

Career & Technical Education  
Curriculum Alignment with  
Common Core ELA & Math Standards

# Child Development Services II

The following document can be viewed at <http://www.education.ky.gov/KDE>  
*(Directions to view curriculum alignment from website homepage)*

- Instructional Resources
- Career and Technical Education
- Career and Technical Education Resources
- Career and Technical Education Curriculum Alignment

- Early Childhood Education Career Major
- Child Development Services II curriculum alignment

**KENTUCKY CAREER PATHWAY/PROGRAM OF STUDY TEMPLATE**

**Recommended Course Sequence**

**COLLEGE/UNIVERSITY:** Western Kentucky University **CLUSTER:** Human Services & Education  
**HIGH SCHOOL (S):** \_\_\_\_\_ **PATHWAY:** Early Childhood Educator  
**PROGRAM:** Family & Consumer Sciences- Early Childhood Education

DRAFT	GRADE	ENGLISH	MATH	SCIENCE	SOCIAL STUDIES	REQUIRED COURSES				CREDENTIAL CERTIFICATE DIPLOMA DEGREE
						RECOMMENDED ELECTIVE COURSES				
						OTHER ELECTIVE COURSES				
						CAREER AND TECHNICAL EDUCATION COURSES				
SECONDARY	9	English I	Algebra I	ICP / Earth Science	Social Science	Health/PE	Arts & Humanities	Computer & Technology Applications	FACS Life Skills	
	10	English II	Geometry	Biology I	World Civilization	World Language I	Relationships / Money Skills	Foods and Nutrition	Child & Human Development	
	11	English III	Algebra II	Chemistry	US History	World Language II	Parenting	Child Dev. Services I	Child Dev. Services I	KOSSA, AAFCS Pre-PAC (Early Childhood Education), Commonwealth Child Care Credential, CDA & WKU Articulation
	12	English IV	Math Elective	Science elective	Psychology	Business Management	Principles of Teaching	Child Dev. Services II	Child Dev. Services II WBL / Co-op	
POSTSECONDARY	Year 13	English 100 & Speech	General Math	Cat D science	Psychology	Working with Young Children and Families	Human Nutrition	Foundations in FCS * Foundations in Human Services	Diversity in Early Childhood Programs	3 Hours Articulation - Early Childhood Education
	Year 14	English 200 & Children's Literature	Family and Community and Early Childhood Programs	Safety & First Aid & Family Relations	Western Civilization	Assessment of Young Children	Guidance & Problem solving Approaches for Young Children	Curr Dev for Infants & toddlers & Curr Dev for Preschool and Kindergarten	Administration of Early Childhood Programs & Practicum	Associates Degree- Early Childhood Education
	Year 15	English 300	Foreign Language	Humanities Elective (2)	Family Life Education	PP Techniques in FCS	Management of Family Resources	Implications of Research in Child and Family	Growth and Guidance of Children	
	Year 16	World Cultures - Folk Studies	Statistics	Critical Issues in Family and Child Studies	Professional Presentations in FCS	Internship	Parenting Strategies	Family Relations	Exceptional Education	Bachelor's Degree in Child Studies (minor required)



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<b>Required Courses</b>
<b>Recommended Elective Courses</b>
<b>Other Elective Courses</b>
<b>Required Career and Technical Education Courses</b>
<b>Credit-Based Transition Programs (e.g. Dual/Concurrent Enrollment, Articulated Courses, 2+2+2)</b> (◆ = High School to Comm. College) (• = Com. College to 4-Yr Institution) (■ = Opportunity to test out)
<b>Mandatory Assessments, Advising, and Additional Preparation</b>

**Note:** Categories of courses (e.g. Required, Recommended Electives, other Electives and career and Technical Education) apply to both secondary and postsecondary levels.

