

Occupational Child Care Curriculum Design

Power Standards

1. Evaluate career opportunities while participating in the operation of a facility for children.
2. Implement developmentally appropriate learning activities for children.

Power Benchmarks/Competencies

1. Demonstrate professional skills/traits.
2. Assess children's behavior and apply professional routines/rules for a safe, sanitary, and healthy environment.
3. Plan, implement, and evaluate developmentally, appropriate activities up to age five.
4. Create a non-sexist, multicultural, environment emotionally safe for all children including special needs.
5. Plan and prepare nutritious snacks, which allow children to develop self-help skills.
6. Exhibit positive communication in guidance and classroom management helping preschoolers build self-esteem/confidence.
7. Communicate with families in a professional manner.
8. Participate and evaluate working with children in a variety of settings.
9. Work cooperatively with all aspects of the job.
10. Investigate career options.

Occupational Child Care Curriculum Design

Students will be able to:

1. Evaluate career opportunities while participating in the operation of a facility for children.
 - Demonstrate professional skills/traits. (1)
 - Assess children's behavior and apply professional routines/rules for a safe, sanitary, and healthy environment. (2)
 - Exhibit positive communication in guidance and classroom management helping preschoolers build self-esteem/confidence. (6)
 - Communicate with families in a professional manner. (7)
 - Work cooperatively with all aspects of the job. (9)
 - Investigate career options. (10)

2. Implement developmentally appropriate learning activities for children.
 - Plan, implement, and evaluate developmentally, appropriate activities for 3, 4, and 5 year olds. (3)
 - Create a non-sexist, multicultural, environment emotionally safe for all children including special needs. (4)
 - Plan and prepare nutritious snacks, which allow children to develop self-help skills.(5)
 - Participate and evaluate working with children in a variety of settings. (8)

Occupational Child Care Curriculum Design

Stage 1 – Desired Results:

Power Standard 1: Evaluate career opportunities while participating in the operation of a facility for children.

Power Benchmark/Competency #1:
Demonstrate professional skills/traits.

Estimated Timeline: Training will be in the first 10 days of orientation and ongoing at the Children’s Village West.

Place ‘X’ in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural
X	X	X	X	X
Math	Science	Reading	Social Responsibility	Communication
		X	X	X

Understandings:

Students will understand that:

- Working at the Children’s Village West (CVW) is a job and preparation for a career.
- Teacher/Teacher Associates/Child Care Providers have responsibilities that affect children and the work place.
- Schedules and routines of the preschool will promote a organized, healthy environment.
- Professional characteristics of early childhood Teacher/Teacher Associates/Child Care Providers will promote the successful care and education of young children.

Essential Questions:

- What characteristics should I have in order to be a successful, professional Teacher/Teacher Associates at Children’s Village West?
- Why are schedules and routines necessary in the running of a classroom at Children’s Village West?
- What are the industry standards for Teachers/Teacher Associates/Child Care Provider in the job market?
- What are the Teacher/Teacher Associates/Child Care Provider responsibilities?
- What are the requirements that must be completed before a OCC student can participate at Children’s Village West (CVW).

Students will be able to: (*i.e. know*)...(Include vocabulary)

- Identify responsibilities of the early childhood Teacher/Teacher Associates in classrooms at CVW.
 - Early childhood development, developmentally appropriate curriculum, Code of Ethical Conduct, NAEYC, prepare the environment, teamwork, and continue to learn
- List the skills/traits of a Teacher/Teacher Associates/Child Care Provider:
 - Role model, commitment, professional dress, guidance, safety, and compassion.
- Analyze the grouping of children at CVW:
- Infant, toddler, preschool, hearing impaired, autistic, and special needs children integrated into the classrooms.
- Comprehend the rules required by DHS and CVW for student participation at Children’s Village West.
 - Child-Teacher ratios
 - Student age and supervision requirements
 - Dress code
 - Policies of CVW for parents and children
 - Handbook for employees

