

COMMUNITY UNIT SCHOOL DISTRICT 101

BATAVIA PUBLIC SCHOOLS

Family and Consumer Science

High School—Grades 11-12

Child Care Lab—One Semester

Elective

1. Subject Expectation The student will understand society influences, career opportunities, teacher responsibilities, and successful characteristics of a person who works with young children.

Essential Learning 1 Explain how social and economic changes will increase the need for child care services.

a. Discuss the changes in families, employers' attitudes and education attitudes.

4.1.2

Essential Learning 2 Understand the various career opportunities available in early childhood.

a. Learn about career opportunities in home care, public schools, private schools, and licensing specialists.

4.1.2

b. Learn about career opportunities in the community or as an entrepreneur in the area of early childhood.

4.1.2

Essential Learning 3 Discuss education requirements in the early childhood field.

a. Understand the difference between a CDA, Associates Degree, Bachelors Degree, Masters Degree and Doctorate.

4.1.3

Essential Learning 4 Learn about the teacher's responsibilities.

a. Understand how children grow and develop.

4.3.2

b. Plan a developmentally appropriate curriculum and environment.

4.3.2

c. Learn communication skills, teamwork, time management, lifelong learning skills and how to participate in professional organizations.

4.1.1; 4.1.6

d. Describe and apply the meaning of developmentally appropriate practices as set forth by the National Association for the Education of Young Children.

4.6.2

e. Name and describe state and local requirements for child care as set forth by the Illinois Department of Children and Family Services.

4.6.3

Essential Learning 5 Be aware of the characteristics that make early childhood teachers successful.

a. List and evaluate your own characteristics in relationship to caring for and educating young children.

4.5.3

2. Subject Expectation The student will understand how to promote children’s safety in an early childhood setting.

Essential Learning 1 List objectives for maintaining a safe environment for children.

a. Learn about state requirements for childcare workers in day cares and preschools.

4.6.3

b. Name ways to promote and practice safety in an early childhood program, including fire and tornado safety procedures.

4.4.1; 4.4.3

Essential Learning 2 Learn about the signs of abuse and neglect.

a. Recognize the signs of child abuse and neglect.

4.4.5

b. Discuss how to report suspected cases of abuse or neglect.

4.4.5

Essential Learning 3 Explain types of liability as a child care provider.

a. Learn about the forms and information required by the state for the children and employees at a child care facility.

4.6.3

b. Provide safe indoor and outdoor equipment.

4.4.1

c. Provide proper supervision of children.

4.4.1

d. Provide proper food storage.

4.4.4

e. Understand the privacy law and confidentiality as it relates to children in the child care facility.

4.6.3

3. Subject Expectation The student will learn about various tools for assessment when observing children.

Essential Learning 1 Understand the use of assessments.

a. Learn about the purpose and frequency for assessments.

4.2.2

b. Become aware of the different assessment tools that can be used to chart children's progress.

4.2.2

c. Understand and follow the guidelines for observing children.

4.2.2

4. Subject Expectation Explain the value of planned indoor and outdoor space.

Essential Learning 1 Discuss how trust, independence, initiative and industry in children are affected by the arrangement, selection and display of equipment and materials.

a. Know the basic activity areas in a center, along with the functions of each area.

4.3.5

b. Organize basic activity areas of the classroom and outdoor play yard.

4.3.5

5. Subject Expectation The student will understand children from birth to age two.

Essential Learning 1 Describe the characteristics and areas of development.

a. Understand the difference between an infant, toddler and preschooler.

12.1.1

b. Know terms describing characteristics and areas of development.

12.1.1

Essential Learning 2 Chart the physical development of children in the first two years after birth.

a. Understand the physical changes in size and shape of the infant/child during the first two years.

12.1.1

b. Know the various reflexes that infants utilize during the first few months after birth.

12.1.1

c. Understand the sequence or development for motor skills.

12.1.1

Essential Learning 3 Describe how children develop cognitively in the first two years after birth.

a. Learn about the changes in children’s cognitive development from birth to twenty-four months.

12.1.1; 12.3.2

Essential Learning 4 Explain how children in the first two years after birth develop socially and emotionally.

a. Understand how children differ as a result of temperament.

