

Education and Workforce Development Cabinet

CURRICULUM MAP

<b>School:</b>	Ohio County High School	<b>Program:</b>	Early Childhood Education
<b>Teacher:</b>	Mrs. Chanda Hansen	<b>School Year:</b>	2020-2021
<b>Length of Course:</b>	180 days (36 weeks)	<b>Length of Period</b>	90 minutes
<b>High School Credit(s)</b>	2		

**NO TASK NUMBERS ARE AVAILABLE FOR FAMILY AND CONSUMER SCIENCE COURSES**



Equal Education and Employment Opportunities M/F/D

Days/Dates Completed	Task	Core Content/Skill Standards
Day 1-3	<p><b><u>Objectives/Learner Goal (Chapter/Lesson 1.1)</u></b></p> <ul style="list-style-type: none"> <li>• Students will describe and define the CCCC eligibility certificate</li> <li>• Explain why a TB test is needed before working in a daycare</li> <li>• List 3 characteristics of a successful child care teacher</li> <li>• Analyze and discuss how social and economic changes have increased the need for childcare services.</li> </ul> <p><b><u>Activities</u></b></p> <ul style="list-style-type: none"> <li>• Review Child Care Commonwealth Credential</li> <li>• Notes: Social and Economic Changes in Child Care</li> <li>• Worksheet: Is Teaching Really for Me?</li> <li>• Discuss Tuberculosis Test</li> </ul>	<p><b>Core Content:</b> 4.1.3; 4.6.1; 12.2.2; 4.5.3</p> <p><b>Skill Standards:</b> AA 006 (Notes); EB 003; OA 001; OA 003; OE 003; OF 001</p>
Day 4-8	<p><b><u>Objectives/Learner Goal (Chapter/Lesson 1.2)</u></b></p> <ul style="list-style-type: none"> <li>• Describe the 3 career opportunities in the early childhood profession.</li> <li>• List the characteristics and the responsibilities of the early childcare teacher.</li> </ul> <p><b><u>Activities</u></b></p> <ul style="list-style-type: none"> <li>• Worksheet: Analyzing Your Professional Skills</li> <li>• Group Work: Career opportunities in early childhood</li> <li>• Power Point Notes: Career opportunities in early childhood</li> <li>• Transparency notes: CDA goals and Functional Areas</li> <li>• Worksheet: Career Match Review</li> <li>• Worksheet: Truths About Early Childhood</li> <li>• Chapter 1 Study Guide; Chapter 1 Test; Chapter 2 Study Guide</li> </ul>	<p><b>Core Content:</b> 4.1.1; 4.1.3; 4.5.3; 12.3.2</p> <p><b>Skill Standards:</b> ED002 (group work); AA 006 (Notes); EB 002; OA 003; OA 001; OE 003</p>
Day 9-12	<p><b><u>Objectives/Learner Goal (Chapter/Lesson 2.1)</u></b></p> <ul style="list-style-type: none"> <li>• List and describe the 9 types of early childhood programs available to parents and their children.</li> <li>• Explain 1 advantage and 1 disadvantages of each type of program.</li> <li>• Compare and contrast Kentucky's and NAYCE accreditation criteria.</li> </ul> <p><b><u>Activities</u></b></p> <ul style="list-style-type: none"> <li>• Group Work/Presentations: Types of Programs</li> <li>• Worksheet: Child care program comparison</li> <li>• Open-response: Types of Early Childhood programs</li> <li>• Worksheet: Characteristics of Child Care</li> <li>• Notes &amp; page 40 questions 1-16</li> <li>• Chapter 2 Test</li> <li>• Pass out chapter 4 study guide</li> </ul>	<p><b>Core Content:</b> 4.1.1; 4.1.3; 4.1.6; 4.3.1</p> <p><b>Skill Standards:</b> ED002 (group work); AA 006 (Notes); AA 004; ED 004; OA 001; OAAA 004; ED 004; OA 001; OA; OA 004</p>

