- Create activities and worksheets
- Become competent with researching activities and ideas online
- Apply Pennsylvania State Standards to their activities and lessons

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Marking Period 4 = 45 days

Child Abuse and Liability Unit:

- Understand how to identify signs of child abuse and neglect
- Identify and explain the 4 types of child abuse: non-accidental physical injury, neglect, emotional abuse & sexual abuse
- Explain how to report child abuse
- Understand and explain the requirements of a “mandated reporter”
- Understand and explain the legal responsibilities of a teacher/mandated reporter

Creating a Safe Environment Unit:

- Identify the necessary spaces required in a daycare or preschool setting
- Understand the connection between physical space and effective learning
- Understand the factors that aid effective learning in both indoor and outdoor areas
- Explore the state requirements for organization of a center
- Identify safety measures required by the state
- Identify the staff to student ratios mandated by Pennsylvania

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Required Text

Text: Working with Young Children, 8th Edition, Judy Herr, The Goodheart-Willcox Company, Inc., 2016.

Supplemental Books:

Working with Young Children, 8th Edition, Judy Herr, The Good Heart-Wilcox Company, Student Workbook, 2016

Working with Young Children, 8th Edition, Judy Herr, The Good Heart-Wilcox Company, Observation Guide, 2016

Working with Young Children, 8th Edition, Judy Herr, The Good Heart-Wilcox Company, Instructors Edition, 2016

Working with Young Children, 8th Edition, Judy Herr, The Good Heart-Wilcox Company, Online Instructor Resources, 2016

Mastering CDA Competencies: Using Working with Young Children, Judy Herr, The Goodheart-Willcox Company, Inc., 2008.

Pennsylvania Learning Standards for Early Childhood (Infants-Toddlers), Pennsylvania Department of Education and Department of Public Welfare, 2014

Online companion website

<http://www.g-wlearning.com/earlychildhoodeducation/9781631260247/student/index.htm>

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Early Childhood Education

Level 1

Unit: You Working with Young Children

<u>Anchor(s) or Adopted Anchor(s):</u>	<i>Task List</i>
R11.A.2.1.1; R11.A.2.1.2; R11.A.2.2.2; R11.A.2.3.1; R11.A.2.4.1;R11.A.2.5.1; R11.B.1.2; R11.B.1.2.1; R11.B.3.1; R11.B.3.3.3;	202 Identify personal qualities and career opportunities needed for employment 203 Develop a personal and professional Portfolio 204 Investigate the requirements of the CDA-Ready Certificate and School-Age Credential 205 Analyze NAEYC Standards and the Code of Ethical Conduct 207 Investigate the importance of advocacy in the profession 208 Identify resources for professional Development 921 Use current technology and equipment
<u>State Standard(s) Covered:</u>	
PA Core: Speaking and Listening CC.1.5. 9-10 A,B,D,E,F,G Writing CC.1.4.9-10 A,B,C,D,E,F,K,L,R,S,X	
Career Education and Work 13.1.11.A,B,C,D,E,F,G,H; 13.2.11.E; 13.3.11.A,B,E, F, G	

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Topics/Activities	Resources
<ul style="list-style-type: none"> • Sharing activity: reasons for wanting to work with young children • Direct instruction, discussion and questioning using Smart Notes – Social and economic changes that created a need for child care services and early childhood teachers • Read Chapter 1 pages 4-24 • Students complete Review and Reflect questions 1-12 on p. 24 • Word Wall Vocabulary Chapter 1 • Complete Activity A: Truths About Early Childhood, SAG p. 9 • Direct instruction, discussion and questioning using Smart Notes – Career Opportunities in Early Childhood; education and training needed for each • Complete Career Match, TRG p. 46 • Investigate the CDA www.cdacouncil.org –complete the teacher-created worksheet –class discussion • Brainstorm to list things a teacher does and does not do, and things a teacher says and is on a poster using sticky notes • Direct instruction, discussion and questioning using Smart Notes – Teacher’s Responsibilities <ul style="list-style-type: none"> • Research professional organizations in the field of early childhood: chart p. 17 (includes web addresses) 	<ul style="list-style-type: none"> • Text: Working with Young Children • SAG: Student Activity Guide: Activity A: p. 9 • TRG: Teacher’s Resource Guide: <ol style="list-style-type: none"> 1. Career Match p. 46 2. Characteristics of a Successful Teacher p. 48 • Websites g- wlearning. com Child Development Associate(CDA) www.cdacouncil.org <hr/> <p style="text-align: center;"> American Montessori Association www.amshq.org Association for Childhood Education International www.acei.org FCCLA www.fcclainc.org National Association of Child Care Professionals www.naccp.org National Association for the education of Young Children www.naeyc.org National Association for Family Child Care www.nafcc.org National Child Care Association www.nccanet.org National Head Start Association www.nhsa.org </p>

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Group activity (4 groups): each group will read one section of the

- Teacher-created Materials
- CDA Worksheet, A1-2
- Professional organizations, A3
- Successful Teachers essay, A4
- Guest speaker-local day care center

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<p>NAEYC's <i>Code of Ethical Conduct</i> as printed in Appendix A pp. 702-703. Each group will present key points to the class.</p> <ul style="list-style-type: none"> • Guest speaker from Mt. View Early Learning Center on the Early Childhood professional and advocate for the profession. • Create a list of professional development opportunities in our area • Discuss Handout and Text: Characteristics of a Successful Teacher, text pages 20 • Complete a teacher-created unit test • Develop a personal and professional Portfolio • From Companion Website: • E Flash cards • Crossword Puzzle • Matching Activity • Vocabulary Game • Interactive Quiz • Graphic organizer • Student will complete Unit Test 	<p>Assessments</p> <p>Diagnostic:</p> <ul style="list-style-type: none"> • Brainstorming • Listing teacher responsibilities <p>Formative:</p> <ul style="list-style-type: none"> • Activity A • Career Match • CDA worksheet • Professional organizations worksheet • Group activity- Code of Ethics • Research of professional organizations <p>Summative:</p> <ul style="list-style-type: none"> • Unit Test • Characteristics of a Successful Teacher • Professional Organization Research/Poster <p>Performance:</p> <ul style="list-style-type: none"> • Creation of a Portfolio
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Early Childhood Education

Level 1

Unit: Development of Infants & Toddlers

<u>Anchor(s) or Adopted Anchor(s):</u>	<i>Task List</i>
<p>R11.A.2.1.1; R11.A.2.1.2; R11.A.2.3.1; R11.2.3.2; R11.A.2.4.1; R11.A.2.5.1; R11.B.1.2; R11.B.1.2.1; R11.B.3.1; R11.B.3.1.1; R11.B.3.3.4</p> <p><u>State Standard(s) Covered:</u></p> <p>PA Core:</p> <p>Speaking and Listening CC.1.5. 9-10 A,B,D,E,F,G</p> <p>Writing CC.1.4.9-10 A,B,C,D,E,F,K,L,R,S,X</p> <p>Science & Technology S11.A.1.1.2; S11.B.1.1.2</p> <p>Career Education and Work 13.1.11.D,G;; 13.2.11.C, D; 13.3.11.A,B,E</p>	<p>203 Develop a personal and professional Portfolio</p> <p>401 Examine the value of play and use best practices to support children's play</p> <p>402 Examine the process and use best practices for developing children's creativity</p> <p>504 Identify characteristics of infant development</p> <p>505 Identify characteristics of toddler development</p> <p>508 Identify characteristics of special needs children</p> <p>509 Research the importance of early language and literacy development for school success</p> <p>510 Integrate literacy/language development throughout all activities</p> <p>601 Use positive methods to guide children's behavior</p> <p>701 Use basic tools and types of observations</p> <p>702 Observe, record and analyze children's behavior</p> <p>703 Develop appropriate learning experiences based on observations</p> <p>902 Prepare, present and evaluate activities which promote a positive self concept</p> <p>921 Use current technology and equipment</p>