Students will be able to: (*i.e. do*)...(Include vocabulary)

- Follow procedures in the daily schedule of the preschool.
- Model professional dress.
- Demonstrate ethical skills/traits while working at Children’s Village West.
- Interact appropriately with children, parents, and staff in the classrooms at Children’s Village West.
- Determine the grouping of children at CVW.
- Demonstrate security procedures at Children’s Village West: Locked front door, sign in, name tag, and Face to Name chart
- Comprehend responsibilities in the CVW classroom
- Complete the following requirements before working at Children’s Village West in the Occupational Child Care Class:
 - State of Iowa DHS Criminal History Check
 - Mandatory Reporter Training
 - Privacy/Confidential Statement
 - OCC Contract for Professional Behavior
 - Universal Precautions Training

Occupational Child Care Curriculum Design

Stage 2 – Assessment Evidence

Performance Tasks: (i.e. Assessment used to determine proficiency on competency)

- Students will:
 - Complete required industry standards for a licensed early childhood program.
 - Evaluated by teachers in their professional skills/traits at Children’s Village West

Key Criteria: (Rubric)

- See attached.

Occupational Child Care Curriculum Design

Stage 3 – Learning Plan: Demonstrate professional skills/traits. Power Benchmark/Competency: #1	
Learning Activities:	Resources:
All students will receive a State of Iowa DHS Criminal History Records Check Form from their counselor. The Records Check Form will be completed in the year of OCC enrollment in preparation for the following fall. Complete and mail a signed paper copy to CVW to be electronically sent to the state.	State of Iowa DHS Criminal History Records Check Form
Discussion: Analyze individual traits at the beginning of the semester and the completion of the semester. Analyze situations and discuss.	Text: <i>Working With Young Children</i> - Chapter 1
Personal Characteristics Self Assessment	<i>Working With Young Children</i> workbook – page 11 & 12
Video, “Mandatory Reporter,” quiz, earn Mandatory Reporter Certificate	AEA IX video library; Curriculum Department
Explain Privacy/Confidential Statement and have the students sign the form. Discuss how to handle situations in which confidentiality must be maintained.	Children’s Village West (CVW) Principal, Guest Speaker
Video on Privacy/Confidentiality	AEA IX video library
Read and discuss ethical conduct of teachers as supported by the National Association for the Education of Young Children (NAEYC)	Resource Books: <i>Guiding</i> NAEYC Code of Ethical Conduct; Text P.21-22, p.525-528; <i>Children’s Social Development</i> p. 519
Tour of the CVW Early Child Program.	CVW at 2827 West Locust Street, Davenport, Iowa 52806
Divide sections of the parent and staff CVW Handbook among the students. Students prepare and present information to the class on rules and regulations.	CVW Handbook for parents & CVW Handbook for personnel
Teacher presentation on security and name tags in the building	Personnel handbook and procedures from Head Start

Stage 3 - Work in Progress

Occupational Child Care Curriculum Design

Stage 1 – Desired Results:

Power Standard 1: Evaluate career opportunities while participating in the operation of a facility for children.

Power Benchmark/Competency #2:

Apply developmentally appropriate routines/rules for safety, sanitation, and a healthy preschool environment.

Estimated Timeline:

Place 'X' in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural
X		X	X	
Math	Science	Reading	Social Responsibility	Communication
		X	X	X

Understandings:

Students will understand that:

- Teachers/child care providers must provide a safe environment for infants, toddlers, and preschool children.
- Health, safety, and nutrition are interrelated.
- Teachers/child care providers must be aware of a child's health.
- A child's environment affects their learning.
- All children must be safe during their time at CVW: Including playground, large motor room, fire and tornado drills, field trips, theme walks, and classroom.
- *Sanitation* is essential for the health of the children.
- Unintentional injury can be prevented by knowing the developmental characteristics of the child, awareness of children's abilities, potential hazards, establish rules, plan the environment, provide quality supervision *and safety education*.

