Career & Technical Education

Curriculum Alignment with

Common Core ELA & Math Standards

Child Development Services I

KENTUCKY CAREER PATHWAY/PROGRAM OF STUDY TEMPLATE

Recommended Course Sequence

COLLEGE/UNIVERSITY: Western Kentucky University
HIGH SCHOOL (S):

CLUSTER: Human Services & Education
PATHWAY: Early Childhood Educator
PROGRAM: Family & Consumer Sciences- Early Childhood Education

DRAFT

	GRADE	ENGLISH	MATH	SCIENCE	SOCIAL STUDIES	REQUIRED COURSES / RECOMMENDED ELECTIVE COURSES / OTHER ELECTIVE COURSES / CAREER AND TECHNICAL EDUCATION COURSES				CREDENTIAL CERTIFICATE DIPLOMA DEGREE
SECONDARY	9	English I	Algebra I	ICP / Earth Science	Social Science	Health/PE	Arts & Humanities	Computer & Technology Applications	FACS Life Skills	
SECONDARY	10	English II	Geometry	Biology I	World Civilization	World Language I	Relationships / Money Skills	Foods and Nutrition	Child & Human Development	
SECONDARY	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
SECONDARY	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 Hunam Services	Diversity in Early Childhood Programs	3 Hours Articulation - Early Childhood Education
POSTSECONDARY	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 & Peblem solving Approaches for Young Children	Curr Dev for infants & toddlers & Curr Dev for Preschool and Kindergarden	Adminstration of Early Childhood Programs & Practicum	Associates Degree- Early Childhood Education
POSTSECONDARY	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	
POSTSECONDARY	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)

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

League.org FOR INNOVATION IN THE COMMUNITY COLLEGE
CCTI College and Career Transitions Initiative
Funded by the U. S. Department of Educati
(V051B020001)
Revised Jan. 2005
October, 2006-CTE/Kentucky

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

CHILD DEVELOPMENT SERVICES I

Course Description:

This course provides training for entry-level positions in day care centers, nurseries, preschools, kindergartens, and private homes. Students study child development and guidance, children's health and well-being in group care, value of play, teaching strategies and management, curriculum development and careers in child development. The subject content is reinforced with work experience in a variety of early childhood settings. Leadership development will be provided through the Family, Career and Community Leaders of America.

Grade Level: 11-12	**Credits:** 1.0 – 2.0

Technical Content / Process

Students will:

1. review the principles of child development.
2. explore the philosophies of leading child development theorists.
3. examine the physical, intellectual, emotional and social development of infants, toddlers and preschool age children and its impact on educational success.
4. demonstrate skills in caring and providing guidance for young children in a variety of early childhood settings.
5. analyze ways to accommodate special needs of exceptional and disabled children.
6. identify the need for quality child development centers and describe the types of programs.
7. analyze and develop daily schedules for infants, toddlers, and preschool children.
8. Develop age-appropriate and effective lesson plans in a variety of early childhood settings.
9. organize art, music, language arts, math and science activities for young children.
10. identify the types of records and observation tools to assess children's growth and development.
11. outline general health, safety, and sanitation precautions for children.
12. select safe, age-appropriate materials and equipment for proper room arrangement.
13. explain procedures for caring for an ill child.
14. explain procedures for caring for an injured child.
15. identify agencies that provide services to children and parents.
16. identify the competencies of early childhood workers.
17. determine career opportunities in childcare, specifying requirements of CCCC and CDA.
18. utilize activities of the Family, Career and Community Leaders of America student organization as an integral component of course content and leadership development.
19. apply math, science literacy, and communication skills within technical content.
20. demonstrate employability and social skills relevant to the career cluster.

Connections

- National Standards for Family and Consumer Sciences
- Partnership for 21st Century Skills
- Kentucky Core Academic Standards – Former PL/VS Program of Studies
- Common Core Standards for Mathematics and English/Language Arts
- Kentucky Occupational Skills Standards Assessment (KOSSA) Standards
- Commonwealth Child Care Credential (CCCC)
- Child Development Associates Credential (CDA)

Course Title **Child Development Services I** Grade Levels 11-12 Credit Value 1.0 - 2.0

Description This course provides training for entry-level positions in day care centers, nurseries, preschools, kindergartens, and private homes. Students study child development and guidance, children's health and well-being in group care, value of play, teaching strategies and management, curriculum development and careers in child development. The subject content is reinforced with work experience in a variety of early childhood settings. Leadership development will be provided through the Family, Career and Community Leaders of America (FCCLA) student organization.

Prerequisites Child & Human Development

Click here for Additional Resources

Unit Title Professional Development / Professionalism

Technical Content

19. Students will apply math, science literacy, and communication skills within technical content.
20. Students will demonstrate employability and social skills relevant to the career cluster.

National Standards

1.2.8 Demonstrate work ethics and professionalism.
1.2.1 Analyze potential career choices to determine the knowledge, skills, and attitudes associated with each career.
4.1.1 Explain the roles and functions of individuals engaged in early childhood, education, and services.
4.1.2 Analyze opportunities for employment and entrepreneurial endeavors.
4.1.3 Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.
4.1.6 Analyze the role of professional organizations in education and early childhood.
4.6.1 Utilize opportunities for continuing training and education.
4.6.2 Apply professional ethical standards as accepted by the recognized professional organizations.
7.1.2 Analyze opportunities for employment and entrepreneurial endeavors.

