

Child Care Guidance, Management and Services Curriculum Content Frameworks

Please note: All assessment questions will be taken from the knowledge portion of these frameworks.

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Curriculum Content Frameworks

Child Care Guidance, Management and Services

Grade Levels: 10, 11, 12 Course Code: 493013	Prerequisite: None
<p>Course Description: Experiences in the course are designed to provide students with information and experiences in the occupational field of child care guidance, management and services. Employment opportunities include child care and guidance, foster care, family day care, and teacher assistants. Emphasis in this course is given to development of competencies related to FCCLA, employability, understanding the child care profession, child development, health and safety of children, guiding children's behavior, guiding special needs children, planning and management of a child care program and facility, and the effect of technology in child care and guidance management and services. Upon successful completion of this course, students will receive state certification as child care teacher, child care assistant, or child care aide. The level of certification depends on the number of FACS courses taken in the child care program of study. A minimum of 40 hours of hands-on laboratory experience in a child care facility is also required for certification. This course will help interested students pursue the Child Development Associate Credential (CDA).</p>	

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Unit 1: FCCLA

Hours: 5

Terminology: Family, Career, Community Leaders of America, June 11, 1945, Leadership, October 17 1946, Parliamentary procedure, Planning process, Students Taking Action with Recognition (STAR Events)

CAREER and TECHNICAL SKILLS			ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do			What the Instruction Should Reinforce		
Knowledge	Application		Skill Group	Skill	Description
1.1 Define terms related to Family, Career and Community Leaders of America	1.1.1 Demonstrate knowledge of terms using correct context		Foundation	Reading	Applies/Understands technical words that pertain to FCCLA [1.3.6]
				Writing	Applies/Uses technical words and concepts [1.6.4]
1.2 Name reasons for belonging to FCCLA	1.2.1 Relate FCCLA purposes to life applications		Foundation	Reading	Draws conclusions from what is read [1.3.12]
				Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
				Interpersonal	Leadership
			Thinking	Reasoning	Use logic to draw conclusions from available information (4.5.6)
1.3 State membership requirement for FCCLA	1.3.1 Participate in membership drive		Foundation	Reading	Identifies relevant details, facts, and specification [1.3.16]
				Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
1.4 Name the organizational levels of FCCLA	1.4.1 Explore activities in each organizational level of FCCLA		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
				Writing	Writes appropriate entries [1.6.22]
1.5 Describe the relationship between the FCCLA organization and the Family and Consumer Sciences Curriculum	1.5.1 Demonstrate how FACS curriculum relates to FCCLA activities		Foundation	Reading	Draws conclusions from what is read [1.3.12]
				Writing	Presents own opinion in written form in a clear, concise manner [1.6.14]
			Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do		What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.6 Describe the FCCLA history, motto, colors, flower, pin, creed, purposes, publication, and national programs including STAR events	1.6.1 Utilize components in FCCLA meetings	Foundation	Reading Writing	Identifies relevant details, facts, and specifications [1.3.16] Writes logical and understandable sentences [1.6.23]
1.7 Name the five steps in the process of planning in-depth projects	1.7.1 Develop an individualized project using the process of planning in-depth projects	Foundation	Listening Reading Speaking Writing	Listens for content [1.2.3] Listens to follow directions [1.2.6] Comprehends written information and applies it to a task [1.3.8] Communicates thought, idea, or fact in spoken form [1.5.5] Organizes information into an appropriate format [1.6.10]
1.8 Describe benefits of using parliamentary procedure	1.8.1 Demonstrate the use of parliamentary procedure in a simulated chapter meeting	Foundation	Listening Reading Writing	Listens for content [1.2.3] Comprehends written information for main ideas [1.3.7] Presents answers/conclusion in a clear and understandable form [1.6.13]

Unit 2: Employability Skills

Hours: 10

Terminology: Applicant, Aptitudes, Basic skills, Benefits, Career, Confidentiality, Department of Workforce Services, Employee, Employer, Ethics, Fringe benefits, Gross income, Interpersonal skills, Interview, Job application, Job description, Letter of application, Net income, Networking, On the job training, Payroll deductions, References, Resume', Salary

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do		What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.1 Define terms related to employability skills	2.1.1 Demonstrate knowledge of terms using correct context	Foundation	Reading	Applies/understands technical words that pertain to subject [1.6.4]
			Writing	Applies/uses technical words and concepts [1.6.4]
2.2 Explain the roles and function of individuals working in Early Childhood	2.2.1 Compare and contrast the roles of individual duties of a person working in the child care field	Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
	2.2.2 State desired traits for a child care professional		Writing	Records data [1.6.16]
2.3 Name rights and responsibilities of child care employees	2.3.1 Research rights and responsibilities listed in the Minimum Licensing Requirements Handbook as required by Department of Human Services (DHS)	Foundation	Reading	Locates pertinent information in documents such as manuals, graphs, and schedules to perform tasks [1.3.18]
		Personal Management	Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]
2.4 List job opportunities in the area of child care	2.4.1 Research job opportunities for child care in the local area	Foundation	Reading	Uses standard occupational resource materials [1.3.22]
		Personal Management	Career Awareness, Development, and Mobility	Develops skills to locate, evaluate, and interpret career information [3.1.4] Explores career opportunities [3.1.6]

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do		What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.5 Explain education and training required for occupations related to child care	2.5.1 Examine child care courses in a planned program of study for a AA degree and a baccalaureate degree in early childhood education	Foundation	Reading	Adjusts reading strategy to purpose and type of reading (skimming and scanning) [1.3.1]
	2.5.2 Examine Child Development Associate (CDA) credentialing	Personal Management	Career Awareness	Develops skills to locate, evaluate, and interpret career information [3.1.4]
	2.5.3 Research areas that offer post-secondary training		Organizational Effectiveness	Analyzes mission statement, work objectives, and implementation plans [3.3.3]
2.6 List sources of information concerning job openings	2.6.1 Research services offered by the Employment Security Division and private employment agencies	Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]
	2.6.2 State guidelines for preparing a resume', develop a resume'	Personal Management	Listening	Listens for content [1.2.3]
	2.6.3 Name guidelines for preparing a letter of application, write a letter of application		Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]
	2.6.4 State guidelines for completing a job application, write a letter of application	Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]
	2.6.5 Name guidelines for a job interview, role play a job interview			

Unit 3: Laboratory Experience

Hours: 40

Terminology: Anecdotal record, Concept, Cultural diversity, Curriculum, Closure, Flow chart, Frequency count, Laboratory, Lesson plan, Objective observation, Observation, Program goals, Proficiency, Responsibility, Routine, Running record, Subjective observation, Theme, Transitions