Days/Dates Completed	Task	Core Content/Skill Standards
Day 13-15	<p><b>Objectives/Learner Goal (Chapter/Lesson 4.1)</b></p> <ul style="list-style-type: none"> <li>Define and share knowledge of 'learning windows'.</li> <li>Explain how the current brain research information affects 'learning windows'.</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>PowerPoint Notes: Principles of Child Development</li> <li>Worksheet: Learning Windows</li> <li>Video – <u>The First Years Last Forever</u></li> <li>Article &amp; Questions: Brain Development</li> </ul>	<p><b>Core Content:</b> 4.5.5; 12.1.1; 12.1.3; 4.2.3</p> <p><b>Skill Standards:</b> AA 006 (Notes); OG 001</p>
Day 16-23	<p><b>Objectives/Learner Goal (Chapter/Lesson 4.2)</b></p> <ul style="list-style-type: none"> <li>Differentiate between the 4 areas of development</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Lecture/PowerPoint: Chapter 4: Understanding Children from Birth to Age Two</li> <li>Worksheet "P.I.E.S."</li> <li>Page 67 Questions 1-12</li> <li>Video – <u>I Am Your Child</u> – Hosted by Tom Hanks</li> <li>Portfolio Writing/Research: social, emotional, cognitive, and physical development in children ages birth-age 3</li> <li>Chapter 4 test</li> <li>Video: <u>How Boys and Girls Differ: The First Six Years</u>, the Learning Seed, 2004 catalog).</li> </ul>	<p><b>Core Content:</b> 4.5.5; 12.1.1; 12.1.2</p> <p><b>Skill Standards:</b> AA 006 (Notes); AA 001; AA 003; AC 008; AC 006; OG 001, OG 002</p>
Day 23-30	<p><b>Objectives/Learner Goal (Chapter 5 &amp;6)</b></p> <ul style="list-style-type: none"> <li>Students will compare and contrast the physical, cognitive, and social-emotional development of two- and five year olds</li> <li>Students will evaluate all group presentations based on provided rubric.</li> <li>Students will relate how the development of two through five year olds will affect their role as a teacher</li> <li>Students will be able to determine language comprehension skills from expressive language skills</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Computer lab- Group Presentations/Power Points over Chapter 5 &amp; 6</li> <li>Worksheet/Packet Chapter 5 &amp; 6</li> </ul>	<p><b>Core Content:</b> 4.2.5; 4.5.5; 12.1.1; 12.3.1</p> <p><b>Skill Standards:</b> ED002 (group work); AA 002; AA 003; AA 004; AA 005; AC 006; EA 003; ED 004; ED 009; OG 002; OI 002</p>
Day 31-35	<p><b>Objectives/Learner Goal (Chapter/Lesson 7.1)</b></p> <ul style="list-style-type: none"> <li>Students will be able to summarize, in writing, three mental operations tested during middle childhood.</li> <li>Students will be able to physically gather material to demonstrate and justify how they would test the three mental operation tests.</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>PowerPoint: Chapter 7 Middle Childhood</li> </ul>	<p><b>Core Content:</b> 4.4.2; 4.4.6; 4.5.2; 12.1.2;</p> <p><b>Skill Standards:</b> AA 006 (Notes); ED002 (group work);</p>

