

HOPATCONG BOROUGH SCHOOLS

FAMILY & CONSUMER SCIENCES

CHILD CARE / PARENTING

GRADES 11-12 (elective subject)
(5 credits)

JULY 2008

CHILD CARE / PARENTING
2008

COURSE DESCRIPTION:

This course is designed to help students understand children and to provide them with good quality care. It is important for one who cares for children, whether in the home as parents or as workers in a child-related occupation, to have knowledge of a child's growth and development in order to provide for them effectively. The Hopatcong High School Child Care Center provides students with the opportunity of working with children and applying classroom theories to practical use. The students will plan lessons and teach preschoolers, on a rotating basis, three days a week from October to June. There will also be regular textbook assignments. It is important that students realize that this is a serious class that can be both a lot of fun and a lot of work. We do not simply "play" with the preschoolers – we teach them and help them to be ready for kindergarten.

CORE CURRICULUM CONTENT STANDARDS:

The following standards set by the New Jersey Department of Education are addressed throughout this course. (Specific standards for each section are indicated within the course outline, which is included in this document.)

Visual & Performing Arts:

- 1.0 All students will acquire knowledge and skills that increase aesthetic awareness in dance, music, theater, and visual arts.
- 1.2 All students will refine perceptual, physical and technical skills through creating dance, music, theater, and /or visual arts.
- 1.3 All students will utilize arts elements and arts media to produce artistic products and performances.
- 1.4 All students will demonstrate knowledge of the process of critique.
- 1.5 All students will identify the various historical, social, and cultural influences and traditions which have generated artistic accomplishments throughout the ages and will continue to shape contemporary arts.

1.6 All students will develop design skills for planning form and function of space, structures, objects, sound and, events.

Comprehensive Health & Physical Education:

2.1 All students will learn health promotion and disease prevention concepts and health-enhancing behaviors.

2.2 All students will learn health-enhancing personal, interpersonal, and life skills.

2.3 All students will learn the physical, mental, emotional, and social effects of the use and abuse of alcohol, tobacco, and other drugs.

2.4 All students will learn the biological, social, cultural, and psychological aspects of human sexuality and family life.

2.5 All students will learn and apply movement concepts and skills that foster participation in physical activities throughout life.

2.6 All students will learn and apply health related fitness concepts.

Language Arts & Literacy:

3.1 All students will speak for a variety of real purposes.

3.2 All students will listen actively in a variety of situations to information from a variety of sources.

3.5 All students will view, understand, and use nontextual visual information.

Mathematics:

4.1 All students will develop the ability to pose and solve mathematical problems in mathematics, other disciplines, and everyday experiences.

4.2 All students will communicate mathematically through written, oral, symbolic, and visual forms of expression.

4.4 All students will develop reasoning ability and will become self-reliant, independent, mathematical thinkers.

4.7 All students will develop spatial sense and an ability to use geometric properties and relationships to solve problems in mathematics and in everyday life

4.10 All students will use a variety of estimation strategies and recognize situations in which estimation is appropriate.

4.11 All students will develop an understanding of patterns, relationships, and functioning and will use them to represent and explain real-world phenomena.

Science:

- 5.1 All students will learn to identify systems of interacting components and understand how their interactions combine to produce the overall behavior of the system.
- 5.2 All students will develop problem solving, decision making, and inquiry skills, reflecting by formulating usable questions and hypotheses, planning experiments, conducting systematic observations, interpreting and analyzing data, drawing conclusions, and communicating results.
- 5.6 All students gain an understanding of the structure, characteristics, and basic needs of organisms.
- 5.7 All students will investigate the diversity of life.
- 5.8 All students will gain an understanding of the structure and behavior of matter.
- 5.12 All students will develop an understanding of the environment as a system of interdependent components affected by human activity and natural phenomena.

Social Studies:

- 6.1 All students will learn democratic citizenship and how to participate in the constitutional system of government of the United States.
- 6.2 All students will learn democratic citizenship through the humanities, by studying literature, art, history and philosophy, and related fields.
- 6.6 All students will acquire historical understanding of economics forces, ideas, and institutions throughout the history of New Jersey, the United States, and the world.
- 6.7 All students will acquire geographical understanding by studying the world in spatial terms.
- 6.8 All students will acquire geographical understanding by studying human systems in geography.
- 6.9 All students will acquire geographical understanding by studying the environment and society.