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
3.1 Define terms related to laboratory experience	3.1.1 Demonstrate knowledge of terms using correct context	Foundation	Reading	Applies/understands technical words that pertain to subject [1.3.6]	
			Writing	Applies/uses technical works and concepts [1.6.4]	
3.2 List responsibilities in a laboratory experience	3.2.1 Identify routines and procedures to be used in the child development lab	Foundation	Reading	Comprehends written specifications and applies them to a task [1.3.9]	
			Science	Describe/explains scientific principles related to human maintenance/management [1.4.14]	
3.3 Explain reasons for observations and assessments in child care programs	3.3.1 Name observation and assessment techniques for childcare programs •Anecdotal •Frequency Count •Running Record •Subjective/Objective	Foundation	Reading	Comprehends written information for main ideas [1.3.7]	
		Personal Management	Integrity/ Honesty/ Work Ethic	Follows established rules, regulations, and policies [3.2.5]	
3.4 Identify age appropriate cultural diversity activities for a learning center	3.4.1 Utilize toys, games, food, and holiday celebrations to teach children about different cultures	Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to age-appropriate curriculum [1.1.13]	
		Interpersonal	Teamwork	Works effectively with others to reach a common goal [2.6.6]	

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description	
3.5 Identify components of a developmentally appropriate curriculum for a child care program •Assessment •Content •Planning curriculum •Program goals •Themes •Written plan	3.5.1 Develop curriculum incorporating components for children in different age groups	Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to age-appropriate curriculum [1.1.13]	
	3.5.2 Develop and present a lesson plan for children in different age groups of children to include: •Art •Language Arts •Math •Music •Physical activity	Personal Management	Writing Integrity/ Honesty/ Work Ethic	Organizes information into an appropriate format [1.6.10] Follows established rules, regulations, and policies [3.2.5]	
3.6 Identify teaching strategies for a lesson plan for a child care program	3.6.1 Describe strategies used to teach objectives in a lesson plan	Foundation	Listening	Listens for content [1.2.3]	
	3.6.2 Develop a portfolio using the Early Childhood STAR Events guidelines	Interpersonal	Coaching Leadership	Helps others learn new skills [2.1.3] Directs individuals in the performance of a specific task [2.4.5]	

Unit 4: The Child Care Facility

Hours: 10

Terminology: Age appropriate, Conductive, Cubbies, Developmentally appropriate, Isolation area, Large motor skills, Learning center, Moveable equipment, Noisy area, Non-movable equipment, Physical space, Quiet area, Resilient, Small motor skills, Staff room, Traffic pattern, Versatile

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
4.1 Define terms related to the child care facility	4.1.1 Demonstrate knowledge of terms using correct context	Foundation	Reading	Applies/understands technical words that pertain to subject [1.3.6]	
			Writing	Applies/uses technical words and concepts [1.6.4]	
4.2 List goals for a well planned space in a child care facility a. Accessibility to self-directed materials b. Aesthetically pleasing c. Easy to supervise d. Physically safe e. Promotes basic areas of development f. Space for children to work and play comfortably	4.2.1 Select concepts for a facility layout from the Arkansas minimum licensing requirements handbook	Foundation	Reading	Identifies relevant details, facts, and specifications [1.3.16]	
			Science	Describes/explains scientific principles related to human maintenance/management [1.4.14]	
4.3 List the 7 main areas of physical space in a Child Care Facility a. Bathrooms b. Classroom/playroom c. Director's office d. Entrance e. Isolation area f. Kitchen g. Staff room	4.3.1 Analyze physical space for a child care facility	Foundation	Reading	Comprehends written information for main ideas [1.3.7]	
	4.3.2 Evaluate strategies for meeting the needs of children in a child care program	Personal Management	Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]	
4.4 List basic indoor furniture, color, and space requirements needed for a child-care facility	4.4.1 Examine information found in the Minimum Licensing Requirement Handbook focusing on furniture, color, and space requirements needed for a child-care facility	Foundation	Reading	Identifies relevant details, facts, and specifications [1.3.16]	
	4.4.2 Design a classroom using furniture, color and space guidelines		Writing	Records data [1.6.16]	

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS				
What the Student Should be Able to Do		What the Instruction Should Reinforce				
Knowledge	Application	Skill Group	Skill	Description		
4.5	Name developmentally appropriate outdoor equipment and furnishings for a child care facility	4.5.1	Plan outdoor equipment and furnishings for a child care facility	Foundation Thinking	Arithmetic/ Mathematics Creative Thinking	Comprehends mathematical ideas and concepts related to progression [1.1.13] Creates new design by applying specified criteria [4.1.3]
4.6	Identify basic activity areas with characteristics of each a. Art area b. Block building area c. Dramatic play area d. Eating area e. Gross-Motor f. Library area g. Music area h. Private space i. Science area j. Sensory area k. Sleeping area l. Small manipulative area m. Technology area n. Technology center o. Writing center p. Woodworking area	4.6.1	Design a room arrange which includes each basic activity area	Foundation Thinking	Arithmetic/ Mathematics Seeing Things in the Minds Eye	Comprehends mathematical ideas and concepts related to progression [1.1.13] Visualizes a finished product [4.6.4]
4.7	List developmentally appropriate equipment for learning centers	4.7.1	Select safe equipment, toys and materials for learning centers using other resources or the following websites: •www.eichild.com •www.kaplanco.com •www.lakeshorelearning.com	Foundation Thinking	Reading Knowing How to Hear	Uses standard occupational resource materials [1.3.22] Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]
4.8	Discuss guidelines for selection, care, safety, and maintenance of equipment	4.8.1	Use the Child Care Licensing Handbook to compile a list of playground regulations	Foundation	Reading Writing	Comprehends written information for main ideas [1.3.7] Adapts notes to a proper form [1.6.1]

Unit 5: Planning and Management of a Child Care Program

Hours: 15

Terminology: Arkansas Better Chance (ABC), Accredited, Anecdotal record, Assessment, Assistant teacher, Au Pair, Caregiver, Child Development Associate (CDA), Center Director, Check list, Child care aide, Child care center, Child care services, Comprehensive care, Corporate child care, Crisis center nursery, Custodial care, Directed learning experiences, Evaluation, Family home child care, Franchised child care center, Head Start, Indirect learning experiences, Learning objective, Montessori School, Nanny, Nation Association for the Education of Young Children (NAEYC), Nurturing, Parent cooperative, Personnel, Primary caregiver, Program goals, Rating Scale, School-age child-care programs, Unit plans, Volunteer