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<p>Topics/Activities</p> <p>Chapter 5 – Birth to Age 2</p> <ul style="list-style-type: none"> • Motivator – students will discuss differences between infants and toddlers through pictures from internet • Students will view and discuss “The First Years of Life” video • Read Chapter 5 pp. 86-102 • Students complete Review and Reflect text p. 102 • Word Wall Vocabulary Chapter 5 • Direct Instruction using power point notes Physical Development/reflexes • Complete <i>Types of Development</i>, Activity A, SAG, p. 33 • Sharing in pairs; discuss advantages and disadvantages of developmental scales • Complete <i>Reflexes</i>, Activity B, SAG, p. 34 • Direct instruction using power point notes- Gross Motor Development • Students will view Sitting, Cruising, Walking: http://www.babycenter.com • Complete <i>Motor Sequence for Infants</i> TRG, p. 91 • Students complete <i>Observing Motor Development</i> Activity A, OG, pp. 35-39; Observation at local day care centers • Students will identify toys and equipment using Lakeshore educational toy catalogue to complete <i>Encouraging Development</i>, Activity D, SAG, p.36 • Students will respond to parents concerns teacher made worksheet 	<p>1101 Participate in an infant program</p> <p>1102 Participate in a toddler program 1105 Participate in a special needs program</p> <p>Resources</p> <ul style="list-style-type: none"> • Text: Working with Young Children • SAG: Student Activity Guide: <ol style="list-style-type: none"> 1. Activity A-D Chapter 5: pp. 33-36 2. Activity A&B Chapter 6: pp. 37-39 3. Activity C Chapter 31: p. 160 • TRG: Teacher’s Resource Guide: <ol style="list-style-type: none"> 1. Motor Sequence for Infants p.91 2. Social & Emotional Development p. 92 3. Developmental Review p. 93 4. Physical Skills of 2 Year Olds p. 103 5. Behavioral Traits of 2 Year Olds p. 104 6. Development Puzzle p. 106 7. A Child with Special Needs pp. 419-420 • OG: Observation Guide <ol style="list-style-type: none"> 1. Activity A–C Chapter 5 pp. 35-49 2. Activity A Chapter 6 pp. 51-53 3. Activity A Chapter 31 pp. 303-304
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<ul style="list-style-type: none"> • Direct instruction on SIDS http://www.nichd.nih.gov/sids/ & “Back to Sleep” campaign • Direct instruction using power point notes -Cognitive Development • Students research “Mozart Effect” at www.mozarteffect.com – complete teacher made worksheet • Students will research Dr. Berry T Brazelton and share their findings regarding importance of visual stimulation for infants – still face mothers. http://www.brazelton-institute.com • Students will list ways to soothe a startled newborn regarding auditory preferences • Discuss Baby talk – students will debate if baby talk should be discouraged when infants begin forming their first words • Direct instruction on Deferred Imitation – students will each give one example • Define Telegraphic Speech – have students give examples • Students complete <i>Observing Cognitive Development</i> Activity B, OG, pp. 41-44; Observation at local day care centers • Direct instruction using power point notes – Social/Emotional Development • Complete <i>Social and Emotional Development</i>, TRG, p. 92 • Students complete <i>Observing Social-Emotional Skills</i>, Activity C, OG, pp. 45-49 • Students will view and discuss DVD 20/20 “Shaken Baby Syndrome” • Students will research “Shaken Baby Syndrome” using teacher 	<ul style="list-style-type: none"> • Websites g-wlearning.com Sitting, Cruising, Walking www.babycenter.com <p>National Institute of Child Health and Healthy Children -Early Childhood Development http://www.healthychildren.org/english/ages-stages/toddler/pages/developmental-milestones-2-year-olds.aspx</p> <p>US Department of Education - IDEA http://idea.ed.gov/</p> <p>Human Development – “Back to Sleep Campaign” www.nichd.nih.gov/sids/ The Mozart Effect Resource Center www.mozarteffect.com</p> <p>Reality Works Curriculum Shaken Baby Syndrome</p> <ul style="list-style-type: none"> • Teacher-created Materials <ol style="list-style-type: none"> 1. Motor Skills Match Up, B1 2. Mozart Effect, B2 3. Parent Concerns, B3 • Videos <ol style="list-style-type: none"> 1. The First Years of Life 2. Ready to Learn <p>Assessments</p> <p>Diagnostic:</p> <ul style="list-style-type: none"> • Discussion examples of Infant & Toddler Development • Debate Baby Talk • Shaken Baby Pre-test • Interactions with Special Needs Individual <p>Formative:</p> <ul style="list-style-type: none"> • Student Workbook Activities • Teacher’s Resource Guide Activities • Sharing – Developmental Scales • Mozart Effect worksheet • List Soothing Techniques
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<p>made worksheet:</p> <ul style="list-style-type: none"> • Students will complete <i>Developmental Review</i>, TRG, p. 93 • Students will complete <i>Development Fill In</i>, Activity C, SAG, p. 35 • Students will complete “Motor Skills Match Up” teacher made worksheet <p>Chapter 6 – Age 2</p> <ul style="list-style-type: none"> • Read Chapter 6 pp.104-111 • Students complete Review and Reflect text p. 118 1-7 • Direct instruction using “Physical Skills of 2 year olds” &, TRG p. 103 • Students will complete <i>Development of Two Year Olds</i>, Activity A, SAG, pp. 37-38 • Students will complete <i>Observing Two Year Olds</i>, Activity A, OG pp. 51-53 • Using Activity, A, OG – List which were independent skills and assisted skills • Direct instruction using power point notes - Cognitive Development – language comprehension, expressive and math readiness skills • Pairs list routine questions that 2yr olds can answer • Direct Instruction using power point notes Social & Emotional Development 	<ul style="list-style-type: none"> • Research Shaken Baby Syndrome • List Developmental Milestone • Accommodations for Special Needs Children • IEP’s <p>Summative:</p> <ul style="list-style-type: none"> • List Behaviors and Responses • List Questions of 2 Year Olds • Motor Skills Match Up • Parents’ Concerns Response • Shaken baby post test • Disorder/Disability Power Point Presentation • Unit Test <p>Performance:</p> <ul style="list-style-type: none"> • Portfolio updates • Observation Guide Worksheets
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- Students will view and discuss “Discipline” or setting limits video
- Direct instruction “Behavioral traits of two year olds”, TRG, p. 104
- Direct instruction “Tempering the Tantrums” notes
- Students will write an outline giving examples of sharing, physical aggression, inappropriate language, gestures, fears and behaviors of 2yr olds with specific reactions to these behaviors
- Students will complete *Development Puzzle*, TRG, p. 106
- Students will identify and list the developmental milestones for two year olds “Early Childhood Development” Healthy Children <http://www.healthychildren.org/English/ages-stages/toddler/pages/developmental-milestones-2-year-olds.aspx>

Chapter 31 – Disabilities

- Students will share personal experiences with individuals with disabilities and their interactions
- Direct instruction using power point notes- Disabilities –Physical, Health and Cognitive Disorders, text, pp. 618-646
- Direct Instruction on Individuals with Disabilities Education Act (IDEA) <http://idea.ed.gov/>
- Students will complete Activity C, SAG, p. 160
- Review parts of an IEP and discuss components
- Students will complete “A Child

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<p>with Special Needs”, TRG, pp. 419-420 – Down Syndrome</p> <ul style="list-style-type: none">• Students will complete Activity A, OG, pp. 303-304• Research Project – Students will choose one disorder/disability to research and present via power to the class• Reality Works Shaken Baby Simulator• Shaken Baby Power Point from Reality Works• From Companion Website:• E Flash cards• Crossword Puzzle• Matching Activity• Vocabulary Game• Interactive Quiz• Graphic organizer• Students will complete Unit Test	
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Early Childhood Education

Level 1

Unit: Observing Children

<p><u>Anchor(s) or Adopted Anchor(s):</u> R11.A.2.1.1; R11.A.2.1.2; R11.A.2.2.2; R11.A.2.3.1; R11.A.2.4.1; R11.A.2.5.1; R11.B.1.2; R11.B.1.2.1; R11.B.3.1; R11.B.3.1.1; R11.B.3.3.3; <u>State Standard(s) Covered:</u> Speaking and Listening CC.1.5. 9-10 A,B,D,E,F,G Writing CC.1.4.9-10 A,B,C,D,E,F,K,L,R,S,X Career Education and Work 13.1.11.D,G,H; 13.2.D,E; 13.3.A,B,C,E,G</p>	<p><u>Task List</u></p> <p>203 Develop a personal and professional Portfolio 603 Observe, supervise, and record the daily routines of children 701 Use basic tools and types of observations 702 Observe, record and analyze children's behavior 921 Use current technology and equipment 1101 Participate in an infant program 1102 Participate in a toddler program 1105 Participate in a special needs program</p>
<p><u>Topics/Activities</u></p> <ul style="list-style-type: none"> Brainstorm and discussion on "Why are observations, assessments and portfolios important to the teaching professional. Students will complete pre test "Check Your Understanding" Activity A, SAG, p. 21 Read Chapter 3, text pp. 46-60 Students complete Review and Reflect, text p. 60 Word Wall Vocabulary Chapter 3 Direct instruction using Smart Notes: Assessment – purpose and when, areas of development Discuss the importance of knowing a child's or a groups developmental stage or status – specifically teachers planning and program Direct Instruction "Authentic Assessment" TRG, p. 67 Discuss how assessment 	<p><u>Resources</u></p> <ul style="list-style-type: none"> Text: Working with Young Children Website: g-wlearning.com SAG: Student Activity Guide: Activity A-D: pp. 21-25 TRG: Teacher's Resource Guide: <ol style="list-style-type: none"> Authentic Assessment p. 67 Reviewing Assessment Data p. 69 Descriptive or Interpretive p. 68 Observation Etiquette p. 70 OG: Observation Guide <ol style="list-style-type: none"> Activity A-D Chapter 3 pp. 15-26 Teacher-created Materials <ol style="list-style-type: none"> Poor Assessments, C1 Children's Feelings & Observations essay, C2 Anecdotal vs. Checklist essay, C3 Educational/Student Portfolios, C4