( AA 006, EA 001, EA 002, EA 003, EA 004, EA 005, EA 006, EA 011, EA 012, EA 013, EB 001, EB 002, EB 003, EB 004, EB 005, EC 001, ED 001, ED 009, OB 002, OB 004, OB 005, OC 002, OC 003, OC 006, OD 002, OD 003, OD 005, OD 006, OD 007, OE 003, OE 004, OF 004, OG 001, OG 002)

## **Child Development Services II Unit Sequence and Learning Targets**

**(Note: The numbers in red correlates with the unit numbers listed above in the curriculum alignment to better log hours for the CCCC/CDA in accordance to subject areas from left to right on the CCCC eligibility certificate.)**

### Unit 1 (5): Professional Development/Professionalism

- Careers in Early Childhood
  - Determine career opportunities in early childhood programs.
- Certifications/Credentials and Professional Organizations
  - Utilize opportunities to obtain industry certifications and/or credentials such as the Early Childhood Career Major Certificate, the Orientation for Early Child Care Professionals, CCCC and CDA.
  - Identify professional organizations in early childhood.
- Competencies and Legal Responsibilities of Early Childhood Workers
  - Describe qualities possessed by an early child care professional and conduct a self-assessment related to the professional role.

### Unit 2 (7): Child Growth and Development

- Caring for Young Children through Work Experiences
  - Demonstrate skills in caring for young children in a variety of childhood settings.
- Guiding Behavior
  - Demonstrate positive guidance techniques when working with children.

### Unit 3 (1): Health, Safety, and Nutrition

- Childhood Diseases and Reporting Requirements
  - Describe the symptoms and reporting requirements of common childhood diseases.
- Nutritional Needs of Children
  - Create and evaluate daily menus for young children based on state regulations.
- Child Abuse and Neglect
  - Identify the signs of child abuse and neglect, local reporting procedures, and state statues related to suspected child abuse and neglect.
- General Safety Precautions
  - Explain general health and safety precautions and procedures for children.

### Unit 4 (2): Learning Environments and Curriculum

- Schedules and Routines
  - Review daily schedules for infants, toddlers, and preschool children.
- Classroom Furniture and Arrangement
  - Evaluate arrangement and furniture in a child development center for the health, safety and education of young children.
- Approaches to Teaching
  - Document goal statements and activities for creating and maintaining a safe, healthy, and learning environment that enhance growth and development.
- Developmentally Appropriate Lesson Plans and Activities
  - Develop and implement age-appropriate and effective classroom lesson plans, incorporating the Kentucky Early Childhood Standards.
  - Utilize Kentucky's School Readiness Indicators when planning and creating activities with pre-K children.

- Create and implement art, music, language arts, math, and science activities for young children.

#### Unit 5 (6): Child Assessment

- Types of Observations
  - Identify the types of records and observation tools to assess children's growth and development.
- Milestones of Young Children
  - Assess the physical, emotional, intellectual, and social milestones of children in early childhood settings.
- Kentucky School Readiness Indicators
  - Utilize Kentucky's School Readiness Indicators when evaluating young children.

#### Unit 6 (4): Program Management/ Evaluation

- Guidelines and Regulations in Early Childhood Centers
  - Identify the legal requirements in operating an early childhood center.
- Managing Early Childhood Programs
  - Utilize and apply the ITERS/ECERS rating systems and subscales to identify characteristics of quality child care programs.
  - Utilize and apply the CLASS assessment scoring system for preschool and Head Start programs.

#### Unit 7 (3): Family and Community Partnerships

- Agencies Providing Services to Children and Parents
  - Identify local community service agencies that assist families including children with special needs and family counseling.
- Collaboration/Involvement with Families and Colleagues
  - Describe appropriate strategies and techniques for collaboration with families and colleagues.
  - Explore methods of effective communication with parents and guardians of children.
- Family, Career and Community Leaders of America
  - Utilize activities of the Family, Career and Community Leaders of America student organization as an integral component of course content and leadership development.

#### Unit 8 (8): Employability Skills (Unit 8 logs under unit/subject area 5 on CCCC- Professional Development/Professionalism)

- Applying for Jobs
  - Practice completing and reviewing job applications.
  - Update resume, cover letter, and follow-up letter.
- Work Ethics
  - Identify the traits and behaviors of a worker with a positive work ethic.
- Portfolio
  - Plan and implement an early childhood education portfolio based on CCCC and/or CDA criteria.
- Preparing for an Interview
  - Practice skills needed for job interviewing.

