



SPRING GROVE AREA SCHOOL DISTRICT



PLANNED COURSE OVERVIEW

Course Title: Child Care Grade Level(s): 9-11 Units of Credit: .25 Classification: Elective	Length of Course: 15 cycles Periods Per Cycle: 3 Length of Period: 43 minutes Total Instructional Time: 32.25 hours
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Course Description

This course is designed to enable students to be able to identify and discuss the physical, emotional, social, and intellectual needs of children from birth through preschool age, with emphasis on how children learn and develop the skills they will use throughout life. Students will discuss prenatal development, pregnancy, childbirth, and childhood health conditions and disabilities. They will also learn parenting skills, the basic daily care of children, explain how to choose childcare, and discuss safety issues and discipline. Students will be involved in planning and preparing activities to provide for the needs of preschoolers.

Instructional Strategies, Learning Practices, Activities, and Experiences

Lecture, Discussion, and Demonstrations Case Studies Read/Evaluate Children's Books Article Reviews with Constructed Response Prenatal Development Activity Early Childhood Nutrition Lab	Videos with Question and Answer Debate Cooperative Learning Activities iPad Apps/Internet Websites Teaching Through Creative Play Activity	Student Research on Early Childhood Illnesses and Defects Observing and Working with Young Children RealCare Baby Simulation Empathy Belly Simulation and Assignment
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Assessments

Tests/Quizzes Discussion Participation Childproofing Checklist Teaching Through Play Assignment Rubric RealCare Baby Grading Rubric	Oral Presentations/Student Demonstrations Reaction Essays Student Evaluation of Project Preschool Centers Collaborative Project	Research Paper Rubric Observation Child's Book Evaluation Observing Children Review and Evaluation
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Materials/Resources

Text: *The Developing Child*: Glencoe, 2004
Text and Teacher Resource Guide
Teacher Created Student Workbook
Realityworks RealCare Baby Simulators
Realityworks Empathy Belly Simulator

Videos
iPad
Assorted Baby Items for Daily Care: Car Seat,
Bathtub, Clothing, Diapers, Children's Toys
Art and Craft Supplies

Magazines: Scholastic's *Parent and Child*
Internet
Assorted Children's Books
Educational Resources

Adopted: 3/16/1988

Revised: 9/3/1991; 9/98; 10/04; 5/15/2017

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<ul style="list-style-type: none"> • Prenatal care and parent behavior • The causes and effects of illness and birth defects on children • Basic daily childcare responsibilities • The effect of bonding on development • Developmental milestones in the first year of life • Stages of child development and the accompanying milestones • What the four types of development involve • Activities relevant to helping a child reach their potential in each developmental stage • The role the parent/caregiver has in the development of a child 	<p>The student will be able to:</p> <ul style="list-style-type: none"> • demonstrate knowledge of appropriate prenatal care and behavior and an understanding of the issues vital to a child's development throughout early childhood. • discuss parenting and care-giving responsibilities and how they relate to a child's physical, emotional, intellectual, and social development through each stage of early childhood. <p>Child Development</p> <p>11.4.9. A Analyze physical, intellectual, and social / emotional development in relation to theories of child development.</p> <p>11.4.9. B Evaluate health and safety hazards relating to children at each stage of child development.</p> <p>11.4.12.B Analyze current issues in health and safety affecting children at each stage of child development.</p> <p>11.4.12.C Analyze practices that optimize child development (e.g., stimulation, safe environment, nurturing caregivers, reading to children).</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<ul style="list-style-type: none"> • Gardner’s Theory of Multiple Intelligences • Age-appropriate toys for children • Learning through specific types of play • Age-appropriate books for children • Analyzing books for children • How children learn through imitation, trial and error, directed learning, and incidental learning 	<p>The student will be able to:</p> <ul style="list-style-type: none"> • demonstrate their understanding of how a child learns. • identify and compare and contrast types of play and methods of learning. <p>Child Development</p> <p>11.4.9.A Analyze physical, intellectual, and social / emotional development in relation to theories of child development. 11.4.9.B Evaluate health and safety hazards relating to children at each stage of child development. 11.4.9.E Explain how storytelling, story reading and writing enhance literacy development in children.</p> <p>11.4.12.E Identify practices that develop the child’s imagination, creativity, and reading and writing skills through literature.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<ul style="list-style-type: none"> • Purpose of using activity centers in a preschool setting • Planning appropriate activities for preschool children • Organizing materials for preschool activities • Developing creativity and using resources efficiently when planning activity centers 	<p>The student will be able to:</p> <ul style="list-style-type: none"> • demonstrate knowledge of child care by planning an organized set of activities that a child could complete if they attend a day care or a preschool. • work with a group to plan an organized set of activities for children. <p>Child Development</p> <p>11.4.12.C Analyze practices that optimize child development (e.g., stimulation, safe environment, nurturing caregivers, reading to children).</p>