Days/Dates Completed	Task	Core Content/Skill Standards
	<ul style="list-style-type: none"> <li>• Worksheet: Testing Mental Operations</li> <li>• Worksheet: Friendships During the School-Age Years</li> <li>• Activity: Testing Mental Operations- create 3 activities to implement with children to test for classification, conservation, and seriation</li> <li>• Chapter 7 Test</li> </ul>	AA 002; AA 007; EE 003; OB 002; OD 001OG 001; OG 002
Day 36-50	<p><b><u>Objectives/Learner Goal (Chapter 17/Lesson Curriculum Building)</u></b></p> <ul style="list-style-type: none"> <li>• Describe 3 factors to consider in curriculum planning.</li> <li>• Explain themes and justify why “themes” are used as a basis for planning curriculum.</li> </ul> <p><b><u>Activities</u></b></p> <ul style="list-style-type: none"> <li>• Lecture/PowerPoint: Curriculum Considerations</li> <li>• Transparency notes “Assessing Curriculum”</li> <li>• Worksheet: Curriculum Building</li> <li>• video: “Planning Activities for Children”</li> <li>• Theme projects</li> <li>• Skill standards scenario 2007A (Themes)</li> <li>• P. 282 1-17 (write questions)</li> <li>• Chapter 17 test</li> <li>• Worksheet: Transitions</li> </ul>	<p><b>Core Content:</b> 4.2.4; 4.2.5; 4.3.3</p> <p><b>Skill Standards:</b> AA 006 (Notes); Skill Standards Scenarios (OC 002; OC 003; OC 004; AA 003) AB 002; ea 006; OC 001; OC 003</p>
Day 51-58	<p><b><u>Objectives/Learner Goal (Chapter 16/Lesson Routines/Schedules/ Transitions</u></b></p> <ul style="list-style-type: none"> <li>• Analyze the difference between a routine, transition, and schedule and how they affect the environment.</li> <li>• Create a preschool schedule and justify why it is well-planned</li> </ul> <p><b><u>Activities</u></b></p> <ul style="list-style-type: none"> <li>• Vocabulary (Literacy) Activity</li> <li>• Present PowerPoint: Chapter 16 Set the Stage for Learning</li> <li>• Pair activity/worksheet: Arrivals and Departures of Toddlers and Preschools</li> <li>• Questions/Pair Activity: Schedules/Routines/Transitions</li> <li>• Skills Standards Scenario: 2002 B (Routines)</li> <li>• Chapter 16 Study Guide</li> <li>• Chapter 16 Test</li> </ul>	<p><b>Core Content:</b> 4.3.6</p> <p><b>Skill Standards:</b> AA 006 (Notes); ED002 (group work); (Scenario) AA 001; AA 003; EC 006; EC 007; EC 008; EE 002 OC 006</p>
Day 59-66	<p><b><u>Objectives/Learner Goal (Chapter 3/Lesson Observing Children a Tool for Assessment)</u></b></p> <ul style="list-style-type: none"> <li>• Students will describe guidelines for observing children.</li> <li>• Demonstrate different types of observation</li> </ul> <p><b><u>Activities</u></b></p> <ul style="list-style-type: none"> <li>• Group Vocabulary Activity</li> </ul>	<p><b>Core Content:</b> 4.2.2</p> <p><b>Skill Standards:</b></p>

Days/Dates Completed	Task	Core Content/Skill Standards
	<ul style="list-style-type: none"> <li>• PowerPoint: Chapter 3 Observing Children: A Tool for Assessment</li> <li>• Group Activity</li> <li>• Worksheet: Chapter 3 Observing Children A Tool for Assessment</li> <li>• Skill Standards Scenario: Assessment Tools</li> <li>• Chapter 3 Test</li> </ul>	AA 006 (Notes); ED002 (group work); OB 002; OB 003
Day 67-76	<p><b><u>Objectives/Learner Goal (Chapter 20 Overview of Play)</u></b></p> <ul style="list-style-type: none"> <li>• Explain, justify, and evaluate how children learn through puppetry play.</li> <li>• Identify 3 different types of play that children exhibit.</li> </ul> <p><b><u>Activities</u></b></p> <ul style="list-style-type: none"> <li>• Group work- play</li> <li>• PowerPoint: Chapter 20 overview of play</li> <li>• In-class assignment activity: p. 328 1-14</li> <li>• Skills standards Scenario- play</li> <li>• Puppet Creations/Puppet Stories</li> <li>• Chapter 20 test</li> <li>• Video: Play</li> </ul>	<p><b>Core Content:</b> 4.3.1; 4.3.3; 4.3.4</p> <p><b>Skill Standards:</b> OC 002; OC 003; OC 004</p>
Day 77-81	<p><b><u>Objectives/Learner Goal (Chapter/Lesson Mid-term review)</u></b></p> <ul style="list-style-type: none"> <li>• Students will complete mid-term exam study guide, play jeopardy, and take test</li> </ul> <p><b><u>Activities</u></b></p> <ul style="list-style-type: none"> <li>• Mid-term Exam Study Guide</li> <li>• Mid-term Exam review “Jeopardy”</li> <li>• Mid-term Exam</li> </ul>	<p><b>Core Content:</b> Review of all standards</p> <p><b>Skill Standards:</b> Review of all standards</p>
Day 82-87	<p><b><u>Objectives/Learner Goal (Chapter 8 Lesson 1 Preparing the Environment: Learning Activities and Learning Centers)</u></b></p> <ul style="list-style-type: none"> <li>• Identify the 15 learning centers that should be included in a preschool setting and their purposes.</li> <li>• Evaluate how learning activities and learning centers affect the social, emotional, cognitive and physical development of children.</li> </ul> <p><b><u>Activities</u></b></p> <ul style="list-style-type: none"> <li>• Chapter 8 vocabulary terms</li> <li>• PowerPoint: Chapter 8 from <u>Working with Young Children</u>.</li> <li>• PowerPoint Handout: Chapter 8 fill-n-blank notes</li> <li>• Learning Center Activities/Projects with Partner</li> </ul>	<p><b>Core Content:</b> 4.3.1; 4.3.2; 4.3.5; 4.4.1</p> <p><b>Skill Standards:</b> AA 006 (Notes); ED002 (group work); OC 001; OC 002; OC 005</p>