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<ul style="list-style-type: none"> • Students will explain and share the consequences of poorly written assessments using teacher made worksheet • Direct instruction “Reviewing Assessment Data”, TRG, p. 69 • Brainstorm ways assessment data can be collected in the classroom • Direct instruction using Smart Notes: Observations – formal and informal & Assessment Tools • Debate types of assessment tools, is one more effective than another & identify three considerations for choosing a method of assessment • Students will complete “Assessment tools Summary” Activity B, SAG, pp. 22-23 addressing advantages and disadvantages of each assessment tool - discussion • Student will complete “Writing Anecdotal Records” Activity A, OG, p. 15-17 during observation • Direct instruction on the two tests a statement must pass to be objective • Students will complete “Descriptive or Interpretive” TRG, p. 68 • Discuss why observation without interpretation has no meaning • Students will complete “Interpreting the Data” Activity C, SAG, p. 24; compare with other student’s interpretations • Students will define <i>objective</i> and <i>subjective</i>, <i>generalized</i> and <i>specific</i>, listing examples • Students will design a participation chart to be used during observations • Students will complete Activity D, SAG, p. 25 	<p>Assessments</p> <p>Diagnostic:</p> <ul style="list-style-type: none"> • Sharing activity – Why Observation • Pre Test – Check Your Understanding • Brainstorm types of assessments • Discussion – confidentiality <p>Formative:</p> <ul style="list-style-type: none"> • Review & Reflect • Student Workbook Activities • Teachers Resource Guide Activities • Discussion – Developmental stages and Planning • Discussion – Assessment use During Conferences • Poorly Written Assessment worksheet • Debate - Types of Assessment Tools • Design Participation Chart • Research Educational Portfolios <p>Summative:</p> <ul style="list-style-type: none"> • “Assessment Tools Summary” • Essay: Anecdotal vs. Checklist • Essay: Children’s Feelings during Observation • List Confidentiality Strategies • Unit Test <p>Performance:</p> <ul style="list-style-type: none"> • Portfolio updates • Observation Guide Activities
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<ul style="list-style-type: none"> • Students will use Activity D checklist during observations • Students will write an essay comparing the strengths and weaknesses of anecdotal records vs. checklists • Students will complete “Using a Checklist” Activity B, OG, p. 19-20 • Students will complete “Preferences During Self-Selected Play”, Activity C, OG, pp. 21-23 • Direct instruction on Social/Emotional Rating Scale, text, p. 62 • Students will complete “Rating Scale”, Activity D, OG, pp. 25-26 • Direct instruction using Smart Notes: Portfolios & Observing Children • Direct instruction “Observation Etiquette”, TRG, p. 70 • Students will write a one page essay on Children’s feelings during an observation using teacher prompt • Discuss confidentiality; guest speaker Luann Scardino From Mt. View ELC • Students will list all strategies they will practice to protect a child’s confidentiality • Students will research educational portfolios using teacher made worksheet • From Companion Website: <ul style="list-style-type: none"> • E Flash cards • Crossword Puzzle • Matching Activity • Vocabulary Game • Interactive Quiz • Graphic organizer • Complete a teacher-created unit test 	
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Early Childhood Education

Level 1

Unit: Programs for Infants & Toddlers

<u>Anchor(s) or Adopted Anchor(s):</u>	<i>Task List</i>
<p>R11.A.2.1.1; R11.A.2.1.2; R11.A.2.2.2; R11.A.2.3.1; R11.A.2.3.2; R11.A.2.4.1; R11.A.2.5.1; R11.B.1.2; R11.B.1.2.1; R11.B.3.1; RR11.B.3.1.1; R11.B.3.3.4</p> <p><u>State Standard(s) Covered:</u></p> <p>Speaking and Listening CC.1.5. 9-10 A,B,D,E,F,G</p> <p>Writing CC.1.4.9-10 A,B,C,D,E,F,K,L,R,S,X</p> <p>Science & Technology S11.A.2.1; S11.A.2.1.3</p> <p>Career Education and Work 13.1.11.D,G; 13.2.11.D,E; 13.3.11.B,C, G</p>	<p>203 Develop a personal and professional Portfolio</p> <p>301 Identify Department of Public Welfare regulations and PA Department of education codes</p> <p>305 Identify characteristics of safe, healthy Environment</p> <p>307 Identify nutritional requirements</p> <p>308 Plan nutritious meals and snacks</p> <p>401 Examine the value of play and use best practices to support children's play</p> <p>402 Examine the process and use best practices for developing children's creativity</p> <p>404 Evaluate and maintain the indoor and outdoor learning environment</p> <p>602 Analyze the influence of environment and caregiver management techniques on children's behavior and make appropriate adjustments</p> <p>701 Use basic tools and types of observations</p> <p>702 Observe, record and analyze children's behavior</p> <p>703 Develop appropriate learning experiences based on observations</p> <p>706 Describe the elements of curriculum</p> <p>902 Prepare, present and evaluate activities which promote a positive self concept</p> <p>907 Prepare, present and evaluate children's literature</p> <p>908 Prepare, present and evaluate language and literacy activities</p>

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	<p>914 Prepare, present and evaluate fine motor activities</p> <p>915 Prepare, present and evaluate gross motor activities</p> <p>921 Use current technology and equipment</p> <p>1101 Participate in an infant program</p> <p>1102 Participate in a toddler program</p> <p>1105 Participate in a special needs program</p>
<p>Topics/Activities</p> <ul style="list-style-type: none"> • Students will list & share characteristics needed in a caregiver of infants and toddlers • Brainstorm activities for an infant and for a toddler • Read Chapter 29 pp. 572-596 • Students complete Review and Reflect text p. 596 • Word Wall Vocabulary Chapter 29 • Students will list positive characteristics they have witnessed during observations • Direct Instruction using Smart Notes – Characteristics of Caregivers • Students will complete “Caregiver Traits”, Activity A, SAG, p. 147-148 • Students will research and complete teacher made worksheet using website “10 Things Every Child Needs” http://www.educarer.com/brain.htm • Direct Instruction using Smart Notes – Guidelines for Infant – Toddler Care & Environment • Students will use “Infant Equipment Checklist”, TRG, p. 395- 	<p>Resources</p> <ul style="list-style-type: none"> • Text: Working with Young Children • SAG: Student Activity Guide: Activity A-C: pp. 147-152 • TRG: Teacher’s Resource Guide: <ol style="list-style-type: none"> 1. “Infant Equipment Checklist” pp. 395 - 396 2. Diaper Check Chart p. 397 3. Toy Inventory p. 398 • OG: Observation Guide <ol style="list-style-type: none"> 1. Activity A–C Chapter 29 pp. 289-296 • Children’s Library Books • Websites g- wlearning.com Department of Public Welfare – Diapering http://www.pacode.com/secure/data/055/chapter3270/s3270.135.html Educarer.org – Early Brain Development http://www.educarer.com/brain.htm Center for Effective Parenting – Stranger Anxiety http://www.parenting-ed.org/handout3/Specific%20Concerns%20and%20Problems/stranger%20anxiety.htm