Essential Questions:

- What are the safety rules in all areas of CVW?
- Students are responsible for the safety of children in their care.
- What is a health promotion?
- What must be done to teach children preventive safety, sanitation, and health routines?
- What characteristics identify abuse and neglect of children?
- What is the infectious process and how is it controlled in the environment?
- What is a chronic or acute health problem?
- What is a common communicable illness?

Students will be able to: (*i.e. know*)...(Include vocabulary)

- Formulate safe/secure facilities for children.
 - Licensing Safety rules
 - Physicals, administration of medications
 - Diagnostic tests
 - Child's medical history
 - Sick and exclusion policy
 - Communicable Diseases
- Complete child abuse and training.
 - Mandatory reporters
- Sanitize an early childhood room, using the correct procedure.
- Hand washing procedures, cough into sleeve, personal hygiene, sanitation of toys and surfaces, immunization forms, communicable diseases, blood and air born pathogens, and correct way to put on gloves

Students will be able to: (*i.e. do*)...(Include vocabulary)

- Follow health, safety, and sanitation procedures in the daily environment for children at CVW.
 - Playground
 - Large motor activities
 - Busing/transportation
 - Fire and tornado drills
 - Procedures for meal time
 - Transitions
 - Classroom rules
- Demonstrate ethical skills/traits of a child care provide/teacher while working in the preschool.
- Complete responsibilities of a child care provider/teacher in the preschool.

Occupational Child Care Curriculum Design

Stage 2 – Assessment Evidence

Performance Tasks: (i.e. Assessment used to determine proficiency on competency)



Key Criteria: (Rubric)

➤ TBD

Stage 3 – Learning Plan:

Apply professional routines/rules for safety, sanitation, and a healthy preschool environment for children in the preschool.

Power Benchmark/Competency: #1

Learning Activities: *Copy this information in the table below*

Text Working With Young Children
 Chapter 12, P179, Guiding Children’s Health
 Chapter 15, P. 235, Establishing Classroom Rules
 Chapter 16, P. 245, Handling Daily Routines

Transitions-

Video, “Schedules and Routines”, students will observe different classrooms and compare differences in children’s schedules, but likenesses in the main components in each classroom.

Text Working With Young Children
 Chapter 28, P.429, Programs for Infants and Toddlers
 (Environments)
 Textbook Working With Young Children
 Chapter 10, P.151, Promoting children’s Safety
 Practice Fire and Tornado Drills
 Your role in helping with Infants and Toddler rooms
 Child abuse and neglect

Resource book Health, Safety, and Nutrition For The Young Child
 Chapter 8, P. 183, Creating Quality environments.
 Safety Checklist P. 99

Text Working With Young Children
 Chapter 9, P.133, Selecting Toys, Equipment, and Educational Materials
 (Includes playground)

Video, “Keeping Children Safe on the Playground”
 Evaluate playgrounds using the National Standards

Occupational Child Care Curriculum Design

Stage 3 – Learning Plan:

Apply professional routines/rules for safety, sanitation, and a healthy preschool environment for children in the preschool

Power Benchmark/Competency: #2

Learning Activities:	Resources:
<i>Copy the above table here</i>	

Occupational Child Care Curriculum Design

Stage 1 – Desired Results:

<p>Power Standard 2: Implement developmentally appropriate learning activities for children.</p> <p>Power Benchmark/Competency #3: Plan, implement, and evaluate developmentally appropriate activities up to age five.</p> <p>Estimated Timeline: Training will be in the first 10 days of orientation + on going.</p>	<p>Place 'X' in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr style="background-color: #ffff00;"> <th>Career</th> <th>Technology</th> <th>Critical Thinking</th> <th>Personal Responsibility</th> <th>Global & Cultural</th> </tr> </thead> <tbody> <tr> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> </tr> <tr style="background-color: #ffff00;"> <th>Math</th> <th>Science</th> <th>Reading</th> <th>Social Responsibility</th> <th>Communication</th> </tr> <tr> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> </tr> </tbody> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural	X	X	X	X	X	Math	Science	Reading	Social Responsibility	Communication	X	X	X	X	X
Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural																	
X	X	X	X	X																	
Math	Science	Reading	Social Responsibility	Communication																	
X	X	X	X	X																	
<p>Understandings: <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ➤ Plans are necessary to insure that child care providers/teachers' in the preschool are working together to meet the needs of the preschool children. <ul style="list-style-type: none"> ➤ Simple to complex ➤ Introductions/directions ➤ Transitions ➤ Open ended statements ➤ Give choices ➤ Plan sheet ➤ Evaluation after an activity ➤ Ways to praise children that encourage self-regulation ➤ Attention getters ➤ Child Care Providers/Teachers need to teach the basics before a child will be able to move on to higher levels of learning. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What are the steps in planning, preparing a lesson? ➤ What math skills are developmentally appropriate for 3, 4, and 5 year olds? ➤ What science skills are developmentally appropriate for 3, 4, and 5 year olds? ➤ What reading/emergent literacy skills are developmentally appropriate for 3, 4, and 5 year olds? ➤ What block building skills are developmentally appropriate for 3, 4, and 5 year olds? ➤ How do Child Care Providers/Teachers evaluate an activity they have completed with the children? ➤ How can technology be used in the preschool environment? 																				
<p>Students will be able to: (<i>i.e. know</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Teach emergent literacy skills. <ul style="list-style-type: none"> ○ Manuscript print, scripting, sky writing, white board, hand-over-hand, dot, and table practice ○ Reading books ➤ Teach beginning skills in math: Shapes, colors, matching, one-to-one correspondence, comparing, seriation, classification, sorting, sets and patterns. ➤ Teach beginning skills in science: Observation, hands-on experiments, predictions. <ul style="list-style-type: none"> ○ 	<p>Students will be able to: (<i>i.e. do</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Prepare activities and set up the learning environment for all of the different Centers in the preschool. ➤ Select activities for Circle Time: <ul style="list-style-type: none"> ➤ Welcome song ➤ Days of the week ➤ Months of the year ➤ Yesterday, today, tomorrow ➤ Weather song, predictor, and graph ➤ Morning message ➤ Book ➤ Large motor song ➤ Patterns. 																				

Occupational Child Care Curriculum Design

Stage 2 – Assessment Evidence

Performance Tasks: (i.e. Assessment used to determine proficiency on competency)



Key Criteria: (Rubric)



Stage 3 – Learning Plan

Learning Activities:

Text Working With Young Children
Chapter 12, P179, Guiding Children's Health
Chapter 15, P. 235, Establishing Classroom Rules
Chapter 16, P. 245, Handling Daily Routines

Transitions-

Video, "Schedules and Routines", students will observe different classrooms and compare differences in children's schedules, but likenesses in the main components in each classroom.

Text Working With Young Children
Chapter 28, P.429, Programs for Infants and Toddlers
(Environments)
Textbook Working With Young Children
Chapter 10, P.151, Promoting children's Safety
Practice Fire and Tornado Drills
Your role in helping with Infants and Toddler rooms
Child abuse and neglect

Resource book Health, Safety, and Nutrition For The Young Child
Chapter 8, P. 183, Creating Quality environments.
Safety Checklist P. 99

Text Working With Young Children
Chapter 9, P.133, Selecting Toys, Equipment, and Educational Materials
(Includes playground)

Video, "Keeping Children Safe on the Playground"
Evaluate playgrounds using the National Standards

Occupational Child Care Curriculum Design

Stage 3 – Learning Plan:

Plan, implement, and evaluate developmentally appropriate activities up to age five.