Days/Dates Completed	Task	Core Content/Skill Standards
Day 88-92	<p><b><u>Objectives/Learner Goal (Chapter 8/Lesson 2 Preparing the Environment: Outdoor Learning Environment )</u></b></p> <ul style="list-style-type: none"> <li>• Evaluate how outdoor sensory experiences benefit children.</li> <li>• List factors that influence the organization and arrangement of the outdoor environment.</li> </ul> <p><b><u>Activities</u></b></p> <ul style="list-style-type: none"> <li>• Present PowerPoint over outdoor environments from chapter 8.</li> <li>• PowerPoint Handout: Chapter 8 fill-n-blank notes</li> <li>• Chapter 8 Test</li> <li>• Chapter 9 vocabulary</li> </ul>	<p><b>Core Content:</b> 4.3.5; 4.4.1</p> <p><b>Skill Standards:</b> AA 006 (Notes); OC 005; OD 001; OD 002</p>
Day 93-94	<p><b><u>Objectives/Learner Goal (Chapter 9/Lesson 1 Selecting Toys, Equipment, and Educational Material)</u></b></p> <ul style="list-style-type: none"> <li>• List 2 criteria for purchasing toys and equipment for a child care</li> <li>• Explain 2 ways that toys develop learning</li> </ul> <p><b><u>Activities</u></b></p> <ul style="list-style-type: none"> <li>• PowerPoint: Chapter 9 Selecting Toys, Equipment, &amp; Educational Materials</li> <li>• Handout to students: Fill-n-blank notes Chapter 9 PowerPoint</li> <li>• worksheet: Learning Through PLAY</li> </ul>	<p><b>Core Content:</b> 4.2.4; 4.3.1</p> <p><b>Skill Standards:</b> AA 006 (Notes); OC 001; OC 002</p>
Day 95-101	<p><b><u>Objectives/Learner Goal (Chapter 10/Lesson 1 Promoting Children’s Safety)</u></b></p> <ul style="list-style-type: none"> <li>• Describe 3 guidelines for promoting children’s safety.</li> <li>• Examine and demonstrate procedures for treating poisonings.</li> </ul> <p><b><u>Activities</u></b></p> <ul style="list-style-type: none"> <li>• Chapter 10 Study Guide</li> <li>• Play ground safety quiz</li> <li>• Worksheet: Ch. 10 Promoting Children’s Safety</li> <li>• Notes- Transparency: You are Liable</li> <li>• p. 164 1-14 (write questions)</li> <li>• Skills Standards Scenario: 5 unsafe situations</li> <li>• Worksheet: Chapter 10 p. 151</li> </ul>	<p><b>Core Content:</b> 4.4.3; 4.4.4; 4.4.6; 4.6.7</p> <p><b>Skill Standards:</b> AA 006 (Notes); OD 002; OD 003; OD 004; OD 006; OD 007</p>
Day 102-108	<p><b><u>Objectives/Learner Goal (Chapter 10/Lesson 2 Child Abuse: Recognizing and Reporting Child Abuse)</u></b></p> <ul style="list-style-type: none"> <li>• Describe four (4) types of child abuse.</li> <li>• List and describe the steps to follow when reporting suspected abuse and justify when you would and would not report.</li> </ul> <p><b><u>Activities</u></b></p> <ul style="list-style-type: none"> <li>• PowerPoint presentation: Child Abuse</li> <li>• Child Abuse &amp; Neglect Research Paper</li> <li>• Worksheet: Understanding Child Abuse</li> </ul>	<p><b>Core Content:</b> 4.1.1; 4.1.4; 4.4.2; 4.4.5; 12.2.4</p> <p><b>Skill Standards:</b> AA 006 (Notes); AA 003; AC 006; OA 001; OA 003; AD 005; AH 004</p>