KY Core Academic Standards (Big Idea)

Career Awareness, Exploration, Planning - Vocational Studies

Career awareness, exploration and planning gives students the opportunity to discover the various career areas that exist and introduce them to the realities involved with the workplace. Many factors need to be considered when selecting a career path and preparing for employment. Career awareness, exploration and planning will enable students to recognize the value of education, learn how to plan for careers and integrate academic subjects.

English/Language Arts Common Core Standards

CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CC.11-12.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CC.11-12.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
CC.11-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Technical Literacy Standards

Reading / 11-12 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.
Reading / 11-12 / #10 – By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.
Writing / 11-12 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
Writing / 11-12 / #6 – Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Writing / 11-12 / #7 – Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Writing / 11-12 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

21st Century Skills and Knowledge

Critical Thinking and Problem Solving
Communication
Collaboration
Information Literacy
Flexibility and Adaptability

KOSSA Standards

3003.AA.4 Communicate effectively with customers and co-workers
3003.AF.1 Recognize the potential risks associated with Internet use
3003.AF.2 Identify and apply Internet security practices (e.g., password security, login, logout, log off, lock computer)
3003.AF.3 Practice safe, legal, and responsible use of technology in the workplace
3003.AG.1 Use technology appropriately to enhance professional presentations
3003.AG.2 Demonstrate effective and appropriate use of social media
3003.AG.3 Identify ways social media can be used as marketing, advertising, and data gathering tools
3003.AH.1 Select and use appropriate devices, services, and applications to complete workplace tasks
3003.AH.2 Demonstrate appropriate etiquette when using e-communications (e.g., cell phone, e-mail, personal digital assistants, online meetings, conference calls)
3003.EH.3 Explain the use of documentation and it's role as a component of conflict resolution
3003.EI.1 Recognize the importance of and demonstrate how to properly acknowledge customers/clients
3003.EI.2 Identify and address needs of customers/clients
3003.EI.3 Provide helpful, courteous, and knowledgeable service
3003.EI.4 Identify appropriate channels of communication with customers/clients (e.g., phone call, face-to-face, e-mail, website)
3003.EI.5 Identify techniques to seek and use customer/client feedback to improve company services
3003.EI.6 Recognize the relationship between customer/client satisfaction and company success
3003.EK.1 Recognize the importance of maintaining a job and pursuing a career
3003.EK.2 Define jobs associated with a specific career path or profession
3003.EK.3 Identify and seek various job opportunities (e.g., volunteerism, internships, co-op, part-time/full-time employment)
3003.EK.4 Prepare a resume, letter of application, and job application
3003.EK.5 Prepare for a job interview (e.g., research company, highlight personal strengths, prepare questions, set-up a mock interview, dress appropriately)
3003.EK.6 Participate in a job interview
3003.EK.7 Explain the proper procedure for leaving a job
3003.EL.1 Acquire current and emerging industry-related information
3003.EL.2 Demonstrate commitment to learning as a life-long process and recognize learning opportunities
3003.EL.3 Seek and capitalize on self-improvement opportunities
3003.EL.4 Discuss the importance of flexible career planning and career self-management
3003.EL.5 Employ leadership skills to achieve workplace objectives (e.g., personal vision, adaptability, change, shared vision)
3003.EL.6 Recognize the importance of job performance evaluation and coaching as it relates to career advancement
3003.EL.7 Accept and provide constructive criticism
3003.EL.8 Describe the impact of the global economy on jobs and careers
3003.OG.1 Utilize opportunities for continuous training and education
3003.ON.4 Determine legal and ethical impacts of technology
3003.OA.1 Determine the roles and functions of individuals engaged in early childhood education and services
3003.OA.2 Explore opportunities for employment and entrepreneurial endeavors
3003.OA.3 Examine education/training requirements and opportunities for career paths in early childhood education and services
3003.OA.4 Examine the impact of early childhood education and service occupations on local, state, national, and global economies

Learning Targets - Click here to view Sample Learner Activities

Determine career opportunities in early childhood programs.
Specify requirements of the CCCC and CDA.
Identify professional organizations in early childhood.
Identify the competencies of early childhood workers.
Describe the legal responsibilities of early childhood workers.

Course Title **Child Development Services I** Grade Levels 11-12 Credit Value 1.0 - 2.0

Description This course provides training for entry-level positions in day care centers, nurseries, preschools, kindergartens, and private homes. Students study child development and guidance, children's health and well-being in group care, value of play, teaching strategies and management, curriculum development and careers in child development. The subject content is reinforced with work experience in a variety of early childhood settings. Leadership development will be provided through the Family, Career and Community Leaders of America (FCCLA) student organization.

Prerequisites Child & Human Development

Click here for Additional Resources

Unit Title Child Growth & Development

Technical Content

1. Students will review the principles of child development.
2. Students will explore the philosophies of leading child development theorists.
3. Students will examine the physical, intellectual, emotional and social development of infants, toddlers and preschool age children and its impact on educational success.
4. Students will demonstrate skills in caring and providing guidance for young children in a variety of early childhood settings.