#### Technical Content

- Utilize activities of the Family, Career and Community Leaders of America student organization as an integral component of course content and leadership development
- Apply math, science and communication skills within technical content.
- Demonstrate employability and social skills relevant to the career cluster

**Child Development Services II**  
**Ohio County High School**  
**Unit Sequence, Learning Targets, & Technical Content**

Chanda Hansen

Note: Unit Numbers have been changed to correlate in the order of subject areas on the CCCC eligibility certificate. The current unit 8 correlates to subject area 6.

Please refer to Learning Targets Description

Week	Unit	Unit Breakdown/ Topics	Trainer/ Guest Speaker	Hours	Technical Content
Week 1 & 2	5	• Certification/Credentials and Professional Organizations (M-F)		6.5	<i>TC</i> 2, 3,8,10, 15, 19, 20
	4	• Confidentiality/Dress (M)		1	<i>KOSSA Standards</i> AA 005, EB 005,
	4	• Codes/Expectations (M)		1	EB 006, EB 008,
	1	• Child Abuse (T)		1	EC 010, OA 001,
	5	• Special Education (W)		1	OA 002, OA 003,
	1	• Hand washing/Diapering Changes (TH)		1	OA004, OD 001,
	5	• CDA review/guidelines (F)		1	OD 005, OD 007, OF 001, OF 002, OF 003, OF 005
	5	• Competencies and Legal Responsibilities of Early Childhood Workers/Professional Development Plan (Ch.5.1, 5.2, 5.3) (T-F)		5	<i>TC</i> 2, 3, 9, 12, 19, 20, 22
	5	• Conscious Discipline (M)		1	<i>KOSSA Standards</i> EB 001, EB 003,
	7	• Legal Responsibilities of Early Childhood (M)		1	EB 004, EB 005,
	7	• Conscious Discipline (T)		1	EB 006, EB 008,
	2	• Visual Phonics (W)		1	EC 010, OA 001,
	2	• Visual Phonics (TH)		1	OA 003, OB 005,
	1	• My Plate (F)		1	OD 004, OD 005, OE 001, OE 003, OF 003
	2	• Schedules and Routines (Ch. 9.1) (M)		1	<i>TC</i> 3, 6, 11, 13, 22
	2	• Curriculum-classroom Set Up (M)		1	<i>KOSSA Standards</i> AB 007, EC 005,
	2	• Curriculum - 5 areas (T)		1	EC 010, OC 001,
	2	• Early Childhood Equipment & Supplies (Ch. 13.1) (T)		1	OC 003, OC 005,
	2	• Curriculum- Map (W)		1	OC 006, OD 001,
	2	• Art & music Experiences (Ch. 28.1) (W)		1	OE 004
	2	• Curriculum-documentation (TH)		1	
	2	• Movement & Drama Activities (Ch. 27.2) (TH)		1	
	2	• Meet/Greet with Teachers (F)		1	
	3			1	

