

Fair Lawn

Public Schools

Fair Lawn, NJ

**Child
Care**

Adopted August

2015

**Revised August 2015
Developed August 2013**

The Child Care course is aligned with the Grade 9-12 Career and Technical Education Common Core State Standards and prepares students who are interested in the field of education.

Child Care

Fair Lawn School District

Committee Credits

Child Care

Jennifer Bell, Teacher

Lauren Gimon, Supervisor

Summer 2015

Child Care

I. Course Synopsis

The Child Care course is designed to prepare high school seniors for a career in education, or a related profession that involves the ability to work with young children. This course includes the study of child growth and development, techniques in child guidance, preschool education management, preschool curriculum and lesson planning, and related career options. Students will also explore how to integrate technology into a preschool classroom, and how to positively interact with parents. Additionally, students will create a teaching portfolio, showcasing their exemplary work and reflection of their performance and growth throughout the year.

II. Philosophy & Rationale

The purpose of this course is to provide students training and opportunity to meet the challenge and responsibility of teaching and guiding young children. Students will learn how to guide children in their physical, social, emotional and intellectual growth, either as a primary provider or professionally. Students will gain hands-on experience by planning and implementing developmentally appropriate lessons for preschoolers. They will also be provided with opportunities to self-evaluate and reflect upon their performance as a teacher.

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

Mission: *21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.*

Vision: To integrate 21st Century life and career skills across the K-12 curriculum and in Career and Technical Education (CTE) programs to foster a population that:

- Continually self-reflects and seeks to improve the essential life and career practices that lead to success.
- Uses effective communication and collaboration skills and resources to interact with a global society.
- Is financially literate and financially responsible at home and in the broader community.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.
- Seeks to attain skill and content mastery to achieve success in a chosen career path.

III. Scope & Sequence

Unit 1: Child Growth and Development

- Studying Children
- Pregnancy and Childbirth
- The Baby's First Year
- Physical Development: Birth – Five Years
- Cognitive Development: Birth – Five Years
- Social and Emotional Development: Birth – Five Years
- Moral Development: Ages Four – Six Years

Unit 2: Characteristics of a Successful Teacher

- Traits that an effective teacher should possess
- Designing a teaching portfolio
- Responsibilities of a preschool educator
- Developing a positive rapport with parents

Unit 3: Developing and Implementing Lesson Plans for the Preschool Classroom

- Applying principles of child growth and development in the preschool classroom
- Appropriate communication with preschool students
- Create and write appropriate lesson plans for preschool students
- Questioning in the preschool classroom
- Preparing and implementing lessons
- Evaluating and critiquing personal teaching style
- Integrating technology into lessons
- Common Core Standards for Preschool
- Importance of centers in a preschool classroom
- Children's Literature
- Art in the classroom
- Literacy, math, science and social studies concepts for the preschool student
- Differentiation
- Involving the community

Unit 4: Creating a Safe and Healthy Learning Environment

- Formulating a set of rules and guidelines for a preschool classroom
- Importance of indoor and outdoor space
- Medical exams and immunizations necessary for entrance into preschool
- Students' individual medical needs
- Safety in the classroom
- Healthy nutrition for young children

Unit 5: Guiding Children with Special Needs

Identifying and working with children with special needs

Needs of a gifted child

Integrating children with special needs into a typical program

IEPs and 504 plans

IDEA Law

Least restrictive environment

Unit 6: Child Care Careers and Current Topics in Education

Various careers that involve children

Discuss current topics in education

IV. Unit Descriptions

Unit 1: Child Growth and Development

Enduring Understandings

Students will have an understanding of:

1. The importance of childhood to their development.
2. Developmental milestones during various stages of pregnancy and the baby's first year.
3. Physical, cognitive, and social growth and development changes through age 5.
4. Moral growth and development from ages 4-6.

Essential Questions

1. What are the benefits of studying child growth and development?
2. Why is it important to be aware of major growth and development changes during pregnancy and the baby's first year?
3. What are the major milestones of a baby's first year?
4. What are factors that contribute to a child's physical, cognitive and social development?
5. How can a caregiver help children to develop positive social and emotional responses?