World Languages:

- 7.1 All students will be able to communicate at a basic literacy level in at least one language other than English.

7.2 All students will be able to demonstrate an understanding of the interrelationship between language and culture for at least one world language in addition to English.

Technology Literacy:

8.1 All students will use (technology skills and tools) computer applications to gather information and solve problems.

Career Education and Consumer, Family, and Life Skills:

9.1 All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.

9.2 All students will demonstrate critical life skills in order to be functional (successful) members of society.

CUMULATIVE PROGRESS INDICATORS:

Technological Literacy:

8.1 Students will:

A. Basic Computer Skills and Tools

1. Use basic technology vocabulary.
2. Input and access text and data using proper keyboarding techniques.
3. Produce a simple finished document using word processing software.

B. Application of Productivity Tools

Social aspects

3. Practice appropriate Internet etiquette.
4. Recognize the ethical implications of plagiarism of print, non-print and software copyrights.

Information Access and Research

5. Recognize the need for accessing and using information.
7. Locate specific information by searching a database.
8. Recognize accuracy and/or bias of information.

Problem Solving and Decision Making

9. Solve problems individually and/or collaboratively using computer applications.

Career Education and Consumer, Family, and Life Skills:

9.1 Students will:

C. Employability Skills

4. Evaluate the following academic and career skills as they relate to home, school, community, and employment:
 - Communication
 - Punctuality
 - Time management
 - Organization
 - Decision making
 - Goal setting
 - Resources allocation
 - Fair and equitable competition
 - Safety
 - Employment application skills
 - Teamwork

9.2 Students will:

A. Critical thinking

1. Demonstrate the ability to communicate, analyze data, apply technology, and problem solve.
2. Describe how personal beliefs and attitudes affect decision-making.
3. Identify and assess problems that interfere with attaining goals.
4. Recognize bias, vested interest, stereotyping and the manipulation and misuse of information.
5. (Engage in) Practice goal setting and decision-making in areas relative to life skills.

B. Self-Management

2. Demonstrate responsibility for personal actions and contributions to group activities.

C. Interpersonal Communication

1. Demonstrate respect and flexibility in interpersonal situations.
2. Organize thoughts to reflect logical thinking and speaking.
3. Work cooperatively with others to solve a problem.
4. Demonstrate (positive) appropriate skills within group activities.
5. Practice the skills necessary to avoid physical and verbal confrontation in individual and group settings.

6. Participate as a member of a team and contribute to group effort.

D. Character Development and Ethics

2. Describe and demonstrate appropriate character traits, social skills, and positive attitudes needed for the home, school, community, and workplace.

E. Safety

1. Demonstrate appropriate safety procedures for hands-on experiences.
2. Demonstrate the use of recommended safety and protective devices.
3. Describe appropriate response procedures for emergency situations.

COURSE OUTLINE WITH SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

COURSE OF STUDY FOR CHILD CARE/PARENTING

I. The Child Care Professional

A. Families and Child Care

Students will be able to:

1. explain why the need for child care services has grown
2. compare and contrast custodial, developmental and comprehensive child care
3. compare and contrast the different options in child care
4. identify factors that promote quality in a child care program

Suggested activities:

1. read chapter in textbook and complete questions
2. participate in classroom discussions

B. Your Role in Child Care

Students will be able to:

1. list the rewards and drawbacks of working in the child care field
2. describe qualities people need in order to be an early childhood professional
3. identify career possibilities in the child care field
4. determine what the training and education requirements are for careers in the child care field
5. assess their own suitability for a career in the child care field

Suggested activities:

1. read chapter in textbook and complete questions
2. participate in classroom discussions
3. complete “self evaluation”

C. Basic Principles of Development

Students will be able to:

1. explain why understanding child development is important
2. identify child development theorists
3. identify and briefly explain the areas of development
4. describe some principles of development
5. analyze the impact of heredity and environment
6. explain how self-esteem affects development
7. recognize and be able to make objective observations

