

**Course Title: Child Services I**

<b>Unit: 1</b>	<b>Child Services</b>
----------------	-----------------------

<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Determine the role and function of individuals engaged in child services careers. <ul style="list-style-type: none"> <li>• Examining education and training requirements for child services careers</li> <li>• Determining factors to consider when providing child services</li> <li>• Examining the impact of child services careers to improve the quality of life for children and their families</li> </ul> </li> <li>2. Assess ways technology impacts and is used to provide services to children.</li> </ol>
---	--

<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Analyze specific duties of individuals employed in child services careers.</li> <li>2. Determine personal characteristics of a successful child services professional.</li> <li>3. Evaluate places to work and positions available in child services.</li> <li>4. Assess education requirements and school choices for individuals employed in a child services career.</li> <li>5. Summarize ethical and legal responsibilities of child services professionals.</li> <li>6. Analyze financial and funding issues that should be considered when operating a child services business.</li> <li>7. Determine factors that contribute to an increasing demand for child services.</li> <li>8. Evaluate the types of services and support that can be provided to children and their families through a child services business.</li> <li>9. Analyze how technological changes have improved the services received by children and their families.</li> </ol>
---	---

<b>Essential Question(s):</b>	<p>What are the roles and functions of individuals engaged in child services careers?          What are the educational and training requirements for careers in child services?          What factors need to be considered when providing child services?          How can child services provided to clients improve the quality of life for children and their families?          How has technology impacted providing child care services to clients?          How is technology used to provide child care services?          How might a child services professional spend his/her day?</p>
-------------------------------	---

<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
<p>I. Child Services</p> <p style="padding-left: 20px;">A. Role and Function of Individuals Engaged in Child Services Careers</p> <p style="padding-left: 40px;">1. Education and training</p>	<p><b>Quick Talk:</b>            Pair students together to briefly share all they know about careers in child services.</p>	<p>Lead Questions</p>

requirements

2. Factors to consider when providing child services

**Group Investigation:**

Google “Child Services Careers” to gather data on:

- Careers Available in Child Services
- Education Requirements of Employees
- Duties of Employees
- Personal Characteristics of Employees
- Ethical and Legal Responsibilities of Employees
- Financial and Funding Issues of Operating a Business

**Collaborative Learning Activity:**

Using the data collected from the above activity, students create and present a PowerPoint Presentation, Display, or Portfolio about “The Child Services Professional.”

**Assumption Smashing:**

Students list assumptions about child services careers then eliminate assumptions one-by-one as the the assumptions are read by the teacher.

**Guest Speakers:**

A Representative from the Department of Human Resources, Drug Enforcement Task Force Agent, Hospital Social Services Director, School Resource Officer, WIC Representative Health Department Representative, etc. are invited to present information about their careers.

**Fishbowl:**

Discussion format where students are selected from class. They sit in front of the class as a panel to discuss a topic while the rest of the class observes. Then discussion is opened to the whole class. Topics to include:

- Factors that contribute to the increased

Computers

Internet

Web Occupational Handbook

<http://www.bls.gov/oco/ocos060.htm>

Guidelines for Activity

Web sites

References

Lead Questions

Rubric

Guidelines for Activity

Computers

Internet

Web sites

References

Rubric

Lead Questions

Lead Questions

Guidelines for Activity

Assumptions

Arrangements for Guest Speakers

Lead Quesitons

Guidelines for Activity

Lead Questions

Topics

3. Impact of child services careers to improve the quality of life for children and their families

<p>B. Ways Technology Impacts and is Used to Provide Services</p>	<ul style="list-style-type: none"> <li>• need for child service agencies</li> <li>• Benefits received by children and their families from child services agency or employees</li> </ul> <p><b>Challenge Envelopes and Research:</b> Students select a disability or family circumstance (Examples: children with physical or mental disabilities, a parent who has lost their job, missing child, child abuse) and research available technology that is currently available to provide services to children and their families (Examples: Web site with health information, Amber Alert, DNA testing, 911 system). Report Out.</p> <p><b>Newspaper Article:</b> Students write a newspaper article on: The Impact of Child Services in Their Community on a Child's and His/her Families' Quality of Life. Students read their articles to the class.</p>	<p>Guidelines for Activity Computers Web sites Internet List of Disabilities and Family Circumstances References Rubric</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions</p>
---	--	--