National Standards

4.5.1 Apply developmentally appropriate guidelines for behavior.
4.5.2 Demonstrate problem-solving skills with children.
4.5.3 Demonstrate interpersonal skills that promote positive and productive relationships with children.
4.2.1 Analyze child development theories and their implications for educational and childcare practices.
4.2.4 Analyze abilities and needs of children and their effects on children's growth and development.
4.2.5 Analyze strategies that promote children's growth and development.
12.1.1 Analyze physical, emotional, social, spiritual, and intellectual development.
12.1.2 Analyze interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.

KY Core Academic Standards (Big Idea)

Biological Change (Biological Science) - Science
The only thing certain is that everything changes. At the high school level, students evaluate the role natural selection plays in the diversity of species. Modern ideas of evolution provide a scientific explanation for three main sets of observable facts about life on Earth: the enormous number of different life forms we see about us, the systematic similarities in anatomy and molecular chemistry we see within that diversity, and the sequence of changes in fossils found in successive layers of rock that have been formed over more than a billion years.

Nutrition (Health Education) - Practical Living
Proper nutrition is critical to good health. To maintain a healthy weight, good dietary habits and physical activity are essential. Nutritious foods are necessary for growth, development and maintenance of healthy bodies.

Psychomotor Skills (Health Education) - Practical Living
Cognitive information can be used to understand and enhance the development of motor skills such as movement sequences and patterns. Individuals who understand their bodies and how to perform various movements will be safer and more productive in recreation and work activities. Development of psychomotor skills contributes to the development of social and cognitive skills.

Personal Wellness (Health Education) - Practical Living
Wellness is maximum well-being or total health. Personal wellness is a combination of physical, mental, emotional, spiritual and social well-being. It involves making behavioral choices and decisions each day that promote an individual's physical well-being, the prevention of illnesses and diseases and the ability to remain, physically, mentally, spiritually, socially and emotionally healthy.

English/Language Arts Common Core Standards

CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CC.11-12.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CC.11-12.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
CC.11-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Technical Literacy Standards

Reading / 11-12 / #2 – Determine central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
Reading / 11-12 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.
Reading / 11-12 / #5 – Analyze how the text structures information or ideas into categories or hierarchies.
Reading / 11-12 / #7 - Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.
Reading / 11-12 / #8 – Evaluate the hypothesis, data, analysis, and conclusions in a science or technical text.
Reading / 11-12 / #10 – By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.
Writing / 11-12 / #1 – Write arguments based on discipline-specific content.
Writing / 11-12 / #2 – Write informative / explanatory texts, including narration of historical events, scientific procedures / experiments, or technical processes.
Writing / 11-12 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
Writing / 11-12 / #7 – Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Writing / 11-12 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Mathematics Common Core Standards

CC.9-12.S.IC.6 Evaluate reports based on data.*

21st Century Skills and Knowledge

Health Literacy
Critical Thinking and Problem Solving
Flexibility and Adaptability

KOSSA Standards

3003.AA.1 Utilize effective verbal and non-verbal communication skills
3003.AA.2 Participate in conversation, discussion, and group presentations
3003.AA.3 Communicate and follow directions/procedures
3003.AB.1 Locate and interpret written information
3003.AB.3 Identify relevant details, facts, and specifications
3003.AB.5 Demonstrate competence in organizing, writing, and editing using correct vocabulary, spelling, grammar, and punctuation
3003.AB.6 Demonstrate the ability to write clearly and concisely using industry specific terminology
3003.AC.1 Utilize critical-thinking skills to determine best options/outcomes (e.g., analyze reliable/unreliable sources of information, use previous experiences, implement crisis management, develop contingency planning)
3003.AC.2 Utilize innovation and problem-solving skills to arrive at the best solution for current situation
3003.AC.3 Implement effective decision-making skills
3003.AD.4 Use tables, graphs, diagrams, and charts to obtain or convey information
3003.AG.1 Use technology appropriately to enhance professional presentations
3003.EA.1 Demonstrate enthusiasm and confidence about work and learning new tasks
3003.EA.2 Demonstrate consistent and punctual attendance
3003.EA.3 Demonstrate initiative in assuming tasks
3003.EA.6 Accept responsibility for personal decisions and actions
3003.EB.2 Demonstrate honesty and reliability
3003.EB.3 Demonstrate ethical characteristics and behaviors
3003.EC.2 Use language and manners suitable for the workplace
3003.EC.3 Demonstrate polite and respectful behavior toward others
3003.EC.5 Demonstrate pride in work
3003.OC.1 Examine child development theories and their implications for educational and childcare practices
3003.OC.2 Determine a variety of assessment methods to observe and interpret children’s growth and development