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<p>observation</p> <ul style="list-style-type: none"> • Sharing – Students will discuss an ideal environment for an infant room • Students will complete “Environment Needs”, Activity B, SAG, pp. 149-150 • Students will complete “Toddler Environment” Activity A, OG, pp. 289-292 • Direct Instruction using Smart Notes – Caring for Infants & Toddlers • Sharing – Students will share personal experiences in babysitting regarding crying infants • Discuss – What is the role of consistent care in developing trust • Students will give examples of appropriate and inappropriate caregiver practices • Define <i>Separation Anxiety</i> & <i>Stranger Anxiety</i>. • Students will research for information about Stranger Anxiety. http://www.parenting-ed.org/handout3/Specific%20Concerns%20and%20Problems/stranger%20anxiety.htm & http://www.education.pitt.edu/ocd/publications/fosterparent/27758_oed_stranger_anxiety.pdf • Discuss methods of dealing with these fears • Students will list suitable finger foods for toddlers • Students will complete “Feeding Infants & Toddlers” teacher made 	<p>Office of Child Development – Stranger Anxiety http://www.education.pitt.edu/ocd/publications/fosterparent/27758_oed_stranger_anxiety.pdf</p> <p>Family Doctor – Diaper Rash http://familydoctor.org/online/famdocen/home/children/parents/infants/051.html</p> <p>American Academy of Pediatrics www.aap.org</p> <p>National Association for Sport & Physical Education http://www.aahperd.org/naspe/publications/teachingTools/upload/brochure.pdf</p> <ul style="list-style-type: none"> • Teacher-created Materials <ol style="list-style-type: none"> 1. 10 Things Every Child needs, D1 2. Infant Care Space Poster Project, D2 3. Infant Room Typical Day, D3 4. Stranger Anxiety, D4 5. Feeding Infants & Toddlers, D5 6. Diaper Rash – Causes & Cures, D6 7. Suppliers of Furniture & Toys, D7 8. Infant Walkers, D8 9. Childproofing, D9 <p>Assessments</p> <p>Diagnostic:</p> <ul style="list-style-type: none"> • Sharing & Listing Caregiver Characteristics • Brainstorming Infant & Toddler Activities • Sharing experiences with crying infants • Sharing observations on sickness policies in child care setting
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<p>worksheet</p> <ul style="list-style-type: none"> • Direct instruction – Hand Washing Procedures for Diapering • Students will read and discuss Department of Public Welfare ... diapering using website: http://www.pacode.com/secure/data/055/chapter3270/s3270.135.html • Students will complete diaper rash causes and cures using teacher made worksheet at “Family Doctor”: http://familydoctor.org/online/famdocen/home/children/parents/infants/051.html • Students will complete “Diaper Check Chart”, TRG, p. 397 during observation • Students will participate in hand washing experiment • Direct Instruction using Smart Notes – Toys for Infants and Toddlers • Direct Instruction “Types of Infant Toddler Toys”, TRG 25B • Students will search, list and compare suppliers of furniture, equipment, and supplies for infant & toddler care centers using teacher made worksheet • Students will complete “Toys for Development”, Activity C, SAG, p. 151 • Students will complete “Toy Inventory”, TRG, p. 398 during observation • Discussion – why toys have to be changed frequently in care center • Students will complete “Toy Inventory” Activity B, OG, pp. 293-294 during observation • Students will research Infant 	<p>Formative:</p> <ul style="list-style-type: none"> • Review & Reflect • Student Workbook Activities • Teacher’s Resource Guide Activities • Infant Room Typical Day Essay • Discussion – Consistent Care • Research Stranger Anxiety • List Finger Foods • Feeding Infants & Toddlers • Diaper Rash – Causes and Cures • Hand Washing Experiment • List Furniture and Toy Suppliers • Research Infant Walkers • Research Childproofing an environment • Research Physical Activity for Infants & Toddlers <p>Summative:</p> <ul style="list-style-type: none"> • Infant Care Space Poster • Toddler Environment • Unit Test <p>Performance:</p> <ul style="list-style-type: none"> • Portfolio Updates
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<p>walkers at American Academy of Pediatrics web site www.aap.org using teacher made worksheet</p> <ul style="list-style-type: none">• Students will complete “Evaluating Activity Areas for Toddlers”, OG, pp. 295-296 during observation• Students will research child proofing a home/environment using teacher made worksheet.• Direct Instruction using Smart Notes – Curriculum• Students will identify the major differences between curriculum for babies and toddlers• Students will participate in sensory activity – Shaving Cream• Students will complete “Evaluating Activity Areas for Toddlers”, OG, pp. 295-296• Students will list and describe ten activities for toddlers – portfolio update• Students will participate the toddler created activity stations – discussion• Students will review a toddler book and list words toddlers may learn from the book• Direct Instruction using Smart Notes – Parent Involvement• Students will complete “Child Care Procedures”, Activity D, SAG, p. 152• Students will research viewpoints and list guidelines regarding physical activity for infants and toddlers from the website: http://www.aahperd.org• Students will read and discuss “Kids in Action” and childhood obesity from the website: http://www.aahperd.org/naspe/publications/teachingTools/upload/brochure.pdf	
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<ul style="list-style-type: none">• Direct Instruction using Smart Notes – Record Keeping• Students will review Infant Daily Record, text 29-8, p. 579• Share observed policies for sick children at area child care centers• Direct Instruction using Smart Notes – Maintaining the Environment to Prevent Illness• From Companion Website:<ul style="list-style-type: none">• E Flash cards• Crossword Puzzle• Matching Activity• Vocabulary Game• Interactive Quiz• Graphic organizer• Complete a teacher-created unit test	
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DELAWARE VALLEY SCHOOL DISTRICT

Early Childhood Education

Level 1

Unit: The Curriculum

<u>Anchor(s) or Adopted Anchor(s):</u>	Task List
R11.A.2.1.1; R11.A.2.1.2; R11.A.2.2.2; R11.A.2.3.1; R11.A.2.4.1; R11.A.2.5.1; R11.B.1.2; R11.B.1.2.1; R11.B.3.1; R11.B.3.3.3	203 Develop a personal and professional Portfolio 704 Link Early Learning Standards for Early Childhood (infant-toddler) 705 Demonstrate the connections between learning standards, curriculum and assessment through the Learning Triangle 706 Describe the elements of curriculum(individualized goals, family and environment , learning environment, content resources)
<u>State Standard(s) Covered:</u>	
Speaking and Listening	
CC.1.5. 9-10 A,B,D,E,F,G	801 Investigate a variety of curriculum models 802 Develop long-and short-range curriculum goals 803 Determine and write objectives 805 Create a resource of learning Experiences 807 Plan weekly curriculum 808 Develop daily lesson plans 907 Prepare, present and evaluate children's literature 908 Prepare, present and evaluate language and literacy activities 910 Prepare, present and evaluate creative art activities 914 Prepare, present and evaluate fine motor activities 915 Prepare, present and evaluate gross motor activities 916 Prepare, present, and evaluate transition activities 921 Use current technology and Equipment 1003 Describe and implement best practices for supporting children and families during transition 1101 Participate in an infant program
Writing	
CC.1.4.9-10 A,B,C,D,E,F,K,L,R,S,X	

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<p>Topics/Activities</p> <ul style="list-style-type: none"> • Direct instruction, discussion and questioning using Smart Notes – Developmentally appropriate curriculum; developing program goals; who plans the curriculum • Group activity: using the list of program goals, discuss and identify activities that would meet each of the goals for infants and toddlers • Word Wall Chapter 18 vocabulary • Direct instruction, discussion and questioning using Smart Notes – the content and process-centered curriculum, including direct and indirect learning experiences • Write an essay to plan a direct learning experience to teach a Toddler a self-help skill. Include examples of indirect learning experiences and teachable moments that could be used as a learning opportunity for teaching the self-help skill. • Direct instruction, discussion and questioning using Smart Notes –List the factors to consider in curriculum planning • Direct instruction using Smart Notes on individual learning styles: field-sensitive, field-independent, visual, and auditory. How do these relate to planning activities for young children? • Read Chapter 18 pages 352-376 • Complete Activity D Curriculum Building, SAG p. 98 • Direct instruction using Smart Notes on curriculum planning with the use of themes using webbing; including Web Example, Apple Web, Objectives for Apple Theme, Apple Theme: Concepts for the 	<p>1102 Participate in a toddler program</p> <p>1105 Participate in a special needs program</p> <p>Resources</p> <ul style="list-style-type: none"> • Text: Working with Young Children • SAG: Student Activity Guide: <ol style="list-style-type: none"> 1. Activity A: p. 95 2. Activity C: p. 97 3. Activity D: p. 98 • TRG: Teacher's Resource Guide: <ol style="list-style-type: none"> 1. Web Example p. 255 2. Apple Web p. 256 3. Objectives for Apple Theme p. 257 4. Apple Theme: concepts for the Children to Learn p. 258 5. Learning Objectives p. 261 6. Assessing Curriculum p. 264 • Infants-Toddlers Pennsylvania Learning Standards for Early Childhood; Office of Child Development and Early Learning, 2009 • Websites g- wlearning.com Teacher Public Files for lesson Plans PDE Infant-Toddler Learning Standards for Early childhood http://www.pdesas.org/main/fileview/Pennsylvania_Early_Childhood_Education_Standards_for_Infant-Toddler.pdf • Teacher-created Materials <ol style="list-style-type: none"> 1. Teacher-created lesson plan format, E1-4 2. Unit test <p>Assessments</p> <p>Diagnostic:</p> <ul style="list-style-type: none"> • Group activity: activities that would meet each of the goals for infants and toddlers
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<p>Children to Learn- TRG pp. 255-258</p> <ul style="list-style-type: none"> • Group activity: draw a web (Activity A: SAG p. 95) based on a specific theme appropriate for infants & toddlers (consult <i>Infants-Toddlers Pennsylvania Learning Standards for Early Childhood</i>); write Objectives for the theme; list Concepts for the theme • Create a bulletin board display based on a theme from chart 18-11, p. 364 and compile a list of stories that could be used as teaching activities to relate to the theme (photograph to include in portfolio) • Direct instruction, discussion and questioning using Smart Notes – Block Plan including chart 18-14 text p. 370 and the Parts of a Lesson Plan including Learning Objectives, TRG p. 261 • Complete Activity C Behaviors, SAG p. 97 • Using <i>Assessing Curriculum</i>, TRG p. 264, students will evaluate the appropriateness of a curriculum • Direct instruction of the Standards Aligned System (SAS) using the <i>Pennsylvania Learning Standards for Early Childhood Infants-Toddlers Booklet</i> including the elements of curriculum --Early Childhood Connections p. 3 • Students will identify the Learning Triangle: the connection between the nine Key Learning areas, the curriculum, and assessment • Incorporate the PA Learning Standards into Lesson Plans • Complete Lesson Plans for Infants & Toddlers using the Teacher-created lesson plan format 	<p>Formative:</p> <ul style="list-style-type: none"> • Activity A • Activity C • Activity D • Develop a Web, Objectives, Concepts • Bulletin Board <p>Summative:</p> <ul style="list-style-type: none"> • Unit Test • Essay to plan a direct vs. indirect learning experience <p>Performance:</p> <ul style="list-style-type: none"> • Written Lesson Plans for Infants & Toddlers • Portfolio updates • Resource of learning experiences file • Teach lesson to classmates
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<p>including the following: children's literature; language and literacy activities; creative art activities; fine motor activities; and gross motor activities</p> <ul style="list-style-type: none">• Teach the created lesson plans in an infant/toddler program• Create a resource of learning experiences file as a class• From Companion Website:• E Flash cards• Crossword Puzzle• Matching Activity• Vocabulary Game• Interactive Quiz• Graphic organizer• Complete a teacher-created unit test• Update Portfolio	
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DELAWARE VALLEY SCHOOL DISTRICT