Learning Objectives

Student will be able to:

1. Identify and give examples of the characteristics of child development
2. Summarize the benefits of studying children
3. List factors that affect brain development
4. Identify and explain what occurs during each of the three stages of prenatal development
5. Describe stages of childbirth and procedures immediately following childbirth
6. Describe how a typical baby grows during the first year
7. Analyze nature vs. nurture as it relates to a baby's first year
8. Describe the difference between gross motor skills and fine motor skills
9. Analyze the physical growth and development of a newborn through age 5
10. Analyze the cognitive growth and development of a newborn through age 5
11. Identify the noted theorists of cognitive development
12. Analyze the social and emotional growth and development of a newborn through age 5
13. Identify common behavioral problems and effective methods of dealing with them
14. Identify the factors that may influence the moral development of a child

Suggested Activities/Modifications

1. Activities
 - a. Readings
 - Textbook
 - Articles
 - a. Class discussions

- b. Observations
 - c. Group dynamics activities
 - d. Videos
2. English Language Learners
 - a. Provide notes
 - b. Extended time to complete assignment
 - c. Peer helper in class
3. Special Education/504 Students
 - a. Provide notes
 - b. Extended time to complete assignment
 - c. Peer helper in class
4. Gifted and Talented
 - a. Use of higher level questioning techniques
 - b. Provide assessments with higher level thinking

New Jersey Core Curriculum Standards – Technology

- See Technology & Career Readiness & 21st Century Skills Standards Curriculum Appendix

Career Readiness Practices

- CRP 8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.

NJCCS Standard 9.2 – Career Awareness, Exploration, and Preparation

- 9.2.12. C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

NJCCS 2.4 Human Relationships and Sexuality

- 2.4.12.C.1 – Compare embryonic growth and fetal development in a single and multiple pregnancies, including the incidence of complications and infant mortality
- 2.4.12.C.5 – Evaluate parenting strategies used at various stages of child development based on valid sources of information
- 2.4.12.C.7 – Analyze factors that affect the decision to become a parent

Unit 2: Characteristics of a Successful Teacher

Enduring Understanding

Students will have an understanding of:

1. The traits of an effective, successful teacher
2. The responsibilities of a preschool educator
3. The importance of a teaching portfolio
4. The importance of building a positive rapport with students and their parents

Essential Questions

1. What is a portfolio?
2. How is a portfolio an important record of accomplishments and skills?
3. What makes a teacher effective and successful?
4. What responsibilities does a preschool educator have inside and outside of the classroom?
5. What is parent/teacher communication important in a preschool setting?

Learning Objectives

Students will be able to:

1. Prepare and present a personal teaching portfolio
2. Compile a resume
3. Examine a list of personal and professional goals
4. Develop a personal philosophy of teaching
5. Compare and contrast what makes a teacher successful or unsuccessful
6. Describe the traits that an effective and successful teacher possess
7. Determine effective teaching practices in a preschool classroom
8. Identify the various responsibilities of a preschool teacher
9. Describe the advantages and disadvantages of involving parents in a classroom
10. Describe positive ways to communicate sensitive topics with parents

Suggested Activities/Modifications

1. Activities
 - a. Readings
 - Textbook
 - Articles
 - b. Class discussions
 - c. Observations of teachers
 - d. Interview teachers
 - e. Interview parents
 - f. Videos
2. English Language Learners
 - a. Provide notes
 - b. Extended time to complete assignment
 - c. Peer helper in class
3. Special Education/504 Students
 - a. Provide notes
 - b. Extended time to complete assignment
 - c. Peer helper in class
4. Gifted and Talented
 - a. Use of higher level questioning techniques

- b. Provide assessments with higher level thinking

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Career Readiness Practices

- CRP1. Act as a responsible and contributing citizen and employee.
They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP9. Model integrity, ethical leadership, and effective management.
- CRP10. Plan education and career paths aligned to personal goals.

NJCCS Standard 9.2 – Career Awareness, Exploration, and Preparation

- 9.2.12.C.1 Review career goals and determine steps necessary for attainment.
- 9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.
- 9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
- 9.2.12.C.9 Analyze the correlation between personal and financial behavior and employability.

NJCCS 9.3 – Career and Technical Education

- 9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
- 9.3.12.ED.8 Demonstrate ethical and legal behavior within and outside of education and training settings.
- 9.3.21.ED.9 Describe state-specific professional development requirements to maintain employment and to advance in an education and training career.
- 9.3.12.ED.10 Apply organizational skills and logic to enhance professional education and training practice.