<p><b>Unit Assessment:</b></p>	<p>Oral Presentations, Solutions to Problems, Group Projects, Computer Presentations, Teacher Observation, Newspaper Article, Class Participation, and Rubrics</p>
--------------------------------	--

<p><b>Unit/Course CTSO Activity:</b></p>	<p>FCCLA Career Investigation STAR Event FCCLA Alabama Children First State Project - stuffed toys drive/project for children removed from homes FCCLA STOP the Violence Coloring Book State Project - addressing domestic violence or bullying</p>
--	---

<p><b>Unit/Course Culminating Product:</b></p>	<p>Display Portfolio Multimedia Presentation, or Web Page about The Child Services Professional Newspaper Article</p>
--	---

**Course/Program Credential(s):**  Credential  Certificate  Postsecondary Degree  University Degree

Other: CDA - Child Development Assistant Credential

AAFCS Pre-Professional Assessment - Early Childhood Education, Education Careers, and/or Family Services

Course Title: Child Services I

<b>Unit: 2</b>	<b>Child Growth and Development</b>
----------------	-------------------------------------

<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"><li>3. Compare child developmental theories to determine implications for child service workers.</li><li>4. Determine strategies that advance children’s physical and intellectual development, including providing a variety of equipment, activities, and creative stimulating learning opportunities and encouraging children to communicate verbally.</li><li>5. Describe strategies that support children’s social and emotional development, including encouraging children to develop self-help skills and a sense of independence and guiding children toward socially accepted behavior and acceptance by their peers.<ul style="list-style-type: none"><li>• Explaining the impact of parenting style to the child’s social development</li></ul></li><li>6. Recognize family influences that impact child development.<p>Examples: culture, religion, child rearing practices</p></li><li>7. Practice activities, including art and dramatic play that enable children to develop large and small motor skills.<ul style="list-style-type: none"><li>• Utilizing well-arranged space to meet the developmental needs of children</li></ul></li></ol>
---	---

<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"><li>1. Determine the basic needs of all children.</li><li>2. Describe the stages and principles of child development.</li><li>3. Compare the developmental theories of Erikson, Piaget, Vygotsky, Montessori, Freud, Skinner, Bandura, Coles, and Gardner.</li><li>4. Analyze ways that play benefits children physically and intellectually.</li><li>5. Evaluate a variety of learning environments and their impact on children.</li><li>6. Determine effective communication techniques used with children.</li><li>7. Create developmentally appropriate learning activities that enhance children’s physical, intellectual, social and emotional development.</li><li>8. Analyze strategies that assist children in developing self- help skills.</li><li>9. Describe the parents’ role in promoting social skills and independence in children.</li><li>10. Analyze how parenting styles impact the growth and development of children.</li><li>11. Explain the functions that families fulfill in meeting the needs of children.</li><li>12. Analyze trends that affect families and children today.</li><li>13. Compare family culture, religion, and child rearing practices.</li><li>14. Determine activities that enhance the development of a child’s large and small motor skills.</li><li>15. Interact appropriately with children.</li></ol>
---	---

<b>Essential Question(s):</b>	<p>How does having knowledge about child development theories benefit a child services employee? What are the factors that influence the growth and development of children?</p>
-------------------------------	--

What strategies can parents and professionals in child services use to support children’s social and emotional development?  
 How does parenting style impact the growth and development of children?  
 How do family influences impact child development?  
 How can parents and professionals in child services help children develop their large and small motor skills?  
 Why is play important to a child’s growth and development?

Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>II. Child Growth and Development            A. Implications of Child Developmental Theories to Child Service Workers</p>	<p><b>Buzz Session:</b>            Students participate in a small and informal group discussion about the basic needs of children.</p> <p><b>5 + 1 Discussion:</b>            The teacher instructs for five minutes, students share and reflect for one minute, and then the cycle repeats. (Cover theorist’s Erikson, Piaget, Vygotsky, Montessori, Freud, Skinner, Bandura, Coles, and Gardner.)</p> <p><b>Research/Essay:</b>            Students research a theorist and write an essay about his/her contributions to the field and the implications to child service workers. Report Out.</p> <p><b>Case Studies:</b>            Using case studies that describe a child’s behavior, students determine what human development theories have implications as to how the professional in child services addresses the child’s behavior and needs. Share Out.</p> <p><b>Affinity:</b>            A brainstorming approach that encourages less verbal members of a group to participate. All members of the group write responses to the</p>	<p>Lead Questions</p> <p>Lead Questions</p> <p>Guidelines for Activity            Computers            Internet            Web sites            References            Lead Questions            Rubric</p> <p>Guidelines for Activity            Rubric            Computers            Web sites            Internet            Case Studies            Lead Questions</p> <p>Guidelines for Activity            Lead Questions            Note Cards</p>

<p>B. Strategies that Advance Physical and Intellectual Development</p> <ol style="list-style-type: none"> <li>1. Creative stimulating learning opportunities</li> <li>2. Communicate verbally</li> </ol> <p>C. Strategies that Support Children’s Social and Emotional Development</p> <ol style="list-style-type: none"> <li>1. Develop self-help skills</li> <li>2. Develop a sense of independence</li> <li>3. Develop socially accepted behavior</li> <li>4. Acceptance by their peers</li> <li>5. Impact of parenting style</li> </ol>	<p>problem or question on separate cards, then the cards are silently grouped by each member while the others observe. After a discussion, they agreed upon arrangement and record the information in an outline or diagram. Question: How does the knowledge of child development theories impact child service workers and their interaction with children?</p> <p><b>Brainstorm Discussion:</b> Group process where all ideas are accepted and recorded. Topic: Types of play activities that children enjoy</p> <p><b>Observation Log:</b> Students observe children in a preschool setting and create an observation log. Record specific examples of physical and intellectual development of children, examples of stimulating learning opportunities, and how teachers effectively communicate with children Share Out.</p> <p><b>Graphic Organizer:</b> Students create a graphic organizer on the importance and types of play.</p> <p><b>PowerPoint Presentation:</b> Strategies that Support Children’s Social and Emotional Development</p> <p><b>Hands-on:</b> Students create and implement learning activities for use in a preschool setting. Activities should stimulate learning, encourage communication, develop self-help skills, identify socially acceptable behaviors, and encourage peer relationships. Share Out.</p>	<p>Lead Questions</p> <p>Observation Logs Pre-school Lab(s)</p> <p>Graphic Organizer Guidelines for Activity</p> <p>PowerPoint Presentation Computer CTX Lead Questions</p> <p>Guidelines for Activity Art Supplies Puppets Home Living Area Balls and Various Play Equipment Child Services Curriculum Resources i.e. A to Z, Theme-A-Saurus, Games that Teach etc. Pre-school Lab(s)</p>
---	--	--

<p>D. Family Influences that Impact Child Development</p>	<p><b>Handbook of Strategies to Support Child Growth and Development:</b> Students develop a handbook for parents and professionals in child services on strategies that impact the physical, intellectual, and social development of children. Share Out.</p> <p><b>Buzz Sessions:</b> In small groups, students discuss the impact of parenting styles on a child's behavior and how to handle problematic behaviors.</p> <p><b>Learning Log:</b> Students write responses to teacher questions as a summary of what they have learned or what they do not understand related to children's social and emotional development.</p> <p><b>Interviews:</b> Through an interview with another student, students discuss family structure, functions of family members, cultural and religious traditions, rules, rewards, and consequences, and problem solving methods used by parents. Share Out.</p> <p><b>Quick Write:</b> Students write a paper on how family influences impact the development of children. Report Out.</p>	<p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions</p> <p>Lead Questions</p> <p>Learning Log Lead Questions</p> <p>Lead Questions</p>
<p>E. Development of Large and Small Motor Skills</p> <ol style="list-style-type: none"> <li>1. Art and dramatic play activities</li> <li>2. Well-arranged space</li> </ol>	<p><b>Research/Portfolio Development:</b> Students research and develop a list of art projects that are age appropriate. They plan age appropriate dramatic play activities; games, etc. Share Out.</p>	<p>Guidelines for Activity Rubric Computers Internet Web sites Lead Question Dramatic Play Case Studies</p>