Early Childhood Education

Level 1

Unit: Literacy/Language Development

<p><u>Anchor(s) or Adopted Anchor(s):</u> R11.A.2.1.1; R11.A.2.1.2; R11.A.2.2.2; R11.A.2.3.1; R11.A.2.4.1; R11.A.2.5.1; R11.B.1.2; R11.B.1.2.1; R11.B.3.1; R11.B.3.3.3</p> <p><u>State Standard(s) Covered:</u></p> <p>Speaking and Listening CC.1.5. 9-10 A,B,D,E,F,G</p> <p>Writing CC.1.4.9-10 A,B,C,D,E,F,K,L,R,S,X</p>	<p>Task List</p> <p>203 Develop a personal and professional Portfolio</p> <p>509 Research the importance of early language and literacy development for school success</p> <p>510 Integrate literacy/language development throughout all activities</p> <p>704 Link Early Learning Standards for Early Childhood (infant-toddler)</p> <p>805 Create a resource of learning Experiences</p> <p>808 Develop daily lesson plans</p> <p>907 Prepare, present and evaluate children’s literature</p> <p>908 Prepare, present and evaluate language and literacy activities</p> <p>921 Use current technology and Equipment</p> <p>1101 Participate in an infant program</p> <p>1102 Participate in an toddler program</p> <p>1105 Participate in a special needs program</p>
<p>Topics/Activities</p> <ul style="list-style-type: none"> • Introductory activity: ask students to recall titles of storybooks they liked as young children; discuss what they liked about those stories; in what different ways can stories be told; are stories important to young children, why or why not • Direct instruction, discussion and questioning using the Smart notes: The importance of Storytelling and <i>Why Use Stories and Books?</i> TRG p. 	<p>Resources</p> <ul style="list-style-type: none"> • Text: Working with Young Children • SAG: Student Activity Guide: <ol style="list-style-type: none"> 4. Activity B (revised): p. 108 5. Activity C: p. 109 6. Activity D: p. 110 • TRG: Teacher’s Resource Guide: <ol style="list-style-type: none"> 1. Why Use Stories and Books p. 285 2. Age and Children’s Books p. 286 • Infants-Toddlers Pennsylvania Learning Standards for Early

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<p>285</p> <ul style="list-style-type: none"> • Research in small groups early literacy/language development using websites on teacher Public Files –summarize findings and discuss ways to teach early literacy • Read Chapter 20 pages 402-420 • Students complete Review and Reflect questions 1-10 on p. 404 • Word Wall Chapter 20 Vocabulary • Direct instruction, discussion and questioning using Smart Notes and examples– Books as a source of stories; picture books and the categories of storybooks • Direct instruction, discussion and questioning using Smart Notes and books as examples–Selecting Books for Children • Use <i>Age and Children's Books</i> TRG p. 286 and chart in text p. 394 as a basis for discussion of books that are appropriate for different ages • Complete Activity B: <i>Choosing Books for Children</i>, for infants and toddlers • In pairs, complete Activity C: <i>Story Comparisons</i> SAG, to compare three books that one might read to infants and toddlers • Direct instruction, discussion and questioning on Storytelling and reading aloud; tips for effective storytelling • Select a book that you would read to infants or toddlers • Choose a partner to evaluate one another using Activity D: <i>Evaluate Your Storytelling Technique</i> SAG p. 110 • Direct instruction using the Pennsylvania Learning Standards 	<p>Childhood; Office of Child Development and Early Learning, 2009</p> <ul style="list-style-type: none"> • Websites g- wlearning.com Teacher Public Files for research sites <p>National Institute for Literacy www.nifl.gov</p> <p>Learning to Talk and Listen: An oral language resource for early childhood caregivers http://www.nifl.gov/publications/pdf/LearningtoTalkandListen.pdf</p> <p>PDE Infant-Toddler Learning Standards for Early childhood http://www.pdesas.org/main/fileview/Pennsylvania_Early_Childhood_Education_Standards_for_Infant-Toddler.pdf</p> <ul style="list-style-type: none"> • Teacher-created Materials <ol style="list-style-type: none"> 3. Teacher-created lesson plan format, E3-4 4. Worksheet for Toddlers Get Ready to Read, F1-2 5. Unit test <p>Assessments</p> <p>Diagnostic:</p> <ul style="list-style-type: none"> • Introductory activity <p>Formative:</p> <ul style="list-style-type: none"> • Activity B • Activity C • Toddlers Get Ready to Read <p>Summative:</p> <ul style="list-style-type: none"> • Unit Test
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<p>for Early Childhood Infants-Toddlers Booklet on Language and Literacy Development pages 78-88</p> <ul style="list-style-type: none"> • Down load <i>Shining Stars TODDLERS Get Ready to Read</i> from the National Institute for Literacy www.nifl.gov; complete the teacher-created worksheet • Direct instruction, discussion and questioning using Learning to Talk and Listen: An oral language resource for early childhood caregivers in order to integrate literacy/language development throughout all activities http://www.nifl.gov/publications/pdf/LearningtoTalkandListen.pdf • Incorporate the PA Learning Standards into Lesson Plans • Read stories to infants/toddlers in a child care center • Create props to go along with an age appropriate book and present to the class • Create a resource of learning experiences file as a class • From Companion Website: <ul style="list-style-type: none"> • E Flash cards • Crossword Puzzle • Matching Activity • Vocabulary Game • Interactive Quiz • Graphic organizer • Complete a teacher-created unit test • Update Portfolio 	<p>Performance:</p> <ul style="list-style-type: none"> • Book Prop presentation • Activity D • Reading to Infants/toddlers • Portfolio updates • Resource of learning experiences file
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DELAWARE VALLEY SCHOOL DISTRICT

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Early Childhood Education

Level 1

Unit: Creating a Safe and Healthful Environment

<u>Anchor(s) or Adopted Anchor(s):</u>	<i>Task List</i>
<p>R11.A.2.1.1; R11.A.2.1.2; R11.A.2.2.2; R11.A.2.3.1; R11.A.2.4.1;R11.A.2.5.1; R11.B.1.2; R11.B.1.2.1; R11.B.3.1; R11.B.3.3.3;</p> <p><u>State Standard(s) Covered:</u></p> <p>Speaking and Listening CC.1.5. 9-10 A,B,D,E,F,G</p> <p>Writing CC.1.4.9-10 A,B,C,D,E,F,K,L,R,S,X</p> <p>Career Education and Work 13.2.11.E; 13.3.A,B</p>	<p>203 Develop a personal and professional Portfolio</p> <p>301 Identify Department of Public Welfare regulations</p> <p>312 Describe safe transportation practices in child care settings</p> <p>313 Identify components of an emergency management plan for a child care setting</p> <p>314 Identify liability issues of child care workers regarding children's safety in a child care setting</p> <p>316 Describe and apply best practiced for reducing stress on children and caregivers in the early learning environment.</p> <p>403 Examine, evaluate, and use culturally relevant learning centers and materials</p> <p>404 Evaluate and maintain the indoor learning environments</p> <p>405 Evaluate classroom environment using the ITERS</p> <p>921 Use current technology and equipment</p>

