

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 9-12 CTE/**Unit 5** Exploring the Impact of Child Care Program Models

Course Code: 096826

COURSE INTRODUCTION:

Course Description: Prerequisites are Child Development I or Human Development

This course addresses the development of the child from age 4 through age 8 (grade 3). This course includes the study of professional and ethical issues in child development; child growth and development; child development theories; research and best practices; child health and wellness; teaching and guiding children and special conditions affecting children. Students will solve problems based upon the developmental stages and assess the impact of quality child care on the child, family and society. It is one of the courses specified in the sequence of courses for the following pathways within the Human Services Cluster: Early Childhood Development and Services; Education and Training; and Family and Community Services. It is recommended for any career area with a potential focus on children, e.g. pediatric medicine or dentistry.

Course Rationale:

To improve the quality of life for Missouri's children, performance competencies in the Child Development II course taught in Family and Consumer Sciences Education programs enable students to:

- a) construct meaning pertinent to child care, guidance and supervision;
- b) interact effectively with children;
- c) solve problems based upon the developmental stages;
- d) assess the impact of quality child care on the child, family and society, and
- e) make decisions that support ethics and professionalism in child development careers.

Guiding Principles:

Integrating Processes Of Thinking, Communication, Leadership, and Management In Order To Apply Child Development Knowledge and Skills.

1. Demonstrate components of critical thinking, creative thinking, and reasoning.
2. Evaluate effective communication processes in school, family, career, and community settings.
3. Demonstrate leadership that encourages participation and respect for the ideas, perspectives, and contributions of group members.
4. Apply management, decision-making, and problem solving processes to accomplish tasks and fulfill responsibilities.
5. Examine the interrelationships among thinking, communication, leadership, and management processes to address family, community and workplace issues.
6. Demonstrate fundamentals for college and career success (e.g., strong work ethic, time-management, positive attitude, adaptability/flexibility, stress resilience, accountability, self-discipline, resourcefulness, cooperation, self-assessment).
7. Utilize FCCLA programs and activities to facilitate the growth and development of young children.

Course Essential Questions:

1. How are the physical, social, emotional and cognitive developmental stages interrelated throughout the development of the child?
2. How does a stimulating and safe environment impact the development of the child?
3. What impact does the quality of child care have on the development of the child, family and society?

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UNIT DESCRIPTION: Unit 5: EXPLORING THE IMPACT OF CHILD CARE PROGRAM MODELS Explores different child care program models and how they impact children.			SUGGESTED UNIT TIMELINE: 4 days CLASS PERIOD (min.): 90 minute class			
ESSENTIAL QUESTIONS: 1. How do different child care program models impact a child?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES				CROSSWALK TO STANDARDS		
						CCSS ELA Grade Level
1. Explain the impact of including education as a part of a quality child care program.				W.9-10.9	4.2.5	1
2. Identify how different child care program models affect a child’s development.				WHST.11-12.6 SL.11-12.2	12.2.4	1
ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.) SUMMATIVE ASSESSMENT _Affects of Quality Child Care Programs SUMMATIVE ASSESSMENT _Power Point Presentation Rubric SUMMATIVE ASSESSMENT _Presentation Notes and Summary Students will research one of the six main child care models and create and present a power point presentation on how the program impacts a child’s development.						
*Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above (i.e., Grade Level/Course Title/Course Code, Unit #.)						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
1	1. INSTRUCTIONAL STRATEGY 1_ Teacher will lead the class via a PowerPoint presentation -The Kindergarten Continuum - over the					

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	topic of education in child care programs
2	2. INSTRUCTIONAL STRATEGY 2_ Teacher will review the lesson and create a plan for teaching/reviewing information on Child Care Models - Child Care Model Teacher Notes
1 2	3. INSTRUCTIONAL STRATEGY 3_ Teacher will explain to the students the responsibilities and requirements of the Summative Assessment
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
1	1. INSTRUCTIONAL ACTIVITY 1_ Students will follow along with a teacher led PowerPoint -The Kindergarten Continuum to complete a series of activities related to education in child care programs
2	2. INSTRUCTIONAL ACTIVITY 2 _Students will complete a KWL Chart related to what they know about Quality Child Care
1 2	3. INSTRUCTIONAL ACTIVITY 3 _Students will complete the Summative Assessment
<p>UNIT RESOURCES: (include internet addresses for linking)</p> <p>Article: Crisis in the Kindergarten Classroom, Why Children Need to Play in School http://earlychildhoodcolorado.org/inc/uploads/Crisis_in_Kindergarten.pdf (Accessed January, 17, 2013)</p> <p>CCSS: Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/</p> <p>CCTC: Common Career Technical Core (CCTC), accessed May 17, 2013 from http://www.careertech.org/career-technical-education/cctc/info.html</p> <p>FCS: National Standards for Family and Consumer Sciences Education:, accessed May 30, 2013 from http://www.nasafacs.org/national-standards-home.html</p> <p>Resources@MCCE - FCS KIT 17 - Authentic Assessment, Magna Systems, Inc., BARRINGTON, IL, MAGNA SYSTEMS, INC., 2004. This kit explores the value of assessment in documenting young children’s progress, discusses the various observational methods used to assess young children,</p>	

