

# 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. Apply developmentally appropriate routines/rules for a safe, sanitary, and healthy preschool environment.
3. Plan, implement, and evaluate developmentally appropriate activities for children up to age five.
4. Create a non-sexist, multicultural environment which is emotionally safe for all children, including special needs.
5. Plan and prepare nutritious snacks that allow children to develop self-help skills.
6. Exhibit positive communication in guidance and classroom management to help preschoolers build self-esteem/confidence.
7. Communicate with families, staff, and peers in a professional manner.
8. Evaluate and participate in activities while working with children in a variety of settings at CVW.
9. Work cooperatively with other in all aspects of the preschool.
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)
  - Apply developmentally appropriate routines/rules for a safe, sanitary, and healthy preschool environment.(2)
  - Exhibit positive communication in guidance and classroom management to help preschoolers build self-esteem/confidence. (6)
  - Communicate with families in a professional manner. (7)
  - Work cooperatively with other in all aspects of the preschool.(9)
  - Investigate career options. (10)
  
2. Implement developmentally appropriate learning activities for children.
  - Plan, implement, and evaluate developmentally appropriate activities for children up to age five. (3)
  - Create a non-sexist, multicultural, environment emotionally safe for all children including special needs. (4)
  - Plan and prepare nutritious snacks that allow children to develop self-help skills. (5)
  - Evaluate and participate in activities while working with children in a variety of settings at CVW. (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 five days and 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:*

- 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 an 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 an 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:
  - Pass a Background Check
  - Mandatory Reporter Training
  - Privacy/Confidential Statement
  - OCC Contract for Professional Behavior
  - Universal Precautions Training

# Occupational Child Care Curriculum Design

## Stage 2 – Assessment Evidence

<p><b>Performance Tasks:</b> (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> <li>➤ Students will:             <ul style="list-style-type: none"> <li>○ Complete required industry standards for a licensed early childhood program.</li> <li>○ Be evaluated by teachers for their professional skills/traits at Children’s Village West</li> </ul> </li> </ul>	<p><b>Key Criteria:</b> (Rubric)</p> <ul style="list-style-type: none"> <li>➤ Appendix A: Daily Evaluation Rubric</li> <li>➤ Completion of CVW requirements for employment/volunteer workers</li> </ul>
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## Stage 3 – Learning Plan:

Demonstrate professional skills/traits.

### Power Benchmark/Competency: #1

<b>Learning Activities:</b>	<b>Resources:</b>
All students will receive a Background Check Form from their counselor. The Background 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 submitted to Human Resources Department.	Background Check Form from DCSD Human Resources Department
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, Mandatory Reporter Certificate	AEA IX video library; Curriculum Department
Video on Privacy/Confidentiality/HEPPA/	Video-Confidentiality-in dept.
Discuss 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
Exercise 1.5 page16, instructors manual Analyze the ethical scenarios found in the discussion questions at the end of the chapters in <i>Children’s Social Development</i> . Divide the class in triads and give each group scenarios. Use Appendix A in their books, ask students to find places (may be in more than one area) in the National Association for the Education of Young Children (NAEYC) Code of Conduct that address the issues in each scenario. Discuss the scenarios and report back to the group. The whole group will discuss what they learned about the code as a result of this exercise.	Resource Books: <i>Guiding</i> NAEYC Code of Ethical Conduct; Text P.21-22, p.525-528: <i>Working With Young Children</i> Exercise 1.5 page16, instructors’ manual: <i>Children’s Social Development</i>
Tour of the CVW Early Childhood Program.	CVW at 1757 West 12 <sup>th</sup> Street, Davenport, Iowa 52804
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 required name tags in the building	Personnel handbook and procedures from Head Start
Read contract of rules and responsibilities for students in OCC	Contract signed by students and parents
Universal Precautions Training and test	Video, School Nurse, Guest Speaker
“Where Do You Want To Be In Five Years?”	Personal Career Plan
Analyze “What is a safe and secure classroom?” OCC has a partnership with CVW- Explain.	Group discussion/report to class /white board

# 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 a safe, sanitary, and healthy preschool environment.

**Estimated Timeline:** Training will be on going during the semester course.

**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:*

- Early childcare professionals must provide a safe environment for infants, toddlers, and preschool children.
- Health, safety, and nutrition are interrelated.
- Health, safety, and nutrition affect a child’s ability to learn.
- Early childhood professionals must observe children daily to assess needs in the areas of physical, intellectual, emotional, and social developmental.
- All children must be safe during their time at CVW.
- Unintentional injury can be prevented by knowing the developmental characteristics of children; being aware of children’s abilities, potential hazards, and established rules; and providing quality supervision and safety education.
- Required sanitation procedures are essential for the health of the children.

**Essential Questions:**

- What are the safety rules in all areas of CVW?
- Students are responsible for the safety of children in their care.
- What must be done to teach children preventive safety, sanitation, and health routines?
- What is a health promotion?
- What characteristics identify abuse and neglect of children?
- What are the three factors essential for an infection to become communicable?
- What is the infectious process and how is it controlled in the environment?
- What is a common communicable illness?
- What is a chronic or acute health problem?
- What are the food safety practices that prevent food born-illness?
- What are the most frequent causes of unintentional (accidental) death in children?
- What are the types of child abuse?
- What are the child abuse identifying traits in children?
- What is the correct procedure for classroom teachers in reporting child abuse?

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

- Comprehend the rules for health needed at early childhood facilities:
- Licensing safety rules
- Physicals and immunization forms
- Child’s medical history
- Diagnostic screening and tests; dental, vision
- Sick and exclusion policy
- Administration of medications-Parent/child medication forms (Doctor and parent note needed for all meds given to children; for example, over the counter medications, prescriptions, suntan lotion, diaper rash cream)
- Communicable Diseases identification and prevention; hand washing procedures, sanitary dishwashing techniques, cough into sleeve, personal hygiene, sanitation of toys and surfaces,
- Check auxiliary and oral temperatures

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

- Follow health, safety, and sanitation procedures in the daily environment for children at CVW.
  - Sanitation procedures for children and staff, food preparation/eating meals, and the environment
  - Classroom rules
  - Procedures for meal time
  - Large motor activities
  - Playground
  - Fire and tornado drills
  - Busing/transportation
  - Transitions
  - Hygienic practices-brushing teeth
- Demonstrate ethical skills/traits of an early child care professional while working in the preschool.
- Complete responsibilities of a child care professional at CVW

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<ul style="list-style-type: none"> <li>➤ Emergency and first aid requirements</li> <li>➤ Universal precautions</li> <li>➤ Injury Report</li> </ul>	
<b>Stage 2 – Assessment Evidence</b>	
<p><b>Performance Tasks:</b> (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> <li>➤ Work in classroom learning the rules and routines, including classroom rules, safety, bus/transportation, large motor activities, playground, field trips,</li> <li>➤ Work in a classroom using universal precautions, and other procedures to prevent the spread of communicable illness.</li> <li>➤ Promote healthy habits for children (example brushing teeth, coughing into the sleeve, washing hands)</li> <li>➤ Evaluate baby/toddler room for safety hazards</li>   <li>➤ Evaluate a playground</li>   <li>➤ Sanitize equipment and room in OCC classroom daily</li> <li>➤ Sanitize a classroom at CVW</li> <li>➤ Participate in a fire drill in assigned rooms in one of the following: babies, toddlers, special needs children, and toddlers</li> <li>➤ Chapter 1 Post-test-Health, Safety &amp; Nutrition for the Young Child</li> <li>➤ Chapter 2 Post-test-Health, Safety &amp; Nutrition for the Young Child</li> <li>➤ Chapter 3 Post-test – Health, Safety &amp; Nutrition for the Young Child</li> <li>➤ Chapter 4 Post-test-Health, Safety &amp; Nutrition for the Young Child</li> <li>➤ Chapter 5 Post-test-Health, Safety &amp; Nutrition for the Young Child</li> <li>➤ Chapter 6 Post-test-Health, Safety &amp; Nutrition for the Young Child</li> <li>➤ Chapter 7 Post-test-Health, Safety &amp; Nutrition for the Young Child</li> <li>➤ Chapter 8 Post-test-Health, Safety &amp; Nutrition for the Young Child</li> <li>➤ Chapter 9 Post-test – Health, Safety &amp; Nutrition for the Young Child</li> <li>➤ Chapter 10 Post-test – Health, Safety &amp; Nutrition for the Young Child</li> <li>➤ Select a communicable illness from the list the nurse uses to report incident numbers to Scott County Health. Research the illness including: Identifying characteristics with a picture, treatment, and prevention of spreading. Prepare and present a poster/power point on selected illness to class</li> </ul>	<p><b>Key Criteria:</b> (Rubric) Appendix A: Daily Evaluation Rubric</p> <p>Completed the evaluation sheet for a baby /toddler room Evaluation P.232-3, Health, Safety, and Nutrition for the Young Child.</p> <p>Keeping Children Safe on the Playground, Video and check sheet. Follow required list of sanitization procedures for each room</p> <p>Follow required list of sanitization procedures for each room. Fire Drill Evaluation Rubric-See below</p> <p>Post-test</p> <p>Post-test</p> <p>Post-test</p> <p>Post-test</p> <p>Post-test</p> <p>Post-test</p> <p>Post-test</p> <p>Post-test</p> <p>Post-test</p> <p>Post-test</p> <p>Appendix C: Oral Presentation Rubric</p>