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<p>Topics/Activities</p> <ul style="list-style-type: none"> • Sharing activity: why are some classrooms more appealing than others • Direct instruction, discussion and questioning using Smart Notes –the value of planned space and the goals for a well-planned space • Using the smart board, give an example of how each goal can be met through space arrangement • Read Chapter 9 pages 155-180 • Students complete Review and Reflect questions p. 180 • Word Wall Vocabulary Chapter 9 • Direct instruction, discussion and questioning using Smart Notes –the seven main areas of a child care center; importance of: making the center safe and secure including ways to prevent the threat of crime and violence; complying with laws and rules(liability), orderliness, safe practices and working together • Complete Activity A: Meting the Goals of a Well-planned Space, SAG p. 57 • Complete the chart denoting factors to consider in the Indoor Environment related to walls, floors, windows, doors, acoustics, temperature, humidity, and electrical outlets; then identify DPW requirements in each of these areas using Pennsylvania Code Chapter 3270 Child Day Care Centers: http://www.pacode.com/secure/data/055/chapter3270/chap3270toc.html <p>Teacher-created worksheet</p>	<p>Resources</p> <ul style="list-style-type: none"> • Text: Working with Young Children • SAG: Student Activity Guide: Activity A: p. 57 • TRG: Teacher’s Resource Guide: Psychological Impact of Color p. 141 • Infant/Toddler Environment Rating Scale-Revised Edition; Teachers College Press, 2006 • Websites g- wlearning.com Pennsylvania Code Chapter 3270 Child Day Care Centers: http://www.pacode.com/secure/data/055/chapter3270/chap3270toc.html • Teacher-created Materials <ol style="list-style-type: none"> 1. Chart: Factors that affect the Indoor Environment , H1-3 2. State Licensing and indoor space arrangements for infants/toddlers, H4-6 • Guest speaker-Center for Developmental Disabilities <p>Assessments</p> <p>Diagnostic:</p> <ul style="list-style-type: none"> • Sharing activity • Meeting goals through space arrangement <p>Formative:</p> <ul style="list-style-type: none"> • Review & Reflect • Activity A • Chart: Factors that affect the Indoor Environment • Color Scheme writing • State Licensing worksheet <p>Summative:</p> <ul style="list-style-type: none"> • Evaluation of the environment
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<p>the <i>Psychological Impact of Color</i> (TRG p. 141)</p> <ul style="list-style-type: none"> • Plan a color scheme for an Infant/toddler area of a child care center and justify your color selections in writing • Direct instruction, discussion and questioning using Smart Notes – Factors that affect space organization • Research, identify, and list the DPW requirements for infants/toddlers that affect space organization using Pennsylvania Code Chapter 3270 Child Day Care Centers: http://www.pacode.com/secure/data/055/chapter3270/chap3270toc.html <p>Teacher-created worksheet</p> <ul style="list-style-type: none"> • Guest speaker from the Center for Developmental Disabilities (CDD) to discuss and identify differences in planning an environment for children with special needs • Direct instruction, discussion and questioning of ITERS using Smart Notes and the student copy of the <i>Infant/Toddler Environment Rating Scale</i> (ITERS) • Students will evaluate the infant/toddler environment at a local child care center using the ITERS • From Companion Website: <ul style="list-style-type: none"> • E Flash cards • Crossword Puzzle • Matching Activity • Vocabulary Game • Interactive Quiz • Graphic organizer • Complete a teacher-created unit test • Update personal and professional 	<p>using the ITERS</p> <ul style="list-style-type: none"> • Unit Test <p>Performance:</p> <ul style="list-style-type: none"> • Portfolio Updates
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DELAWARE VALLEY SCHOOL DISTRICT

Portfolio	
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DELAWARE VALLEY SCHOOL DISTRICT

Early Childhood Education

Level 1

Unit: Child Abuse and Liability

<p><u>Anchor(s) or Adopted Anchor(s):</u> R11.A.2.1.1; R11.A.2.1.2; R11.A.2.2.2; R11.A.2.3.1; R11.A.2.3.2R11.A.2.4.1; R11.A.2.5.1; R11.B.1.2; R11.B.1.2.1; R11.B.3.1; R11.B.3.3.3; R11.B.3.3.4</p> <p><u>State Standard(s) Covered:</u></p> <p>Speaking and Listening CC.1.5. 9-10 A,B,D,E,F,G</p> <p>Writing CC.1.4.9-10 A,B,C,D,E,F,K,L,R,S,X</p>	<p>Task List</p> <p>301 Identify Department of Public Welfare regulations</p> <p>303 Identify types of child abuse</p> <p>314 Identify liability issues of child care workers regarding children's safety in a child care setting</p>
<p>Topics/Activities</p> <ul style="list-style-type: none"> • Direct instruction, discussion and questioning using Smart Notes – Types of Child Abuse – Signs of Possible Physical Abuse Chart 11-9 • Pennsylvania's State Laws and definitions of the Types of Child Abuse-- Child Welfare Information Gateway http://www.childwelfare.gov/ • Read Chapter 11 pp. 205-224 • Answer recall and review questions p. 224 • Word Wall Vocabulary Ch. 11 • Reporting Child Abuse – review and discuss PA Department of Public Welfare-Mandated Reporters Brochure http://www.dpw.state.pa.us/resources/documents/pdf/publications/childpubs/pub336_mandatedreportersbrochure.pdf 	<p>Resources</p> <ul style="list-style-type: none"> • Text: Working with Young Children • SAG: Student Activity Guide: Activity C: pp 69-70 • TRG: Teacher's Resource Guide: <ol style="list-style-type: none"> 1. Are you Liable, p. 174 2. Protection Education Questions, p. 173 • Websites g- wlearning.com PA Department of Public Welfare-Mandated Reporters Brochure, I1 http://www.dpw.state.pa.us/resources/documents/pdf/publications/childpubs/pub336_mandatedreportersbrochure.pdf <p>Child Welfare Information Gateway http://www.childwelfare.gov/ Pennsylvania Code Chapter 3270 Child Day Care Centers: http://www.pacode.com/secure/data/055/chapter3270/chap3270toc</p>

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<p>Pennsylvania’s licensing requirements for background checks (Pennsylvania Department of Public Welfare)</p> <p>http://www.dpw.state.pa.us/ServicesPrograms/ChildCareEarlyEd/</p> <ul style="list-style-type: none"> • Complete Activity C, SAG pp. 69-70 • Identify procedures for reporting known or suspected cases of child abuse at local day care centers—Pennsylvania Code Chapter 3270 Child Day Care Centers: http://www.pacode.com/secure/data/055/chapter3270/chap3270toc.html • Direct instruction and discussion on Protection Education-text pp. 215-216; and Handout: Protection Education Questions, TRG p. 173; Helping Families and Promoting Resiliency • Direct instruction, discussion and questioning using Smart Notes-Liability-Types of Liability • Use handout: <i>You are Liable</i>, TRG, p. 174 to discuss child care personnel liability • Review the Pennsylvania Licensing requirements for liability and adult/child ratios(Pennsylvania Code Chapter 3270 Child Day Care Centers) • From Companion Website: <ul style="list-style-type: none"> • E Flash cards • Crossword Puzzle • Matching Activity • Vocabulary Game • Interactive Quiz • Graphic organizer • Complete Unit Test 	<p>.html</p> <p>PA Department of Public Welfare-Background Checks</p> <p>http://www.dpw.state.pa.us/ServicesPrograms/ChildCareEarlyEd/</p> <ul style="list-style-type: none"> • Teacher-created Materials Unit Test • Guest Speaker: School Social worker Amy Letwinsky to discuss Good Touch Bad Touch/Limits • Guest Speaker from Safe Haven to discuss mandated reporting <p>Assessments</p> <p>Diagnostic:</p> <ul style="list-style-type: none"> • What is Child Abuse • Listing teacher responsibilities • Conflict Resolution <p>Formative:</p> <ul style="list-style-type: none"> • Activity C • Review of Pennsylvania Licensing <p>Summative:</p> <ul style="list-style-type: none"> • Unit Test • Brochure on Assigned Abuse topics <p>Performance:</p> <ul style="list-style-type: none"> • Portfolio update
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DELAWARE VALLEY SCHOOL DISTRICT