Unit 3: Developing and Implementing Lesson Plans for the Preschool Classroom

Enduring Understanding

Students will have an understanding of:

1. How to apply principles of child growth and development in the preschool classroom

2. The importance of planning, developing, and implementing a lesson
3. The importance of self-evaluation and reflection
4. How to integrate technology into a preschool classroom

Essential Questions

1. Why are principles of child growth and development important for effective learning in a preschool classroom?
2. What are factors to consider when lesson or curriculum planning?
3. What are the main components for an effective lesson plan?
4. Why is self-evaluation and reflection an importance aspect of teaching?
5. How can teachers effectively integrate technology at the preschool level?

Learning Objectives

Students will be able to:

1. Create, write, and implement appropriate lesson plans for preschool children
2. Self-evaluate and self-critique their teaching practices
3. Identify various factors to consider while planning preschool lessons
4. Practice appropriate communication and questioning for a preschool student
5. Explain the importance of transitioning to a new activity in the preschool classroom
6. List pros and cons of technology in a preschooler's development
7. Integrate appropriate technology into lesson
8. Explain how art, writing, literature, math, science and social studies will promote physical, social, emotional, and cognitive growth
9. Define the importance of centers in a preschool classroom
10. Plan and develop centers for instructional time
11. Align lesson to the preschool standards (Common Core)
12. Plan lessons/experiences that involve figures of the community (police officers, fire fighters, mayor, principal, etc)

Suggested Activities/Modifications

1. Activities
 - a. Readings
 - Textbook
 - Articles
 - b. Class discussions
 - c. Observations of teachers
 - d. Development of lesson plans
 - e. Study of Common Core Standards
 - f. Exploring technology available for preschoolers
 - g. Model lessons with peers
 - h. Videos
2. English Language Learners
 - a. Provide notes

- b. Extended time to complete assignment
 - c. Peer helper in class
3. Special Education/504 Students
 - a. Provide notes
 - b. Extended time to complete assignment
 - c. Peer helper in class
4. Gifted and Talented
 - a. Use of higher level questioning techniques
 - b. Provide assessments with higher level thinking

New Jersey Core Curriculum Standards – Technology

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Career Readiness Practices

- CRP2. Apply appropriate academic and technical skills.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

NJCCS 9.3 – Career and Technical Education

- 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
- 9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.
- 9.3.12.ED.10 Apply organizational skills and logic to enhance professional education and training practice.
- 9.3.12.ED.11 Demonstrate group management skills that enhance professional education and training practice.
- 9.3.12.ED-ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture.
- 9.3.12.ED-ADM.3 Create instructional programs to meet the learning organization's objectives.
- 9.3.12.ED-ADM.4 Identify instructional practices that meet the learning organization's objectives.
- 9.3.12.ED-ADM.7 Plan strategically to meet the learning organization's objectives.
- 9.3.12.ED-ADM.8 Apply internal and external resources to meet the learning organization's objectives and learner needs.
- 9.3.12.ED-PS.1 Identify strategies, techniques and tools used to determine the needs of diverse learners.
- 9.3.12.ED-PS.2 Implement methods to enhance learner success.
- 9.3.12.ED-PS.3 Identify resources and support services to meet learners' needs.

- 9.3.12.ED-PS.4 Identify resources and support services available in the learning organization to enhance the learning environment.
- 9.3.12.ED-TT.2 Employ knowledge of learning and developmental theory to describe individual learners.
- 9.3.12.ED-TT.3 Use content knowledge and skills of instruction to develop standards-based goals and assessments.
- 9.3.12.ED-TT.4 Identify materials and resources needed to support instructional plans.
- 9.3.12.ED-TT.7 Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures.
- 9.3.12.ED-TT.8 Demonstrate flexibility and adaptability in instructional planning.
- 9.3.12.ED-TT.9 Utilize assessment and evaluation tools and data to advance learner achievement and adjust instructional plans.
- 9.3.12.ED-TT.10 Evaluate teaching and training performance indicators to determine and improve effectiveness of instructional practices and professional development.

Unit 4: Creating a Safe and Healthy Learning Environment

Enduring Understanding

Students will have an understanding of:

1. The importance of the development of a safe and healthy learning environment
2. How to develop and create a safe and healthy classroom for preschoolers
3. The importance of learning students' individual medical needs
4. How to promote a healthy lifestyle for children by making good nutritional choices

Essential Questions

1. Why are administrative procedures necessary for an effective preschool program?
2. What guidelines should be in place in a preschool classroom to promote a safe and healthy place to learn?
3. How can healthy nutritional choices benefit a preschooler?