3003.OC.3 Consider cultural and environmental influences with assessing children's development
3003.OC.4 Determine special needs of children
3003.OC.5 Put into effect strategies that promote children's growth and development
3003.OD.1 Examine a variety of curriculum and instructional models
3003.OD.2 Implement learning activities in all curriculum areas that meet the developmental needs of children
3003.OD.3 Implement an integrated curriculum that incorporates a child's language, learning styles, home experiences, and cultural values
3003.OD.4 Demonstrate a variety of teaching methods to meet individual needs of children
3003.OD.5 Arrange learning centers that provide for children's exploration, discovery, and development
3003.OD.6 Establish activities, routines, and transitions
3003.OF.1 Establish developmentally appropriate guidelines for behavior
3003.OF.2 Demonstrate problem-solving skills with children
3003.OF.3 Demonstrate interpersonal skills that promote positive and productive relationships with children
3003.OF.4 Implement strategies for constructive and supportive interactions between children and families
3003.OF.5 Present information to parents regarding developmental issues and concerns related to children
3003.OH.1 Examine physical, emotional, social, and intellectual development
3003.OH.2 Examine interrelationships among physical, emotional, social, and intellectual aspects of human growth and development
3003.OI.1 Investigate the impact of heredity and environment on human growth and development
3003.OI.2 Determine the impact of social, economic, and technological forces on individual growth and development
3003.OI.3 Examine the effects of gender, ethnicity, and culture on individual development
3003.OI.4 Examine the effects of life events on individuals' physical and emotional development
3003.OJ.1 Examine the role of nurturance on human growth and development
3003.OJ.2 Examine the role of communication on human growth and development
3003.OJ.3 Examine the role of support systems in meeting human growth and development needs

Learning Targets - Click here to view Sample Learner Activities

Review principles of child development.
Explore the philosophies of leading child development theorists.
Examine the physical, intellectual, emotional and social development of infants, toddlers and preschool age children and its impact on educational success.
Explain positive techniques to use when guiding children's behavior.
Demonstrate skills in caring and providing guidance for young children in a variety of early childhood settings.

Course Title **Child Development Services I** Grade Levels 11-12 Credit Value 1.0 - 2.0

Description This course provides training for entry-level positions in day care centers, nurseries, preschools, kindergartens, and private homes. Students study child development and guidance, children's health and well-being in group care, value of play, teaching strategies and management, curriculum development and careers in child development. The subject content is reinforced with work experience in a variety of early childhood settings. Leadership development will be provided through the Family, Career and Community Leaders of America (FCCLA) student organization.

Prerequisites Child & Human Development

Click here for Additional Resources

Unit Title Health, Safety & Nutrition

Technical Content

14. Students will explain procedures for caring for an injured child.
16. Students will identify the competencies of early childhood workers.

National Standards

4.4.3 Implement strategies to teach children health, safety, and sanitation habits.
4.4.4 Plan safe and healthy meals and snacks.
4.4.5 Document symptoms of child abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities.
4.4.6 Implement basic health practices and prevention procedures for workers and children regarding childhood illness and communicable diseases.
4.4.7 Demonstrate security and emergency procedures.
1.2.7 Analyze factors that contribute to maintaining safe and healthy school, work and community environments.
9.2.5 Demonstrate practices and procedures that assure personal and workplace health and hygiene.
9.3.5 Analyze recipe/formula proportions and modifications for food production.
9.3.6 Critique the selection of foods to promote a healthy lifestyle.
9.4.1 Analyze nutritional needs of individuals.
9.6.1 Build menus to customer/ client preferences.

KY Core Academic Standards (Big Idea)

Nutrition (Health Education) - Practical Living
Proper nutrition is critical to good health. To maintain a healthy weight, good dietary habits and physical activity are essential. Nutritious foods are necessary for growth, development and maintenance of healthy bodies.
Safety (Health Education) - Practical Living
Accidents are a major cause of injury and death to children and adolescents. Unintentional injuries involving a motor vehicle, falls, drowning, fires, firearms and poisons can occur at home, school and work. Safe behavior protects a person from danger and lessens the effects of harmful situations.

English/Language Arts Common Core Standards

CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CC.11-12.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CC.11-12.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
CC.11-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Technical Literacy Standards

Reading / 11-12 / #2 – Determine central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
Reading / 11-12 / #3 – Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
Reading / 11-12 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.
Writing / 11-12 / #1 – Write arguments based on discipline-specific content.
Writing / 11-12 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
Writing / 11-12 / #7 – Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Writing / 11-12 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Mathematics Common Core Standards

CC.9-12.S.IC.6 Evaluate reports based on data.*
CC.9-12.S.MD.7 (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).*

21st Century Skills and Knowledge

Health Literacy
Leadership and Responsibility
Flexibility and Adaptability

KOSSA Standards

3003.ED.1 Plan and follow a work schedule
3003.ED.4 Demonstrate ability to stay on task to produce high quality deliverables on time
3003.EE.4 Explain the importance of respect for feelings, values, and beliefs of others
3003.EE.5 Identify strategies to bridge cultural/generational differences and use differing perspectives to increase overall quality of work
3003.EF.1 Recognize the characteristics of a team environment and conventional workplace
3003.EF.2 Contribute to the success of the team
3003.EF.3 Demonstrate effective team skills and evaluate their importance in the workplace (e.g., setting goals, listening, following directions, questioning, dividing work)
3003.EG.1 Contribute new ideas
3003.EG.2 Stimulate ideas by posing questions
3003.EG.3 Value varying ideas and opinions
3003.EG.4 Locate and verify information
3003.EN.1 Assume responsibility for safety of self and others
3003.EN.2 Follow safety guidelines in the workplace
3003.EN.3 Manage personal health and wellness
3003.OE.1 Manage physical space to maintain a safe and healthy learning environment
3003.OE.2 Apply safe and healthy practices that comply with state regulations
3003.OE.3 Implement strategies to teach children health, safety, and sanitation habits
3003.OE.4 Provide safe and healthy meals and snacks
3003.OE.5 Document symptoms of child abuse and neglect and use appropriate reporting procedures to the designated authorities
3003.OE.6 Implement basic health practices and prevention procedures for workers and children regarding childhood illness and communicable diseases
3003.OE.7 Demonstrate security and emergency procedures
3003.OE.8 Analyze and evaluate environmental issues
3003.OL.4 Assess the impact of abuse and neglect on children and families and determine methods for prevention
3003.OM.1 Assess community resources and services available to families
3003.OM.2 Appraise community resources that provide opportunities related to parenting
3003.OM.3 Review current laws and policies related to parenting