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Needs	Meets	Exceeds
Did not know fire drill procedures	Knew the correct exit door and followed directions of teacher	Knows and follows classroom procedures without direction

### Stage 3 – Learning Plan:

Apply developmentally appropriate routines/rules for a safe, sanitary, and healthy preschool environment.

#### Power Benchmark/Competency: #2

Learning Activities:	Resources:
<p>Health, Safety, and Nutrition for the Young Child Chapter 1-“Interrelationship of Health, Safety, and Nutrition”; Students divide the chapter, read the information, and present to the rest of the class.</p> <p>Health, Safety, and Nutrition for the Young Child Chapter 2 –“Promoting Good Health”; Students divide the chapter, read the information, and present to the rest of the class.</p>	<p>Pre-test/Study Guide Textbook, Class Notes, Chapter Review, Case Study and Discussion Questions White Boards</p>
<p>Working with Young Children: Chapter 10 - “Promoting Children’s Safety” OCC students will be assigned one of the following groups of children: infant, toddler, two’s, special needs, or autistic. Students will participate in a practice fire or tornado drill.</p>	<p>Working With Young Children, Student Activity Guide, Review and Reflect Questions</p>
<p>The Liaison for Head Start at CVW speaks with OCC students explaining the diagnostic tests, child’s medical history, and other activities used to keep children healthy for maximum learning.</p> <p>OCC students will visit the nurse’s office and the nurse will visit OCC classroom and explain universal precautions, demonstrate how to put on and remove gloves properly, learn about children’s allergies, head lice policies, the use of epi pens, exclusion policies, and other procedures that prevent the spread of communicable diseases.</p> <p>Lab book - Ways of spreading common illnesses; discussion</p> <p>Use hand washing kit with the high school OCC students. Invite a CVW class to OCC and complete a hand washing lesson. Students will promote and enforce practices to keep children from spreading communicable illness</p>	<p>Speaker</p> <p>Nurse in the building</p> <p>OCC Lab Book</p> <p>Guest speaker; Health Dept. Washing Hands Kit with black light.</p>
<p>Working With Young Children: Chapter 15 - “Establishing Classroom Rules” Chapter 16- “Handling Daily Routines”</p> <p>Safety: Rules, Rituals, and Routines DVD; Collect examples of Rules, Rituals, and Routines in classrooms that help children develop physically, emotionally, socially, and mentally. Students collect information and present conclusions to the class.</p> <p>Video, “Schedules and Routines”, students will then observe their selected classroom for a list of routines and schedules. Students will compare results. How are the rooms alike and how are they different? What are some of the requirements for the building?</p>	<p>Working With Young Children, Student Activity Guide Review and Reflect Questions</p> <p>Safety: Rules, Rituals, and Routines DVD Notes and Discussion Collect Information from individual classrooms, discussion</p> <p>Video Notes and Discussion</p>

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<p>Health, Safety, and Nutrition for the Young Child Chapter 3- “Health Appraisals”; Students divide the chapter, read the information, and present to the rest of the class.</p> <p>Health, Safety, and Nutrition for the Young Child Chapter 4-”Health Assessment Tools”; Students divide the chapter, read the information, and present to the rest of the class.</p> <p>Health, Safety, and Nutrition for the Young Child Chapter 5-”Conditions Affecting Children’s Health”; Students divide the chapter, read the information, and present to the rest of the class.</p> <p>Health, Safety, and Nutrition for the Young Child Chapter 6 -“The Infectious Process and Effective Control”; Students divide the chapter, read the information, and present to the rest of the class.</p>	<p>Pre-test/Study Guide Textbook, Class Notes, Chapter Review, Case Study and Discussion Questions White Boards</p>
<p>Health, Safety and Nutrition for the Young Child Chapter 7- “Communicable and Acute Illness: Identification and Management”; Students divide the chapter, read the information, and present to the rest of the class.</p> <p>Select a communicable illness from the list the nurse uses to report incident numbers to Scott County Health or illnesses from Chapter 7. Research the illness including: Identifying characteristics with a picture, treatment, and prevention of spreading. Prepare and present a poster/power point on selected illness to class.</p>	<p>Pre-test/Study Guide Textbook, Class Notes, Chapter Review, Case Study and Discussion Questions White Boards</p> <p>Classroom visual system Internet Nurse’s list Chapter 7 Health, Safety &amp; Nutrition</p>
<p>Health, Safety, and Nutrition for the Young Child Chapter 8: “Creating Quality Environments”, Students divide the chapter, read the information, and present to the rest of the class.</p> <p>Safety Checklist P.199; Health, Safety, and Nutrition for the Young Child</p>	<p>Pre-test/Study Guide Textbook, Class Notes, Chapter Review, Case Study and Discussion Questions White Boards</p> <p>Check list for the room and building environment</p>
<p>Keeping Children Safe on the Playground-Video Evaluation of playgrounds using the national standards and the standards of Children’s Village West</p> <p>ABC’s of Supervision on Playgrounds</p>	<p>Video, video notes and discussion Evaluation of a playground</p> <p>Video, video notes and discussion</p>
<p>Health, Safety, and Nutrition for the Young Child Chapter 9- “Safety Management”; Students divide the chapter, read the information, and present to the rest of the class.</p> <p>Health, Safety, and Nutrition; p. 229, 9-5 Devices to check choking hazards, Check the infant room at CVW for hazards, using the checklist on p. 232</p>	<p>Pre-test/Study Guide Textbook, Class Notes, Chapter Review, Case Study and Discussion Questions White Boards</p> <p>Health, Safety, and Nutrition; p. 229, figure 9-5 p. 232 Devices used in early childhood</p>

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Health, Safety, and Nutrition for the Young Child Chapter 10- "Management of Injuries and Acute Illness"; Students divide the chapter, read the information, and present to the rest of the class.

Pre-test/Study Guide  
Textbook, Class Notes, Chapter Review, Case Study and Discussion Questions  
White Boards