3 7 7 3 6 6 3 7	<ul style="list-style-type: none"> <li>Developing Social Responsibility (Ch. 25.2) (T)</li> <li>ELLCO Training (T)</li> <li>ELLCO Training (W)</li> <li>Family Involvement Services &amp; Referrals (Ch. 17.1, 17.2) (W)</li> <li>Observation (TH)</li> <li>CDA: Competency Goal #4 statement (TH-F)</li> <li>Intervention Groups (F)</li> <li>Family Involvement &amp; Care/Management (Ch. 17.2) (F)</li> </ul>		1 1 1 1 1 1 1 1	<p><b>TC</b> 8, 13, 14, 16, 22</p> <p><b>KOSSA Standards</b> EC 005, EC 010, OE 004, OE 005, OF 005, OI 003, OL 001</p>
4 4 4 5 6 1	<ul style="list-style-type: none"> <li>Guidelines &amp; Regulations Activity (M-T)</li> <li>ECERS training (M)</li> <li>ECERS training (T)</li> <li>CDA: Competency Goal #5 Statement (W-F)</li> <li>Observation (W-TH)</li> <li>Bus Safety (F)</li> </ul>		1 1 1 3 2 1	<p><b>TC</b> 10, 15, 16, 17, 22</p> <p><b>KOSSA Standards</b> EB 003, EB 008, EC 010, OD 002, OF 003, OF 005</p>
4 6 4 2 4 5	<ul style="list-style-type: none"> <li>Managing Early Childhood Programs (Ch. 18.2, 19.2, 20.2) (M-F)</li> <li>Expected Computer Skills (M)</li> <li>CLASS training (T)</li> <li>SPARK Training (W)</li> <li>Observation (TH)</li> <li>CDA Resource File #7: Children's Books (F)</li> </ul>		5 1 1 1 1 3	<p><b>TC</b> 5, 15, 18</p> <p><b>KOSSA Standards</b> OD 001, EC 001, OF 005</p>
3 3 6 2 6 6 6	<ul style="list-style-type: none"> <li>Agencies Providing Services to Children and Parents (M-W)</li> <li>Utilize Family, Career, Community Leaders of America/ Senior Projects (TH-F)</li> <li>SPARK Training (M)</li> <li>Media Center/How to read a book/Story Stretchers (T)</li> <li>Expected Computer Skills (W)</li> <li>COACH Introduction (TH)</li> <li>Open Training Date/ CDA Review (F)</li> </ul>		5 1 1 1 1	<p><b>TC</b> 2, 3, 8, 13, 19, 20, 22</p> <p><b>KOSSA Standards</b> EC 010, OE 004, OE 005, OF 002, OI 003, OL 001</p>
1 1 3	<ul style="list-style-type: none"> <li>Certified CPR/First Aid Training (M-TH)</li> <li>Schedule for work schedule/expectations (F)</li> <li>Agencies Providing Services to Children and Parents (F)</li> </ul>		7.5 1	<p><b>TC</b> 1, 2, 9, 10</p> <p><b>KOSSA Standards</b> EB 003, EC 010, OD 001, OD 002, OD 003, OD 006, OD 007</p>