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
5.1 Define terms related to planning and management of a child care program	5.1.1 Demonstrate knowledge of terms using correct context	Foundation	Reading	Applies/understands technical words that pertain to subject [1.3.6]	
			Writing	Applies/uses technical words and concepts [1.6.4]	
5.2 List reasons child care services are needed	5.2.1 Determine social and economic changes that have influenced child care services	Foundation	Reading	Draws conclusion from what is read [1.3.12]	
			Science	Describes/explains scientific principles related to human maintenance/management [1.4.14]	
			Writing	Communication thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]	
		Thinking	Reasoning	Sees relationships between two or more ideas, objects, or situations [4.5.5]	
5.3 Name responsibilities of an effective teacher/caregiver	5.3.1 Compile a list of positive characteristics of an effective caregiver	Foundation	Reading	Comprehends written information for main ideas [1.3.7]	
			Writing	Writes appropriate entries [1.6.22]	
			Integrity/ Honesty/Work Ethic	Describes desirable worker characteristics [3.2.3] Describes/explains significance of integrity, honest, and work ethics [3.2.4]	

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
5.4 List ways children's needs are met by a child care worker	5.4.1 Construct an example of a developmentally age appropriate activity	Foundation	Reading	Comprehends written information for main ideas [1.3.7]	
			Science	Describes/explains scientific principles related to human maintenance/management [1.4.13]	
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]	
		Personal Management	Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]	
				Identifies characteristics desired by organization [3.3.6]	
5.5 Explain custodial and comprehensive childcare	5.5.1 Compare and contrast custodial and comprehensive care	Foundation	Reading	Uses standard occupational resource materials [1.3.22]	
			Science	Describes/explains scientific principles related to human maintenance/management [1.4.14]	
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]	
		Personal Management	Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]	

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.6 Describe types of child care programs •Child care centers •Cooperate child care •Faith Based Center •Family child care •Head Start •In Home (Nanny) Child care •Montessori Schools •Parent Cooperatives	5.6.1 Compile a list of licensed child care programs by state, region, and city using Arkansas Department of Human Services website	Foundation Personal Management Thinking	Reading Science Organizational Effectiveness Knowing	Uses standard occupational resource materials [1.3.22] Describe/explains a scientific principles related to human maintenance/management [1.4.14] Comprehends the organization's modes of operation [3.3.5] Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]
5.7 Name features of a developmentally appropriate early childhood program	5.7.1 Utilize the National Association for the Education of Young Children (N.A.E.Y.C.) website (naeyc.org) to learn more about guidelines for developmentally appropriate programs	Foundation Personal Management Thinking	Reading Science Writing Integrity/ Honesty/ Work Ethic Organizational effectiveness Reasoning	Uses standard occupation materials [1.3.22] Describes/explains scientific principals related to human maintenance/management [1.4.14] Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6] Records data [1.6.16] Follows established rules, regulations, and policies [3.2.5] Identifies characteristics desired by organization [3.3.6] Extracts rules or principals from written information [4.5.4]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description	
5.8 List licensing requirements for child care programs	5.8.1 Analyze Licensing Requirements Handbook for each program area at a child-care center	Foundation	Reading	Uses standards occupational resources materials [1.3.22]	
	5.8.2 Review Arkansas Minimal Requirement Licensing Handbook		Science	Describes/explains scientific principles related to human maintenance/management [1.4.14]	
	5.8.3 Compare staff/child ratios		Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]	
	5.8.4 Discuss T.B. skin test and review CPR/First Aid for infant and child		Integrity/ Honesty/Work Ethic	Follows established rules, regulations, and policies [3.2.5]	
		Personal Management	Organizational effectiveness	Identifies characteristics desired by organization [3.3.6]	
		Thinking	Reasoning	Extracts rules or principles from written information [4.5.4)	
5.9 Explain legal issues in child care •Legal issues for child care workers •Legal issues regarding children	5.9.1 Examine procedures to follow to protect child care worker •Abuse accusation	Foundation	Reading	Uses standard occupational resource material [1.3.22]	
	5.9.2 Examine procedures to follow to protect children •Confidentiality issues		Science	Describes/explains scientific principles related to Human Maintenance/management [1.4.14]	
			Writing	Presents answers/conclusion in a clear and understandable form [1.6.13]	
				Record data [1.6.16]	
		Personal Management	Integrity/ Honesty/Work Ethics	Follows established rules, regulations, and policies [3.2.5]	
		Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]	