Power Benchmark/Competency: # 3

Learning Activities:	Resources:
<i>Copy the above table here.</i>	

Occupational Child Care Curriculum Design

Stage 1 – Desired Results:

<p>Power Standard 2: Implement developmentally appropriate learning activities for children.</p> <p>Power Benchmark/Competency #4: Create a non-sexist, multicultural, environment emotionally safe for all children, including special needs.</p> <p>Estimated Timeline:</p>	<p>Place 'X' in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Personal Responsibility</th> <th style="padding: 2px;">Global & Cultural</th> </tr> <tr> <td style="padding: 2px;">X</td> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communication</th> </tr> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> </tr> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural	X		X	X	X	Math	Science	Reading	Social Responsibility	Communication			X	X	X
Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural																	
X		X	X	X																	
Math	Science	Reading	Social Responsibility	Communication																	
		X	X	X																	
<p>Understandings: <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ➤ All activities are non-sexist, multicultural, and are adapted as best we can to meet the needs of the children. ➤ Teach children in the preschool that everyone is special and we're more alike than different. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ How do you identify a child with special needs? ➤ Do all pictures, books and activities show children of all races and sex? ➤ How can a Child Care Provider/Teacher help a child with speech and language disorders? ➤ If a Child Care Provider/Teacher observes characteristics in a child they are concerned about, what is the process for a referral? 																				
<p>Students will be able to: (<i>i.e. know</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Create a safe environment for all children. <ul style="list-style-type: none"> ○ Multi-cultural, non-sexist, special needs, non-stereotyping, religious sensitivity, hearing impaired, inclusion, referral, vision and physical disabilities. 	<p>Students will be able to: (<i>i.e. do</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Evaluate children for developmental order for speech sounds by observation and comparing to a speech chart. ➤ Identification of special needs early in a child's life allows for better treatment and help. ➤ Follow special directions from parents/IEP'S for children including: <ul style="list-style-type: none"> ➤ Allergies ➤ Asthma ➤ Other 																				
<h2 style="margin: 0;">Stage 2 – Assessment Evidence</h2>																					
<p>Performance Tasks: (<i>i.e. Assessment used to determine proficiency on competency</i>)</p> <ul style="list-style-type: none"> ➤ 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ 																				

Occupational Child Care Curriculum Design

Stage 1 – Desired Results:

<p>Power Standard 2: Implement developmentally appropriate learning activities for children.</p> <p>Power Benchmark/Competency #5: Plan and prepare nutritious snacks which allow children to develop self-help skills.</p> <p>Estimated Timeline:</p>	<p>Place 'X' in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Personal Responsibility</th> <th style="padding: 2px;">Global & Cultural</th> </tr> <tr> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communication</th> </tr> <tr> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> </tr> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural	X	X	X	X	X	Math	Science	Reading	Social Responsibility	Communication	X	X	X	X	X
Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural																	
X	X	X	X	X																	
Math	Science	Reading	Social Responsibility	Communication																	
X	X	X	X	X																	
<p>Understandings: <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ➤ Preparing nutritious snacks is important in a child's growth and development. ➤ Children can learn many skills while serving themselves at the snack table. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What characteristics are included in a nutritious snack? ➤ How do you prepare the food and set up the snack table so children can be more independent? ➤ What foods are in the food pyramid? ➤ What are factors that contribute to childhood obesity? 																				
<p>Students will be able to: (<i>i.e. know</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Prepare foods in a safe and sanitary manner. ➤ Everyone must wash their hands properly before preparing and eating food. ➤ Prepare and explore new foods or recipes. ➤ Teach children about the vocabulary and origins of food. ➤ Select and prepare foods with a variety of colors, shapes, temperatures, textures, and preparation methods. 	<p>Students will be able to: (<i>i.e. do</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Model manners and good eating habits while helping children at the snack table. ➤ Identify the purpose and how to sign up for the Child Food and Nutrition Program. 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (<i>i.e. Assessment used to determine proficiency on competency</i>)</p> <ul style="list-style-type: none"> ➤ 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤
---	--

Occupational Child Care Curriculum Design

Stage 3 – Learning Plan

Learning Activities:

Text Working With Young Children

Chapter 11, P. 165, Planning Nutritious Meals and Snacks

Demo-Presenting Food Experiences to Children

Lab book-Food Concepts cooking terms, sanitation, hands-on experiences in the classrooms, portion size, parts of the plants we eat, and etc.