FALL BREAK					
7	2	<ul style="list-style-type: none"> <li>Approaches to Teaching (Ch. 24.2) (M)</li> </ul>		1	<b>TC</b> 1, 3, 5, 6, 7, 22 <b>KOSSA Standards</b> 0B 003, OC 001, OC 004
	2	<ul style="list-style-type: none"> <li>Lesson Planning for Intervention Groups/Sparks/Story-Stretchers (M)</li> </ul>		1	
	6	<ul style="list-style-type: none"> <li>Review of Coach Observation (M)</li> </ul>		.5	
	7	<ul style="list-style-type: none"> <li>Co-op/Individual CDA Coaching (T-F)</li> </ul>		10	
	6	<ul style="list-style-type: none"> <li>Development/Care of Children with Special Needs ( Ch. 22.1) (M)</li> </ul>		1	<b>TC</b> 1, 3, 4, 5, 6, 7, 14, 22 <b>KOSSA Standards</b> EB 008, OA 004, OB 003, OB 004, OB 005, OE 003
	2	<ul style="list-style-type: none"> <li>Lesson Planning for Intervention Groups/Sparks/Story-Stretchers (M)</li> </ul>		1	
	6	<ul style="list-style-type: none"> <li>Review of Coach Observation (M)</li> </ul>		.5	
	7	<ul style="list-style-type: none"> <li>Co-op/Individual CDA Coaching (T-F)</li> </ul>		10	
	4	<ul style="list-style-type: none"> <li>Managing Inclusive Programs (Ch. 22.2) (M)</li> </ul>		1	<b>TC</b> 1, 3, 4, 5, 6, 7, 14, 15, 22 <b>KOSSA Standards</b> EC 005, OB 003, OB 004, OB 005, OD 001, OE 003
	2	<ul style="list-style-type: none"> <li>Lesson Planning for Intervention Groups/Sparks/Story-Stretchers</li> </ul>		1	
	6	<ul style="list-style-type: none"> <li>Review of Coach Observation</li> </ul>		.5	
	7	<ul style="list-style-type: none"> <li>Co-op/Individual CDA Coaching (T-F)</li> </ul>		10	
	1	<ul style="list-style-type: none"> <li>Health, Safety, and Nutrition/Child Abuse &amp; Neglect (Orientation Training) (M)</li> </ul>		3	<b>TC</b> 1, 3, 4, 5, 6, 7, 9, 10, 12, 22 <b>KOSSA Standards</b> EC 010, OD 001, OD 002, OD 005, OF 005
	2	<ul style="list-style-type: none"> <li>Lesson Planning for Intervention Groups/Sparks/Story-Stretchers (T)</li> </ul>		1	
	6	<ul style="list-style-type: none"> <li>Review of Coach Observation (T)</li> </ul>		.5	
	7	<ul style="list-style-type: none"> <li>Co-op/Individual CDA Coaching (T-F)</li> </ul>		10	
	1	<ul style="list-style-type: none"> <li>Learning Practices (Orientation Training) (M)</li> </ul>		3	<b>TC</b> 1, 3, 5, 6, 7, 9, 10, 12, 22 <b>KOSSA Standards</b> OD 001, OD 002, OD 005
	2	<ul style="list-style-type: none"> <li>Lesson Planning for Intervention Groups/Sparks/Story-Stretchers (T)</li> </ul>		1	
	6	<ul style="list-style-type: none"> <li>Review of Coach Observation (T)</li> </ul>		.5	
	7	<ul style="list-style-type: none"> <li>Co-op/Individual CDA Coaching (T-F)</li> </ul>		10	
	1	<ul style="list-style-type: none"> <li>CDA: Competency Goal #1 Statement (M)</li> </ul>		1	<b>TC</b> 1, 3, 4, 5, 6, 7, 12, 19, 22 <b>KOSSA Standards</b> AA 003, AC 006, OD 001, OD 004, OF 001, OF 002
	2	<ul style="list-style-type: none"> <li>Lesson Planning for Intervention Groups/Sparks/Story-Stretchers (M)</li> </ul>		1	
	6	<ul style="list-style-type: none"> <li>Review of Coach Observation (M)</li> </ul>		.5	
	7	<ul style="list-style-type: none"> <li>Co-op/Individual CDA Coaching (T-F)</li> </ul>		10	
	1	<ul style="list-style-type: none"> <li>CDA: Competency Goal #1 Statement (M)</li> </ul>		1	<b>TC</b> 1, 3, 4, 5, 6, 7, 10 <b>KOSSA Standards</b> AA 003, AC 006, OD
	2	<ul style="list-style-type: none"> <li>Lesson Planning for Intervention Groups/Sparks/Story-Stretchers (M)</li> </ul>		1	
	6	<ul style="list-style-type: none"> <li>Review of Coach Observation (M)</li> </ul>		.5	