12.2.1

b. Describe attachment behaviors and their importance.

12.3.1

c. Learn about the changes in children’s social/emotional development from birth to twenty-four months.

12.1.1

6. Subject Expectation The student will understand two and three year old children.

Essential Learning 1 Describe the physical development of two to three year olds.

a. Compare the gross motor skills and fine motor skills of two and three year olds.

12.1.1

b. Understand the self-help skills of two to three year olds.

12.1.1

Essential Learning 2 Describe the social-emotional development of two to three year olds.

a. Compare the social development of a two year old to a three year old.

12.1.1

b. Compare the emotional development of a two year old to a three year old.

12.1.1

Essential Learning 3 Describe the intellectual development of two to three year olds.

a. Learn about language comprehension and expressive language skills of two and three year olds.

12.3.2

b. Become aware of the math skills that can develop in two and three year olds.

12.1.1

Essential Learning 4 Relate how the development of two and three year olds will affect your role as a teacher.

a. Learn techniques that you can use when encountering typical behavior while teaching two and three year olds.

4.2.5

7. Subject Expectation The student will understand four and five year old children.

Essential Learning 1 Describe the physical development of four and five year olds.

a. Compare the gross motor skills and fine motor skills of four and five year olds.

12.1.1

b. Understand the self-help skills of four and five year olds.

12.1.1

Essential Learning 2 Describe the social-emotional development of four and five year olds.

a. Compare the social development of a four year old to a five year old.

12.1.1

b. Compare the emotional development of a four year old to a five year old.

12.1.1

Essential Learning 3 Describe the intellectual development of four and five year olds.

a. Learn about language comprehension and expressive language skills of four and five year olds.

12.3.2

b. Become aware of the math skills that can develop in four and five year olds.

12.1.1

Essential Learning 4 Explain how you as a teacher can plan programs and relate to four and five year olds in developmentally appropriate ways.

a. Learn techniques that you can use when encountering typical behavior while teaching four and five year olds.

4.2.5

8. Subject Expectation The student will understand the physical, cognitive, and social-emotional and moral development of school-age children.

Essential Learning 1 Describe the physical development of school-age children.

a. Learn about the gross motor skills and fine motor skills of school-age children.

12.1.1

b. Understand the patterns of growth for boys and girls during middle childhood.

12.1.1

Essential Learning 2 Summarize the potential health concerns of middle childhood.

a. Describe concerns with hearing, vision, teeth and obesity during middle childhood.

12.1.1

Essential Learning 3 Describe the intellectual development of school-age children.

a. Understand how attention and memory affect cognitive development of children in middle childhood.

12.1.1

b. Distinguish the difference between the various mental operations that children use in middle childhood.

12.1.1

c. Learn about communication skills of children in middle childhood.

12.3.2

- Essential Learning 4 Describe the social-emotional development of school-age children.
- a. Understand the difference between self-concept and self-esteem.
12.2.4
 - b. Note the relationship between school-age children's friendships and activities influence and their social-emotional development.
12.2.2

- Essential Learning 5 Explain moral development during childhood.
- a. Understand how morality develops for young children by using rewards and punishment.
12.1.1
 - b. Understand the progression of moral development until the middle childhood child starts to internalize the rules of conduct.
12.1.1

9. Subject Expectation The student will learn how to plan nutritious meals and snacks for children.

- Essential Learning 1 Understand the goals for a good nutrition program.
- a. Explain the importance of a healthful diet.
9.4.2
 - b. Plan nutritious and appealing meals and snacks for children.
4.4.4

10. Subject Expectation The student will develop guidance skills when working with young children.

- Essential Learning 1 Learn about guidance techniques that are shown through research to build a positive self-concept in the child.
- a. Model behavior that encourages pro-social behaviors.
4.5.1; 4.5.3
 - b. Describe principles of direct and indirect guidance.
4.3.1

- c. Explain and utilize various guidance techniques that can be used effectively with preschool-aged children.
4.5.1; 4.5.4

11. Subject Expectation The student will understand the importance of a daily routine in a child care environment.

Essential Learning 1 Explain the importance of a daily schedule.