Learning Objectives

Students will be able to:

1. Explain the value of safety guidelines in a classroom
2. Construct a floor plan for a classroom and an outdoor area that promotes learning and safety
3. Formulate a set of classroom rules appropriate for a preschool setting
4. Explain the importance of preadmission medical exam and immunizations
5. Identify the importance of knowing the individual medical needs of each student
6. Compare and contrast safety factors of various toys and play equipment
7. Analyze how organization in a classroom promotes safety
8. Explain the effects of a child's diet on their physical, social, emotional, and cognitive growth
9. Develop goals for a good nutritional program for preschool students

Suggested Activities/Modifications

1. Activities
 - a. Readings
 - Textbook
 - Articles
 - b. Class discussions
 - c. Observations of teachers
 - d. Design a floor plans for a classroom and outdoor space
 - e. Interview with school nurse or doctor about safety
 - f. Compare and contract various preschool preadmission requirements
 - g. Research various toys and play equipment for children
 - h. Research how healthy and unhealthy foods affect children
 - i. Videos
2. English Language Learners
 - a. Provide notes
 - b. Extended time to complete assignment
 - c. Peer helper in class
3. Special Education/504 Students
 - a. Provide notes
 - b. Extended time to complete assignment
 - c. Peer helper in class
4. Gifted and Talented
 - a. Use of higher level questioning techniques
 - b. Provide assessments with higher level thinking

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Career Readiness Practices

- CRP2. Apply appropriate academic and technical skills.
- CRP6. Demonstrate creativity and innovation.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

NJCCS 9.3 – Career and Technical Education

- 9.3.12.ED.4 Evaluate and manage risks to safety, health and the environment in education and training settings.
- 9.3.12.ED.6 Analyze ethical and legal policies of professional education and training practice.

- 9.3.12.ED.10 Apply organizational skills and logic to enhance professional education and training practice.
- 9.3.12.ED-ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture.
- 9.3.12.ED-ADM.7 Plan strategically to meet the learning organization’s objectives.
- 9.3.12.ED-PS.2 Implement methods to enhance learner success.
- 9.3.12.ED-PS.3 Identify resources and support services to meet learners’ needs.
- 9.3.12.ED-PS.4 Identify resources and support services available in the learning organization to enhance the learning environment.
- 9.3.12.ED-TT.5 Establish a positive climate to promote learning.

Unit 5: Guiding Children with Special Needs

Enduring Understanding

Students will have an understanding of:

1. The teacher’s role when working with children with special needs
2. The laws in place specifically for working with children with special needs
3. How to integrate children with special needs into a typical classroom
4. What the least restrictive environment is a for a child with special needs

Essential Questions:

1. What is the role of the teacher when working with children with special needs?
2. What are the laws regarding the education of children with special needs?
3. How do educators identify children with special needs, specifically in a preschool setting?
4. How can teachers effectively integrate children with special needs into a typical classroom?

Learning Objectives

Students will be able to:

1. Describe methods for identifying and working with children with special needs in a preschool setting
2. Explain the needs of a gifted child and how their needs can be met in a typical classroom
3. Describe methods of integrating children with special needs into a typical classroom
4. Define and differentiate between IEPs and 504 plans
5. Discuss the basic concept of the IDEA law
6. Identify levels of participation to determine the least restrictive environment for a particular student
7. Discuss various physical, cognitive, and social/emotional disabilities that may occur in a preschool classroom

Suggested Activities/Modifications

1. Activities
 - a. Readings
 - Textbook
 - Articles
 - b. Class discussions
 - c. Observations of students
 - d. Interview teachers of children with special needs
 - e. Observation of inclusion classrooms
 - f. List challenges of working with children with special needs
 - g. Research different laws
 - h. Videos
2. English Language Learners
 - a. Provide notes
 - b. Extended time to complete assignment
 - c. Peer helper in class
3. Special Education/504 Students
 - a. Provide notes
 - b. Extended time to complete assignment
 - c. Peer helper in class
4. Gifted and Talented
 - a. Use of higher level questioning techniques
 - b. Provide assessments with higher level thinking

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Career Readiness Practices

- CRP2. Apply appropriate academic and technical skills.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP11. Use technology to enhance productivity.