# Occupational Child Care Curriculum Design

## Stage 1 – Desired Results:

<p><b>Power Standard 2:</b> Implement developmentally appropriate learning activities for children.</p> <p><b>Power Benchmark/Competency #3:</b> Plan, implement, and evaluate developmentally appropriate activities for children up to age five.</p> <p><b>Estimated Timeline:</b> Training will be on going during the semester course.</p>	<p><b>Place 'X' in square if goal addresses Essential/Content Standard(s).</b></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 &amp; 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><b>Understandings:</b> <i>Students will understand that:</i></p> <ul style="list-style-type: none"> <li>➤ Plans are necessary to insure that early child care teachers in the preschool are working together to meet the needs of the preschool children.             <ul style="list-style-type: none"> <li>○ Simple to complex</li> <li>○ Curriculum</li> <li>○ Introductions/directions</li> <li>○ Transitions</li> <li>○ Open ended statements vs. closed statements</li> <li>○ Give choices</li> <li>○ Plan sheet</li> <li>○ Evaluation after an activity</li> <li>○ Ways to praise children that encourage self-regulation</li> <li>○ Attention getters</li> <li>○ Course/Clean-up</li> <li>○ Follow-up activities</li> </ul> </li> <li>➤ Child Care Teachers need to teach the basics before a child will be able to move on to higher levels of learning.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>➤ Why is manuscript printing so important to emergent literacy skills?</li> <li>➤ What are the steps in planning, preparing a lesson?</li> <li>➤ What math skills are developmentally appropriate for 3, 4, and 5 year olds?</li> <li>➤ What art skills are developmentally appropriate for 3, 4, and 5 year olds?</li> <li>➤ What science skills are developmentally appropriate for 3, 4, and 5 year olds?</li> <li>➤ What reading/emergent literacy skills are developmentally appropriate for 3, 4, and 5 year olds?</li> <li>➤ What manipulative skills are developmentally appropriate for 3, 4, and 5 year olds?</li> <li>➤ What food/nutrition skills are developmentally appropriate for 3, 4, and 5 year olds?</li> <li>➤ What block building skills are developmentally appropriate for 3, 4, and 5 year olds?</li> <li>➤ How do Child Care Providers/Teachers evaluate an activity they have completed with the children?</li> <li>➤ How can technology be used in the preschool environment?</li> </ul>																				
<p><b>Students will be able to: (i.e. know)...</b>(Include vocabulary)</p> <ul style="list-style-type: none"> <li>➤ Develop lesson plans considering:             <ul style="list-style-type: none"> <li>○ Direct and indirect learning experiences</li> <li>○ Gardner's Types of learners</li> <li>○ Types of development-(PIES) physical, intellectual, emotional, and social</li> <li>○ Types of centers</li> </ul> </li> <li>➤ Teach emergent literacy skills.             <ul style="list-style-type: none"> <li>○ Manuscript print, scripting, sky writing, white board, hand-over-hand, dot, morning message, and table practice</li> <li>○ Reading books, parts of the books, rhyming words, Title, Author, Beginning-Middle-End of the story, techniques of reading Puppets, flannel board stories, finger plays</li> </ul> </li> <li>➤ Teach beginning skills in math:             <ul style="list-style-type: none"> <li>○ Shapes, colors, matching, one-to-one</li> </ul> </li> </ul>	<p><b>Students will be able to: (i.e. do)...</b>(Include vocabulary)</p> <ul style="list-style-type: none"> <li>➤ Prepare lesson plans, activities, set up the learning environment, and teach the different Centers in the preschool.</li> <li>➤ Select activities for Center Time:             <ul style="list-style-type: none"> <li>○ Reading/emergent literacy skills</li> <li>○ Math skills</li> <li>○ Art skills</li> <li>○ Science skills</li> <li>○ Manipulatives (puzzles/games) skills</li> <li>○ Food and nutrition skills</li> <li>○ Block building skills</li> <li>○ Sand skills</li> <li>○ Water play skills</li> <li>○ Manuscript printing skills</li> <li>○ Music skills</li> <li>○ Dramatic play skills</li> </ul> </li> </ul>																				

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<p>correspondence, comparing, seriation, classification, sorting, sets and patterns.</p> <ul style="list-style-type: none"> <li>➤ Teach beginning skills in science:             <ul style="list-style-type: none"> <li>Observation, hands-on experiments, predictions.</li> </ul> </li> <li>➤ Teach beginning skills in art:             <ul style="list-style-type: none"> <li>○ Stages of art-scribble, basic forms, first drawing; art is not a craft; creative-not a wrong way or right way-free form, use of different materials; steps, procedures, clean-up for an art project</li> </ul> </li> <li>➤ Organize the art area to be developmentally appropriate for children.</li> <li>➤ Teach beginning skills in Play:             <ul style="list-style-type: none"> <li>○ The relation of play to other aspects of development; developmental trends in various types of play; how play contributes to each of the social elements of social competence; the role of the adult in facilitating children’s play; communications with parents about children’s play; and pitfalls to avoid in facilitating children’s play.</li> </ul> </li> </ul>	
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### Stage 2 – Assessment Evidence

<p><b>Performance Tasks:</b> (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> <li>➤ Developing lesson plans</li> <li>➤ Assisting children with manuscript print skills</li> <li>➤ Assisting children with developmentally appropriate learning activities:             <ul style="list-style-type: none"> <li>➤ Art</li> <li>➤ Dramatic Play</li> <li>➤ Math</li> <li>➤ Science</li> <li>➤ Manipulative</li> <li>➤ Blocks</li> <li>➤ Music and movement</li> <li>➤ Writing</li> <li>➤ Books, reading, emergent literacy skills</li> </ul> </li> </ul>	<p><b>Key Criteria:</b></p> <ul style="list-style-type: none"> <li>➤ Appendix D: Completed Lesson Plan Form</li> <li>➤ Teaching a lesson plan in each of the centers</li> <li>➤ Appendix E: Completed Evaluation Form</li> <li>➤ Appendix F or G: Teaching A Lesson Plan Rubric</li> <li>○</li> </ul>
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# Occupational Child Care Curriculum Design

## Stage 3 – Learning Plan:

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

### Power Benchmark/Competency: # 3

<b>Learning Activities:</b>	<b>Resources:</b>
Working With Young Children Chapter 17 – “The Curriculum”	Working With Young Children, Student Activity Guide Review and Reflect Questions.
Working With Young Children Chapter 21 – “Guiding Manuscript Writing Experiences”  Students will develop a lesson plan in this area by selecting an activity, preparing materials, practicing teaching the activity, and evaluating the activity	Working With Young Children, Student Activity Guide Review and Reflect Questions.  The students will be using a variety of resource materials that will include but will not be limited to Lab book, Observation guide, Teacher Resource Guides, and the OCC materials available to students.
Working With Young Children Chapter 22 – “Guiding Math Experiences”  Students will develop a lesson plan in this area by selecting an activity, preparing materials, practicing teaching the activity, and evaluating the activity	Working With Young Children, Student Activity Guide Review and Reflect Questions.  The students will be using a variety of resource materials that will include but will not be limited to Lab book, Observation guide, Teacher Resource Guides, and the OCC materials available to students.
Working With Young Children Chapter 18 – “Guiding Art, Blocks, and Sensory Experiences”  Students will develop a lesson plan in this area by selecting an activity, preparing materials, practicing teaching the activity, and evaluating the activity	Working With Young Children, Student Activity Guide Review and Reflect Questions.  The students will be using a variety of resource materials that will include but will not be limited to Lab book, Observation guide, Teacher Resource Guides, and the OCC materials available to students.
Working With Young Children Chapter 23 – “Guiding Science Experiences”  Students will develop a lesson plan in this area by selecting an activity, preparing materials, practicing teaching the activity, and evaluating the activity	Working With Young Children, Student Activity Guide Review and Reflect Questions.  The students will be using a variety of resource materials that will include but will not be limited to Lab book, Observation guide, Teacher Resource Guides, and the OCC materials available to students.

## Occupational Child Care Curriculum Design

<p>Working With Young Children Chapter 25 –“ Guiding Food and Nutrition Experiences”</p> <p>Working With Young Children Chapter 11 –“Planning Nutritious Meals and Snacks”</p>	<p>Working With Young Children, Student Activity Guide Review and Reflect Questions.</p>
<p>Working With Young Children Chapter 19 – “Guiding Storytelling Experiences”</p> <p>Students will develop a lesson plan in this area by selecting an activity, preparing materials, practicing teaching the activity, and evaluating the activity</p>	<p>Working With Young Children, Student Activity Guide Review and Reflect Questions.</p> <p>The students will be using a variety of resource materials that will include but will not be limited to Lab book, Observation guide, Teacher Resource Guides, and the OCC materials available to students.</p>
<p>Working With Young Children Chapter 20 – “Guiding Play and Puppetry Experiences”</p> <p>Students will develop a lesson plan in this area by selecting an activity, preparing materials, practicing teaching the activity, and evaluating the activity</p>	<p>Working With Young Children, Student Activity Guide Review and Reflect Questions.</p> <p>The students will be using a variety of resource materials that will include but will not be limited to Lab book, Observation guide, Teacher Resource Guides, and the OCC materials available to students.</p>
<p>Working With Young Children Chapter 24 – “Guiding Social Science Experiences”</p> <p>Students will develop a lesson plan in this area by selecting an activity, preparing materials, practicing teaching the activity, and evaluating the activity</p>	<p>Working With Young Children, Student Activity Guide Review and Reflect Questions.</p> <p>The students will be using a variety of resource materials that will include but will not be limited to Lab book, Observation guide, Teacher Resource Guides, and the OCC materials available to students.</p>
<p>Working With Young Children Chapter 26 –“ Guiding Music and Movement Experiences”</p> <p>Students will develop a lesson plan in this area by selecting an activity, preparing materials, practicing teaching the activity, and evaluating the activity</p>	<p>Working With Young Children, Student Activity Guide Review and Reflect Questions.</p> <p>The students will be using a variety of resource materials that will include but will not be limited to Lab book, Observation guide, Teacher Resource Guides, and the OCC materials available to students.</p>