	7	<ul style="list-style-type: none"> <li>Co-op/Individual CDA Coaching (T-F)</li> </ul>		10	001, OD 003, OD 006
	2 2 6 7	<ul style="list-style-type: none"> <li>Competency Goal #6 Statement (M)</li> <li>Lesson Planning for Intervention Groups/Sparks/Story-Stretchers (M)</li> <li>Review of Coach Observation (M)</li> <li>Co-op/Individual CDA Coaching (T-F)</li> </ul>		1 1 .5 10	<b>TC</b> 1, 3, 4, 5, 6, 7, 9, 22 <b>KOSSA Standards</b> AA 003, AC 006, OA 002, OA 003, OF 001, OF 002
	5 5 2 6 7	<ul style="list-style-type: none"> <li>Competency Goal #6 Statement (M)</li> <li>Professional Development Plan/Self-Assessment Review (M)</li> <li>Lesson Planning for Intervention Groups/Sparks/Story-Stretchers (M)</li> <li>Review of Coach Observation (M)</li> <li>Co-op/Individual CDA Coaching (T-F)</li> </ul>		1 1 .5 10	<b>TC</b> 1, 2, 3, 4, 5, 6, 7, 22 <b>KOSSA Standards</b> AA 003, AC 006, EB 005, OF 001, OF 002
	5 2 6 7	<ul style="list-style-type: none"> <li>Mid-Term Exam (M)</li> <li>Lesson Planning for Intervention Groups/Sparks/Story-Stretchers (M)</li> <li>Review of Coach Observation (M)</li> <li>Co-op/Individual CDA Coaching (T-F)</li> </ul>		1 1 .5 10	<b>TC</b> 1, 3, 4, 5, 6, 7, 19, 22 <b>KOSSA Standards</b> OA 002, OA 003, OF 001, OF 002
		NO SCHOOL – HOLIDAY BREAK			
	5 2 6 7	<ul style="list-style-type: none"> <li>Certification/Credentials—CDA process/updates (W)</li> <li>Lesson Planning for Intervention Groups/Sparks/Story-Stretchers (M)</li> <li>Review of Coach Observation (M)</li> <li>Co-op/Individual CDA Coaching (T-F)</li> </ul>		1 4 .5 10	<b>TC</b> 1, 3, 4, 5, 6, 7, 19, 22 <b>KOSSA Standards</b> OA 002, OA 003, OF 001, OF 002
	5 2 6 7	<ul style="list-style-type: none"> <li>CDA: Competency Goal #2 Statement (M)</li> <li>Lesson Planning for Intervention Groups/Sparks/Story-Stretchers (M)</li> <li>Review of Coach Observation (M)</li> <li>Co-op/Individual CDA Coaching (T-F)</li> </ul>		1 1 .5 10	<b>TC</b> 1, 2, 3, 4, 5, 6, 7, 22 <b>KOSSA Standards</b> AA 003, AC 006, OB 004, OB 005, OE 003, OF 001, OF 002, OG 001, OG 002
	5 2 6 7	<ul style="list-style-type: none"> <li>CDA: Competency Goal #2-#3 Statement (M)</li> <li>Lesson Planning for Intervention Groups/Sparks/Story-Stretchers (M)</li> <li>Review of Coach Observation (T)</li> <li>Co-op/Individual CDA Coaching (T-F)</li> </ul>		1 1 .5 10	<b>TC</b> 1, 3, 4, 5, 6, 7, 22 <b>KOSSA Standards</b> OA 003, AC 006, OB 004, OB 005, OE 003, OF 001, OF 002, OG 001,