	<p><b>Role Play:</b> Students demonstrate the dramatic play activities previously planned.</p> <p><b>Posters:</b> Students plan and design play environments for children of various ages and create posters showing optimum use of well-arranged space.</p>	<p>Guidelines for Activity Dramatic Play Activities Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Posters Art Supplies</p>
--	--	---

<b>Unit Assessment:</b>	Essays, Observation Log Entries, Laboratory Reports, Rubrics, Learning Log, Essay, Posters, Handbook, and Class Participation
-------------------------	---

<b>Unit/Course CTSO Activity:</b>	<p>FCCLA Early Childhood STAR Event - create a portfolio and resource container</p> <p>FCCLA Applied Technology STAR Event - create a video of appropriate interaction/communication techniques to use with children</p> <p>FCCLA Focus on Children STAR Event - create a puppet show and activity book for use by parents of children who are in a Head Start program</p>
-----------------------------------	--

<b>Unit/Course Culminating Product:</b>	<p>Students will design an age appropriate lesson plan to include a puppet show, games, and other activities used to develop large and small motor skill development.</p> <p>Handbook</p>
---	---

<p><b>Course/Program Credential(s):</b> <input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input checked="" type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree</p> <p><input checked="" type="checkbox"/> Other: CDA - Child Development Assistant Credential</p> <p>AAFCS Pre-Professional Assessment - Early Childhood Education, Education Careers, and/or Family Services</p>
---

**Course Title: Child Services I**

<b>Unit: 3</b>	<b>Child Health and Safety</b>
----------------	--------------------------------

<p><b>Content Standard(s) and Depth of Knowledge Level(s):</b></p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>8. Evaluate a learning environment for children within a child services program to determine compliance with state regulations.               <ul style="list-style-type: none"> <li>• Describing how supervision can prevent injuries</li> <li>• Identifying general hygiene practices                   <ul style="list-style-type: none"> <li>Examples: handwashing, diapering and toileting procedures</li> </ul> </li> <li>• Recognizing the importance of rest routines</li> <li>• Analyzing play areas to determine the presence of age-appropriate toys and stimulating learning activities</li> </ul> </li> <li>9. Explain the impact of nutrition on child growth and development.               <ul style="list-style-type: none"> <li>• Preparing healthy snacks and meals for children to promote optimal health and prevent illness</li> <li>• Establishing food safety and sanitation practices in food preparation</li> </ul> </li> <li>10. Evaluate emergency procedure plans for facilities within child services programs.               <ul style="list-style-type: none"> <li>• Identifying the emergency training needed by child services staff</li> </ul> </li> </ol>
--	--

<p><b>Learning Objective(s) and Depth of Knowledge Level(s):</b></p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Determine the state regulations regarding the implementation of child services programs.</li> <li>2. Compare various child service programs for the learning activities offered for children.</li> <li>3. Evaluate types of supervision needed by child service employees to prevent illness and injury to employees and children.</li> <li>4. Summarize steps to follow to ensure proper hygiene practices.</li> <li>5. Describe the importance of rest routines for children.</li> <li>6. Compare play areas for age-appropriate toys and learning activities.</li> <li>7. Describe how nutrition impacts child growth and development.</li> <li>8. Utilize food safety and sanitation practices while preparing snacks and meals for children.</li> <li>9. Design an emergency procedure plan for a child services facility and identify the training needed by staff.</li> </ol>
--	--

<p><b>Essential Question(s):</b></p>	<p>How are learning environments for children evaluated to determine that the programs are in compliance with state regulations?          How can child service employees ensure the health and safety of children?          Why are emergency plans needed for child service agencies and employees?          What is the impact of food and nutrition on a child’s growth and development?          What emergency procedure plans should be applied to facilities that offer child services programs?</p>
--------------------------------------	--