Early Childhood Education

Level 1

Unit: Planning Nutritious Meals and Snacks

<p><u>Anchor(s) or Adopted Anchor(s):</u></p> <p>R11.A.2.1.1; R11.A.2.1.2; R11.A.2.2.2; R11.A.2.3.1; R11.A.2.3.2; R11.A.2.4.1; R11.A.2.5.1; R11.B.1.2.1; R11.B.3.1.1;</p> <p><u>State Standard(s) Covered:</u></p> <p>Speaking and Listening CC.1.5. 9-10 A,B,D,E,F,G</p> <p>Writing CC.1.4.9-10 A,B,C,D,E,F,K,L,R,S,X</p> <p>Career Education and Work 13.1.11.D,F,G; 13.2.D,E; 13.3.B,C,E</p>	<p><i>Task List</i></p> <p>203 Develop a personal and professional Portfolio</p> <p>301 Identify Department of Public Welfare Regulations</p> <p>307 Identify nutritional requirements</p> <p>308 Plan nutritious meals and snacks</p> <p>803 Determine and write objectives</p> <p>805 Create a resource of learning experiences</p> <p>808 Develop daily lesson plans</p> <p>911 Prepare, present and evaluate food and nutrition related activities</p> <p>921 Use current technology and equipment</p> <p>1101 Participate in an infant program</p> <p>1102 Participate in a toddler program</p> <p>1103 Participate in a preschool program</p> <p>1105 Participate in a special needs program</p>
<p>Topics/Activities</p> <ul style="list-style-type: none"> Students will share what they think good nutrition is. In groups students will brainstorm what goals they would set for a center's nutrition program Students will receive direct instruction "Nutrition Program Goals", TRG, p. 181 Read Chapter 12 pp. 226-244 Students complete Review and Reflect text p. 244 Word Wall Vocabulary Ch. 12 Direct Instruction using Smart Notes – Nutrition 	<p>Resources</p> <ul style="list-style-type: none"> Text: Working with Young Children SAG: Student Activity Guide: Activity A-D pp. 71-74 TRG: Teacher's Resource Guide: <ol style="list-style-type: none"> Nutrition Program Goals p. 181 Fruit & Vegetable Sources p. 182 Serving Breakfast & Lunch p. 183 Choosing Nutritious Snacks p. 185 Classroom Resource Books: Meals without Squeals <ol style="list-style-type: none"> Infant Feeding pp. 21-37 How Does Your Menu Measure Up? p. 85

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<ul style="list-style-type: none"> • Direct instruction Meals without Squeals - Feeding Infants, pp. 21-37 • Direct instruction Meals without Squeals - Feeding Toddlers, pp. 38-41 • Students will complete the teacher made worksheet "Feeding Scenarios" • Direct instruction using "Fruits & Vegetables, TRG, p. 182 • Students will complete Activity A, SAG, p. 71 • Using the internet students will research information regarding effects of food sources on the brain- share • Students will complete Activity D, SAG, p.74 • Students will research Failure to Thrive using teacher made worksheet http://kidshealth.org/parent/growth/growth/failure_thrive.html • Using the internet students will find a journal article related to Failure to Thrive and write a summary of the findings • Define common food and <i>Dairy Allergy & Dairy Intolerance</i> – students will brainstorm and list food alternatives • Students will complete Activity B, SAG, p. 72 • Direct Instruction using the website http://www.myplate.gov/ • Students will complete Activity C, SAG, p. 73 • Students will research Team Nutrition listing the resources 	<ol style="list-style-type: none"> 3. Feeding Toddlers pp. 38-41 4. Planning How & What to Feed Children, pp. 71-84 <ul style="list-style-type: none"> • Websites g- wlearning.com My Plate – USDA http://www.myplate.gov/ Team Nutrition http://www.fns.usda.gov/TN/ American Diabetes Association http://www.diabetes.org/ Department of Public Welfare – Nutrition http://www.pacode.com/secure/data/055/chapter3270/s3270.161.html Kids Health Recipes - http://kidshealth.org/parent/recipes/index.html Child & Adult Care Food Care Program http://www.fns.usda.gov/cnd/care/programbasics/meals/meal_patterns.htm Kids Health – Failure to Thrive http://kidshealth.org/parent/growth/growth/failure_thrive.html Medline Plus – Failure to Thrive http://www.nlm.nih.gov/medlineplus/ency/article/000991.htm • Teacher-created Materials <ol style="list-style-type: none"> 1. Feeding Scenarios, J1 2. Childhood Obesity Essay, J2 3. Diabetes Essay, J3 4. Diabetes Questions for Discussion, J4 5. Menu Calendar Directions, J5 6. Calendar Rubric, J6-7 <p>Assessments</p> <p>Diagnostic:</p> <ul style="list-style-type: none"> • Sharing activities • Brainstorm Center's Nutrition Goals
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<p>available – share http://www.fns.usda.gov/TN/</p> <ul style="list-style-type: none"> • Direct Instruction using Smart Notes – Meeting special Nutritional Needs • Define <i>Diabetes & Insulin</i> • Writing assignment on Diabetes http://www.diabetes.org/ using teacher made worksheet • Students will work in pairs creating a list of questions on diabetes - Discuss • Define <i>Allergy, Allergen & Anaphylactic Shock</i> – symptoms of food allergies • Students will find and share recipes for children with diabetes, cystic fibrosis and celiac disease using Kids health http://kidshealth.org/parent/recipes/index.html • Sharing activity – what influences your food choices • Direct Instruction using Smart Notes – Planning meals and Snacks • Direct instruction on portion distortion and serving sizes • Students will identify portion sizes for children from birth to age 2 using myplate.gov chart • Students will complete Choosing Nutritious Snacks, TRG, p. 185 • Students will read and discuss Department of Public Welfare ... Nutrition using website: http://www.pacode.com/secure/data/055/chapter3270/s3270.161.html 	<ul style="list-style-type: none"> • Discuss – Food Preferences <p>Formative:</p> <ul style="list-style-type: none"> • Review & Reflect • Student Workbook Activities • Teacher’s Resource Guide Activities • Definitions • Research & Discussion – Children’s Nutrition • Feeding Scenarios Worksheet • Childhood Obesity Worksheet • Research & Discussion – Effects of Food Sources and the Brain • Failure to Thrive Worksheet • Journal Article on Failure to Thrive • Discussion – Diabetes • Identify Portion Sizes • Discuss DPW Nutrition Rules & Guidelines • One Day Menu • Discussion – Importance of Breakfast <p>Summative:</p> <ul style="list-style-type: none"> • List Resources from Team Nutrition • One Week Food Menu • Recipes for Special Diets • Unit Test • Project Presentation on health issues • Recipes <p>Performance:</p> <ul style="list-style-type: none"> • Portfolio Updates
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<ul style="list-style-type: none">• Students will read and discuss Meals without Squeals – Planning How & What to Feed Children, pp. 71- 84• Students will work in groups to make a one day menu - share• Students will create a one week menu for both an infant and toddler including breakfast, lunch and 2 snacks using CACFP guidelines http://www.fns.usda.gov/cnd/care/programbasics/meals/meal_patterns.htm• Students will share why breakfast is important• Direct instruction Serving Breakfast & Lunch, TRG, p. 183• Direct Instruction using Smart Notes – Serving Meals• From Companion Website:<ul style="list-style-type: none">• E Flash cards• Crossword Puzzle• Matching Activity• Vocabulary Game• Interactive Quiz• Graphic organizer• Complete a teacher-created unit test	
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Early Childhood Education

Level 1

Unit: Types of Early Childhood Programs

<p><u>Anchor(s) or Adopted Anchor(s):</u> R11.A.2.1.1; R11.A.2.1.2; R11.A.2.2.2; R11.A.2.3.1; R11.A.2.4.1; R11.A.2.5.1; R11.B.1.2; R11.B.1.2.1; R11.B.3.1; R11.B.3.3.3; R11.B.3.3.4</p> <p><u>State Standard(s) Covered:</u></p> <p>Speaking and Listening CC.1.5. 9-10 A,B,D,E,F,G</p> <p>Writing CC.1.4.9-10 A,B,C,D,E,F,K,L,R,S,X</p> <p>Career Education and Work 13.1.11.A,B,C,D,E</p>	<p>Task List</p> <p>101 Follow school, classroom, and clinical rules and regulations</p> <p>201 Compare and analyze types of early learning programs</p> <p>203 Develop a personal and professional Portfolio</p> <p>209 Identify state, national and international models of pre-kindergarten</p> <p>210 Investigate Keystone Stars Requirements</p> <p>921 Use current technology and equipment</p>
<p>Topics/Activities</p> <ul style="list-style-type: none"> Brainstorm using the Smart Board to list early childhood programs with which they are familiar – identify differences among the programs – discuss advantages and disadvantages of having different types of programs available to parents Direct instruction, discussion and questioning using Smart Notes – Types of Early Childhood Programs: Family child Care Homes, Child Care Centers; Montessori Schools; Head Start; Kindergarten; School-Age Child Care; Parent Cooperatives; Laboratory Schools; 	<p>Resources</p> <ul style="list-style-type: none"> Text: Working with Young Children SAG: Student Activity Guide: <ol style="list-style-type: none"> Activity A: p. 15 Activity B: p. 16 Activity C: pp. 17-18 TRG: Teacher’s Resource Guide: <i>Standards of Quality for Early Childhood Programs</i>, p. 59 Websites g- wlearning.com National Association for the Education of Young Children (NAEYC) http://www.naeyc.org/accreditation <p>Google to research large companies who have employee assisted child care www.google.com</p>