Suggested activities:

1. read chapter in textbook and complete questions
2. participate in classroom discussions

Core Curriculum Content Standards:

Visual & Performing Arts: #1; 1.2; 1.3; 1.4; 1.6

Comprehensive Health & Physical Education: # 2.1; 2.2

Language Arts and Literacy: #3.1; 3.2; 3.5

Mathematics: #4.1; 4.2; 4.4; 4.7; 4.10; 4.11

Science: # 5.1; 5.2; 5.6; 5.12

Social Studies: # 6.1; 6.2; 6.6; 6.8

Career Education and Consumer, Family and Life Skills: # 9.1;
9.2

II. The Child Care Center

A. Providing an Appropriate Environment

Students will be able to:

1. identify principles to use in planning early childhood environments
2. list and describe typical kinds of learning centers
3. explain the purposes of learning centers
4. describe how leaning centers are set up in the classroom
5. explain how to choose equipment, materials and toys wisely
6. evaluate an early childhood environment

Suggested activities:

1. read chapter in textbook and answer questions
2. participate in classroom discussions
3. help set up our child care center – getting it ready for the arrival of our preschoolers in early October
4. decorate one area of our child care center

B. Teaching and Learning

Students will be able to:

1. describe the qualities of a strong curriculum

2. create a lesson plan (first lesson plan will be kept as an “emergency plan” for the year)
3. apply principles of how children learn when planning lessons
4. explain the impact of teaching style on learning
5. describe effective teaching techniques

Suggested activities:

1. read chapter in textbook and answer questions
2. participate in classroom discussions
3. create lesson plans and teach those lessons to our preschoolers on a rotating basis throughout the school year from October to June

C. Guiding Children

Students will be able to:

1. identify the goals of classroom guidance
2. describe effective techniques for communicating with young children
3. distinguish between punishment and positive discipline
4. distinguish between effective and ineffective methods of discipline
5. describe ways in which care givers can guide children’s emotional, social and moral development
6. suggest approaches for guiding especially troubled children

Suggested activities:

1. read chapter in textbook and answer questions
2. participate in classroom discussions
3. apply this knowledge while working with our preschoolers throughout the school year

D) Keeping Children Safe

Students will be able to:

1. explain who has responsibility for child safety
2. develop and effective safety policy

3. identify and explain how to eliminate safety hazards
4. explain how to promote safety with children
5. describe what should be done during medical, fire and weather related emergencies

Suggested activities:

1. read chapter in textbook and answer questions
2. participate in classroom discussions
3. help establish a safety policy for our child care center
4. continually follow this safety policy throughout the school year

E) Promoting Good Health

Students will be able to:

1. describe how to maintain a healthful environment in a child care setting
2. explain practices to monitor illnesses
3. describe concerns that arise when children have special health conditions
4. discuss health problems associated with weather, abuse, neglect and emotion
5. assess the health procedures used in a child care program

Suggested activities:

1. read chapter in textbook and answer questions
2. participate in classroom discussions
3. follow good health procedures as they work in our child care center throughout the year

F) Handling schedules and Routines

Students will be able to:

1. explain what a schedule is and describe some considerations when developing one
2. describe how and why certain common routines are incorporated in the daily schedule
3. explain why and how transitions are used, give examples of transitions

4. assess schedules, routines and transitions observed in child care settings

Suggested activities:

1. read chapter in textbook and answer questions
2. participate in classroom discussions
3. follow daily routines in our child care center, helping our preschoolers with the transitions from one activity to another

G) Food for Young Children

Students will be able to:

1. define nutrition and explain its role in development
2. identify nutrients required for good nutrition
3. plan balanced menus for a young child
4. outline important considerations in meal planning for young children
5. describe proper food safety and sanitation practice
6. plan nutrition education activities

Suggested activities:

1. read chapter in textbook and answer questions
2. participate in classroom discussions
3. choose, shop for and serve snacks to our preschoolers on a rotating basis throughout the year
4. plan and teach food related lessons on occasion throughout the year (when appropriate to theme)