Text Working With Young Children

Chapter 25, P.385, Guiding Food and Nutrition Experiences

Setting the table

Prepare 2 food experiences for CVW, one with food and another teaching a concept about food.

Skit-What nutrients do for the body.

Resource book Health, Safety, and Nutrition for the Young Child

Chapter 12, P. 298, Planning For Children's Health and Safety Education.

Chapter 13-16, Nutritional Guidelines, Nutrients that provide energy, Nutrients that promote growth of body tissue, Nutrients that regulate body functions.

Chapter 17, P. 395, Infant Feeding

Chapter 18, P.414, Toddler and Preschooler

Resource book Health, Safety, and Nutrition For The Young Child

Occupational Child Care Curriculum Design

<ul style="list-style-type: none">➤ Tell the children the behavior you want, instead of what they did incorrectly.➤ Encourage independence and cooperation➤ Experience cause and effect with children➤ Experience natural consequences with children	<ul style="list-style-type: none">○ Warning, thinking time, I-messages, praising, affirming, suggesting, prompting, persuading, redirecting, modeling, listening, ignoring, and encouraging.
Stage 2 – Assessment Evidence	
Performance Tasks: (i.e. Assessment used to determine proficiency on competency) ➤	Key Criteria: (Rubric) ➤

Occupational Child Care Curriculum Design

Stage 3 – Learning Plan:

Exhibit positive communication in guidance and classroom management to help preschoolers build self-esteem/confidence

Power Benchmark/Competency: # 6

Learning Activities:	Resources:
Text Working With Young Children	
Chapter 30, P. 461, Guiding Children With Special Needs	
Chapter 13, P. 199, Developing Guidance Skills	
Chapter 14, P. 219, Guidance Problems	
CVW “Phrases Used In The Classroom”	

Occupational Child Care Curriculum Design

Stage 1 – Desired Results:

<p>Power Standard 1: Evaluate career opportunities while participating in the operation of a facility for children.</p> <p>Power Benchmark/Competency #7: Communicate with families in a professional manner.</p> <p>Estimated Timeline: Training will be in the first 10 days of orientation + on going.</p>	<p>Place 'X' in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Personal Responsibility</th> <th style="padding: 2px;">Global & Cultural</th> </tr> <tr> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communication</th> </tr> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> </tr> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural	X	X	X	X	X	Math	Science	Reading	Social Responsibility	Communication			X	X	X
Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural																	
X	X	X	X	X																	
Math	Science	Reading	Social Responsibility	Communication																	
		X	X	X																	
<p>Understandings: <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ➤ It is in the best interest of the children to have good communication between home and school. ➤ Parents need to be informed about their children. ➤ Social interactions such as Orientations and Ice Cream Socials build a strong bond between families and Child Care Providers/Teachers 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ Why are calendars very important in communicating with parents? ➤ What are the steps in writing up and getting an OUCH REPORT TO parents? ➤ What are the responsibilities of a Child Care Provider/Junior Teacher in talking to parents, as the child is taken from or to their car? 																				
<p>Students will be able to: (<i>i.e. know</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Create calendars that give parents information. <ul style="list-style-type: none"> ○ Field trips, nutritious snacks, Show and Tell, other 	<p>Students will be able to: (<i>i.e. do</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Use appropriate procedures when answering the telephone. <ul style="list-style-type: none"> ○ Telephone log, Pick-up list, List of Preschool Policies signed by parents, Placing messages about children for all Child Care Providers/Junior Teachers on the message board, Attendance Charts, Parent Letters, Permanent Files, Immunization Records, Dental and Physical Forms, Emergency Form, Application Form, and confidentiality. 																				
<h2 style="margin: 0;">Stage 2 – Assessment Evidence</h2>																					
<p>Performance Tasks: (<i>i.e. Assessment used to determine proficiency on competency</i>)</p> <ul style="list-style-type: none"> ➤ 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ 																				

Occupational Child Care Curriculum Design

Stage 3 – Learning Plan:

Communicate with families in a professional manner.