# Occupational Child Care Curriculum Design

## Stage 1 – Desired Results:

<p><b>Power Standard 2:</b> Implement developmentally appropriate learning activities for children.</p> <p><b>Power Benchmark/Competency #4:</b> Create a non-sexist, multicultural environment which is emotionally safe for all children, including special needs.</p> <p><b>Estimated Timeline:</b> Training will be on going during the semester course.</p>	<p><b>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</b></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 &amp; 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><b>Understandings:</b> <i>Students will understand that:</i></p> <ul style="list-style-type: none"> <li>➤ All activities are non-sexist, multicultural, and are adapted as best we can to meet the needs of the children.</li> <li>➤ Teach children in the preschool that everyone is special and we’re more alike than different.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>➤ How do you identify a child with special needs?</li> <li>➤ Do all pictures, books and activities show children of all races, sex, and abilities?</li> <li>➤ How can an Early Childhood Professional help a child with speech and language disorders?</li> <li>➤ If an Early Childhood Professional observes characteristics in a child they are concerned about, what is the process for a referral?</li> </ul>																				
<p><b>Students will be able to: (i.e. know)...</b>(Include vocabulary)</p> <ul style="list-style-type: none"> <li>➤ Create an inclusive environment for all children.</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>○ Multi-cultural</li> <li>○ non-sexist</li> <li>○ special needs,</li> <li>○ non-stereotyping,</li> <li>○ religious sensitivity</li> <li>○ hearing impaired</li> <li>○ inclusion</li> <li>○ referral</li> <li>○ vision disabilities</li> <li>○ physical disabilities</li> <li>○ IEP</li> <li>○ ADHD</li> <li>○ ADD</li> </ul> <ul style="list-style-type: none"> <li>➤ Describe and observe: <ul style="list-style-type: none"> <li>○ What emotions are and how they affect people’s lives.</li> <li>○ Children’s emotional development from birth through middle childhood.</li> <li>○ How children differ from one another emotionally</li> <li>○ Emotional challenges children face.</li> <li>○ Strategies for supporting children’s emotional development.</li> </ul> </li> <li>➤ Identify issues surrounding inclusion of children with exceptional needs in formal group settings.</li> <li>➤ Practice skills for effective handling of developmental issues related to children’s sexuality, ethnicity, exceptional needs, and other differences.</li> </ul>	<p><b>Students will be able to: (i.e. do)...</b>(Include vocabulary)</p> <ul style="list-style-type: none"> <li>➤ Follow special directions from parents/IEP for children.</li> <li>➤ Follow the recommended procedures/policies at Children’s Village West.</li> <li>➤ Follow the confidentiality protocols</li> <li>➤ Follow the NAEYC Code of Ethical Conduct</li> <li>➤ Vocabulary: <ul style="list-style-type: none"> <li>➤ Confidentially</li> <li>➤ NAEYC</li> <li>➤ Ethical</li> </ul> </li> </ul>																				

# Occupational Child Care Curriculum Design

## Stage 2 – Assessment Evidence

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

- Develop appropriate lesson plans for special needs classrooms
- Evaluate classroom materials, i.e. books, games, activities, for inclusiveness of special needs children and non-sexist depictions of boys and girls
- Follow IEP goals, classroom goals, and CVW policies on inclusiveness.

**Key Criteria:** (Rubric)

- Appendix A: Daily Evaluation Rubric
- Appendix D: Completed Lesson Plan Form
- Teaching a lesson plan for special needs students
- Appendix E: Completed Evaluation Form
- Appendix F or G: Teaching A Lesson Plan Rubric

## Occupational Child Care Curriculum Design

### Stage 3 – Learning Plan:

Create a non-sexist, multicultural environment which is emotionally safe for all children, including special needs.

#### Power Benchmark/Competency: # 4

<b>Learning Activities:</b>	<b>Resources:</b>
<p>Working With Young Children Chapter 30 –“ Guiding Children With Special Needs”</p> <p>Invite Special Needs Classes to participate in OCC Student’s activities in the OCC classroom. Develop lesson plans, activities and set up a classroom environment designed for special needs children</p>	<p>Working With Young Children, Student Activity Guide Review and Reflect Questions.</p> <p>The students will be using a variety of resource materials that will include but will not be limited to Lab book, Observation guide, Teacher Resource Guides, and the OCC materials available to students.</p>
<p>Guiding Children’s Social Development: Theory To Practice, Chapter 1 – “Making a Difference in a Children’s Lives”</p> <p>Students divide the chapter, read the information, and present to the rest of the class.</p>	<p>Pre-test/Study Guide Textbook, Class Notes, Discussion Questions and Field assignments Rehearsal exercises in instructor manual White Boards</p>
<p>Guiding Children’s Social Development: Theory To Practice, Chapter 5 – “Supporting Children’s Emotional Development”</p> <p>Students divide the chapter, read the information, and present to the rest of the class.</p>	<p>Pre-test/Study Guide Textbook, Class Notes, Discussion Questions and Field assignments Rehearsal exercises in instructor manual White Boards</p>
<p>Working With Young Children -Appendix A: Principals from the Code of Ethical Conduct National Association for the Education of Young Children, Section 1: Ethical responsibilities to children,</p>	<p>Students will role play and evaluate case studies.</p>

# Occupational Child Care Curriculum Design

## Stage 1 – Desired Results:

<p><b>Power Standard 2:</b> Implement developmentally appropriate learning activities for children.</p> <p><b>Power Benchmark/Competency #5:</b> Plan and prepare nutritious snacks that allow children to develop self-help skills.</p> <p><b>Estimated Timeline:</b> Three to four weeks</p>	<p><b>Place 'X' in square if goal addresses Essential/Content Standard(s).</b></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <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 &amp; 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><b>Understandings:</b> <i>Students will understand that:</i></p> <ul style="list-style-type: none"> <li>➤ Preparing nutritious snacks is important in a child's growth, development, and learning.</li> <li>➤ Children can learn self-help skills while serving themselves at the table.</li> <li>➤ Foods can be classified according to the USDA MyPlate.</li> <li>➤ One must evaluate the nutrient strengths and nutrient weaknesses for each of the USDA MyPlate groups.</li> <li>➤ There are three classes of nutrients that supply energy to the body.</li> <li>➤ Each nutrient group should be evaluated on the amount of energy supplied.</li> <li>➤ One should select foods that are good sources of energy-supplying nutrients.</li> <li>➤ There are three classes of nutrients from a variety of food sources that promote growth of body tissue.</li> <li>➤ Nutrients regulate a variety of general body functions.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>➤ What foods are on MyPlate?</li> <li>➤ What characteristics are included in a nutritious snack?</li> <li>➤ How do you organize the food table so children will learn to be independent?</li> <li>➤ What are the three factors that determine individual energy requirements?</li> <li>➤ How does growth occur?</li> <li>➤ What role do protein, minerals, and water have in body growth?</li> <li>➤ What are the specific functions performed by each of the nutrient classes identified as regulators?</li> <li>➤ What are factors that contribute to childhood obesity?</li> <li>➤ What four basic concepts are important to nutrition education?</li> </ul>
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<p><b>Students will be able to:</b> (<i>i.e. know</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> <li>➤ Prepare foods in a safe and sanitary manner.</li> <li>➤ Wash hands properly before preparing and eating food.</li> <li>➤ Prepare and explore new foods or recipes.</li> <li>➤ Teach children about the vocabulary and origins of food.</li> <li>➤ Select and prepare nutritious foods</li> <li>➤ Plan a day's diet eliminating refined sucrose.</li> </ul>	<p><b>Students will be able to:</b> (<i>i.e. do</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> <li>➤ Model manners and good eating habits while helping children.</li> <li>➤ Develop self-help skills in children</li> <li>➤ Define the vocabulary related to Food and Nutrition for Early Childhood programs:             <ul style="list-style-type: none"> <li>○ Child Food and Nutrition Program.</li> <li>○ Recommended daily dietary allowances</li> <li>○ Nutrient density</li> <li>○ Empty calories</li> <li>○ Incomplete proteins</li> <li>○ Complete proteins</li> <li>○ Complementary proteins</li> <li>○ Essential and non-essential amino-acids</li> </ul> </li> </ul>
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## Stage 2 – Assessment Evidence

<p><b>Performance Tasks:</b> (<i>i.e. Assessment used to determine proficiency on competency</i>)</p> <ul style="list-style-type: none"> <li>➤ Teach a nutritional concept without using food</li> <li>➤ Assess class for appropriate snack</li> <li>➤ Create and teach a lesson plan for the snack</li> </ul>	<p><b>Key Criteria:</b> (Rubric)</p> <ul style="list-style-type: none"> <li>➤ Completed MyPlate Poster or Teaching Aid</li> <li>➤ Appendix B: Poster Rubric</li> <li>➤ Appendix A: Daily Evaluation Rubric</li> <li>➤ Appendix D: Completed Lesson Plan Form</li> <li>➤ Appendix F or G: Teaching A Lesson Plan Rubric</li> <li>➤ Appendix E: Completed Evaluation Form</li> </ul>
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# Occupational Child Care Curriculum Design

## Stage 3 – Learning Plan:

Plan and prepare nutritious snacks which allow children to develop self-help skills.