Core Curriculum Content Standards:

Visual & Performing Arts: #1; 1.2; 1.3; 1.4; 1.6

Comprehensive Health & Physical Education: # 2.1; 2.2; 2.5

Language Arts and Literacy: #3.1; 3.2; 3.5

Mathematics: #4.1; 4.2; 4.4; 4.7; 4.10; 4.11

Science: # 5.1; 5.2; 5.6; 5.12

Social Studies: # 6.1; 6.2; 6.6; 6.8

World Languages: #7.2

Technological Literacy: #8.1
Career Education and Consumer, Family and Life Skills: # 9.1;
9.2

III Child Development

A) Prenatal Development

1. Preparing for Parenthood
2. Conception and Pregnancy
3. From two of Us to three
4. Birth!

Students will be able to:

1. list things to consider before becoming a parent
2. describe alternatives to having your own biological children
3. describe the biological events leading to conception
4. identify the major events of prenatal development
5. explain the nutritional needs of women during pregnancy
6. list substances which may cross the placenta and cause problems for the unborn child
7. identify possible emotions that may be felt by expecting parents
8. describe the steps of childbirth

Suggested activities:

1. read chapters in textbook
2. define terms and answer questions at end of each chapter
3. participate in discussions
4. view video: “The Miracle of Life” by NOVA

B) Infants

1. Physical Development
2. Cognitive Development
3. Social/Emotional Development

4. Interaction

Students will be able to:

1. list characteristics of a newborn
2. describe the physical development of a child during the first year of life
4. list needs of an infant
5. describe how infants learn about the world around them
6. describe how infants communicate
7. list features of a good learning environment
8. list things that may influence a baby's personality
9. list qualities that a caregiver of infants should possess

Suggested activities:

1. read chapters in textbook
2. define terms and answer questions at end of each chapter
3. participate in classroom discussions
4. observe an infant and complete a questionnaire

C) Toddlers

1. Physical Development
2. Cognitive Development
3. Social/Emotional Development
4. Interaction

Students will be able to:

1. describe the major areas of physical growth of a toddler
2. describe how a child learns to walk
3. explain the importance of play
4. explain how to encourage toilet training
5. define child-proof
6. describe a good diet and mealtime practices for a toddler
7. explain how a toddler learns to talk and continue to develop his communication skills
8. explain how toddlers do much of their learning

9. list emerging personality traits and social skills of the toddler
10. describe factors that help to shape a child's personality
11. define discipline and guidance

Suggested activities:

1. read chapters in textbook
2. define terms and answer questions at the end of each chapter
3. participate in classroom discussions
4. observe a toddler and complete a questionnaire

D) Preschoolers

1. Physical Development
2. Cognitive Development
3. Social/Emotional Development
4. Interaction

Students will be able to:

1. describe the fast developing motor skills of preschoolers
2. describe the relationship between physical activity and social and personality development
3. identify fundamental hygiene habits which a caregiver should install in a preschooler
4. identify signs of illness
5. identify types of mental operations that a preschooler cannot do
6. match learning acquired by preschoolers with the age they are usually acquired
7. know that all children pass through the same stages of development but at different rates
8. identify factors which contribute to a preschooler's personality developments
9. identify socialization skills of preschoolers
10. name the types of play used by preschoolers and give examples
11. describe a preschooler's emotions

12. explain the need to encourage grown up behavior, but not to expect it all the time
13. indicate ways of helping a child know the difference between fantasy and reality
14. describe how a preschooler should respond to competition
15. identify “fair” ways of disciplining a child

Suggested activities:

1. read chapters in textbook
2. define terms and answer questions at the end of each chapter
3. participate in classroom discussions
4. complete a detailed observation report on one of our preschoolers here at the child care center
5. teach our preschoolers throughout the school year both on a one-to-one level and in groups

Core Curriculum Content Standards:

Visual & Performing Arts: #1; 1.2; 1.3; 1.4; 1.6

Comprehensive Health & Physical Education: # 2.1; 2.2; 2.3; 2.4; 2.5; 2.6

Language Arts and Literacy: #3.1; 3.2; 3.5

Mathematics: #4.1; 4.2; 4.4; 4.7; 4.10; 4.11

Science: # 5.1; 5.2; 5.6; 5.12

Social Studies: # 6.1; 6.2; 6.6; 6.8

World Languages: #7.2

Technology Literacy: #8.1

Career Education and Consumer, Family and Life Skills: # 9.1; 9.2

IV Skills on the Job

A) Operating an Early Childhood Program

Students will be able to:

1. give examples of program philosophy statement and goals
2. describe different types of early childhood programs
3. assess the impact of licensing laws and other regulations
4. explain the roles of director, staff, advisory board and parents

Suggested activities:

1. read chapter in textbook and complete questions at end
2. participate in classroom discussions

B) Developing Professional Skills

Students will be able to:

1. describe the traits of a responsible employee
2. explain the importance of professional ethics
3. discuss guidelines for getting along with others on the job
4. give suggestions for managing time effectively
5. identify steps to take in solving problems
6. cite methods of handling stress

Suggested activities:

1. read chapter in textbook and complete questions at end
2. participate in classroom discussions

C) Finding Employment in Child Care

Students will be able to:

1. locate sources of job possibilities

2. write an effective letter of application and resume
3. explain how to present yourself well at a job interview
4. give tips for succeeding as a new employee
5. identify suggestions for handling a job change appropriately

Suggested activities:

1. read chapter in textbook and complete questions at end
2. participate in classroom discussions

Core Curriculum Content Standards:

Visual & Performing Arts: #1; 1.2; 1.3; 1.4; 1.6

Comprehensive Health & Physical Education: # 2.1; 2.2; 2.5; 2.6

Language Arts and Literacy: #3.1; 3.2; 3.5

Mathematics: #4.1; 4.2; 4.4; 4.7; 4.10; 4.11

Science: # 5.1; 5.2; 5.6; 5.12

Social Studies: # 6.1; 6.2; 6.6; 6.8; 6.9

Technology Literacy: #8.1

Career Education and Consumer, Family and Life Skills: # 9.1; 9.2

INSTRUCTIONAL STRATEGIES

Suggested teaching methods include, but are not limited to:

Reading textbook
Leading discussions
Lecture
Worksheets
Videos
Guest speakers
Individual instruction and guidance
Individual projects

Providing samples
Demonstration
Providing resource books
Providing supplies

EVALUATION/ASSESSMENT OF STUDENTS:

Students will be evaluated according to multiple indicators such as:

Tests
Quizzes
Completed chapter questions
Participation in discussions
Individual projects/teaching lessons
Worksheets
Teacher observation
Homework
Class work
Completion of course requirements

EVALUATION/ASSESSMENT OF CURRICULUM:

This course of study will be evaluated/assessed by instructional staff during the first year of implementation for the purpose of necessary revision at the end of the first year. In addition, this course of study will be reviewed according to the Five-Year curriculum Review schedule.

RESOURCES/BIBLIOGRAPHY:

Suggested include, but are not limited to:

Textbooks:

The Child Care Professional, Karen Stephens; Glencoe/McGraw Hill; Illinois; c. 1996

See How They Grow; Draper, Ganong & Goodell; Glencoe Publishing Co.; California; c. 1982

Videos:

“The Miracle of Life”; (NOVA); WGBH Educational Foundation; Crown Video; NY, NY; c. 1982

Resource Books:

We have a library of resource books (over 100) for the high school students to use to help them design and plan their teaching lessons. We also have over 200 children’s books that may be used for reading to the children individually or as a base for a group lesson.

THE PRESCHOOLERS CURRICULUM

The preschoolers are taught by the high school students on a rotating basis. Each lesson will last 25 - 30 minutes. These lessons will reflect a "theme" of the week. The following list includes the themes usually covered. Please note that the high school students choose the actual lessons taught, so that the curriculum will vary slightly from year to year. There is a “master” booklet of suggested lesson plans for each theme kept in the child care center for the high school students to use as a reference.

Beginning with the 1990-91 school year, an "individual day" program was begun. During these periods (one per class, per week) the high school students work one-to-one or one-to-two with the preschoolers. They first emphasize social skills and then concentrate on developing pre-kindergarten skills. These include counting, name writing, color identification, reciting nursery rhymes; to name a few.