Power Benchmark/Competency: #7

Learning Activities:	Resources:
Text Working With Young Children	
Chapter 7, P.483, Parent Involvement	
Notes to Parents	
Special Events-Open House, CVW school letter	
PTO	

Occupational Child Care Curriculum Design

Stage 1 – Desired Results:

<p>Power Standard 2: Implement developmentally appropriate learning activities for children.</p> <p>Power Benchmark/Competency #8: Participate and evaluate working with children in a variety of settings.</p> <p>Estimated Timeline: Training will be in the first 10 days of orientation + on going.</p>	<p>Place 'X' in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr style="background-color: #ffffcc;"> <th>Career</th> <th>Technology</th> <th>Critical Thinking</th> <th>Personal Responsibility</th> <th>Global & Cultural</th> </tr> </thead> <tbody> <tr> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> </tr> <tr style="background-color: #ffffcc;"> <th>Math</th> <th>Science</th> <th>Reading</th> <th>Social Responsibility</th> <th>Communication</th> </tr> <tr> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> </tr> </tbody> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural	X	X	X	X	X	Math	Science	Reading	Social Responsibility	Communication	X	X	X	X	X
Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural																	
X	X	X	X	X																	
Math	Science	Reading	Social Responsibility	Communication																	
X	X	X	X	X																	
<p>Understandings: <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ➤ List and describe the various types of early childhood programs available to parents and their children. ➤ Planning as a team is necessary in order for all Child Care Providers/Junior Teachers to experience all of the various jobs/skills in the schedule in the Early Learning Preschool. ➤ Volunteering as a participant in early childhood programs gives Child Care Provider/Junior Teachers new experiences in working with children. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What competency level has the Child Care Provider/Junior Teacher achieved in working in the various jobs in the Early Learning Preschool regular schedule? ➤ How will your team create, implement, and evaluate special events for the children in the Early Learning Preschool? ➤ Will Child Care Providers/Junior Teachers successfully participate and evaluate working with children in different settings in the community? 																				
<p>Students will be able to: (i.e. know)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Design and implement creative activities following the regular schedule that meet the requirements for the weekly theme and concepts children need to learn. <ul style="list-style-type: none"> ○ Pick-up, delivery, 4 Hugs A Day, Family Time, Center Time, large group-book, large muscle activity, show & tell, finger play, playground, and dismissal. 	<p>Students will be able to: (i.e. do)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Create special events in the Early Learning Preschool that meet the requirements for the weekly theme and concepts children need to learn. ➤ Evaluate their experience as a volunteer participant in an early childhood program/school. <ul style="list-style-type: none"> ○ Family child care, child care centers, Montessori Schools, Head Start, kindergarten, school age child care, parent cooperatives, laboratory schools, license, accreditation, and Special Olympics. 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤
--	--

Occupational Child Care Curriculum Design

Stage 3 – Learning Plan:

Participate and evaluate working with children in a variety of settings.

Power Benchmark/Competency: # 8

Learning Activities:	Resources:
Text Working With Young Children	
Chapter 3, P.41, Observing Children: A Tool For Assessment	
Chapter 4, P.53, Understanding Children from Birth to Age Two	
Chapter 5, P. 69, Understanding Two-and Three-Year Olds	
Chapter 6, P. 83, Understanding Four- and Five-Year-Olds	
DVD Assessment #1-5	

Occupational Child Care Curriculum Design

Stage 1 – Desired Results:

Power Standard 1: Evaluate career opportunities while participating in the operation of a facility for children.