- a. Examine how routines, large group activities, small group activities, self-directed activities, meals, snacks and naps affect the daily schedule.
4.2.5

Essential Learning 2 Understand the various routines that happen throughout the day.

- a. Guide children successfully through the daily routines of dressing, undressing, eating, napping, toileting and cleanup.
4.2.5

Essential Learning 3 Be familiar with the use of transitions with young children throughout the day.

- a. Explain the use of transition techniques to move smoothly from one activity to another.
4.2.5

12. Subject Expectation The student will learn how to develop curriculum to meet the developmentally appropriate needs of children in a child care program.

Essential Learning 1 Develop program goals for the child care program.

- a. Determine why curriculum is chosen when making lesson plans.
4.2.5
- b. Determine who will plan the curriculum.
4.3.6
- c. Be aware of content and process-centered curriculum.
4.2.5

Essential Learning 2 Consider various factors when planning the curriculum.

a. Choose the information and themes to be covered in the child care program.

4.3.5; 4.3.6

b. Balance the types of activities, plus consider the children's learning styles and characteristics.

4.3.6

c. Write block plans and/or lesson plans for each unit.

4.3.2; 4.3.3; 4.3.4

d. Evaluate each lesson after completion.

4.2.5

e. Demonstrate effective communication techniques to use with parents.

4.5.4

13. Subject Expectation The student will learn how to guide social studies experiences.

Essential Learning 1 Explain the importance of social studies experiences.

a. Understand and appreciate how other people live.

4.3.3

b. Acquire skills for living.

4.2.5

Essential Learning 2 Describe ways to include social studies into the early childhood curriculum.

a. Guide children in experiences that include multicultural, intergenerational, government, ecology, geography, community living, holiday and current event activities.

4.3.2

14. Subject Expectation The student will know about the various types of early childhood programs available to parents and their children.

Essential Learning 1 Learn about the individual programs.

a. Describe family child care, child care center, Montessori schools, Head Start, kindergarten, school-age child care, parent

cooperatives, and laboratory schools in high school or the college campus.

4.1.4

b. Understand the three types of center sponsorships.

4.1.4

Essential Learning 2 Determining the factors that go into choosing a child care program.

a. Explain the steps that a parent may take in choosing quality child care.

4.6.3; 4.6.5

b. Explaining the purpose of center accreditation.

4.6.5

15. Subject Expectation The student will compare various theories of growth and development.

Essential Learning 1 Determine why we study theories in connection with child development.

a. List reasons to study child development theories.

4.2.1

Essential Learning 2 Develop an understanding of social-emotional development theories.

a. Compare the social-emotional theories of various theorists, such as Erikson and Skinner.

4.2.1

Essential Learning 3 Investigate the different theories of cognitive development.

a. Compare the thinking and learning theories of theorists, such as Piaget, Vygotsky, Montessori and Gardner

4.2.1

b. Examine the affects of aesthetics on intellectual learning.

4.2.1

16. Subject Expectation

The student will investigate various careers and skills relating to a job search.

Essential Learning 1

Compile a portfolio with several career tools to help the student prepare for a future career and job search.

a. Determine the student's individual career goals through the process of self-examination.

1.2.1

b. Complete an application and any other forms necessary to work in an early childhood setting.

1.2.2

c. Write an introductory letter to the off-campus supervising teacher.

1.2.2

d. Ask for a letter of recommendation to be written by an adult the student has worked for that describes the student's work abilities.

1.2.2

e. Compile a current resume.

1.2.2

f. Develop an awareness of the qualities that make up a professional portfolio.

4.1.5

Essential Learning 2

Understand the skills necessary for interviews, along with becoming a valuable employee.

a. Become aware of the employability skills that are important for any job.

1.2.1; 1.2.2; 1.2.3; 1.2.4; 1.2.5; 1.2.6; 1.2.7; 1.2.8

b. List questions to ask during an interview, as well as, questions that can be asked of the interviewee.

1.2.2; 1.2.3

c. Understand the importance of appearance at interviews and in the workplace.

1.2.2

d. Explain the basic interviewing process.

1.2.2