### Power Benchmark/Competency: # 5

<b>Learning Activities:</b>	<b>Resources:</b>
<p>Working With Young Children Chapter 25 –“ Guiding Food and Nutrition Experiences”</p> <p>Working With Young Children Chapter 11 –“Planning Nutritious Meals and Snacks”</p> <p>Students will develop a lesson plan in this area by selecting an activity, preparing materials, practicing teaching the activity, and evaluating the activity</p>	<p>Working With Young Children, Student Activity Guide Review and Reflect Questions</p> <p>The students will be using a variety of resource materials that will include but will not be limited to Lab book, Observation guide, Teacher Resource Guides, and the OCC materials available to students.</p>
<p>Create a MyPlate including the following information:</p> <p>Food groups with correct colors Serving sizes- teens and early childhood children Show pictures of actual serving sizes on the poster List servings needed daily for teens and early childhood children Select pictures of foods in each of the food groups On the back of the food picture place the correct color of the food group. This allows children to self correct.</p> <p>Evaluation:</p> <ol style="list-style-type: none"> <li>1. MyPlate poster</li> <li>2. Taking the poster into the classroom and teaching the MyPlate to the Children</li> <li>3. Select one of the various food kits/games/plastic foods in the room, prepare a lesson for the children in the student’s CVW room</li> <li>4. Teacher food demonstration</li> <li>5. Prepare a nutritious snack with the children; check food allergies of children; select and purchase food; demonstrate how to make the snack; explain the food groups and main nutrients.</li> <li>6. Why it is good for the children?</li> </ol>	<p>Use your text, internet, and MyPlate.com as resources Grocery store ads Construction paper Paper plates Glue Scissors Markers/crayons</p> <p>Food kits/games/plastic foods</p> <p>Teacher demo-food Students prepare</p>
<p>Research nutritious snacks for early childhood children. Each student must bring a recipe; the group will evaluate the recipes and then vote on four recipes. The students will select one of the four recipes, and prepare the nutritious snack within their individual classroom.</p> <p>Students will develop a lesson plan for teaching nutrition without food by creating a teaching aid to teach MyPlate concepts, selecting a concept, preparing materials, practicing teaching the concept, and evaluating the teaching.</p> <p>Students will develop a lesson plan creating a nutritious snack with their preschool class by selecting a recipe, preparing materials, practicing teaching the activity, and evaluating the activity.</p>	<p>The students will be using a variety of resource materials that will include but will not be limited to Lab book, Head Start materials, Teacher Resource Guides, and the OCC materials available to students. Students will help meet the need for nutritional activities for each classroom at CVW Internet/cookbooks</p>

## Occupational Child Care Curriculum Design

Food Safety Investigation (FSI ) Team; Spoiled Rotten with pre and post test	Multimedia with pre and post test
4 Step Sanitation Procedures for food experience equipment	Demo; use with all food equipment, Lab book
Health, Safety, and Nutrition Chapter 13; Nutritional Guidelines, Nutrients that Provide Energy; food sources; labels	Textbook, Chapter Review, Case Study and Discussion Questions Chapter Pre-test and Post-test
DVD: How nutrients interact	DVD
Lab book-includes terms, sanitation; parts of the plant we eat;	Lab book
Students will go to MyPlate.com and run off a tracking sheet for food consumption and used energy levels. Students will track foods eaten for three days, place in the tracker, and evaluate their eating habits. Students will look at what changes are needed in their diet and life style.	Internet
Health, Safety, and Nutrition Chapter 14 – “Nutrients that Provide Energy” (If time permits)	Textbook, Chapter Review, Case Study and Discussion Questions Chapter Pre-test and Post-test Textbook and Rehearsal Exercises and Activities
Health, Safety, and Nutrition Chapter 15- “ Nutrients that Promote Growth” (If time permits)	Textbook, Chapter Review, Case Study and Discussion Questions Chapter Pre-test and Post-test Textbook and Rehearsal Exercises and Activities
Health, Safety, and Nutrition Chapter 16 –“Nutrients that Regulate Body Functions” (If time permits)	Textbook, Chapter Review, Case Study and Discussion Questions Chapter Pre-test and Post-test Textbook and Rehearsal Exercises and Activities
Health, Safety, and Nutrition Chapter 17 –“Infant Feeding” (If time permits)	Feed infants at CVW Textbook, Chapter Review, Case Study and Discussion Questions Chapter Pre-test and Post-test Textbook and Rehearsal Exercises and Activities
Health, Safety, and Nutrition Chapter 18 –“Toddler and Preschool Feeding” (If time permits)	Textbook, Chapter Review, Case Study and Discussion Questions Chapter Pre-test and Post-test Textbook and Rehearsal Exercises and Activities

# 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 #6:**

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

**Estimated Timeline:** Training will be on going during the semester course.

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

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

**Understandings:**

*Students will understand that:*

- Children need many experiences before they learn appropriate behavior.
- Guidance can be direct (verbal or non-verbal actions) and indirect (layout of the center).
- Effective guidance should maintain children’s self-esteem and produce a desired change in behavior.

**Essential Questions:**

- What is the difference between guidance and discipline?
- What are pro-social behaviors?
- What are different techniques to help guide children in a positive way?
- What classroom management skills contribute to a peaceful, positive environment?
- What is your role in fostering children’s social competence?
- What are positive and negative characteristics of nonverbal and a verbal environment?

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

- Model pro-social behaviors
- Ask open-ended questions
- Interact with the children
- Focus on the children, not other people.
- Get down to the child’s level
- Offer choices when there is a choice
- 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

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

- Use observation to see how children act in certain situations.
- Role-play the direct guidance principles with other Child Care Providers/Teachers before using the principles in the preschool with the children.
- There are specific guidance techniques that can be used in guiding children’s behavior
  - Warning
  - Thinking time
  - I-messages
  - Praising
  - Affirming,
  - Suggesting
  - Prompting
  - Persuading
  - Redirecting
  - Modeling
  - Listening
  - Ignoring
  - Encouraging
  - Active listening
  - Social competence

## Stage 2 – Assessment Evidence

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

- Daily interactions in Preschool classrooms
- Role playing positive guidance techniques with class members

**Key Criteria:** (Rubric)

- Appendix F or G: Teaching A Lesson Plan Rubric
- Role play quiz/activity sheets/case studies