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.10 Discuss professional ethics in child care •Children •Families •Colleagues •Community	5.10.1 Identify professional ethics from various early childhood associates	Foundation	Listening Reading Science Speaking Writing	Receives and interprets verbal messages [1.2.8] Comprehends written information for main ideas [1.3.7] Describes/explains scientific principles related to human maintenance/management [1.4.14] Organizes ideas and communicates oral messages to listeners [1.5.7] Summaries written information [1.6.17]
5.11 Name program goals of a quality child care program •Promote a positive self-concept •Promote independence •Promote problem-solving skills •Promote physical development •Promote intellectual development •Promote emotional development •Promote social development	5.11.1 Identify program policies for various child care programs 5.11.2 Examine policies for various State, Regional, and National areas of NAEYC, SECA, ACCA 5.11.3 Research what being an Arkansas Quality Accreditation Program involves	Foundation Interpersonal Thinking	Reading Science Writing Teamwork Reasoning	Comprehends written information for main ideas [1.3.7] Describes/explains scientific principles related to human maintenance/management [1.4.14] Communicates thoughts, ideas, or facts in written forms in a clear, concise manner [1.6.6] Comprehends ideas and concepts related to effective communication [4.5.5] Contributes to group with ideas, suggestions, and effort [2.6.2] Sees relationship between two or more ideas, objects, or situations [4.5.5]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.12 Describe responsibilities and management skills in a child care program •Director •Teachers assistance •Teachers aide •Licensing specialist	5.12.1 Collect sample records that must be kept on the employees and children a. Emergency Information form b. Authorization for pick-up c. Medical records d. Immunizations e. Behavior guidance procedure f. Accident report forms g. Attendance	Foundation	Reading	Identifies relevant details, facts, and specifications [1.3.16] Uses standard occupational resource materials [1.3.22]
	5.12.2 Research current procedures for hiring personnel	Personal Management	Science Writing Integrity/Honesty/Work Ethic Organizational Effectiveness	Describes/explains scientific principles related to human maintenance/management [1.4.14] Record data [1.6.16] Follows established rules, regulations, and policies [3.2.5] Identifies characteristics desired by organization [3.3.6]
5.13 Discuss selection of curriculum and planning units based on developmentally appropriate needs	5.13.1 Choose a curriculum and plan a unit of study based on developmentally appropriate needs	Foundation	Reading	Uses standard occupational resource materials [1.3.22]
	5.13.2 Design a lesson plan with objectives from a thematic unit of study	Personal Management	Science Writing Career Awareness, Development, and Mobility Organizational Effectiveness	Describes/explains scientific principles related to human maintenance/management [1.4.14] Communicates thoughts, ideas, or facts in written forms in a clear, concise manner [1.6.6] Develops skills to locate, evaluate, and interpret career information [3.1.4] Applies knowledge to implement work-related systems or practice [3.3.4] Comprehends the organization's modes of operation [3.3.5]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.14 Describe uses of observations and assessments in child care programs •Anecdotal •Checklist •Frequency Count •Rating Scale •Running Record	5.14.1 Compare assessment tools in childcare programs	Foundation	Reading	Uses standard occupational resource materials [1.3.22]
	5.14.2 Observe children in different age groups and activities		Science	Describes/explains scientific principles related to human maintenance/management [1.4.14]
		Personal Management	Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
			Organizational Effectiveness	Analyzes effectiveness of performance evaluation systems [3.3.2] Comprehends the organization's modes of operation [3.3.5]
		Thinking	Seeing Things in the Mind's Eye	Imagines the flow of work activities from narrative descriptions [4.6.1]
5.15 List community resources available to enrich child care programs	5.15.1 Practice interpersonal skills when using resource person to visit classroom/center	Foundation	Listening	Evaluates oral information/presentation [1.2.2]
	5.15.2 Demonstrate ways to invite resource people to visit classroom/center		Reading	Comprehends written specifications and applies them to a task [1.3.9] Determines what information is needed [1.3.10]
	5.15.3 Prepare introductions for resource persons		Science	Describes/explains scientific principles related to human maintenance/management [1.4.14]
	5.15.4 Compose thank-you letters to resource persons who have visited classroom/center		Speaking	Speaks effectively using appropriate eye contact, gestures, and posture [1.5.11]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.16 Explain technology use in child care program	5.16.1 Analyze state required child care software management programs	Foundation	Reading	Comprehends written specifications and applies them to a task [1.3.9]
	5.16.2 Compile list of quality instructional software			Determines what information is needed [1.3.10]
	5.16.3 Demonstrate Internet safety guidelines		Science	Describes/explains scientific principles related to human maintenance/management [1.4.14]
	5.16.4 Identify other uses of technology in child care programs		Writing	Takes notes from various sources [1.6.18]
		Personal Management	Career Awareness, Development, and Mobility	Develops skills to locate, evaluate, and interpret career information [3.1.4]
			Organizational Effectiveness	Adapts to the organization's mode of operations [3.3.5]

Unit 6: Child Development

Hours: 10

Terminology: Classification, Cooperative play, Development, Developmental tasks, Growth, Hand-eye coordination, Maturation, Motor skill development, Object permanence, Parallel play, Personality, Reversibility, Self concept, Seriation, Solitary play, Spatial, Stage

CAREER and TECHNICAL SKILLS			ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do			What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description	
6.1 Define the terms related to child development	6.1.1 Demonstrate knowledge of terms using correct context	Foundation	Reading	Applies/understands technical words that pertain to subject [1.3.6]	
			Writing	Applies/uses technical words and concepts [1.6.4]	
6.2 State basic needs of children	5.2.1 Examine Maslow's hierarchy of Needs	Foundation	Reading	Comprehension written information for main ideas [1.3.7]	
			Science	Describes/explains scientific principles related to human development [1.4.14]	
			Writing	Writes appropriate entries [1.6.22]	
6.3 Define four basic areas of child development •P - Physical •I - Intellectual •E - Emotional •S - Social	6.3.1 Analyze stages of developmental areas for infants, toddlers, preschoolers, and school age children with correct age ranges	Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideals and concepts related to progression [1.1.13]	
			Reading	Applies information and concepts derived from printed materials [1.3.3]	
			Science	Describes/explains scientific principles related to human development [1.4.14]	

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
6.4 Describe the relationship between one's self concept and a child's <u>P</u> hysical, <u>I</u> ntellectual, <u>E</u> motional, <u>S</u> ocial Development	6.4.1 Plan activities to help children develop positive self-concepts; cope with developmental differences	Foundation Interpersonal Personal Management Thinking	Writing Teamwork Self-Esteem Creative Thinking Problem Solving Reasoning	Analyzes data, summarizes results, and makes conclusions [1.6.2] Contributes to group with ideas, suggestions, and effort [2.6.2] Comprehends the importance of a positive self-concept [3.5.1] Creates new design by applying specified criteria [4.1.3] Devises and implements a plan of action to resolve problem [4.4.3] Sees relationship between two or more ideas, objects, or situations [4.5.5]
6.5 Distinguish between large/gross and small/fine motor development	6.5.1 Compose a list of developmental guidelines for large motor development with the different age groups 6.5.2 Compose a list of developmental guidelines for small motor development with the different age groups	Foundation Thinking	Writing Creative Thinking Reasoning	Organizes information into an appropriate format [1.6.10] Creates new design by applying specified criteria [4.1.3] Sees relationship between two or more ideas, objects, or situations [4.5.5]
6.6 Relate the stages of play to the four basic areas of child development (PIES-6.3) •Solitary Stage •Cooperative Stage •Parallel Stage	6.6.1 Describe developmentally appropriate play materials for children in each stage of play	Foundation Thinking	Arithmetic/Mathematics Reading Knowing How to Learn Reasoning	Comprehends mathematical ideas and concepts related to progression [1.1.13] Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23] Locates appropriate learning resources to acquire to improve knowledge and skills [4.3.3] Sees relationship between two or more ideas, objects, or situations [4.5.5]

Unit 7: Guiding Children's Behavior

Hours: 10

Terminology: Behavior disorder, Behavioral stress, Communication, Conflict, Consequences, Consistent, Cope, Discipline, Environment, Frustration, Guidance, Indirect guidance, Modeling, Negativism, Permissive, Positive reinforcement, Prompting, Punishment, Redirecting, Time out, Values