Learning Targets - Click here to view Sample Learner Activities

Outline general health, safety, and sanitation precautions for children.
Plan and analyze nutritious meals and snacks.
Explain procedures for caring for an ill child.
Explain procedures for caring for an injured child.
Describe first aid procedures for common emergencies.
Identify the signs of child abuse and neglect, local reporting procedures, and state statues related to suspected child abuse and neglect.

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Prerequisites Child & Human Development

Click here for Additional Resources

Unit Title Learning Environments & Curriculum

Technical Content

5. Students will analyze ways to accommodate special needs of exceptional and disabled children.
8. Students will develop age-appropriate and effective lesson plans in a variety of early childhood settings.
9. Students will organize art, music, language arts, math and science activities for young children.
10. Students will identify the types of records and observation tools to assess children's growth and development.
11. Students will outline general health, safety, and sanitation precautions for children.
12. Students will select safe, age-appropriate materials and equipment for proper room arrangement.
15. Students will identify agencies that provide services to children and parents.

National Standards

4.3.1 . Analyze a variety of curriculum and instructional models.
4.3.5 Arrange learning centers that provide for children's exploration, discovery, and development.
4.3.6 Establish activities, routines, and transitions.
4.4.1 Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity.
4.6.4 Demonstrate enthusiasm, initiative, and commitment to program goals and improvements.

KY Core Academic Standards (Big Idea)

Communication/Technology - Vocational Studies
Special communication and technology skills are needed for success in schooling and in the workplace. Students will be able to express information and ideas using a variety of technologies in various ways.
Consumer Decisions - Vocational Studies
Individual and families need to make consumer decisions due to the numerous products/services on the market, multiple advertising techniques, and the need to make responsible financial management decisions. Accessing and assessing consumer information, comparing and evaluating products and services, provides basis for making effective consumer decisions. Consumer decisions influence the use of resources and the impact they have on the community and environment.

English/Language Arts Common Core Standards

CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CC.11-12.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CC.11-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Technical Literacy Standards

Reading / 11-12 / #3 – Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
Reading / 11-12 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.
Reading / 11-12 / #5 – Analyze how the text structures information or ideas into categories or hierarchies.
Reading / 11-12 / #9 – Synthesize information from a range of sources into a coherent understanding of a process, resolving conflicting information when possible.
Writing / 11-12 / #1 – Write arguments based on discipline-specific content.
Writing / 11-12 / #2 – Write informative / explanatory texts, including narration of historical events, scientific procedures / experiments, or technical processes.
Writing / 11-12 / #7 – Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Writing / 11-12 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

21st Century Skills and Knowledge

Creativity and Innovation
Critical Thinking and Problem Solving
ICT (Information, Communications, and Technology) Literacy

KOSSA Standards

3003.EN.1 Assume responsibility for safety of self and others
3003.EN.2 Follow safety guidelines in the workplace
3003.EN.3 Manage personal health and wellness
3003.AD.1 Perform basic and higher level math operations (e.g., addition, subtraction, multiplication, division, decimals, fractions, units of conversion, averaging, percentage, proportion, ratios)
3003.AD.2 Solve problems using measurement skills (e.g., distance, weight, area, volume)
3003.AD.3 Make reasonable estimates
3003.AD.4 Use tables, graphs, diagrams, and charts to obtain or convey information
3003.AD.5 Use deductive reasoning and problem-solving in mathematics
3003.OC.1 Examine child development theories and their implications for educational and childcare practices
3003.OC.2 Determine a variety of assessment methods to observe and interpret children's growth and development
3003.OC.3 Consider cultural and environmental influences with assessing children's development
3003.OC.4 Determine special needs of children
3003.OC.5 Put into effect strategies that promote children's growth and development
3003.OD.1 Examine a variety of curriculum and instructional models
3003.OD.2 Implement learning activities in all curriculum areas that meet the developmental needs of children
3003.OD.3 Implement an integrated curriculum that incorporates a child's language, learning styles, home experiences, and cultural values
3003.OD.4 Demonstrate a variety of teaching methods to meet individual needs of children
3003.OD.5 Arrange learning centers that provide for children's exploration, discovery, and development
3003.OD.6 Establish activities, routines, and transitions
3003.OE.1 Manage physical space to maintain a safe and healthy learning environment
3003.OE.2 Apply safe and healthy practices that comply with state regulations
3003.OE.3 Implement strategies to teach children health, safety, and sanitation habits
3003.OE.4 Provide safe and healthy meals and snacks
3003.OE.5 Document symptoms of child abuse and neglect and use appropriate reporting procedures to the designated authorities
3003.OE.6 Implement basic health practices and prevention procedures for workers and children regarding childhood illness and communicable diseases
3003.OE.7 Demonstrate security and emergency procedures
3003.OE.8 Analyze and evaluate environmental issues
3003.OF.1 Establish developmentally appropriate guidelines for behavior
3003.OF.2 Demonstrate problem-solving skills with children
3003.OF.3 Demonstrate interpersonal skills that promote positive and productive relationships with children

