

Child Care Unit 2: Creating an Appropriate Environment

ESTABLISHED GOALS:	Transfer	
<p><u>Competencies:</u></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to apply positive professional techniques and practices in order to create a safe and positive learning environment. • Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. • Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. • Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. 	Students will be able to independently use their learning to create a safe nurturing environment for their own children or any person in their care.	
<p><u>Content Standards:</u></p> <p>NASAFACS - National Association of State Administrators for Family and Consumer Sciences</p> <ul style="list-style-type: none"> • <u>NASAFACS 4.4</u> Demonstrate a safe and healthy learning environment for children. • <u>NASAFACS 4.5</u> Demonstrate techniques for positive collaborative relationships with children. 	Meaning	ESSENTIAL QUESTIONS
<p>ENDURING UNDERSTANDINGS</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> • creating a safe and nurturing environment helps children to grow and flourish in all areas of their development. 	<ul style="list-style-type: none"> • Does it matter what type of environment you provide for young children? 	
Acquisition		
<p>Students will know...</p> <ul style="list-style-type: none"> • the health and safety practices that comply with state regulations. • the appropriate emergency procedures for a child care center or setting. • the symptoms of abuse and neglect in young children. • that age appropriate nutrition for young children is vital to their growth and development. • that age- appropriately furnishing and arranging a space for young children in a childcare setting is vital to their development. • the techniques for positive discipline of young children. • the characteristics of an appropriate and professional child care worker. <p><u>vocabulary:</u> confidentiality, time management, active listening, i-message, positive reinforcement, redirection, self-discipline, time out, anecdotal record, checklist, event record, naturalistic observation,</p>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • managing physical space to maintain a learning environment that is safe and healthy and encourages physical activity. • applying safe and healthy practices that comply with state regulations. • implementing strategies to teach children health, safety, and sanitation habits. • planning safe and healthy meals and snacks. • implementing basic health practices and prevention procedures for workers and children regarding childhood illness and communicable diseases. • demonstrating security and emergency procedures. • applying developmentally appropriate guidelines for behavior. • demonstrating problem-solving and interpersonal skills that promote positive and productive relationships with children. • age-appropriately furnish and arrange a space for young children in a childcare setting. 	

	frequency count, participant observer, rating scale, running record, isolation room, licensing laws, philosophy, program goals, traffic pattern, staff-to-child ratio, accident report form, child abuse, child neglect, communicable diseases, immunization, job board, choice time, schedule, routine, self-directed, teacher-directed, food plate, transition	
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Content Area Literacy Standards	21st Century Skills
WHST.11-12.1 Write arguments focused on <i>discipline-specific content</i> . WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research. RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources	<ul style="list-style-type: none"> ● <i>Make Judgments and Decisions</i> ● <i>Reason Effectively</i> ● <i>Collaborate with Others</i>

Evaluative Criteria		Assessment Evidence	
		PERFORMANCE TASK(S):	
		OTHER EVIDENCE:	

Summary of Key Learning Events and Instruction		
Science Integration	College, Career, and Civic Life Integration	Technology Integration
District Materials	Distance Learning/Field Trips	Technology Resources