

Career & Technical Education

Curriculum Alignment

Child Development

Services II

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				CREDENTIAL CERTIFICATE DIPLOMA DEGREE
						RECOMMENDED ELECTIVE COURSES		OTHER ELECTIVE COURSES		
SECONDARY	9	English I	Algebra I	ICP / Earth Science	Social Science	Health/PE	Arts & Humanities	Digital Literacy	FACS Life Skills	
	10	English II	Geometry	Biology I	World Civilization	World Language I	Relationships / Money Skills	Foods and Nutrition	Early Lifespan 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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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

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 II

Course Description:

Child Development Services II is a continuation of Child Development Services I and is designed for students who wish to train for supervisory level positions or those wishing to further their education at the post-secondary level in the area of early childhood. Students gain in-depth work experiences 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 – 3.0

Technical Content / Process

Students will:

1. demonstrate skills in caring for young children in a variety of early childhood settings.
2. describe qualities possessed by an early child care professional and conduct a self-assessment related to the professional role.
3. assess the physical, emotional, intellectual and social milestones of children in early childhood settings.
4. develop and implement age-appropriate and effective classroom lesson plans, incorporating the KY Early Childhood Standards.
5. utilize Kentucky's School Readiness indicators when planning, creating, or evaluating activities with pre-K children.
6. create and implement art, music, language arts, math and science activities for young children.
7. demonstrate positive guidance techniques when working with children.
8. explore methods of effective communication with parents and guardians of children.
9. document goal statements and activities for creating and maintaining a safe, healthy, and learning environment that enhance growth and development.
10. explain general health and safety precautions and procedures for children.
11. evaluate arrangement of furniture in a child development center for the health, safety and education of young children.
12. create and evaluate daily menus for young children based on state regulations.
13. describe appropriate strategies and techniques for collaboration with families and colleagues.
14. identify local community service agencies that assist families including children with special needs and family counseling.
15. identify the legal requirements in operating an early childhood center.
16. identify the types of records and observation tools to assess children's growth and development.
17. utilize and apply the ITERS / ECERS rating systems and subscales to identify characteristics of quality child care programs.
18. utilize and apply the CLASS assessment scoring system for preschool and Head Start programs.
19. utilize opportunities to obtain industry certifications and/or credentials such as the Orientation for Early Child Care Professionals, CCCC, and CDA.
20. utilize activities of the Family, Career and Community Leaders of America student organization as an integral component of course content and leadership development.
21. apply math, science literacy, and communication skills within technical content.
22. demonstrate employability and social skills relevant to the career cluster.

Connections

- National Standards for Family and Consumer Sciences
- Partnership for 21st Century Skills
- Kentucky Academic Standards
- Mathematics and English/Language Arts
- Kentucky Occupational Skills Standards Assessment (KOSSA) Standards
- Commonwealth Child Care Credential (CCCC)
- Child Development Associates Credential (CDA)
- Infant/Toddler Environment Rating Scale (ITERS)
- Early Childhood Environment Rating Scale (ECERS)
- Classroom Assessment Scoring System (CLASS)

Course Title	Child Development Services II	Grade Levels	11-12	Credit Value	1.0 - 3.0
Description	Child Development Services II is a continuation of Child Development Services I and is designed for students who wish to train for supervisory level positions or those wishing to further their education at the post-secondary level in the area of early childhood. Students gain in-depth work experiences 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 Child Development Services I				
Unit Title	<u>Professional Development & Professionalism</u>				

Technical Content

- 2. Students will describe qualities possessed by an early child care professional and conduct a self-assessment related to the professional role.
- 19. Students will utilize opportunities to obtain industry certifications and/or credentials such as the Orientation for Early Child Care Professionals, CCCC, and CDA.

National Standards

- 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.
- 4.1.4 - Analyze the effects of early childhood, education, and services occupations on local, state, national, and global economies.
- 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.
- 1.2.1 - Analyze potential career choices to determine the knowledge, skills, and attitudes associated with each career.
- 1.2.8 - Demonstrate work ethics and professionalism.
- 7.1.2 - Analyze opportunities for employment and entrepreneurial endeavors.

KY 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.

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.

English/Language Arts 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 / #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 / #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

Leadership and Responsibility

Life and Career Skills

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.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.4 Discuss the importance of flexible career planning and career self-management

3003.EL.7 Accept and provide constructive criticism

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

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.AA.4 Communicate effectively with customers and co-workers

3003.EH.3 Explain the use of documentation and it's role as a component of conflict resolution

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.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.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

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

Learning Targets - Click here to view Sample Learner Activities

Determine career opportunities in early childhood programs.

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.

Describe qualities possessed by an early child care professional and conduct a self-assessment related to the professional role.