<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
--------------------------	--	--





<p>C. Emergency Procedure Plans for Facilities</p> <p>D. Emergency Training Needed by Child Services Staff</p>	<p><b>Lab:</b> Students prepare snacks and meals for children.</p> <p><b>PowerPoint Presentation:</b> Emergency Procedures Plans for Child Services Facilities</p> <p><b>Research:</b> In small groups, students research emergency procedure plans for inclement weather, outbreaks of illness or disease, etc. Then present findings to class in the form of a PowerPoint presentation or through posters they have designed. Report Out</p> <p><b>Guest Speakers:</b> Professionals in Child Services discuss the type of emergency training needed by staff and how to obtain training.</p> <p><b>Case Studies:</b> Using case studies that describe situations where children and staff are not safe in a child services facility, students determine what Emergency Procedure Plans for Facilities need to be in place at the facility. Share Out</p>	<p>Supplies Equipment Recipes Planning Form Checklist</p> <p>PowerPoint Presentation Computer CTX Lead Questions</p> <p>Computer Internet Guidelines for Activity Rubric Web sites References Lead Questions</p> <p>Lead Questions</p> <p>Computer Internet Guidelines for Activity Rubric Web sites References Lead Questions Case Studies</p>
--	---	---

<b>Unit Assessment:</b>	Rubrics, Observation Log Entries, Laboratory Reports, Research Report, Case Studies, Posters, and Class Participation
-------------------------	---

<b>Unit/Course CTSO Activity:</b>	FCCLA Early Childhood Education STAR Event FCCLA Illustrated Talk STAR Event
-----------------------------------	---

<b>Unit/Course Culminating Product:</b>	Posters Food Labs PowerPoint Presentation on child health and safety issues.
---	--

**Course/Program Credential(s):**  Credential  Certificate  Postsecondary Degree  University Degree  
 Other: CDA - Child Development Assistant Credential  
AAFCS Pre-Professional Assessment - Early Childhood Education, Education Careers, and/or Family Services



<p>B. Importance of Staff Exhibiting Sensitivity</p> <ol style="list-style-type: none"> <li>1. Children with special needs</li> <li>2. Children from diverse cultures</li> </ol> <p>C. Situations that Require Crisis Intervention</p>	<ul style="list-style-type: none"> <li>• Provided by Professionals in Child Services to Address the Disadvantaging Conditions</li> </ul> <p><b>Handbook on Disadvantaging Conditions:</b> Students develop a handbook for professionals in child services that identifies disadvantaging conditions and suggestions for strategies, resources, agencies, and services that address the disadvantaging conditions.</p> <p><b>Scenarios:</b> Students are provided with case studies describing various situations in the life of a child. Based on the information provided, students determine what disadvantaging conditions are affecting the life of the child and what services professionals in child services can provide to the child and/or family to address the disadvantaging conditions. Share Out.</p> <p><b>Assumption Smashing:</b> List assumptions about children with special needs and children from diverse cultures, and then eliminate assumptions one by one. Discuss the need for staff to exhibit sensitivity to all children.</p> <p><b>10 + 2 Discussion:</b> Direct instruction where the teacher presents for ten minutes, students share and reflect for two minutes, and then the cycle repeats. Topic: Situations that require crisis intervention; Procedures for crisis intervention</p> <p><b>PowerPoint Presentation:</b> Intervention</p>	<p>Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Scenarios Lead Questions</p> <p><a href="http://nrckids.org/">http://nrckids.org/</a> (National Resource Center for Health and Safety in Child Care and Early Childhood Education)</p> <p>Lead Questions</p> <p>PowerPoint Presentation Computer CTX Lead Questions</p>
--	--	--