CAREER and TECHNICAL SKILLS			ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do			What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description	
7.1 Define terms related to guiding children's behavior	7.1.1 Demonstrate knowledge of terms using correct context	Foundation	Reading	Applies/understands technical words that pertain to subject [1.3.6]	
			Writing	Applies/uses technical words and concepts [1.6.4]	
7.2 State methods of communicating and guiding children effectively a. Address the child by their name b. Be positive, firm and consistent c. Consider feelings d. Encourage independence e. Intervene when necessary f. Kneel or sit at eye level with child g. Offer choices h. Provide time for change i. Speak in relaxed voice j. Use eye contact k. Use simple language	7.2.1 Practice methods for communicating with children	Foundation	Reading	Draws conclusions from what is read [1.3.12]	
			Science	Describes/explains scientific principles related to human maintenance/management [1.4.14]	
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]	
		Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]	
7.3 List goals for guiding children •Be realistic in expectations •Promote pro-social behaviors •Self-control	7.3.1 Develop and utilize skills to promote positive development and self-discipline	Foundation	Reading	Draws conclusions from what is read [1.3.12]	
			Science	Describes/explains scientific principles related to human maintenance/management [1.4.14]	
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]	
		Thinking	Problem Solving	Sees relationship between two or more ideas, objects, or situations [4.5.5]	

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
7.4 Name behavior problems	7.4.1 Identify common causes of behavior	Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to progression [1.1.13]
	7.4.2 Analyze techniques to redirect negative behaviors		Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Describes/explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Thinking	Reasoning	Extracts rules or principles from written information [4.5.4]
7.5 State guidelines for establishing developmentally appropriate limits for children's behavior	7.5.1 Collect and discuss examples of limits/rules from a child care program	Foundation	Reading	Uses standard occupational resource materials [1.3.22]
	7.5.2 Role play scenes that might occur in early childhood settings		Science	Describes/explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
				Records data [1.6.16]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
7.8 Name resource persons that provide assistance to families of children with problem behaviors	7.8.1 Design a resource assisting families of children with behavior disorders, include resources available	Foundation Thinking	Reading Writing Knowing How to Learn	Determines what information is needed [1.3.10] Records data [1.6.16] Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]
7.9 List behavioral stress common in child care situations a. Abuse/neglect b. Birth of sibling c. Change in schedule/room layout d. Family problems e. Regular teacher absent f. Separation anxiety g. Sickness h. Visit with friends or relatives	7.9.1 Use the Internet to research behavioral stress in children	Foundation Personal Management Thinking	Reading Science Writing Integrity/ Honesty/ Work Ethic Knowing How to Learn Problem Solving	Uses standard occupational resource materials [1.3.22] Describes/explains scientific principles related to human maintenance/management [1.4.14] Presents own opinion in written form in a clear concise manner [1.6.14] Records data [1.6.16] Chooses ethical course of action [3.2.1] Uses available resources to apply new skills [4.3.6] Draws conclusions from what is read and gives possible solutions [4.4.4] Identifies possible reasons for problem [4.4.6]

Unit 8: Health and Safety

Hours: 10

Terminology: Abandonment, Body temperature, Cardiopulmonary resuscitation (CPR), Child abuse, Child neglect, Communicable diseases, Contagious, Convulsion, Dilated eye exam, Dosage, Evacuation plan, Fatigue, First aid, Health, Health record, Hygiene, Heimlich maneuver, Immunization, Inflammation, Isolation, Lethargic, Medication, Menu, Monitor, Nausea, Nutrition, Policy, Precautions, Ventilation, Wellness

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
8.1 Define terms related to health and safety	8.1.1 Demonstrate knowledge of terms using correct context	Foundation	Reading	Applies/understands technical words that pertain to subject [1.3.6]	
			Writing	Applies/uses technical words and concepts [1.6.4]	
8.2 Identify characteristics of a healthy child	8.2.1 Describe the procedure to conduct an informal health inspection	Foundation	Reading	Uses graphs/charts/tables to obtain factual information [1.3.22]	
			Personal Management	Follows established rules, regulations, and policies [3.2.5]	
			Organizational Effectiveness	Adapts to the organization's goals, values, culture, and traditional modes of operation [3.3.1] Comprehends the organization's modes of operation [3.3.5]	
8.3 Name symptoms of an ill child a. Diarrhea b. Fever c. Head lice d. Impetigo e. Multiple mouth sores f. Pink eye g. Rash h. Ring worm i. Severe cough j. Sore throat k. Untreated scabies l. Vomiting	8.3.1 Demonstrate procedure for taking a child's temperature	Foundation	Reading	Comprehends written information and applies it to a task [1.3.5]	
	8.3.2 Utilize the procedures in the Arkansas Minimum Licensing Requirements handbook for an ill child			Locates pertinent information in documents such as manuals, graphs, and schedules to perform tasks [1.3.18]	
				Records data related to illness [1.4.22]	
				Writing	Summarizes written information [1.6.17]
		Science	Describes/explains scientific principles [1.4.14] Follows safety guidelines [1.4.16]		

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application		Skill Group	Skill	Description
8.4 State requirements for caring for a sick or injured child	8.4.1	Explain procedures for administering medication	Foundation	Writing	Adapts notes to a proper form [1.6.1]
	8.4.2	Plan a procedure for isolating a sick child	Personal Management	Integrity/ Honesty/Work Ethic	Complies with safety and health rules in a given work environment [3.2.2]
	8.4.3	Research procedures for caring for critically ill children			
8.5 List requirements for planning nutritious meals and snacks in a child-care program (from the Child Care Nutrition Program Guides and mypyramid.gov)	8.5.1	Plan and evaluate menus for a child-care program using Child Care Nutrition Program guidelines	Foundation	Reading	Uses standard occupational resource materials [1.3.22]
	8.5.2	Identify special nutritional needs such as diabetes and allergies		Science	Records data-related to nutrition [1.4.22]
8.6 Discuss safety and sanitation procedures in a child care program such as: •Diaper changing •Food Preparation/Service •Hand washing for children •Hand washing for employees •Toys and equipment	8.6.1	Demonstrate techniques for washing hands before handling food and preventing illnesses	Foundation	Listening	Listens for content [1.2.3] Listens to follow directions [1.2.6]
	8.6.2	Using the Internet to research current sanitation practices		Reading	Uses standard occupational resource materials [1.3.22]
8.7 Identify Arkansas Minimum Licensing Requirement handbook for providing a safe environment a. Building safety b. Center transportation c. Fire safety d. Medications e. Playground equipment f. Poisonings g. Toys and materials h. Weather emergencies	8.7.1	Design an emergency procedure plan	Foundation	Listening	Evaluates oral information/presentation [1.2.2]
	8.7.2	Create an evacuation chart			Reading