Course Title	Child Development Services II	Grade Levels	11-12	Credit Value	1.0 - 3.0
Description	Child Development Services II is a continuation of Child Development Services I and is designed for students who wish to train for supervisory level positions or those wishing to further their education at the post-secondary level in the area of early childhood. Students gain in-depth work experiences 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 Child Development Services I				
Unit Title	<u>Child Growth & Development</u>				

Technical Content

- 1. Students will demonstrate skills in caring for young children in a variety of early childhood settings.
- 7. Students will demonstrate positive guidance techniques when working with children.
- 22. Students will demonstrate employability and social skills relevant to the career cluster.

National Standards

- 4.2.3 - Analyze cultural and environmental influences when assessing children's development.
- 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.
- 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.
- 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 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.

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.

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.

English/Language Arts 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.b Conventions of Standard English: Spell correctly.
- 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 / #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 / #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 / #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.

Mathematics 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

Information Literacy

KOSSA Standards

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.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.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](#)

Demonstrate skills in caring for young children in a variety of childhood settings.

Demonstrate positive guidance techniques when working with children.

Course Title	Child Development Services II	Grade Levels	11-12	Credit Value	1.0 - 3.0
Description	Child Development Services II is a continuation of Child Development Services I and is designed for students who wish to train for supervisory level positions or those wishing to further their education at the post-secondary level in the area of early childhood. Students gain in-depth work experiences 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 Child Development Services I				
Unit Title	<u>Health, Safety & Nutrition</u>				

Technical Content

- 10. Students will explain general health and safety precautions and procedures for children.
- 11. Students will evaluate arrangement of furniture in a child development center for the health, safety and education of young children.
- 12. Students will create and evaluate daily menus for young children based on state regulations.

National Standards

- 4.4.2 - Apply safe and healthy practices that comply with state regulations.
- 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 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 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 / #8 – Evaluate the hypothesis, data, analysis, and conclusions in a science or technical text.

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

Writing / 11-12 / #8 – Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of specific task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following standard format for citation.

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 Standards

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

CC.9-12.S.MD.5 (+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.*

21st Century Skills and Knowledge

Health Literacy

Critical Thinking and Problem Solving

Leadership and Responsibility

KOSSA Standards

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](#)

Describe the symptoms and reporting requirements of common childhood diseases.

Create and evaluate daily menus for young children based on state regulations.

Identify the signs of child abuse and neglect, local reporting procedures, and state statues related to suspected child abuse and neglect.

Explain general health and safety precautions and procedures for children.

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Prerequisites	Child & Human Development Child Development Services I				
Unit Title	<u>Learning Environments & Curriculum</u>				

Technical Content

- 4. Students will develop and implement age-appropriate and effective classroom lesson plans, incorporating the KY Early Childhood Standards.
- 5. Students will utilize Kentucky’s School Readiness indicators when planning, creating, or evaluating activities with pre-K children.
- 6. Students will create and implement art, music, language arts, math and science activities for young children.
- 9. Students will document goal statements and activities for creating and maintaining a safe, healthy, and learning environment that enhance growth and development.
- 11. Students will evaluate arrangement of furniture in a child development center for the health, safety and education of young children.

National Standards

- 4.3.1 - Analyze a variety of curriculum and instructional models.
- 4.3.2 - Implement learning activities in all curriculum areas that meet the developmental needs of children.
- 4.3.3 - Implement an integrated curriculum that incorporates a child's language, learning styles, early experiences, and cultural values.
- 4.3.4 - Demonstrate a variety of teaching methods to meet individual needs of children.
- 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 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.

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 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.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 / #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.

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 / #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 Standards

CC.9-12.S.IC.5 Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.*

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

21st Century Skills and Knowledge

Creativity and Innovation

Critical Thinking and Problem Solving

ICT (Information, Communications, and Technology) Literacy

Productivity and Accountability

KOSSA Standards

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.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.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

Review daily schedules for infants, toddlers, and preschool children.

Evaluate arrangement and furniture in a child development center for the health, safety and education of young children.

Document goal statements and activities for creating and maintaining a safe, healthy, and learning environment that enhance growth and development.

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.

Course Title	Child Development Services II	Grade Levels	11-12	Credit Value	1.0 - 3.0
Description	Child Development Services II is a continuation of Child Development Services I and is designed for students who wish to train for supervisory level positions or those wishing to further their education at the post-secondary level in the area of early childhood. Students gain in-depth work experiences 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 Child Development Services I				
Unit Title	<u>Child Assessment</u>				

Technical Content

- 3. Students will assess the physical, emotional, intellectual and social milestones of children in early childhood settings.
- 5. Students will utilize Kentucky’s School Readiness Indicators when planning, creating, or evaluating activities with pre-K children.
- 16. Students will identify the types of records and observation tools to assess children’s growth and development.

National Standards

- 4.2.2 - Apply a variety of assessment methods to observe and interpret children's growth and development.
- 4.5.5 - Analyze children's developmental progress and summarize developmental issues and concerns.

KY 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.