Power Benchmark/Competency #9:

Work cooperatively with others in all aspects of the preschool

Estimated Timeline: Training will be in the first 10 days of orientation + on going.

Place 'X' in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural
X	X	X	X	X
Math	Science	Reading	Social Responsibility	Communication
X	X	X	X	X

Understandings:

Students will understand that:

- All jobs are important and must be completed in order for the preschool to run smoothly.
- All staff must work together in order for the preschool to run smoothly.
- Children feel more comfortable and learn more when people in their surroundings cooperate.
- Child Care Providers/Teachers must work as a team.

Essential Questions:

- What are the qualities of a good team member?
- How do you work out disagreements when selecting and planning special activities or the regular jobs in the preschool schedule?
- Why is it so important for individuals to make their own plan sheet, but still help in preparing the group plan?
- Why do Child Care Providers/Teachers need to know how to fill out the various forms for the preschool?

Students will be able to: (*i.e. know*)...(Include vocabulary)

- Work as a team member.
 - Patient, compromise, consistent, absent/tardy, take turns, preparation, helpful, clean-up, and confidentiality.
- Follow professional rules of teaching conduct.
 - Allow other Child Care Providers/Teachers to teach without interference.
 - Walk around a group, not through the middle
 - No distracting behaviors that cause children to not pay attention
 - Call in before school starts if you are going to be absent
 - Do not give advice unless other people want it.
 - Do not take over an activity from another Child Care Provider/Teacher that is in charge.
 - Do not gossip or repeat what you thought you heard.

Students will be able to: (*i.e. do*)...(Include vocabulary)

- Work as team members in running of the preschool.
 - Plan sheet, Group Plan Sheet, Discovery/Seminar Planning/Evaluation Sheet, Telephone Log, Art Chart, Large Blocks Chart, Centers Chart, Jobs Chart-Greeter/Large Group, Daily Preschool Pickup/Drop Off, Preschool Attendance Chart, Family Time Activities, Ouch Report, Grocery/Supply Order(other than snacks)

Stage 2 – Assessment Evidence

Performance Tasks: (*i.e. Assessment used to determine proficiency on competency*)

-

Key Criteria: (Rubric)

-

Occupational Child Care Curriculum Design

Stage 3 – Learning Plan:

Work cooperatively with others in all aspects of the preschool

Power Benchmark/Competency: # 9

Learning Activities:	Resources:
Team Building	

Occupational Child Care Curriculum Design

Stage 1 – Desired Results:

Power Standard 1: Evaluate career opportunities while participating in the operation of a facility for children.

Power Benchmark/Competency #10:

Investigate career options

Estimated Timeline: Training will be in the first 10 days of orientation + on going.

Place 'X' in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural
X	X	X	X	X
Math	Science	Reading	Social Responsibility	Communication
		X	X	X

Understandings:

Students will understand that:

- A teaching portfolio tells a story about your accomplishments.
- Early Childhood Careers and the levels of education needed.
- Illegal questions in an interview process and how to handle them.
- Job shadows help students experience some of the duties of a career/job.

Essential Questions:

- What should be placed in a teaching portfolio?
- What is the interview process?
- What schools are available in this area?
- What is articulation with Scott, Muscatine, and Indian Hills Junior Colleges?

Students will be able to: (i.e. know)...(Include vocabulary)

- Complete a self-evaluation and consider matching their characteristics with career choices.
- Prepare a teaching portfolio.

Students will be able to: (i.e. do)...(Include vocabulary)

- Explain the process of articulation.
- Select a job shadow.
- Experience other Child Care Experiences through Occupational Child Care Class.

Stage 2 – Assessment Evidence

Performance Tasks: (i.e. Assessment used to determine proficiency on competency)

➤

Key Criteria: (Rubric)

➤