## 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

<b>Learning Activities:</b>	<b>Resources:</b>
CVW “Positive Phrases Used In The Classroom”	CVW Handout and required of all staff
Guiding Children’s Social Development: Theory To Practice Chapter 3 – “Building Positive Relationships Through Nonverbal Communication”	Pre-test/Study Guide Textbook, Class Notes, Discussion Questions and Field assignments Rehearsal exercises in instructor manual White Boards
Guiding Children’s Social Development: Theory To Practice Chapter 4 – “Promoting Children’s Developing Sense of Self Through Verbal Communication”	Pre-test/Study Guide Textbook, Class Notes, Discussion Questions and Field assignments Rehearsal exercises in instructor manual White Boards
Guiding Children’s Social Development: Theory To Practice Chapter 8 – “Supporting Children’s Friendships” (If time allows)	Pre-test/Study Guide Textbook, Class Notes, Discussion Questions and Field assignments Rehearsal exercises in instructor manual White Boards
Guiding Children’s Social Development: Theory To Practice Chapter 10 – “Fostering Self-Discipline in Children: Communicating Expectations and Rules” (If time allows)	Pre-test/Study Guide Textbook, Class Notes, Discussion Questions and Field assignments Rehearsal exercises in instructor manual White Boards
Guiding Children’s Social Development: Theory To Practice Chapter 11 – “Fostering Self-Discipline in Children: Implementing Solutions and Consequences” (If time allows)	Pre-test/Study Guide Textbook, Class Notes, Discussion Questions and Field assignments Rehearsal exercises in instructor manual White Boards
Guiding Children’s Social Development: Theory To Practice Chapter 12 – “Handling Children’s Aggressive Behavior”	Pre-test/Study Guide Textbook, Class Notes, Discussion Questions and Field assignments Rehearsal exercises in instructor manual White Boards

## Occupational Child Care Curriculum Design

Guiding Children's Social Development: Theory To Practice Chapter 13 – “Promoting Prosocial Behavior” (If time allows)	Pre-test/Study Guide Textbook, Class Notes, Discussion Questions and Field assignments Rehearsal exercises in instructor manual White Boards
Working With Young Children Chapter 13 – “ Developing Guidance Skills”	Working With Young Children, Student Activity Guide Review and Reflect Questions
Video “Discipline Styles”	DVD, Notes, Quiz
Working With Young Children Chapter 14 – “Guidance Problems”	Working With Young Children, Student Activity Guide Review and Reflect Questions

# Occupational Child Care Curriculum Design

## Stage 1 – Desired Results:

<p><b>Power Standard 1:</b> Evaluate career opportunities while participating in the operation of a facility for children.</p> <p><b>Power Benchmark/Competency #7:</b> Communicate with families, staff, and peers in a professional ethical manner.</p> <p><b>Estimated Timeline:</b> Training will be on going during the semester course.</p>	<p><b>Place 'X' in square if goal addresses Essential/Content Standard(s).</b></p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr style="background-color: #ffffcc;"> <th>Career</th> <th>Technology</th> <th>Critical Thinking</th> <th>Personal Responsibility</th> <th>Global &amp; Cultural</th> </tr> <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></td> <td></td> <td>X</td> <td>X</td> <td>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><b>Understandings:</b> <i>Students will understand that:</i></p> <ul style="list-style-type: none"> <li>➤ It is in the best interest of the children to have good communication between home and school.</li> <li>➤ Parents need to be informed about their children.</li> <li>➤ Social interactions such as Orientations and Ice Cream Socials build a strong bond between families and Child Care Providers/Teachers</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>➤ Why are calendars very important in communicating with parents?</li> <li>➤ What are the steps in writing up and getting an OUCH REPORT/TO parents?</li> <li>➤ 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?</li> </ul>																				
<p><b>Students will be able to:</b> (<i>i.e. know</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> <li>➤ Create calendars that give parents information.             <ul style="list-style-type: none"> <li>○ Field trips, nutritious snacks, Show and Tell, other</li> </ul> </li> </ul>	<p><b>Students will be able to:</b> (<i>i.e. do</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> <li>➤ Use appropriate procedures when answering the telephone.             <ul style="list-style-type: none"> <li>○ 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.</li> </ul> </li> </ul>																				

## Stage 2 – Assessment Evidence

<p><b>Performance Tasks:</b> (<i>i.e.</i> Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> <li>➤ Classroom interaction</li> <li>➤ Volunteering for CVW morning, afterschool and weekend functions.</li> <li>➤ YMCA Fun Day (voluntary)</li> <li>➤ Afterschool Pep Program(voluntary)</li> <li>➤ Supervise children, help with food service and clean up for events sponsored by PTO and CVW.</li> </ul>	<p><b>Key Criteria:</b> (Rubric)</p> <ul style="list-style-type: none"> <li>➤ Appendix A: Daily Evaluation Rubric</li> <li>➤ Supervisor feedback</li> </ul>
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## Occupational Child Care Curriculum Design

### Stage 3 – Learning Plan:

Communicate with families in a professional manner.

#### Power Benchmark/Competency: #7

Working With Young Children Chapter 31 – “Parent Involvement”	Working With Young Children, Student Activity Guide Review and Reflect Questions
Students bring a classroom letter for parents from each of their CVW rooms, compare and contrast information and format.	CVW Preschool Rooms Newsletters
CVW Special Events-Open House	
PTO Meetings	

# Occupational Child Care Curriculum Design

## Stage 1 – Desired Results:

<p><b>Power Standard 2:</b> Implement developmentally appropriate learning activities for children.</p> <p><b>Power Benchmark/Competency #8:</b> Evaluate and participate in activities while working with children in a variety of settings at CVW.</p> <p><b>Estimated Timeline:</b> Training will be on going during the semester course.</p>	<p><b>Place 'X' in square if goal addresses Essential/Content Standard(s).</b></p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr style="background-color: #ffffcc;"> <th>Career</th> <th>Technology</th> <th>Critical Thinking</th> <th>Personal Responsibility</th> <th>Global &amp; Cultural</th> </tr> <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> </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><b>Understandings:</b> <i>Students will understand that:</i></p> <ul style="list-style-type: none"> <li>➤ There are various types of early childhood programs available to parents and their children.</li> <li>➤ Planning as a team is necessary when sponsoring school wide events. Examples: Read Across America; Father's Breakfast....</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>➤ What competency level has the OCC student achieved in working in the various jobs in their selected CVW room?</li> <li>➤ How will your team create, implement, and evaluate special events for the children at CVW?</li> <li>➤ What must you consider when you are planning special classroom events for specific groups/children in various curriculum areas?</li> </ul>																				
<p><b>Students will be able to:</b> <i>(i.e. know)</i>...(Include vocabulary)</p> <ul style="list-style-type: none"> <li>➤ Design and implement creative activities following the curriculum.</li> </ul>	<p><b>Students will be able to:</b> <i>(i.e. do)</i>...(Include vocabulary)</p> <ul style="list-style-type: none"> <li>➤ Provide early childhood experiences for students.</li> </ul>																				

## Stage 2 – Assessment Evidence

<p><b>Performance Tasks:</b> (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> <li>➤ Develop appropriate lesson plans for each age level and special needs classroom at CVW.</li> <li>➤ Teach and evaluate lesson plans.</li> </ul>	<p><b>Key Criteria:</b> (Rubric)</p> <ul style="list-style-type: none"> <li>➤ Appendix A: Daily Evaluation Rubric</li> <li>➤ Appendix D: Completed lesson plan form</li> <li>➤ Teaching a lesson plan for special needs students</li> <li>➤ Appendix E: Completed evaluation form following teaching</li> <li>➤ Appendix F or G: Teaching a lesson plan rubric</li> <li>➤ Post Test</li> </ul>
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## Occupational Child Care Curriculum Design

### Stage 3 – Learning Plan:

Evaluate and participate in activities while working with children in a variety of settings at CVW.

#### Power Benchmark/Competency: # 8

<b>Learning Activities:</b>	<b>Resources:</b>
Working With Young Children Chapter 3 – “Observing Children: A Tool For Assessment”	Working With Young Children, Student Activity Guide Review and Reflect Questions
Working With Young Children Chapter 2 – “Types of Early Childhood Programs”	Working With Young Children, Student Activity Guide Review and Reflect Questions
Guiding Children’s Social Development: Theory To Practice Chapter 7 – “Enhancing Play”.	Pre-test/Study Guide Textbook, Class Notes, Discussion Questions and Field assignments Rehearsal exercises in instructor manual White Boards
Guiding Children’s Social Development: Theory To Practice Chapter 6 – “Supporting Children in Stressful Situations”	Pre-test/Study Guide Textbook, Class Notes, Discussion Questions and Field assignments Rehearsal exercises in instructor manual White Boards
Video: “Supporting Military Families”	DVD, notes, class discussion
Health, Safety and Nutrition for the Young Child Chapter 11 – “Child Abuse and Neglect”	Pre-test/Study Guide Textbook, Class Notes, Chapter Review, Case Study and Discussion Questions White Boards
Students will develop a lesson plan appropriate for the age and special needs of the classroom by selecting an activity, preparing materials, practicing teaching the activity, and evaluating the activity	The students will be using a variety of resource materials that will include but will not be limited to Lab book, Observation guide, Teacher Resource Guides, and the OCC materials available to students.