3003.OF.4 Implement strategies for constructive and supportive interactions between children and families
3003.OF.5 Present information to parents regarding developmental issues and concerns related to children
3003.OG.1 Utilize opportunities for continuous training and education
3003.OG.2 Apply professional and ethical standards as accepted by the recognized professional organizations
3003.OG.3 Implement federal, state, and local standards, policies, regulations, and laws which impact children, families, and programs
3003.OG.4 Demonstrate enthusiasm, initiative, and commitment to program goals and improvements

Learning Targets - Click here to view Sample Learner Activities

Analyze and develop sample daily schedules.
Explain the effectiveness of routines in a daily schedule.
Explain how the general room arrangement affects the learning climate.
Select safe, age-appropriate materials and equipment for proper room arrangement.
Analyze and organize basic activity areas of the classroom and outdoor playground.
Analyze ways to accommodate special needs of exceptional and disabled children, including daily schedules for infants, toddlers, and preschool children.
Describe factors to consider in curriculum planning.
Explain the role of play in children's learning.
Develop age and developmentally appropriate and effective lesson plans in a variety of early childhood settings.
Organize art, music, language arts, math, and science activities for young children.

Course Title **Child Development Services I** Grade Levels 11-12 Credit Value 1.0 - 2.0

Description This course provides training for entry-level positions in day care centers, nurseries, preschools, kindergartens, and private homes. Students study child development and guidance, children's health and well-being in group care, value of play, teaching strategies and management, curriculum development and careers in child development. The subject content is reinforced with work experience in a variety of early childhood settings. Leadership development will be provided through the Family, Career and Community Leaders of America (FCCLA) student organization.

Prerequisites Child & Human Development

Click here for Additional Resources

Unit Title Child Assessment

Technical Content

3. Students will examine the physical, intellectual, emotional and social development of infants, toddlers and preschool age children and its impact on educational success.
13. Students will explain procedures for caring for an ill child.
14. Students will explain procedures for caring for an injured child.

National Standards

4.2.2 Apply a variety of assessment methods to observe and interpret children's growth and development.

KY Core Academic Standards (Big Idea)

Research, Inquiry/Problem-Solving and Innovation - Technology

Students understand the role of technology in research and experimentation. Students engage technology in developing solutions for solving problems in the real world. Students will use technology for original creation and innovation.

English/Language Arts Common Core Standards

CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.11-12.W.3 Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Technical Literacy Standards

Reading / 11-12 / #3 – Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Reading / 11-12 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.

Reading / 11-12 / #8 – Evaluate the hypothesis, data, analysis, and conclusions in a science or technical text.

Writing / 11-12 / #7 – Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Writing / 11-12 / #9 – Draw evidence from informational texts to support analysis, reflection, and research.

Writing / 11-12 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Mathematics Common Core Standards

CC.9-12.S.IC.6 Evaluate reports based on data.*

21st Century Skills and Knowledge

Communication

Collaboration

Information Literacy

KOSSA Standards

3003.AB.2 Read and interpret workplace documents

3003.AB.4 Record information accurately and completely

3003.OC.2 Determine a variety of assessment methods to observe and interpret children's growth and development

3003.ED.2 Work with minimal supervision

3003.ED.3 Work within budgetary constraints

Learning Targets - Click here to view Sample Learner Activities

Identify the types of records and observation tools to assess children's growth and development.

Course Title **Child Development Services I** Grade Levels 11-12 Credit Value 1.0 - 2.0

Description This course provides training for entry-level positions in day care centers, nurseries, preschools, kindergartens, and private homes. Students study child development and guidance, children's health and well-being in group care, value of play, teaching strategies and management, curriculum development and careers in child development. The subject content is reinforced with work experience in a variety of early childhood settings. Leadership development will be provided through the Family, Career and Community Leaders of America (FCCLA) student organization.

Prerequisites Child & Human Development

Click here for Additional Resources

Unit Title Program Management & Evaluation

Technical Content

6. Students will identify the need for quality child development centers and describe the types of programs.
7. Students will analyze and develop daily schedules for infants, toddlers, and preschool children.

National Standards

7.2.3 Summarize licensing laws and regulations that affect service providers and their participants.

KY Core Academic Standards (Big Idea)

Information, Communication and Productivity - Technology
Students demonstrate a sound understanding of the nature and operations of technology systems. Students use technology to learn, to communicate, increase productivity and become competent users of technology. Students manage and create effective oral, written and multimedia communication in a variety of forms and contexts.
Career Awareness, Exploration, Planning - Vocational Studies
Career awareness, exploration and planning gives students the opportunity to discover the various career areas that exist and introduce them to the realities involved with the workplace. Many factors need to be considered when selecting a career path and preparing for employment. Career awareness, exploration and planning will enable students to recognize the value of education, learn how to plan for careers and integrate academic subjects.