Themes:

1. Going to School and Making New Friends
2. Columbus Day, Ships and the Ocean
3. Fall
4. Halloween
5. Safety
6. Indians (Native Americans)

7. Forest Animals
8. Thanksgiving
9. The Circus
10. Wild Animals
11. Chanukah
12. Music
13. Christmas
14. Winter and Snow
15. Fairy Tales and Nursery Rhymes
16. Our Bodies
17. Ground Hog Day (1 day)
18. Abraham Lincoln (1 day)
19. Valentine's Day and Sharing
20. George Washington and America
21. Cooking
22. Disney Characters
23. Science
24. St. Patrick's Day
25. Easter
26. Spring
27. Dinosaurs and Funny Monsters
28. Physical Education and Sports
29. Transportation
30. Space
31. It's a Small World
32. Farms
33. Dragons, Castles, Knights and Ladies
34. Ancient Times
35. Summer
36. Review Week

Additional Unit: Because this course is so unique, it requires an additional unit plan that goes along with the actual teaching process that occurs throughout the school year between the high school students and the preschoolers.

Unit Plans: Teaching Preschoolers:

Objectives

1. to allow the high school students the opportunity to observe preschoolers
2. to allow the high school students the opportunity to plan lessons and teach our preschoolers, on a rotating basis, from October to June
3. to allow the high school students the opportunity to plan activities and work one-to-one (or two) with our preschoolers
4. to allow the high school students the opportunity to become a special part of a child's life and experience the joy and rewards of teaching children
5. to allow high school students the opportunity to grow themselves: to gain self confidence and self esteem; to find happiness in the simplest things in life; to learn about subjects; to become better parents in the future; to become better people (to remove the occasional "chip" from their shoulders); to make them SMILE!!
6. to work with OUR preschoolers as a TEAM so that OUR preschoolers have the opportunity to be the shining STARS of next years kindergarten classes – and more importantly – to LOVE SCHOOL!!!!

Methodology and Strategies:

Textbook readings and questions
Discussions
Demonstrations
Observations
Planning
TEACHING
Teamwork
Decorating OUR child care center

Shopping
Arts and crafts
Cleaning
Etc!!!!!!

Assessment:

Graded homework assignments
Graded planning sheets
Graded teaching experiences
General participation and cooperation
(attitude changes and smiling faces)

Resources:

Textbooks: The Child Care Professional and See How They Grow

Resource books in classroom. (We have a library of over 100 resource books for the high school students to use to help them design and plan their teaching lessons. We also have over 200 children's books that may be used for reading to the children individually or as a base for a group lesson.)

Core Curriculum Content Standards:

Visual & Performing Arts: #1; 1.2; 1.3; 1.4; 1.5; 1.6

Comprehensive Health & Physical Education: # 2.1; 2.2; 2.4, 2.5, 2.6

Language Arts and Literacy: #3.1; 3.2; 3.5

Mathematics: #4.1; 4.2; 4.4; 4.7; 4.10; 4.11

Science: # 5.1; 5.2; 5.6; 5.7; 5.8; 5.12

Social Studies: # 6.1; 6.2; 6.6; 6.7; 6.8; 6.9

World Languages: # 7.1; 7.2

Technological Literacy: #8.1

Career Education and Consumer, Family and Life Skills: # 9.1; 9.2

The teaching chart is in back of our child care center on the bulletin board – it is approximately one month in advance. High School students are assigned lessons to teach within weekly thematic units, with a partner(s) on a rotating

basis from October to June. The thematic units followed by the preschoolers, with suggested lesson ideas, are in notebooks in our child care center.

PLEASE STOP IN AND VISIT ANY TIME – EVEN FOR JUST A FEW MINUTES – YOU WILL UNDERSTAND THAT IT IS IMPOSSIBLE FOR ME TO PUT ON PAPER ALL THAT IS LEARNED IN THIS ROOM. THERE IS NO BOOK THAT CAN REPLACE LIFE EXPERIENCES.