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
8.8. Identify types and signs of child abuse and neglect (as identified by the Arkansas Minimum Licensing Requirements handbook) a. Emotional b. Neglect c. Non accidental d. Sexual	8.8.1 Explain responsibilities for reporting child abuse and neglect to appropriate agencies	Foundation	Reading	Comprehends written information and applies it to a task [1.3.5]
	8.8.2 Evaluate documentation and reporting procedures for child abuse and neglect	Personal Management	Science Integrity/ Honesty/Work Ethic	Describes/explains scientific principles [1.4.14] Complies with safety and health rules in a given work environment [3.2.2]
8.9 Name emergency first-aid procedures a. Burns b. CPR c. Dental emergencies d. Head lice e. Heimlich Maneuver f. Insect Stings g. Splinters h. Wounds	8.9.1 Demonstrate CPR and emergency first-aid procedures and special health concerns	Foundation	Listening	Listens to follow directions [1.2.6] Receives and interprets verbal messages [1.2.8]
	8.9.2 List items needed in a first-aid kit referring to the Arkansas Minimum Licensing Requirements handbook		Reading	Applies information and concepts derived from printed materials [1.3.3] Applies/understand technical words that pertain to subject [1.3.6]
		Interpersonal	Science Coaching	Describes/explains scientific principles [1.4.14] Follows safety guidelines [1.4.16] Observes health code/sanitation requirements [1.4.19] Helps others learn new skills [2.1.3]
8.10 List information needed on the health record form for child care program	8.10.1 Develop sample health record form for child care program	Foundation	Reading	Uses standard occupational resource material [1.3.22]
		Personal Management	Integrity/ Honesty/Work Ethic	Follows established rules, regulations and policies [3.2.5]
8.11 Identify communicable diseases as stated in the Arkansas Minimum Licensing Requirement handbook	8.11.1 List symptoms of the diseases	Foundation	Reading	Applies information and concepts derived from printed materials [1.3.3]
	8.11.2 Practice reporting information used to inform the local health unit			

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
8.12 Discuss immunizations	8.12.1 Identify ages of children for immunizations to be administered	Foundation	Arithmetic/ Mathematics Listening Reading	Comprehends mathematical ideas and concepts related to progression [1.1.13] Listens for content [1.2.3] Locates pertinent information in documents such as manuals, graphs, and schedules to perform tasks [1.3.18]
8.13 Name requirements for field trips a. Adult/child ratio b. Cost c. Pre-trip preparation d. Transportation	8.13.1 Compile a list of safety guidelines for transporting children using the Arkansas Minimum Licensing Requirements handbook	Foundation	Reading Science Writing	Locates pertinent information in documents such as manuals, graphs, and schedules to perform tasks [1.3.18] Describes/explains scientific principles related to human maintenance/management [1.4.14] Analyzes data, summarizes results, and makes conclusions [1.6.2]
8.14 Explain liability issues for health and safety of children in a child care program a. Type of liability b. Documentation forms c. Privacy laws	8.14.1 Utilize the Arkansas Minimum Licensing Requirements handbook to create activities for liability issues	Foundation	Listening Writing	Listens for content [1.2.3] Adapts notes to a proper form [1.5.8]

Unit 9: Guiding Special Needs Children

Hours: 10

Terminology: Accessible, Accommodations, Articulation, Disabled, Gifted child, Hyperactive, Individualized Education Plan (IEP), Individuals with Disabilities Education Act (IDEA), Immersion, Inclusion, Mental abuse, Phobia, Physical abuse, Self Esteem, Special needs population

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do		What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
9.1 Define terms related to caring for children with special needs	9.1.1 Demonstrate knowledge of terms using correct context	Foundation	Reading	Applies/understands technical words that pertain to subject [1.3.6]
			Writing	Applies/uses technical words and concepts [1.6.4]
9.2 Describe children with special needs	9.2.1 Compile a list of type of needs	Foundation	Reading	Identifies relevant details, facts, and specifications [1.3.16]
			Science	Describes/explains scientific principles related to human development [1.4.14]
9.3 Name responsibilities of a child care facility to children with special needs	9.3.1 Explain federal and state guidelines for working with children with special needs	Foundation	Reading	Uses standard occupational resource materials [1.3.22]
	9.3.2 Explain the use of inclusion in early childhood education	Personal Management	Organizational Effectiveness	Adapts to the organization's goals, values, culture, and traditional modes of operation [3.3.1]
9.4 List the laws that impact the care and education of children with special needs	9.4.1 Explain federal legislation relative to special needs children	Foundation	Reading	Locates pertinent information in documents such as manuals, graphs, and schedules to perform tasks [1.3.18]
	9.4.2 Identify an Individualized Education Program (IEP) and how it affects a child's education			

Glossary

Unit 1: FCCLA

- 1 Family, Career, and Community Leaders of America (FCCLA) - an organization for students who are enrolled or have been enrolled in family and consumer sciences classes for at least one semester
1. June 11, 1945 - founding date of Future Homemakers of America as a national organization in Chicago, Illinois
3. Leadership - the ability to direct and influence others
4. October 17, 1946 - affiliation date of Arkansas Association of Future Homemakers of America with national organization
5. Parliamentary procedure - a recognized and acceptable method of conducting an official meeting. A team STAR event, recognizes chapters that develop a working knowledge of parliamentary law and the ability to conduct an FCCLA business meeting
6. Planning process - a simple five step methods to help FCCLA chapter members and advisors plan individual, group, or chapter activities. The five steps are: identify concerns, set a goal, form a plan, act, and follow up
7. Students Taking Action with Recognition (STAR) - competitive events in which FCCLA members are recognized for proficiency and achievement in chapter and individual projects, leadership skills and occupational preparation

Unit 2: Employability Skills

1. Applicant - someone who applies for a job
2. Aptitudes - the natural talents or capacities to do something
3. Basic skills - fundamental abilities. Skills that an employee must acquire in order to competently perform in a particular occupation, craft, or trade
4. Benefits - a payment or service provided from a place of employment such as an annuity, pension plan, or insurance policy
5. Career - an occupation to which you have made a long term commitment
6. Confidentiality - the keeping private of sensitive personal information involving other people
7. Department of Workforce Services - an agency that matches job hunters with available jobs
8. Employee - a person working for someone else and receives wages or salary
9. Employer - someone who hires another person or maintains personnel in a business
- 10 Ethics - guiding set of moral principles
11. Fringe benefits - forms of reward for employment beyond salary, including health insurance, vacation and holiday time, and retirement plans
12. Gross income - the total amount of money a person earns
13. Interpersonal skills - of relating to, involving, or being related between persons
14. Interview - a get acquainted meeting between an employer and a job applicant. The method most widely used by employers to assess an applicant's qualifications
15. Job application - a form in which you supply information about yourself that will help an employer make a hiring decision
16. Job description - the expectation and duties of a specific occupation
17. Letter of application - a letter requesting an interview for a job
18. Net income - the amounts of income left after taxes and other deductions are taken out
19. Networking - making use of all your personal connections to achieve your career goals
20. On the job training - appropriate for teaching skills that are easily shown and practiced; allows employees to demonstrate skills and reinforce what they have been taught