<p>D. Observing and Reporting Children's Behavior</p> <ol style="list-style-type: none"> <li>1. Observing skills</li> <li>2. Recording skills</li> <li>3. Reporting skills</li> </ol> <p>E. Needs of Children in Various Child Services Programs Gifted</p> <ol style="list-style-type: none"> <li>1. Special needs</li> <li>2. Nondisabled</li> <li>3. Disadvantaged</li> </ol>	<p><b>Case Studies:</b> Students are provided with cases studies that describe a child's behavior. They make a decision if there is a need for a crisis intervention. Students explain their decision. They identify the intervention that will be used to address the child's behavior.</p> <p><b>PowerPoint Presentation:</b> Observing, Recording, and Reporting on a Child's Behavior</p> <p><b>Observation Logs:</b> Students keep an Observation Log while observing children. Students are typically asked to answer specific questions throughout the course.</p> <p><b>10+2 Discussion:</b> Direct instruction where the teacher presents for ten minutes, students share and reflect for two minutes, and then the cycle repeats. Topic: Needs of children (to include gifted, special needs, nondisabled, and disadvantaged)</p> <p><b>PowerPoint Presentation:</b> Needs of Children in Various Child Services Programs</p> <p><b>Case Studies:</b> Using case studies that describe the special needs of children, students determine the needs of all children in a child services program. Students determine how employees in child service agencies can meet all of their needs.</p>	<p>Guidelines for Activity Rubric Computers Internet Web sites References Case Studies Lead Questions</p> <p>PowerPoint Presentation Computer CTX Lead Questions</p> <p>Observation Logs Lead Questions</p> <p>Lead Questions</p> <p>PowerPoint Presentation Computer CTX Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Case Studies Lead Questions</p>
---	---	--

<b>Unit Assessment:</b>	Rubrics, Observation Log Entries, Scenarios, Laboratory Reports, Handbook, Case Studies, Class Participation
-------------------------	--

<b>Unit/Course CTSO Activity:</b>	FCCLA Community Service Project - develop and implement a community service project that impacts community members who are disadvantaged FCCLA Families First Project - develop and implement a families first project that impacts disadvantaged families FCCLA Children First Project - develop and implement a project that impacts disadvantaged children
-----------------------------------	---

<b>Unit/Course Culminating Product:</b>	Resource Booklet for parents describing services available in the community to assist with disadvantaging conditions they may be experiencing. Handbook on Disadvantaging Conditions
---	---

<b>Course/Program Credential(s):</b>	<input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input checked="" type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input checked="" type="checkbox"/> Other: CDA - Child Development Assistant Credential AAFCS Pre-Professional Assessment - Early Childhood Education, Education Careers, and/or Family Services
--------------------------------------	---

**Course Title: Child Services I**

<b>Unit: 5</b>	<b>Communication and Support Services</b>
----------------	---

<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>15. Utilize effective communication skills to establish productive relationships with children, families, and the community.             <ul style="list-style-type: none"> <li>• Encouraging parental involvement in child services programs</li> </ul> </li> <li>16. Determine local, state, and national agencies that provide resources and services to clients and their parents or guardian(s).              Examples: Department of Human Resources, Department of Public Health, Department of Mental Health</li> </ol>
---	--

<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Demonstrate effective communication skills in working with child services clients.</li> <li>2. Plan activities that encourage parental involvement in child services programs.</li> <li>3. Identify agencies that provide resources and services to clients to children and their families.</li> </ol>
---	--

<b>Essential Question(s):</b>	<p>Why is effective communication essential when working in a child services agency?          How can parents be encouraged to be involved in their child’s child services program?          How can agencies that provide services to children and their families’ impact the quality of life for their clients?</p>
-------------------------------	---

<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
<p>V. Communication and Support Services            A. Effective Communication Skills                1. Establishing productive relationships</p>	<p><b>10+2 Discussion:</b>            Direct instruction variation where the teacher presents for ten minutes, students share and reflect for two minutes, then the cycle repeats.            Topic: Effective communication skills</p> <p><b>PowerPoint Presentation:</b>            Effective Communication Skills</p>	<p>Lead Questions</p> <p>PowerPoint Presentation            Computer            CTX            Lead Questions</p>

2. Encouraging parenting involvement

**Tip Sheet:**  
Students develop a “Tip Sheet” on Effective Communication Skills for Professionals in Child Services. Share Out.