					OG 002
	7, 2 2 6 7	<ul style="list-style-type: none"> <li>Math and Science Explorations (Ch. 26.1) (M)</li> <li>Lesson Planning for Intervention Groups/Sparks/Story-Stretchers (M)</li> <li>Review of Coach Observation (M)</li> <li>Co-op/Individual CDA Coaching (T-F)</li> </ul>		1 1 .5 10	<i>TC</i> 1, 3, 4, 5, 6, 7, 22 <b>KOSSA Standards</b> OB 005, OE 001, OE 003, OG 001
	7 2 6 7	<ul style="list-style-type: none"> <li>Guiding Behavior/ Language Arts &amp; Social Studies (Ch. 25.1) (M)</li> <li>Lesson Planning for Intervention Groups/Sparks/Story-Stretchers (M)</li> <li>Review of Coach Observation (M)</li> <li>Co-op/Individual CDA Coaching (T-F)</li> </ul>		1 1 .5 10	<i>TC</i> 1, 3, 4, 5, 6, 7, 22 <b>KOSSA Standards</b> OB 005, OE 001, OE 003, OG 001
	6 2 6 7	<ul style="list-style-type: none"> <li>Types of Observations ( Ch. 7.1) (M)</li> <li>Lesson Planning for Intervention Groups/Sparks/Story-Stretchers (M)</li> <li>Review of Coach Observation (M)</li> <li>Co-op/Individual CDA Coaching (T-F)</li> </ul>		1 1 .5 10	<i>TC</i> 1, 3, 4, 5, 6, 7, 16, 22 <b>KOSSA Standards</b> OB 002, OB 003, OC 001
	6 2 6 7	<ul style="list-style-type: none"> <li>Milestones of Young Children (Ch. 18.1) (M)</li> <li>Lesson Planning for Intervention Groups/Sparks/Story-Stretchers (M)</li> <li>Review of Coach Observation (M)</li> <li>Co-op/Individual CDA Coaching (T-F)</li> </ul>		1 1 .5 10	<i>TC</i> 1, 3, 4, 5, 6, 7, 16, 22 <b>KOSSA Standards</b> OB 003, OB 005, OG 001, OG 002
	6 2 6 7	<ul style="list-style-type: none"> <li>Milestones of Young Children (Ch. 19.1) (M)</li> <li>Lesson Planning for Intervention Groups/Sparks/Story-Stretchers (M)</li> <li>Review of Coach Observation (M)</li> <li>Co-op/Individual CDA Coaching (T-F)</li> </ul>		1 1 .5 10	<i>TC</i> 1, 3, 4, 5, 6, 7, 16, 22 <b>KOSSA Standards</b> OB 003, OB 005, OG 001, OG 002
	6 2 6 7	<ul style="list-style-type: none"> <li>Milestones of Young Children (Ch. 20.1) (M)</li> <li>Lesson Planning for Intervention Groups/Sparks/Story-Stretchers (M)</li> <li>Review of Coach Observation (M)</li> <li>Co-op/Individual CDA Coaching (T-F)</li> </ul>		1 1 .5 10	<i>TC</i> 1, 3, 4, 5, 6, 7, 16, 22 <b>KOSSA Standards</b> OB 003, OB 005, OG 001, OG 002
	6 2 6 7	<ul style="list-style-type: none"> <li>Kentucky School Readiness Indicators (M)</li> <li>Lesson Planning for Intervention Groups/Sparks/Story-Stretchers (M)</li> <li>Review of Coach Observation (M)</li> <li>Co-op/Individual CDA Coaching (T-F)</li> </ul>		1 1 .5 10	<i>TC</i> 1, 3, 4, 5, 6, 7, 16, 22 <b>KOSSA Standards</b> AA 006, AC 003, OB 002, OB 003

	5, 8 2  5 2	<ul style="list-style-type: none"> <li>• Work Ethic/Preparing for Employment (Ch. 4.1) (M)</li> <li>• Lesson Planning for Intervention Groups/Sparks/Story-Stretchers (M)</li> <li>• Review of Coach Observation (M)</li> <li>• Co-op/Individual CDA Coaching (T-F)</li> </ul>		1 1  .5 10	<p><b>TC</b> 1, 3, 4, 5, 6, 7, 16, 22 <b>KOSSA Standards</b> AA 003, EA 007, EA 008, EB 003, EB 004, EB 008, OA 003, OF 001, OF 002</p>
	5, 8 2  6 7	<ul style="list-style-type: none"> <li>• Preparing for a Job/Seeking Employment (Ch. 4.2) (M)</li> <li>• Lesson Planning for Intervention Groups/Sparks/Story-Stretchers (M)</li> <li>• Review of Coach Observation (M)</li> <li>• Co-op/Individual CDA Coaching (T-F)</li> </ul>		1 1  .5 10	<p><b>TC</b> 1, 3, 4, 5, 6, 7, 16, 22 <b>KOSSA Standards</b> AC 003, AC 006, EA 007, EA 008, EB 003, OA 003, OF 001, OF 002</p>
	5, 8 2  6 7	<ul style="list-style-type: none"> <li>• Applying/Preparing for Jobs (media center) (M)</li> <li>• Lesson Planning for Intervention Groups/Sparks/Story-Stretchers (M)</li> <li>• Review of Coach Observation (M)</li> <li>• Co-op/Individual CDA Coaching (T-F)</li> </ul>		1 1  .5 10	<p><b>TC</b> 1, 3, 4, 5, 6, 7, 16, 22 <b>KOSSA Standards</b> EA 007, EA 008, EA 009, EB 003, OF 001, OF 002, OF 003</p>
	8 2  6 7	<ul style="list-style-type: none"> <li>• Applying for Jobs/On the Job (Ch. 4.3) (M)</li> <li>• Lesson Planning for Intervention Groups/Sparks/Story-Stretchers (M)</li> <li>• Review of Coach Observation (M)</li> <li>• Co-op/Individual CDA Coaching (T-F)</li> </ul>		1 1  .5 10	<p><b>TC</b> 1, 3, 4, 5, 6, 7, 16, 22 <b>KOSSA Standards</b> EA 007, EA 008, EA 009, EB 003, OA 003, OF 001, OF 002</p>
		SPRING BREAK			
	5, 8 2  6 7	<ul style="list-style-type: none"> <li>• Preparing for a Job Interview/ Senior Project review (M)</li> <li>• Lesson Planning for Intervention Groups/Sparks/Story-Stretchers (M)</li> <li>• Review of Coach Observation (M)</li> <li>• Co-op/Individual CDA Coaching (T-F)</li> </ul>		1 1  .5 10	<p><b>TC</b> 1, 3, 4, 5, 6, 7, 16, 22 <b>KOSSA Standards</b> AA 002, AA 003, AC 006, EA 007, EA 008, EB 003, OA 003, OF 001,</p>