21. Payroll deductions - amounts of money authorized to be automatically subtracted from your income every pay period
22. References - people who know an applicant well and can provide information about that person, his or her character, work ability, or academic standing; needed for job application forms
23. Resume' - a summary of your qualifications for a job
24. Salary - money earned on a fixed basis, usually by people in management and professional positions

Unit 3: Laboratory Experience

1. Anecdotal record - a written description that focuses on a particular incident
2. Concept - a generalized idea or notion
3. Cultural diversity - all the qualities people have that make them different from one another such as traditions, language, beliefs, and customs
4. Curriculum - a prescribed study of materials offered in a child care or educational facility
5. Closure - the way an activity will end
6. Flow chart - a drawn chart that outlines major concepts related to a theme or study
7. Frequency count - a record of how many times a particular behavior or situation occurs during a specific time
8. Laboratory - a place where theories, techniques and methods are tested or demonstrated
9. Lesson plan - A written plan outlining specific actions and activities that will be used to meet goals of learning
10. Objective observation - using facts displayed, not personal feelings or prejudices, to describe things
11. Observation - an act of recognizing and recording behavior
12. Program goals - broad statements of purpose that reflect the end result of education. They state what is important
13. Proficiency - exhibiting expert skill in an area of study
14. Responsibility - an obligation or duty for which a person is held accountable
15. Routine - an established procedure
16. Running record - a sequential record created by an observer of anything that happens during a specific period of time
17. Subjective observation - using personal opinions and feelings, rather than facts displayed, to judge or describe things
18. Theme - one main topic or concept around which the classroom activities are planned
19. Transitions - changing from one activity to another and/or moving from one place to another

Unit 4: The Child Care Facility

1. Age appropriate - suitable for the age and individual needs of a child
2. Conductive - to have the power of transmitting
3. Cubbies - top sections of lockers used to store finished artwork, library books, parent letters, and other valuable items
4. Developmentally appropriate - geared to the specific abilities and levels of development in a group of children
5. Isolation area - special room or space in the center for children who become ill or show signs of a communicable disease
6. Large motor skills - the use and control of the large muscles of the back, legs, shoulders and arms
7. Learning center - areas of the early childhood classroom meant for certain types of play and learning
8. Movable equipment - large pieces of equipment that have caster wheels, making furniture easy to move
9. Noisy area - an area in the classroom designed to handle loud, active exploration activities. Area include music, woodworking, block building, dramatic play, science, and sensory
10. Non-movable equipment - large pieces of equipment fixed or attached to the wall or floor
11. Physical space - the space required to organize and to carry out functions in a room or classroom
12. Quiet area - an area in the classroom designed to handle quiet, less active activities. Areas include library, small manipulative play, and sleeping
13. Resilient - the capability of easily adjusting to misfortune or change
14. Small motor skills - an ability that depends on the use and control of the finer muscles of the wrist, finger, and ankles
15. Staff room - room in a child care center provided for staff to spend work-related time away from the classroom
16. Traffic pattern - the way in which people move through the classroom area, affecting its arrangement
17. Versatile - having many uses or applications

Unit 5: Planning and Management of a Child Care Program

1. Arkansas Better Chance (ABC) - An Arkansas program created to offer high quality early education services to children birth to five years of age who exhibit developmental and socioeconomic risk factors
2. Accredited - having a certification that states a set of standards has been met
3. Anecdotal record - simplest form of direct observation is a brief narrative account of a specific incident
4. Assessment - the process of gathering information related to how much students have learned
5. Assistant Teacher - a person who has some child care training and assists the teacher in a child care program
6. Au Pair - a person from a foreign country who lives with a family and provides child care in exchange for room, board, and transportation
7. Caregiver - a person that provides care for and meets the needs of someone else
8. Child Development Associate (CDA) - a national credential that requires postsecondary courses in child care education and a minimum number of hours of child care experience. To be eligible for the credential, a person must be eighteen years of age and have a high school diploma
9. Center Director - a person educated in early childhood education with responsibilities of planning curriculum, hiring and supervising staff, managing the budget, and marketing the program
10. Checklist - a form of assessment designed to record the presence or absence of a specific trait or behavior
11. Child Care Aide - a person who has little child care training and who assists the teacher in a child care center
12. Child care center - full-day child care facilities that focus on the child's basic nutritional, social, emotional, and physical needs
13. Child care services - care provided by persons for children whose parents are not available during working hours
14. Comprehensive care - the care provided for children that meets the basic physical needs and had the added enrichments that meet the intellectual needs of a child
15. Corporate child care - care provided by an employer either on site or close to the parent's workplace
16. Crises center nursery - child care facilities where troubled parents can leave their children for a short time
17. Custodial care - type of child care that focuses primarily on meeting the child's physical needs
18. Directed learning experiences - learning experiences that are planned with a specific goal in mind
19. Evaluation - a judgment about something. A critique of a person, project, activity, decision, or event
20. Family home child care - child care provided for children ranging in age from six weeks to 12 years by a caregiver in his or her home

21. Franchised child care center - child care centers associated with a company. They may be owned by the company or a local owner may have purchased the right to be in the
22. Head Start - a program developed by the federal government to strengthen the academic skills of children from low-income homes, and designed for the social, emotional, physical, and intellectual needs of four- and five- year olds
23. Indirect learning experiences - learning experiences that occur on the spur of the moment
24. Learning Objectives - description of expected outcomes of an activity. Used to plan teaching strategies
25. Montessori School - a school providing children freedom within limits by a rather structured approach, and a fixed method in which materials are presented
26. Nanny - a child care worker who usually provides care in the child's home
27. National Association for the Education of young Children (NAEYC) - one of the most respected professional organizations for people who work with young children. It is a source to improve professional practice and preparation for working in the early childhood field
28. Nurturing - providing love, support, attention, and encouragement
29. Parent cooperative - child care programs that are formed and run by parents who wish to take part in their children's preschool experience
30. Personnel - persons who work for an employer, company or agency
31. Primary caregiver - the person that will provide the most care and spend the most time with a child or another person
32. Program Goals - basic skills, concepts, and attitudes to develop and encourage in children
33. Rating Scale - a record verbal or numerical by an observer
34. School-age child care programs - programs often sponsored by schools, churches, or child care centers that provide care for children before and/or after school
35. Unit plans - a curriculum format for child care that revolves around curriculum themes that reflect the children's interests
36. Volunteer - to willingly agree to perform a task or service to others without pay. Someone who agrees to perform such tasks or services