# 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 other in all aspects of the preschool.

**Estimated Timeline:** Training will be on going during the semester course.

**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 an early childhood program to run effectively and efficiently.
- Children feel more comfortable and learn more when people in their surroundings cooperate.
- Early Child Care professionals work as a team for the benefit of the children.

**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.
- Know professional rules of teaching conduct.
  - 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 professional 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 center activities for an early childhood classroom at CVW.
- Follow professional rules of teaching conduct.
  - 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 professional that is in charge.
  - Do not gossip or repeat what you thought you heard

## Stage 2 – Assessment Evidence

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

- Working in preschool rooms and OCC room

**Key Criteria:** (Rubric)

- Appendix A: Daily Evaluation Rubric

## Occupational Child Care Curriculum Design

### **Stage 3 – Learning Plan:**

Work cooperatively with other in all aspects of the preschool.

#### **Power Benchmark/Competency: # 9**

<b>Learning Activities:</b>	<b>Resources:</b>
Team Building Class discussion over issues in group participation of a learning environment	Multimedia
Case studies/role playing of classroom situations.	Activity book for Working With Young Children Chapters 13 and 14
Video “Accepting Diversity: Stop the Bullying”	DVD, Notes, Class discussion

# Occupational Child Care Curriculum Design

## Stage 1 – Desired Results:

<p><b>Power Standard 1:</b> Evaluate career opportunities while participating in the operation of a facility for children.</p> <p><b>Power Benchmark/Competency #10:</b> Investigate career options</p> <p><b>Estimated Timeline:</b> Training will be on going during the semester course.</p>	<p><b>Place 'X' in square if goal addresses Essential/Content Standard(s).</b></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 &amp; 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><b>Understandings:</b> <i>Students will understand that:</i></p> <ul style="list-style-type: none"> <li>➤ There are varying levels of education needed for different Early Childhood Careers.</li> <li>➤ There are certain questions that are considered illegal during an interview process, and one should be prepared for how to handle them if ever asked one of them.</li> <li>➤ Job shadows help students experience some of the duties of a career/job.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>➤ What is the interview process?</li> <li>➤ What schools are available in this area to further your education?</li> <li>➤ What are my career goals/interests?</li> </ul>																				
<p><b>Students will be able to:</b> (<i>i.e. know</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> <li>➤ Complete a self-evaluation and consider matching their characteristics with career choices.</li> </ul>	<p><b>Students will be able to:</b> (<i>i.e. do</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> <li>➤ Select a job shadow (voluntary).</li> <li>➤ Evaluate their experience as a job shadow participant.</li> <li>➤ Experience other Early Childhood environments in a variety of age groups, special needs, and other available programs at CVW.</li> </ul>																				

## Stage 2 – Assessment Evidence

<p><b>Performance Tasks:</b> (<i>i.e. Assessment used to determine proficiency on competency</i>)</p> <ul style="list-style-type: none"> <li>➤ Career report</li> </ul>	<p><b>Key Criteria:</b> (Rubric)</p> <ul style="list-style-type: none"> <li>➤ Quiz over job hunting strategies</li> <li>➤ Appendix B: Poster/Power Point Presentation Rubric</li> <li>➤ Appendix C: Oral Presentation Rubric</li> </ul>
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## Occupational Child Care Curriculum Design

<b>Stage 3 – Learning Plan:</b> Investigate career options <b>Power Benchmark/Competency: #10</b>	
<b>Learning Activities:</b>	<b>Resources:</b>
Working With Young Children Chapter 1 – “Career Opportunities in Early Childhood”	Working With Young Children, Student Activity Guide Review and Reflect Questions
Working With Young Children Chapter 32 – “A Career for You in Child Care”	Working With Young Children, Student Activity Guide Review and Reflect Questions
Guest speakers for OCC: There are many professional people in the building that come and talk to the students about their jobs.	AEA specialists, Teachers and Associates, DHS personal, Head Start, and many others.
Job Shadow (voluntary)	Speaker to explain process and find an environment with children that the student is interested in exploring
Tour of Scott Community College to investigate career opportunities	Scott Community College personnel

## Occupational Child Care Curriculum Design

## Daily Evaluation Rubric

Name_____	Date_____	Teacher Signature _____
<b>Exceeds</b>	<b>Meets</b>	<b>Needs</b>
Without prompting: follows classroom procedures and routines/rules for a healthy environment; signs in and out on the Face to Name chart; washes hands when entering the room; dresses appropriately; wears their smock; no gum; works cooperatively with adults and students. 10 points	When told: follows classroom procedures and routines/rules for a healthy environment; signs in and out on the Face to Name chart; washes hands after entering the room; dresses appropriately; wears their smock; removes gum; works cooperatively with adults and students. 7 points	Fails to: follow classroom procedures routines/rules for a healthy environment when asked; sign in and out on the Face to Name chart; wash hands when entering the room; dress appropriately; wear their smock. Chews gum. Has difficulty working cooperatively with adults and students. Circle items not completed. 5 points
Interacts with children in a positive professional manner. Asks questions that make the child think---problem solving and predicting as an example. Demonstrates professional skills and traits. Creates an environment that is non-sexist, multicultural and emotionally safe. 10 points	Interacts with children in a positive manner, but acts like a babysitter/student instead of a teacher. Asks questions and interacts (talks) to children. Needs guidance to act professionally and help to create an environment that is non-sexist, multicultural and emotionally safe. 7 points	Little to no interaction or was disruptive in their interactions with children in the classroom setting. Behaves unprofessionally and has no idea of what a non-sexist, multicultural and emotionally safe environment would look like. 5 points
Student comes in and takes initiative by assessing the needs of the preschool room and placing themselves where they would be most effective for the classroom management. 10 points	Student comes in and asks what the teacher wants them to do and follows through with it. 7 points	Student comes in and asks what the teacher wants them to do and does not follow through with it. Student does not ask for directions. Student completes what the student wants to do, instead of what is needed in the preschool. 5 points
Takes in a learning activity that the student teaches with an introduction, learning and thinking questions, and has a plan for the teacher and children to complete clean-up. <b>Clean-up is finished by OCC student/teacher.</b> 20 points	Student leads an activity that the cooperating teacher provides. 15 points	Student participates in an activity that the teacher leads. 10 points

# Making A Poster/Power Point Rubric - OCC

Student Name: \_\_\_\_\_

Category	<b>Exceeds= 13-15 points</b>	<b>Meets = 9-12 points</b>	<b>Needs = 8 points or less</b>
<b>Required Elements</b>	The poster or power point includes all required elements.	All but 1 of the required elements are included on the poster or power point.	Two or more of the required elements were missing.
<b>Information</b>	All the information presented is accurate, useful and relevant to the theme; the poster or power point conveys all the necessary information.	Information presented is accurate but difficult to follow. The poster or power point conveys most but not all of the required information relating to the theme.	Information presented in the poster or power point is largely inaccurate; important points are missing.
<b>Use of Class Time</b>	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted by others.	Did not use class time to focus on the project OR was distracting to others.
<b>Impact</b>	Poster or power point is compelling; creates interest and response on part of classmates.	Poster or power point holds attention of classmates.	Poster or power point fails to hold classmates' interest.
<b>Content-Accuracy</b>	At least 7 accurate facts are conveyed by the poster or power point.	4-6 accurate facts are conveyed by the poster or power point.	Less than 4 accurate facts are conveyed by the poster or power point.
<b>Layout</b>	The poster or power point is neat, organized, and easy to follow and understand.	The poster or power point can be followed and understood though it may be overcrowded or disorganized.	The poster or power point is poorly organized, poorly constructed, and/or difficult to follow or understand
<b>Mechanics</b>	Capitalization and punctuation are correct throughout the poster.	There are 2 errors in capitalization or punctuation.	There are more than 2 errors in capitalization or punctuation.

