

# CURRICULUM COURSE OUTLINE

Course Name(s):	<b>Assistant Child Care Teacher</b>
Grade(s):	<b>11 - 12</b>
Department:	<b>Family and Consumer Sciences Education</b>
Course Length:	<b>Semester</b>
Pre-requisite:	<b>none</b>

**Textbook/Key Resource:**

Working with Young Children by Judy Herr, ISBN 1-56637-822-2, The Goodheart-Willcox Company, Inc. 2002

**Course Description:**

Students will learn about working with children. Topics to be explored include child care services and center environments, child development, guidance techniques, classroom activities, safety, health, first aid, meals and snacks. Field trips to community sites allow students opportunity to acquire job entry level skills. Students will become certified as an Assistant Child Care Teacher if all requirements are met and are able to be employed by some child care sites in Shawano. Technical colleges that offer child care teacher programs grant advanced standing credit.

**Standards:** National Standards for Family and Consumer Sciences Education

<b>Unit 1: Child Care Programs</b>	<b>Unit Length:</b> 1 week
<b>Students will know:</b> - types of child care programs - staff positions within child care programs	<b>Students will be able to:</b> - read and interpret Wisconsin child care guidelines - differentiate between child care programs - identify staff positions within child care programs
<b>Standard(s):</b> Education and Early Childhood - 4.1	

<b>Unit 2 : Child Care Center Space, Equipment, and Schedules</b>	<b>Unit Length:</b> 2 weeks
<b>Students will know:</b> - Variables influencing room arrangements in classroom settings at child care centers - Impact that licensing has on child care center space and schedules - components of a daily schedule	<b>Students will be able to:</b> - list equipment and supplies needed for infants, toddlers, and mixed groups of children ages 2 1/2 years to 5 years - describe the importance of safety in planning physical space of child care centers - discuss room arrangements of each classroom area in child care centers - read and intrepret licensing guidelines related to daily schedules -plan daily schedules
<b>Standard(s):</b> Education and Early Childhood - 4.3 and 4.4	

<b>Unit 3: Child Development, Observation and Assessments</b>	<b>Unit Length: 3 weeks</b>
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>- variables influencing child development</li> <li>- differences between and interrelationships among cognitive, social, emotional and physical development</li> <li>- critical windows in child development and their influence on brain development</li> <li>- types of assessments used in child care settings</li> <li>- guidelines for observing children</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- describe how the first three years of life affect brain development</li> <li>- describe physical, emotional, social and cognitive development and inter-relationships</li> <li>- give examples of physical, emotional, social and cognitive development for infants, toddlers, preschoolers and school-aged children</li> <li>- list purposes of assessments</li> <li>- contrast initial assessment and ongoing assessment</li> <li>- list advantages and disadvantages of various assessment tools</li> <li>- summarize guidelines for observing children</li> </ul>
<b>Standard(s):</b> Education and Early Childhood - 4.2	

<b>Unit 4: Health, Safety and Nutrition</b>	<b>Unit Length: 3 weeks</b>
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>- sanitation practices followed in a child care setting</li> <li>- emergency procedures to keep children safe</li> <li>- variables influencing a safe child care environment</li> <li>- types of foods in each food group and their nutritional value</li> <li>- components of healthy nutrition for children</li> <li>- proper food handling techniques</li> <li>- food safety practices</li> <li>- types of child abuse</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- describe how to keep a child care setting sanitary</li> <li>- identify components of health reports used in the child care setting</li> <li>- describe guidelines for promoting children's safety</li> <li>- outline procedures for various emergency situations</li> <li>- identify examples of foods from each food group</li> <li>- identify nutrients of foods in foods groups and describe how they affect growth and development in children</li> <li>- describe proper food handling techniques and food safety practices</li> <li>- plan nutritious meals and snacks for children</li> <li>- list types of child abuse and neglect</li> <li>- recognize the signs of child abuse</li> <li>- explain types of liability as a child care provider</li> </ul>
<b>Standard(s):</b> Education and Early Childhood - 4.4	

<b>Unit 5 : Guiding and Teaching Young Children</b>	<b>Unit Length: 7 weeks</b>
<b>Students will know:</b> <ul style="list-style-type: none"> <li>- how age appropriate curriculum affects child development</li> <li>- various techniques used for effective guidance</li> <li>- how guidance affects self-concept</li> </ul>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>- develop age appropriate curriculum activities related to the four developmental areas and teach them to young children</li> <li>- identify interaction techniques</li> <li>- identify supervision techniques</li> <li>- describe principles of direct and indirect guidance</li> <li>- explain various techniques for effective guidance</li> <li>- guide children as they learn appropriate behavior</li> <li>- summarize ways to promote a positive self-concept in each child</li> </ul>
<b>Standard(s):</b> Education and Early Childhood - 4.3 and 4.5	

<b>Unit 6 : Relationships within the Child Care Setting</b>	<b>Unit Length: 2 weeks</b>
<b>Students will know:</b> <ul style="list-style-type: none"> <li>- how communication skills affect teacher/child/parent relationships</li> <li>- relationship between job stress and burnouts</li> </ul>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>- demonstrate types of communication skill-</li> <li>- outline symptoms of stress/burnout</li> <li>- identify stressors and management techniques</li> </ul>
<b>Standard(s):</b> Education and Early Childhood - 4.5	