Days/Dates Completed	Task	Core Content/Skill Standards
	<ul style="list-style-type: none"> <li>• Video: ABC News Presentation over Child Abuse</li> <li>• Chapter 10 test</li> </ul>	
Day 109-117	<p><b>Objectives/Learner Goal (Chapter 11 Planning Nutritious Meals)</b></p> <ul style="list-style-type: none"> <li>• Describe 2 nutritional problems that can result from a poor diet.</li> <li>• Name the food groups in the Food Guide Pyramid for Young Children and the main nutrients they supply</li> <li>• Explain what anaphylactic shock is and signs of an allergic reaction</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Chapter 11 Study Guide</li> <li>• PowerPoint: Planning Nutritious Meals and Snacks</li> <li>• Worksheet: Nutrients &amp; Their Functions</li> <li>• Open-response/On-Demand: Meal Planning</li> <li>• Video: Child Hood Nutrition</li> <li>• Chapter 11 test</li> <li>• Video: Childhood Nutrition</li> <li>•</li> </ul>	<p><b>Core Content:</b> 4.4.2; 4.4.3; 4.4.4</p> <p><b>Skill Standards:</b> AA 006 (Notes); ED002 (group work); OD 003; OD 004</p>
Day 118-123	<p><b>Objectives/Learner Goal (Chapter 12 Prevention of Illness)</b></p> <ul style="list-style-type: none"> <li>• Evaluate steps for controlling the spread of communicable diseases</li> <li>• Describe the steps of care for a child who becomes ill in the child care center</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Chapter 12 Study Guide</li> <li>• Chapter 12 Vocabulary</li> <li>• PowerPoint: Communicable Diseases (images)</li> <li>• PowerPoint: Chapter 12 Guiding Children’s Health</li> <li>• Distribute Chapter 12 fill-n-the-blank notes</li> <li>• Distribute index cards/activity: Emergency Medical Care</li> </ul>	<p><b>Core Content:</b> 4.4.1; 4.4.2; 4.4.6; 4.4.7</p> <p><b>Skill Standards:</b> OD 001; OD 002; OD 006; OD 007</p>
Day 124-127	<p><b>Objectives/Learner Goal (Chapter/Lesson Resume, Cover Letters, Follow-up letters, &amp; references)</b></p> <ul style="list-style-type: none"> <li>• Students will list what needs to be included on a resume, cover letter, &amp; follow-up letter</li> <li>• Students will explain what a reference letter is and justify when they would need one.</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Have students create a Microsoft word document for each of the following: Resume, Cover letter, and follow-up letter.</li> <li>• Review reference letters</li> </ul>	<p><b>Core Content:</b> 4.1.2; 4.1.3</p> <p><b>Skill Standards:</b> EA 008</p>

Days/Dates Completed	Task	Core Content/Skill Standards
Day 128-147	<p><b>Objectives/Learner Goal (Chapter/Lesson Room Arrangement, Learning Experiences)</b></p> <ul style="list-style-type: none"> <li>Identify 5 learning centers that should be included in a preschool setting.</li> <li>List factors that should be considered when planning an indoor child care environment.</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Children Learning Experiences Booklets (4 weeks)</li> <li>5 Lesson Plans (2 art, 1 science, 1 music, 1 Literacy)</li> </ul>	<p><b>Core Content:</b> 4.3.1; 4.3.2; 4.3.3; 4.3.4; 4.3.5; 4.3.6; 4.4.1; 4.5</p> <p><b>Skill Standards:</b> OC 001; OC 002; OC 003; OC 004; OC 005; OC 006; OE 001; OE 002; OE 003; OE 004; OE 005</p>
Day 148-155	<p><b>Objectives/Learner Goal (Chapter/Lesson Day Care Project )</b></p> <ul style="list-style-type: none"> <li>Students will be able to properly create a daycare consisting of 6 classrooms with the proper staff/child ratio when analyzed by Kentucky standards.</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Create Day care project using the following website, <a href="http://www.lakeshorelearning.com">www.lakeshorelearning.com</a></li> <li>Complete day care project handout</li> </ul>	<p><b>Core Content:</b> 4.3.2; 4.3.5; 4.4.14.6.3; 4.6.5</p> <p><b>Skill Standards:</b> ABOO2; AB 004; AB 005OD 001; OC 002</p>
Day 156-160	<p><b>Objectives/Learner Goal (Chapter/Lesson Final Exam Review)</b></p> <ul style="list-style-type: none"> <li>Students will review book</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Final Exam Study Guide</li> <li>Final Exam Test</li> </ul>	<p><b>Core Content:</b> Review All</p> <p><b>Skill Standards:</b> Review All</p>

Work Experience is also incorporated into the class.