English/Language Arts Common Core Standards

CC.11-12.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
CC.11-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Technical Literacy Standards

Reading / 11-12 / #7 - Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.
Reading / 11-12 / #9 – Synthesize information from a range of sources into a coherent understanding of a process, resolving conflicting information when possible.
Writing / 11-12 / #2 – Write informative / explanatory texts, including narration of historical events, scientific procedures / experiments, or technical processes.
Writing / 11-12 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
Writing / 11-12 / #7 – Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Writing / 11-12 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Mathematics Common Core Standards

CC.9-12.S.CP.5 Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.*

21st Century Skills and Knowledge

Financial, Economic, Business and Entrepreneurial Literacy
Life and Career Skills

KOSSA Standards

3003.EA.4 Exhibit dependability in the workplace
3003.EA.5 Take and provide direction in the workplace
3003.EB.1 Abide by workplace policies and procedures
3003.EB.4 Maintain confidentiality and integrity of sensitive company information
3003.EB.5 Demonstrate loyalty to the company
3003.EC.1 Demonstrate appropriate dress and hygiene in the workplace
3003.EC.4 Demonstrate personal accountability in the workplace
3003.EE.1 Recognize diversity, discrimination, harassment, and equity
3003.EE.2 Work well with all customers and co-workers
3003.EE.3 Explain the benefits of diversity within the workplace
3003.EE.6 Illustrate techniques for eliminating gender bias and stereotyping in the workplace
3003.EE.7 Identify ways tasks can be structured to accommodate the diverse needs of workers
3003.EE.8 Recognize the challenges and advantages of a global workforce
3003.EH.1 Identify conflict resolution skills to enhance productivity and improve workplace relationships
3003.EH.2 Implement conflict resolution strategies and problem-solving skills
3003.OA.1 Determine the roles and functions of individuals engaged in early childhood education and services
3003.OA.2 Explore opportunities for employment and entrepreneurial endeavors
3003.OB.4 Identify the effects of continous quality improvement
3003.OC.1 Examine child development theories and their implications for educational and childcare practices
3003.OC.2 Determine a variety of assessment methods to observe and interpret children's growth and development
3003.OC.3 Consider cultural and environmental influences with assessing children's development
3003.OC.4 Determine special needs of children
3003.OC.5 Put into effect strategies that promote children's growth and development
3003.OD.1 Examine a variety of curriculum and instructional models
3003.OD.2 Implement learning activities in all curriculum areas that meet the developmental needs of children
3003.OD.3 Implement an integrated curriculum that incorporates a child's language, learning styles, home experiences, and cultural values
3003.OD.4 Demonstrate a variety of teaching methods to meet individual needs of children
3003.OD.5 Arrange learning centers that provide for children's exploration, discovery, and development
3003.OD.6 Establish activities, routines, and transitions
3003.OE.1 Manage physical space to maintain a safe and healthy learning environment
3003.OE.2 Apply safe and healthy practices that comply with state regulations
3003.OE.3 Implement strategies to teach children health, safety, and sanitation habits
3003.OE.4 Provide safe and healthy meals and snacks
3003.OE.5 Document symptoms of child abuse and neglect and use appropriate reporting procedures to the designated authorities
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3003.OG.1 Utilize opportunities for continuous training and education
3003.OG.2 Apply professional and ethical standards as accepted by the recognized professional organizations
3003.OG.3 Implement federal, state, and local standards, policies, regulations, and laws which impact children, families, and programs
3003.OG.4 Demonstrate enthusiasm, initiative, and commitment to program goals and improvements
3003.OG.5 Apply business management skills to planning businesses in early childhood education and services

Learning Targets - Click here to view Sample Learner Activities

Examine the guidelines and regulations of early childhood programs.
Identify the need for quality child development centers and describe the types of programs.
Give examples of program philosophy statements and developmental goals.

Course Title **Child Development Services I** Grade Levels 11-12 Credit Value 1.0 - 2.0

Description This course provides training for entry-level positions in day care centers, nurseries, preschools, kindergartens, and private homes. Students study child development and guidance, children's health and well-being in group care, value of play, teaching strategies and management, curriculum development and careers in child development. The subject content is reinforced with work experience in a variety of early childhood settings. Leadership development will be provided through the Family, Career and Community Leaders of America (FCCLA) student organization.

Prerequisites Child & Human Development

Click here for Additional Resources

Unit Title Family & Community Partnerships

Technical Content

18. Students will utilize activities of the Family, Career and Community Leaders of America student organization as an integral component of course content and leadership development.

National Standards

7.2.1 Describe local, state, and national agencies and informal support resources providing human services

1.2.3 Apply communication skills in school, community and workplace settings.

1.2.4 Demonstrate teamwork skills in school, community and workplace settings.

1.2.6 Demonstrate leadership skills and abilities in school, workplace and community settings.

12.3.3 Analyze the role of family and social services support systems in meeting human growth and development needs.

KY Core Academic Standards (Big Idea)

Information, Communication and Productivity - Technology

Students demonstrate a sound understanding of the nature and operations of technology systems. Students use technology to learn, to communicate, increase productivity and become competent users of technology. Students manage and create effective oral, written and multimedia communication in a variety of forms and contexts.