NJCCS Standard 9.2 – Career Awareness, Exploration, and Preparation

- 9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
- 9.2.12.C.8 Assess the impact of litigation and court decisions on employment laws and practices.

NJCCS 9.3 – Career and Technical Education

- 9.3.12.ED.4 Evaluate and manage risks to safety, health and the environment in education and training settings.
- 9.3.12.ED.6 Analyze ethical and legal policies of professional education and training practice.

- 9.3.12.ED.7 Explain legal rights that apply to individuals and practitioners within education and training settings.
- 9.3.12.ED.8 Demonstrate ethical and legal behavior within and outside of education and training settings.
- 9.3.12.ED-ADM.1 Use research-based practices to develop, communicate and enlist support for a vision of success for all learners.
- 9.3.12.ED-ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture.
- 9.3.12.ED-ADM.3 Create instructional programs to meet the learning organization’s objectives.
- 9.3.12.ED-ADM.7 Plan strategically to meet the learning organization’s objectives.
- 9.3.12.ED-PS.1 Identify strategies, techniques and tools used to determine the needs of diverse learners.
- 9.3.12.ED-PS.2 Implement methods to enhance learner success.
- 9.3.12.ED-PS.3 Identify resources and support services to meet learners’ needs.
- 9.3.12.ED-PS.4 Identify resources and support services available in the learning organization to enhance the learning environment.
- 9.3.12.ED-TT.2 Employ knowledge of learning and developmental theory to describe individual learners.
- 9.3.12.ED-TT.8 Demonstrate flexibility and adaptability in instructional planning.

Unit 6: Child Care Careers and Current Topics in Education

Enduring Understanding

Students will have an understanding of:

1. The many career options that involve working with children
2. How the world of education is constantly updating and changing
3. The “hot topics” in education

Essential Questions

1. What careers, besides teaching, involve working with children?
2. Why is it important for teachers to stay up to date on the changes in education?

Learning Objectives

Students will be able to:

1. Identify careers that involve working with children
2. Explain how knowledge of child growth and development will help in future careers
3. Explain why the education standards are constantly changing
4. Identify some of the “hot topics” or trends in education

Suggested Activities/Modifications

1. Activities

- a. Readings
 - Textbook
 - Articles
 - b. Class discussions
 - c. Interview teachers about trends in education
 - d. Research various child care careers
 - e. Videos
2. English Language Learners
 - a. Provide notes
 - b. Extended time to complete assignment
 - c. Peer helper in class
 3. Special Education/504 Students
 - a. Provide notes
 - b. Extended time to complete assignment
 - c. Peer helper in class
 4. Gifted and Talented
 - a. Use of higher level questioning techniques
 - b. Provide assessments with higher level thinking

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Career Readiness Practices

- CRP2. Apply appropriate academic and technical skills.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

NJCCS Standard 9.2 – Career Awareness, Exploration, and Preparation

- 9.2.12.C.1 Review career goals and determine steps necessary for attainment.
- 9.2.12.C.3 Identify transferable career skills and design alternate career plans.
- 9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
- 9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
- 9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

NJCCS 9.3 – Career and Technical Education

- 9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.

V. Course Materials

Textbook:

- Working with Young Children, by Dr. Judy Herr, 2002

Workbook:

- Working with Young Children, by Dr. Judy Herr, 2002

Online Resources:

- YouTube
- Various websites geared towards preschool education
- Websites featuring articles that are relevant to education and/or child growth and development
- Teacher Channel
- TED Talks

Children's Literature:

- Texts in the child care collection of picture books featuring a variety of topics

VI. Assessments

- Quizzes
- Tests
- Midterm/Final
- Teaching Portfolio
- Preschool Graduation
- Lesson Plans
- Observation of Teaching
- Post Observation Discussions
- Elementary School Visit
- Classroom Environment/Bulletin Boards
- Egg Baby Project
- Journals/Reflections

VII. Cross Curricular Aspects

The Child Care course provides a variety of opportunities to work cross curricular with other subjects at Fair Lawn High School. Some examples of this could be:

- Working with FLHS music students and teachers to provide music education for the preschoolers
- Inviting foreign language students and teachers into the preschool classroom to expose children to Spanish, French, or Chinese

- Visiting the physical education classes and participating in various physical activities with the FLHS physical education teachers and students
- Inviting FLHS art teachers and students into the preschool classroom to facilitate an art project or expose children to art education
- Working with the Bridges II students and teachers to expose children to other children with special needs