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 Standards

- 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.
- 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.

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

Mathematics Standards

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

21st Century Skills and Knowledge

Collaboration

Communication

Critical Thinking and Problem Solving

KOSSA Standards

3003.AB.2 Read and interpret workplace documents

3003.AB.4 Record information accurately and completely

3003.ED.2 Work with minimal supervision

3003.ED.3 Work within budgetary constraints

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

Learning Targets - Click here to view Sample Learner Activities

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

Assess the physical, emotional, intellectual, and social milestones of children in early childhood settings.

Utilize Kentucky's School Readiness Indicators when evaluating young children.

Course Title	Child Development Services II	Grade Levels	11-12	Credit Value	1.0 - 3.0
Description	Child Development Services II is a continuation of Child Development Services I and is designed for students who wish to train for supervisory level positions or those wishing to further their education at the post-secondary level in the area of early childhood. Students gain in-depth work experiences 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 Child Development Services I				
Unit Title	<u>Program Management & Evaluation</u>				

Technical Content

- 15. Students will identify the legal requirements in operating an early childhood center.
- 17. Students will utilize and apply the ITERS / ECERS rating systems and subscales to identify characteristics of quality child care programs.
- 18. Students will utilize and apply the CLASS assessment scoring system for preschool and Head Start programs.

National Standards

- 4.6.3 - Implement federal, state, and local standards, policies, regulations, and laws that affect children, families, and programs.
- 4.6.5 - Apply business management skills to planning businesses in early childhood, education, and services.
- 7.2.3 - Summarize licensing laws and regulations that affect service providers and their participants.

KY 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.

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 Standards

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 / #9 – Synthesize information from a range of sources into a coherent understanding of a process, resolving conflicting information when possible.
- 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 / #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 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.*
- CC.9-12.S.IC.6 Evaluate reports based on data.*

21st Century Skills and Knowledge

Financial, Economic, Business and Entrepreneurial Literacy

Life and Career Skills

Critical Thinking and Problem Solving

KOSSA Standards

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.AE.1 Locate, evaluate, and apply personal financial information

3003.AE.2 Identify the components of a budget and how one is created

3003.AE.3 Set personal financial goals and develop a plan for achieving them

3003.AE.4 Use financial services effectively

3003.AE.5 Demonstrate ability to meet financial obligations

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.ED.2 Work with minimal supervision

3003.ED.3 Work within budgetary constraints

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.EJ.1 Define profit and evaluate the cost of conducting business

3003.EJ.2 Identify "big picture" issues in conducting business

3003.EJ.3 Identify role in fulfilling the mission of the workplace

3003.EJ.4 Identify the rights of workers (e.g., adult and child labor laws and other equal employment opportunity laws)

3003.EJ.5 Recognize the chain of command, organizational flow chart system, and hierarchy of management within an organization

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.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.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.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

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](#)

Identify the legal requirements in operating an early childhood center.

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.

Course Title	Child Development Services II	Grade Levels	11-12	Credit Value	1.0 - 3.0
Description	Child Development Services II is a continuation of Child Development Services I and is designed for students who wish to train for supervisory level positions or those wishing to further their education at the post-secondary level in the area of early childhood. Students gain in-depth work experiences 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 Child Development Services I				
Unit Title	<u>Family & Community Partnerships</u>				

Technical Content

- 8. Students will explore methods of effective communication with parents and guardians of children.
- 13. Students will describe appropriate strategies and techniques for collaboration with families and colleagues.
- 14. Students will identify local community service agencies that assist families including children with special needs and family counseling.
- 20. 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

- 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.
- 4.5.4 - Implement strategies for constructive and supportive interactions between children and families.
- 7.2.1 - Describe local, state, and national agencies and informal support resources providing human services
- 12.3.3 - Analyze the role of family and social services support systems in meeting human growth and development needs.

KY 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.

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 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.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 / #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 / #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
- Social and Cross-Cultural Skills

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 local community service agencies that assist families including children with special needs and family counseling.

Describe appropriate strategies and techniques for collaboration with families and colleagues.

Explore methods of effective communication with parents and guardians of children.

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 II	Grade Levels	11-12	Credit Value	1.0 - 3.0
Description	Child Development Services II is a continuation of Child Development Services I and is designed for students who wish to train for supervisory level positions or those wishing to further their education at the post-secondary level in the area of early childhood. Students gain in-depth work experiences 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 Child Development Services I				
Unit Title	<u>Employability Skills</u>				

Technical Content

22. 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 - Analyze the role of professional organizations in education and early childhood.

KY 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 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.

21st Century Skills and Knowledge

- Creativity and Innovation
- Communication
- Collaboration
- Information Literacy
- ICT (Information, Communications, and Technology) Literacy
- Productivity and Accountability
- Life and Career Skills

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.

Update 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 portfolio based on CCCC and/or CDA criteria.

Practice skills needed for job interviewing.