English/Language Arts Common Core Standards

CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.11-12.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CC.11-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Technical Literacy Standards

Reading / 11-12 / #10 – By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

Writing / 11-12 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

Writing / 11-12 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

21st Century Skills and Knowledge

Collaboration

Communication

Leadership and Responsibility

KOSSA Standards

3003.OI.1 Investigate the impact of heredity and environment on human growth and development
3003.OI.2 Determine the impact of social, economic, and technological forces on individual growth and development
3003.OI.3 Examine the effects of gender, ethnicity, and culture on individual development
3003.OI.4 Examine the effects of life events on individuals' physical and emotional development
3003.OJ.1 Examine the role of nurturance on human growth and development
3003.OJ.2 Examine the role of communication on human growth and development
3003.OJ.3 Examine the role of support systems in meeting human growth and development needs

Learning Targets - Click here to view Sample Learner Activities

Identify agencies that provide services to children and parents.
Utilize activities of the Family, Career and Community Leaders of America student organization as an integral component of course content and leadership development.

Course Title **Child Development Services I** Grade Levels 11-12 Credit Value 1.0 - 2.0

Description This course provides training for entry-level positions in day care centers, nurseries, preschools, kindergartens, and private homes. Students study child development and guidance, children's health and well-being in group care, value of play, teaching strategies and management, curriculum development and careers in child development. The subject content is reinforced with work experience in a variety of early childhood settings. Leadership development will be provided through the Family, Career and Community Leaders of America (FCCLA) student organization.

Prerequisites Child & Human Development

Click here for Additional Resources

Unit Title Employability Skills

Technical Content

4. Students will demonstrate skills in caring and providing guidance for young children in a variety of early childhood settings.
17. Students will determine career opportunities in childcare, specifying requirements of CCCC and CDA.
20. Students will demonstrate employability and social skills relevant to the career cluster.

National Standards

1.2.2 Demonstrate job seeking and job keeping skills.

4.1.5 Create an employment portfolio for use with applying for internships and work-based learning opportunities in education and early childhood.

KY Core Academic Standards (Big Idea)

Employability Skills - Vocational Studies

Employability skills will focus on student's competencies with their work habits and academic/technical skills that will impact an individual's success in school and workplace. School-to-work transition skills will help students develop interpersonal skills and positive work habits.

Career Awareness, Exploration, Planning - Vocational Studies

Career awareness, exploration and planning gives students the opportunity to discover the various career areas that exist and introduce them to the realities involved with the workplace. Many factors need to be considered when selecting a career path and preparing for employment. Career awareness, exploration and planning will enable students to recognize the value of education, learn how to plan for careers and integrate academic subjects.

English/Language Arts Common Core Standards

CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Technical Literacy Standards

Reading / 11-12 / #10 – By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

Writing / 11-12 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

Writing / 11-12 / #5 – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Writing / 11-12 / #6 – Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Writing / 11-12 / #7 – Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Writing / 11-12 / #9 – Draw evidence from informational texts to support analysis, reflection, and research.

Mathematics Common Core Standards

CC.9-12.S.IC.6 Evaluate reports based on data.*

CC.9-12.A.SSE.4 Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.*

21st Century Skills and Knowledge

Creativity and Innovation
Communication
Collaboration
Information Literacy
ICT (Information, Communications, and Technology) Literacy
Productivity and Accountability

KOSSA Standards

3003.EK.1 Recognize the importance of maintaining a job and pursuing a career
3003.EK.2 Define jobs associated with a specific career path or profession
3003.EK.3 Identify and seek various job opportunities (e.g., volunteerism, internships, co-op, part-time/full-time employment)
3003.EK.4 Prepare a resume, letter of application, and job application
3003.EK.5 Prepare for a job interview (e.g., research company, highlight personal strengths, prepare questions, set-up a mock interview, dress appropriately)
3003.EK.6 Participate in a job interview
3003.EK.7 Explain the proper procedure for leaving a job
3003.EL.1 Acquire current and emerging industry-related information
3003.EL.2 Demonstrate commitment to learning as a life-long process and recognize learning opportunities
3003.EL.3 Seek and capitalize on self-improvement opportunities
3003.EL.4 Discuss the importance of flexible career planning and career self-management
3003.EL.5 Employ leadership skills to achieve workplace objectives (e.g., personal vision, adaptability, change, shared vision)
3003.EL.6 Recognize the importance of job performance evaluation and coaching as it relates to career advancement
3003.EL.7 Accept and provide constructive criticism
3003.EL.8 Describe the impact of the global economy on jobs and careers
3003.EM.1 Identify the value of new technologies and their impact on driving continuous change and the need for life-long learning
3003.EM.2 Research and identify emerging technologies for specific careers
3003.EM.3 Select appropriate technological resources to accomplish work

Learning Targets - Click here to view Sample Learner Activities

Practice completing and reviewing job applications.
Prepare a resume, cover letter, and follow-up letter.
Identify the traits and behaviors of a worker with a positive work ethic.
Plan and implement an early childhood education career portfolio.
Practice skills needed for job interviewing.