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and analyze several systems used to organize and collate the data. 3-video set includes: (1)Setting the Stage. 24 minutes. Educators discuss research and theories on the assessment of young children. Recognize how children can be observed within the context of their play and culture. (2)Observation I: The Eyes Have It! 27 minutes. Explore techniques used in pre-school settings to document children's mental growth. (3)Observation II: Making the Connection 27 minutes. Teachers and education coordinators demonstrate the systems they've devised to collate the observational data they gather. Includes workbook.

Resources@MCCE - FCS VIDEO 58 - Child-Centered Curriculum, Magna Systems, Inc., BARRINGTON, IL, MAGNA SYSTEMS, INC., 2002. Follow infant and toddler caregivers and teachers as they plan curriculum in a center-based care environment. Teachers observe each child; then work as a team to develop curriculum for that child. See how the curriculum is closely related to the child, and how it develops from everyday experiences at the center. Teachers show how a child-centered curriculum is meaningful because it stems from the child. 23 minutes.

Resources@MCCE - FCS VIDEO 60 - Promoting Language and Literacy, Magna Systems, Inc., BARRINGTON, IL, MAGNA SYSTEMS, INC., 2003. This video observes the processes skilled caregivers use to listen and respond to the child's communication from nonverbal expressions through use of phrases and sentences. Parents and caregivers share information concerning the child's language and use of signs to enhance the communication both at home and in child care. Caregivers discuss ways to facilitate children who may show language delays and whose home language is different than English. Caregivers demonstrate sharing books in ways meaningful to the child from early infancy on through the second year. To prepare for later literacy, caregivers use pictures and photos and introduce materials for scribbling and representation. 29 minutes.

Resources@MCCE - FCS VIDEO 80 - The First Years Last Forever, I Am Your Child Foundation, LOS ANGELES, CA, I AM YOUR CHILD, 2000. The new research in brain development tells us of the vital importance of the relationship between caregiver and child in the critical first years of life. This video includes information on: bonding and attachment; communication; health and nutrition; discipline; self-esteem; child care; self-awareness. 29 minutes.

Resources@MCCE - FCS 20.0101 C993 - Active Learning for Fours: Active Learning Series, Debby Cryer, Thelma Harms, Adele Ray, PARSIPPANY, NJ, DALE SEYMOUR PUBLICATIONS, 1996. Activities to do with small children. Gives ideas on planning environments for children at the ages of 48 months through 60 months old. Activities include listening and talking skills; physical development, creativity, and learning.

Resources@MCCE - FCS 20.0105 C766.7 - Today's Life Skills: Unit 7-Parenting & Child Care Skills, The Curriculum Center for Family & Consumer Sciences, LUBBOCK, TX, THE CURRICULUM CENTER FOR FAMILY & CONSUMER SCIENCES, 2007. This resource is based on a research project to identify critical life skills needed by students. This self-contained module can be taught in any sequence and incorporated into a variety of courses. Module contains a teacher text, suggested teaching strategies, learning activities and answers. Materials are in loose-leaf form.

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Teaching aids in PowerPoint format are available on FCS CD ROM 30 which must be requested separately.

Resources@MCCE - FCS 20.0200 H433 - Working with Young Children, Judy Herr, IL, GOODHEART-WILLCOX CO., INC., 1998. Working with Young Children focuses on the application of child development principles to the care of children in group settings. Introduce your students to the fast-growing field of child care services, and help them learn the necessary skills. This popular text features an inviting, colorful format and many new illustrations.

Resources@MCCE - FCS 20.0200 H433A - Working with Young Children-Teacher's Resource Guide, Judy Herr, IL, THE GOODHEART-WILLCOX CO., INC., 1998. Working with Young Children focuses on the application of child development principles to the care of children in group settings. Introduce your students to the fast-growing field of child care services, and help them learn the necessary skills. This popular text features an inviting, colorful format and many new illustrations.

Resources@MCCE - FCS 20.0200 H433D - Working with Young Children-The Observation Guide, Judy Herr, IL, THE GOODHEART-WILLCOX CO., INC., 1998. Working with Young Children focuses on the application of child development principles to the care of children in group settings. Introduce your students to the fast-growing field of child care services, and help them learn the necessary skills. This popular text features an inviting, colorful format and many new illustrations.