# Oral Presentation Rubric - OCC

Student Name: \_\_\_\_\_

Category	<b>Exceeds=18-20 points</b>	<b>Meets=12-17 points</b>	<b>Needs=11 points or less</b>
<b>Are you prepared?</b>	Student is completely prepared and has obviously rehearsed.	The student is prepared but it is clear that rehearsal was lacking.	Student is not prepared to present.
<b>Are you enthusiastic?</b>	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.
<b>Do you speak clearly?</b>	Speaks clearly and distinctly all (95-100%) the time, and mispronounces no words. Can be heard at all times.	Speaks clearly and distinctly (85-94%) of the time. Mispronounces no more than one word. Voice volume drops occasionally.	Often mumbles, says "uh" or "um" frequently, cannot be heard or understood, OR mispronounces more than one word.
<b>Did you use a Poster or Power Point to enhance the presentation? (if required)</b>	Use of poster or power point enhances the educational value of the presentation.	Use of poster or power point supports the presentation of the material.	Use poster or power point omitted, or lacks educational value or detracts from the presentation.
<b>Do you know your topic?</b>	Shows a full understanding of the topic.	Shows a partial understanding of the topic.	Does not seem to understand the topic.

**LESSON PLAN**

**Name:**

**\*Date:**

**Time:**

**Group: (Room Number and Teacher Name)**

**Activity Name:**

**Developmental Goals: (Include Two Goals for Each of the Following Areas of Development: P.I.E.S.)-16 points**

**Learning Objective: (5 Points)**

**Materials Needed: (3 Points)**

**Motivation/Introduction: (4 Points)**

**Procedures: (Three Levels: Start with Simple then Average and then go to Complex)-9 Points**

**Questions You Will Ask to Assess the Students Level of Understanding From Your Procedures: (Two each for Simple, Average, and Complex)-12 Points**

**Closure/Transition: (Clean-up plan. What will you have the children do to assist you.)-5 Points**

## Occupational Child Care Curriculum Design

EVALUATION of the LESSON

Name:

Activity:

Group:

**I. The Activity: Selection and Development--- (3 Points Each Question)**

- A. Explain why the content (concept) was worth knowing?
  
- B. What was your evidence that this activity was developmentally appropriate?
  
- C. Explain how the activity was interesting to the children?
  
- D. Explain how the activity included opportunities for the children to use or “test” their knowledge?
  
- E. What would you suggest as a follow-up experience?

**II. The Children: Responses--- (3 Points Each Question)**

- A. Explain how all the children reached the objective(s)? If not, why not?
  
- B. Were there behavior problems? If so, explain your insight as to what caused them?
  
- C. What could you have done to make the activity more educational and interesting for the children?

**III. The Teacher: Strategies---(4 Points Each Question)**

- A. How did you organize the learning environment?
  
- B. What evidence do you have to show the effectiveness of your teaching strategies in reaching the learning objective?
  
- C. How did you effectively guide or manage the group?
  
- D. How did you introduce the concepts in a stimulating manner?
  
- E. How did you involve the children in the closure of the activity and what did the children do to help clean up the activity?
  
- F. What strategies would you change if you were to repeat this activity?

## OCC Teaching Rubric - First Term or Third Term

CATEGORY	<b>Exceeds = 22- 25 points</b>	<b>Meets = 15-21 points</b>	<b>Needs = 14 points or less</b>
<b>Lesson Plan</b>	90%-100% of the written lesson plan completed according to instructions and content area.	60%-89% of the written lesson plan completed according to instructions and content area.	59% or below of the written lesson plan completed according to instructions and content area.
<b>Areas of Development</b>	The lesson covers the four developmental areas of Physical, Intellectual, Emotional, and Social for ages 2-5.	The lesson covers three of the four developmental areas of Physical, Intellectual, Emotional, and Social for ages 2-5.	The lesson covers two or less of the four developmental areas of Physical, Intellectual, Emotional, and Social for ages 2-5.
<b>Differentiated Learning</b>	The level of learning will start with basic knowledge, move to next level of average application, and then to complex problem solving.	The level of learning will start with basic knowledge, move to next level of average application.	The level of learning will start and stay with basic knowledge.
<b>Questioning for Understanding</b>	Student moves through a minimum of 2 questions in each level of understanding (basic knowledge, application, and complex problem solving).	Student moves through a minimum of 1 question in each level of understanding (basic knowledge, application, and complex problem solving).	Student moves through a minimum of 1 question in two of the three levels of understanding (basic knowledge, application, and complex problem solving).
<b>Organization of Materials and the Environment</b>	Student has an attention getter opening and actively engages in educational conversations with the children. The children are engaged in the activity. Supplies are present and organized.	Student has an introduction opening and actively engages in conversations with the children. 80% of the children are engaged in the activity. Supplies are present and organized.	Student is engaged in conversations with the children. 70% of the children are engaged in the activity. Supplies are present and organized.
<b>Cleanup/Transition</b>	Student assists children in organizing, cleaning, and putting away supplies, equipment, and teaching materials. Student is responsible for the final clean-up completion. The student gives directions and guidance for transitioning to the next activity, before the children start the clean-up.	Student is responsible for the final clean-up completion. The student gives directions and guidance to the children for transitioning to the next activity.	Student needs directions for clean-up and transitions and has to be reminded about responsibility for the final clean-up completion.
<b>Assessment of Learning Activity</b>	Activity is educational and meets the special needs and interests of the children.	Activity is educational but does not meet the special needs of the children.	Activity was not educationally appropriate for the children.

## Occupational Child Care Curriculum Design

<b>Professional Code of Ethics</b>	Student interacts with children, staff, and other students in a respectful, non-discriminatory manner. Student is dressed according to the building dress code standard.	Student interacts with children, staff, and other students in a respectful and non-discriminatory manner when told. Student dress is non-compliant to the building dress code standard.	Student's interactions with children, staff, and other students are disrespectful or discriminatory in manner. Student dress is non-compliant to the building dress code standard.
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## Occupational Child Care Curriculum Design

## OCC Teaching Rubric Term Two and Four

CATEGORY	<b>Exceeds = 22-25 points</b>	<b>Meets = 15-21 points</b>	<b>Needs = 14 points or less</b>
<b>Lesson Plan</b>	95-100% of the written lesson plan completed according to instructions and content area.	70% -94% of the written lesson plan completed according to instructions and content area.	69% or below of the written lesson plan completed according to instructions and content area.
<b>Areas of Development</b>	The lesson covers the four developmental areas of Physical, Intellectual, Emotional, and Social for ages 2-5.	The lesson covers three of the four developmental areas of Physical, Intellectual, Emotional, and Social for ages 2-5.	The lesson covers two or less of the four developmental areas of Physical, Intellectual, Emotional, and Social for ages 2-5.
<b>Differentiated Learning</b>	The level of learning will start with basic knowledge, move to next level of average application, and then to complex problem solving. Focus on higher order thinking skills with the children.	The level of learning will start with basic knowledge, move to next level of average application, and then to a complex problem solving.	The level of learning will start with basic knowledge and move to average application.
<b>Questioning for Understanding</b>	Student moves through a minimum of 4 questions in each level of understanding (basic knowledge, application, and complex problem solving).	Student moves through a minimum of 2 questions in each level of understanding (basic knowledge, application, and complex problem solving).	Student moves through a minimum of 1 question in two of the three levels of understanding (basic knowledge, application, and complex problem solving).
<b>Organization of Materials and the Environment</b>	Student has an attention getter opening and actively engages in educational conversations with the children. The children are engaged in the activity. Supplies are present and organized.	Student has an introduction opening and actively engages in conversations with the children. 80% of the children are engaged in the activity. Supplies are present and organized.	Student is engaged in conversations with the children. 70% of the children are engaged in the activity. Supplies are present and organized.
<b>Cleanup/Transition</b>	Student assists children in organizing, cleaning, and putting away supplies, equipment, and teaching materials. Student is responsible for the final clean-up completion. The student gives directions and guidance for transitioning to the next activity, before the children start the clean-up.	Student is responsible for the final clean-up completion. The student gives directions and guidance to the children for transitioning to the next activity.	Student needs directions for clean-up and transitions and has to be reminded about responsibility for the final clean-up completion.

## Occupational Child Care Curriculum Design

<b>Assessment of Learning Activity</b>	Activity is educational, innovative, and meets the special needs and interests of the children.	Activity is educational but does not meet the special needs and interests of the children.	Activity was not educationally appropriate for the children.
<b>Professional Code of Ethics</b>	Student interacts with children, staff, and other students in a respectful, non-discriminatory manner. Student is dressed according to the building dress code standard.	Student interacts with children, staff, and other students in a respectful and non-discriminatory manner. Student dress is non-compliant to the building dress code standard.	Student's interactions with children, staff, and other students are disrespectful or discriminatory in manner. Student dress is non-compliant to the building dress code standard.