					OF 002
	5, 8 2 6 7	<ul style="list-style-type: none"> <li>• Work Ethics/ Senior Project review of presentations (M)</li> <li>• Lesson Planning for Intervention Groups/Sparks/Story-Stretchers (M)</li> <li>• Review of Coach Observation (M)</li> <li>• Co-op/Individual CDA Coaching (T-F)</li> </ul>		1 1 .5 10	<i>TC</i> 1, 3, 4, 5, 6, 7, 16, 22 <i>KOSSA Standards</i> AA 002, AA 005, AA 006, AA 007, AC 006, EA 007, EB 003, EB 008, OA 003, OF 001, OF 002
	5, 8 2 6 7	<ul style="list-style-type: none"> <li>• Senior Projects/Presentations (M)</li> <li>• Lesson Planning for Intervention Groups/Sparks/Story-Stretchers (M)</li> <li>• Review of Coach Observation (M)</li> <li>• Co-op/Individual CDA Coaching (T-F)</li> </ul>		1 1 .5 10	<i>TC</i> 1, 3, 4, 5, 6, 7, 16, 22 <i>KOSSA Standards</i> AA 002, AA 003, AA 005, AA 006, AA 007, AC 006, OA 003, OF 001, OF 002
	5, 8 2 6 7	<ul style="list-style-type: none"> <li>• Finalize CCCC/CDA Portfolio (M)</li> <li>• Lesson Planning for Intervention Groups/Sparks/Story-Stretchers (M)</li> <li>• Review of Coach Observation (M)</li> <li>• Co-op/Individual CDA Coaching (T-F)</li> </ul>		1 1 .5 10	<i>TC</i> 1, 3, 4, 5, 6, 7, 16, 19, 22 <i>KOSSA Standards</i> AA 003, AC 006, OA 003, OF 001, OF 002
	8 2 6 7	<ul style="list-style-type: none"> <li>• Finalize CCCC/CDA Portfolio (M)</li> <li>• Lesson Planning for Intervention Groups/Sparks/Story-Stretchers (M)</li> <li>• Review of Coach Observation (M)</li> <li>• Co-op/Individual CDA Coaching (T-TH)</li> </ul>		1 1 .5 10	<i>TC</i> 1, 3, 4, 5, 6, 7, 16, 19, 22 <i>KOSSA Standards</i> AA 003, AC 006, OA 003, OF 001, OF 002

Note

- **Math, E-book readings, KOSSA skills standards scenarios, and observations are utilized/assigned weekly.** (*TC- 21; KOSSA-AB 005, AA 001, AA 002, AA 003, AB 004, AC 003*)
- **All of these units are specifically linked by unit title/unit number to the KY Child Development Services II Curriculum Alignment with Common Core ELA & Math Standards. Please see the following document (below the learning units/targets) for more in-depth aligning.**
- **Daily KOSSA Standards related to daily on-going co-op/Work-based learning environment**