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<p>High School Child Care Programs</p> <ul style="list-style-type: none"> • Read Chapter 2 pages 26-44 • Word Wall Vocabulary Ch. 2 • Complete Activity B – SAG p. 16 • Direct instruction, discussion and questioning using Smart Notes and text pages 43-45 –Sponsorship of Early Childhood Centers: Public; Private; Employer • Internet research to identify Keystone Stars requirements • Internet research: conduct a search to find large companies in the US that provide some form of employee assistance for child care—complete teacher-created worksheet – write a brief summary to report findings – share findings with class in an oral report • Direct instruction, discussion and questioning using Smart Notes— Universal Pre-Kindergarten • Read pages 45-48 Selecting a Child Care Program – discuss Chart 2-10 Selecting Quality Child Care • Complete Activity C: Choosing a Program, SAG pp. 17-18 • Direct instruction, discussion and questioning using Smart Notes— Center Accreditation • Review and discuss: <i>Standards of Quality for Early Childhood Programs</i>, TRG p. 59 • Research the National Association for the Education of Young Children- for information concerning child care center accreditation: complete teacher-created worksheet http://www.naeyc.org/accreditation 	<ul style="list-style-type: none"> • Teacher-created Materials <ol style="list-style-type: none"> 7. Internet research – employee assisted child care Worksheet, K1 8. NAEYC Accreditation Worksheet, K2 • Guest speaker- Early Care & Education Coalition of Pike County <p>Assessments</p> <p>Diagnostic:</p> <ul style="list-style-type: none"> • Brainstorming activity <p>Formative:</p> <ul style="list-style-type: none"> • Activity A • Activity B • Activity C • NAEYC Accreditation worksheet • Group activity : Internet Research of employee assistance worksheet & report <p>Summative:</p> <ul style="list-style-type: none"> • Unit Test <p>Performance:</p> <ul style="list-style-type: none"> • Portfolio updates
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<ul style="list-style-type: none">• Complete: Activity A: Early Childhood Programs, SAG p. 15• From Companion Website:• E Flash cards• Crossword Puzzle• Matching Activity• Vocabulary Game• Interactive Quiz• Graphic organizer• Complete a teacher-created unit test	
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Unit/Standard Number	<u>High School Graduation Years 2019, 2020 and 2021</u>	Proficiency Level Achieved: (X) Indicates Competency Achieved to Industry Proficiency Level
	Child Care and Support Services Management CIP 19.0708 Task Grid	
	Secondary Competency Task List	
100	ORIENTATION AND SAFETY	
101	Follow school, classroom and clinical rules and regulations.	
200	PROFESSIONALISM	
201	Compare and analyze types of early learning programs.	
202	Identify personal qualities for employment and career opportunities.	
203	Develop a personal and professional portfolio.	
204	Investigate the requirements of the CDA Credential and PA School-Age Credential.	
205	Analyze NAEYC Standards and the Code of Ethical Conduct.	
206	RESERVED	
207	Investigate the importance of advocacy in the profession.	
208	Identify resources for professional development.	
209	Identify state, national and international models of pre-kindergarten.	
210	Investigate the Keystone Stars Requirements.	
300	HEALTH AND SAFETY	
301	Identify Department of Human Services regulations and PA Department of Education codes.	
302	Obtain Pediatric First Aid and infant/child CPR certification	
303	Complete Mandated Reporter Training	
304	Identify communicable diseases and chronic medical conditions.	
305	Identify characteristics of a safe, healthy environment.	
306	Describe infection control procedures, sanitation practices and prevention of illness policies.	
307	Identify nutritional requirements. including CACFP guidelines	
308	Plan nutritious meals and snacks.	
309	Identify guidelines and procedures to care for the mildly ill child.	
310	follow adult health regulations.	
311	Complete a health and safety checklist and develop recommendations for implementation of a checklist.	
312	describe safe transportation practices in child care settings.	
313	Identify components of an emergency management plan for a child care setting.	
314	Identify liability issues of child care workers regarding children's safety in a child care setting.	
315	Identify and describe program records, budgets and reports.	
316	Describe and apply best practices for reducing stress on children and caregivers in the early learning environment.	
317	Complete Health & Safety Basics: Requirements for Certification (6 hours).	
400	LEARNING ENVIRONMENT (PHYSICAL SPACE)	
401	Examine the value of play and use best practices to support children's play.	

Unit/Standard Number	<u>High School Graduation Years 2019, 2020 and 2021</u> Child Care and Support Services Management CIP 19.0708 Task Grid		Proficiency Level Achieved: (X) Indicates Competency Achieved to Industry Proficiency Level
402	Examine the process and use best practices for developing children's creativity.		
403	Examine, evaluate and use culturally relevant learning centers and materials.		
404	Evaluate and maintain the indoor and outdoor learning environments.		
405	Evaluate classroom environment using the ITTERS, ECERS and/or SACERS.		
500	CHILD DEVELOPMENT (SOCIAL, EMOTION, PHYSICAL, INTELLECTUAL, LANGUAGE DEVELOPMENT)		
501	Identify educational theorists and their concepts.		
502	Identify developmental stages and areas.		
503	Identify the stages of artistic and musical development.		
504	Identify characteristics of infant development.		
505	Identify characteristics of toddler development.		
506	Identify characteristics of preschool development.		
507	Identify characteristics of school-age development.		
508	Identify characteristics of special needs children.		
509	Research the importance of early language and literacy development for school success.		
510	Integrate literacy/language development throughout all activities.		
511	Investigate the needs of dual language learners.		
600	CLASSROOM MANAGEMENT AND POSITIVE GUIDANCE		
601	Use positive methods to guide children's behavior.		
602	Analyze the influence of environment and caregiver management techniques on children's behavior.		
603	Observe, supervise and record the daily routines of children.		
700	STANDARDS, CURRICULUM, AND ASSESSMENT		
701	Use basic tools and types of observations.		
702	Observe, record and analyze children's behavior.		
703	Develop appropriate learning experiences based on observations.		
704	Link the Pennsylvania Learning Standards for Early Childhood (infant-toddler, pre-kindergarten and kindergarten) to all learning experiences.		
705	Demonstrate the connections between learning standards, curriculum and assessment.		
706	Describe the elements of curriculum (individualized goals, family and environment, learning environment, content resources).		
800	CURRICULUM DEVELOPMENT		
801	Investigate a variety of curriculum models.		
802	Develop long and short-range curriculum goals.		
803	Determine and write objectives.		
804	RESERVED		
805	Compile a resource of learning materials including culturally relevant and diverse experiences.		

Unit/Standard Number	<u>High School Graduation Years 2019, 2020 and 2021</u>	Proficiency Level Achieved: (X) Indicates Competency Achieved to Industry Proficiency Level
	Child Care and Support Services Management CIP 19.0708 Task Grid	
806	RESERVED	
807	Plan weekly curriculum.	
808	Develop daily lesson plans that link to the Pennsylvania Learning Standards for Early Childhood.	
900	LEARNING ACTIVITIES/EXPERIENCES	
901	Prepare, present and evaluate self-care activities.	
902	Prepare, present and evaluate activities which promote a positive self-concept.	
903	Prepare, present and evaluate science activities.	
904	Prepare, present and evaluate music activities.	
905	Prepare, present and evaluate puppetry activities.	
906	Prepare, present and evaluate flannel board activities.	
907	Prepare, present and evaluate children's literature.	
908	Prepare, present and evaluate language and literacy activities.	
909	Prepare, present and evaluate math activities.	
910	Prepare, present and evaluate creative art activities.	
911	Prepare, present and evaluate food and nutrition related activities.	
912	Prepare, present and evaluate health and safety activities.	
913	Prepare, present and evaluate social studies activities.	
914	Prepare, present and evaluate fine motor activities.	
915	Prepare, present and evaluate gross motor activities.	
916	Prepare, present and evaluate transition activities.	
917	Prepare, present and evaluate creative drama activities.	
918	Prepare, present and evaluate creative movement activities.	
919	Prepare, present and evaluate woodworking activities.	
920	Identify steps to plan field trips as a learning experience.	
921	Prepare, present and evaluate activities incorporating current technology.	
1000	PROGRAM PARTNERSHIPS	
1001	Communicate with families through written documentation.	
1002	Create a resource file of community services.	
1003	Describe and implement best practices for supporting children and families during transition.	
1004	Identify the family's role in developing individualized goal plans for children.	
1005	Identify the role that cultures and values of the family play in children's upbringing and individualize experiences for children.	
1100	CLINICAL EXPERIENCE	
1101	Participate in an infant program.	
1102	Participate in a toddler program.	

Unit/Standard Number	<u>High School Graduation Years 2019, 2020 and 2021</u> Child Care and Support Services Management CIP 19.0708 Task Grid		Proficiency Level Achieved: (X) Indicates Competency Achieved to Industry Proficiency Level
1103	Participate in a preschool program.		
1104	Participate in an elementary school program.		
1105	Participate in a special needs and/or inclusive program.		
1200	RESERVED		
1201	RESERVED		
1202	RESERVED		
1203	RESERVED		
1204	RESERVED		
1205	RESERVED		
1206	RESERVED		
1207	RESERVED		