Unit 6: Child Development

1. Classification - the process of mentally grouping objects or ideas into categories or groups based on some unique feature
2. Cooperative play - activity in which children actually play with one another
3. Development - to go through a natural process of growth
4. Developmental tasks - one of the skills that children learn at different stages of development. These tasks include physical, mental, social, emotional, and moral skills
5. Growth - a stage in the process of growing
6. Hand-eye coordination - the ability to move hands and fingers precisely in relation to what is seen
7. Maturation - sequence of biological changes in a child giving the child new abilities
8. Motor skill development - process of acquiring the standards of behavior considered acceptable by a society
9. Object permanence - the concept in which an infant learns that people or things exist even when they are gone from sight
10. Parallel play - activity in which children play side by side without interacting
11. Personality - the characteristics that make a person unique
12. Reversibility - capable of going backward or forward through a series of actions or changes
13. Self concept - the mental picture people have of themselves; their opinion about themselves
14. Seriation - the ability to arrange items in an increasing or decreasing order based on weight, volume, number, or size. Grouping by a common property
15. Solitary play - play that is independent and exploratory in nature
16. Spatial - relating to space
17. Stage - a period or step in process, activity or development of a person's life

Unit 7: Guiding Children's Behavior

1. Behavior disorder - refers to any visible activities done by a child that are inappropriate in action
2. Behavioral stress - unusual actions provoked from tension and strain caused by problems, pressures, fears or unsettling changes
3. Communication - process of sending and receiving messages to share thoughts and feelings
4. Conflict - any struggle, disagreement, or fight
5. Consequences - events that occur as a result of choices--good or bad, positive
5. Consistent - repeatedly acting the same way
6. Cope - to use acceptable techniques to overcome difficulties, to solve a problem or adapt to a situation
7. Discipline - training that corrects, molds, and perfects ones actions
8. Environment - a person's surroundings and everything in them, including both human and non-human factors
9. Frustration - feelings of defeat or discouragement that cause feelings of tension
10. Guidance - help in learning acceptable behavior
11. Indirect guidance- outside factors influencing behavior, such as the layout of the center
12. Modeling - the process by which the teacher completes a behavior for the students to mimic
13. Negativism - the act of being negative, lacking a positive outlook, doing the opposite of what others want
14. Permissive - a type of behavior allowing freedom, behavior that is tolerant of practices disapproved of by others
15. Positive reinforcement - a response that encourages a particular behavior
16. Prompting - making a verbal or non-verbal suggestion that requires a response; used either to stop an unacceptable action or start an acceptable one
17. Punishment - a penalty inflicted on a child for a violation
18. Redirecting - diverting or turning a child's attention in a different direction
19. Time out - a guidance technique used when a child's behavior cannot be good
20. Values - ideas about right and wrong and what is important in your life

Unit 8: Health and Safety

1. Abandonment - to leave somebody or something behind. To cause others to care for someone, especially meant to be a personal responsibility
2. Body temperature - the degree of temperature of the body under conditions of absolute rest
3. Cardiopulmonary resuscitation (CPR) - first aide technique that tries to restore breathing and heartbeat to persons who show no signs of breathing or pulse
4. Child abuse - physical, emotional, or sexual violence against children
5. Child neglect - failure to meet the child's physical or emotional needs
- 6 Communicable diseases - illnesses that are easily passed from one person to another
7. Contagious - the ability to be spread from one person to another. The period during which a communicable disease can be spread to another person
8. Convulsion - a seizure or a period of unconsciousness with uncontrolled jerking of muscles
9. Dilated eye exam - an exam in which the pupil is made larger or wider to allow a better view into the eye
10. Dosage - the determination and regulation of the size, frequency and number of doses to be administered at one time
11. Evacuation plan - a plan to withdraw or remove people from an area of danger
12. Fatigue - a tired feeling that lowers one's level of activity
13. First aid - on the spot treatment of injuries until medical help arrives
14. Health - combined state of physical, mental, and social well being
15. Health record - a record of your past health history
16. Hygiene - practices that promote good health and prevention of disease, such as cleanliness and maintenance of skin, hair and nails
17. Heimlich maneuver - procedure that removes food or other obstacles from a choking persons airway
18. Immunization - to protect a person from disease, usually by means of a vaccine
19. Inflammation - a condition of some part of the body that is a reaction to injury, infection, or irritation and is characterized by redness, pain, swelling and loss of function
20. Isolation - being separated from other people

21. Lethargic - the condition of indifference, or abnormal drowsiness or sluggishness
22. Medication - substance for curing or healing or for relieving pain
23. Menu - the food choices offered at each meal
24. Monitor - to oversee a process or a group. A person who oversees, or who gives warnings, cautions or advice
25. Nausea - a feeling of sickness at the stomach with an impulse to vomit
26. Nutrition - the study of nutrients and how they are used by the body
27. Policy - a course of action that controls future decisions and procedures
28. Precautions - the care taken beforehand against possible danger or failure
29. Ventilation - the process of supplying a house or facility continuously with fresh air. The process which withdraws foul air as by means of an exhaust fan
30. Wellness, the process of acquiring and maintaining physical, mental, emotional, and social health

Unit 9: Guiding Special Needs Children

- 1 Accessible - easy to reach, enter, speak with, or use.
- 2 Accommodations- adjustment of differences, that are made in a classroom to benefit a students special needs
3. Articulation - the ability to speak in clearly pronounced sounds
4. Disabled - unable to perform certain physical, mental, and/or emotional tasks
5. Gifted child - children with unusual intelligence, special artistic talents, and/or the ability to understand relationships and abstract ideas
6. Hyperactive - being overly and uncontrollable active
7. Individualized Education Plan (IEP) - a plan for meeting an exceptional learner's education needs
8. Individuals with Disabilities Education Act (IDEA) - federal law requiring all states to provide education for children who are developmentally delayed
9. Immersion - the placing of something into water or other liquid so that it is completely covered
10. Inclusion - a term for enrolling special needs children into all areas of the curriculum
11. Mental abuse - placing unreasonable, unrealistic or excessive demands on someone, then verbally reducing their self esteem for not following through or doing what is demanded
12. Phobia - an extreme fear that causes a person to limit normal functioning to avoid the fear
13. Physical abuse - one or more episodes of aggressive behavior, usually resulting in physical injury or scaring with possible damage to internal organs or external body of another person
14. Self Esteem - the sense of worth a person attaches to oneself
16. Special needs population - a group of people identified as needing assistance to compensate for specific disabilities