**Case Studies/Scenarios/Role Play:**  
Assign to students real life problems or situations to resolve using effective communication skills. Students role play the situations. Class discusses the appropriateness of the communication skills demonstrated in the situation.

**PowerPoint Presentation:**  
Strategies to Encourage Parental Involvement

**Think-Pair-Share:**  
Students think individually, then pair (discuss with partner), and then share ideas with the class. Topic: Ways to encourage parental involvement (Examples: Plan open house activities, volunteer opportunities for parents and grandparents)

**Parental Involvement Activity:**  
Students plan an activity to involve parents in the child services program.

B. Agencies that Provide Resources and Services  
1. Local  
2. State

**Research and Reference File Activity:**  
Students research local, state and national agencies that provide services to children and their families. They develop a reference file on

Guidelines for Activity  
Rubric  
Computers  
Internet  
Web sites  
References  
Lead Questions

Guidelines for Activity  
Rubric  
Computers  
Internet  
Web sites  
References  
Lead Questions  
Case Studies/Scenarios

PowerPoint Presentation  
Computer  
CTX  
Lead Questions

Lead Questions

Guidelines for Activity  
Rubric  
Computers  
Internet  
Web sites  
References  
Lead Questions

Guidelines for Activity  
Rubric  
Computers  
Internet

<p>3. National</p>	<p>agencies, resources, and services that are available to professionals in child services as well as parents.</p> <p><b>Case Studies:</b> Using case studies describing a child's behavior, students determine what services and resources are available to the professionals in child services and parents to address the child's behavior. Share Out.</p>	<p>Web sites References <a href="http://www.dhr.state.al.us/Index.asp">http://www.dhr.state.al.us/Index.asp</a> (Alabama Department of Human Resources) <a href="http://www.adph.org/">http://www.adph.org/</a> (Alabama Department of Public Health) <a href="http://www.mh.alabama.gov/">http://www.mh.alabama.gov/</a> (Alabama Department of Mental Health) <a href="http://www.alsde.edu/">http://www.alsde.edu/</a> (Alabama Department of Education)</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions Case Studies/Scenarios</p>
--------------------	--	---

<b>Unit Assessment:</b>	Rubrics, Observation Log Entries, Case Studies, Resource File, Parental Involvement Activity, Tip Sheet, and Class Participation
-------------------------	--

<b>Unit/Course CTSO Activity:</b>	FCCLA Families First State Project - develop a resource guide of local, state, and national agencies that assist children and their families. Members distribute to new mothers in the local hospital.
-----------------------------------	--

<b>Unit/Course Culminating Product:</b>	PowerPoint Presentation on the local, state, and national resources available to children and their families Tip Sheet Resource File
---	--

<p><b>Course/Program Credential(s):</b> <input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input checked="" type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree  <input checked="" type="checkbox"/> Other: CDA - Child Development Assistant Credential  AAFCs Pre-Professional Assessment - Early Childhood Education, Education Careers, and/or Family Services</p>
---

**Course Title: Child Services I**

<b>Unit: 6</b>	<b>Management and Professionalism</b>
----------------	---------------------------------------

<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>17. Explain the importance of professional ethics to child services program personnel.             <ul style="list-style-type: none"> <li>• Describing ethical responsibilities of child service professionals to clients, colleagues, employers, self, community, and society</li> <li>• Identifying documentation and reporting responsibilities of child services staff regarding possible child abuse and neglect of children</li> <li>• Explaining the need for child services staff to maintain accurate and confidential documentation</li> </ul> </li> <li>18. Determine basic health practices and prevention procedures to protect workers and clients in child services programs.</li> <li>19. Determine licensing regulations, accreditation, and legalities associated with child services professions.</li> <li>20. Utilize technology to manage and operate an effective child services program.</li> </ol>
---	---

<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Describe the need for ethical behavior for employees in child services programs.</li> <li>2. Determine the ethical behavior exhibited in a child services program.</li> <li>3. Explain the procedures for reporting child abuse.</li> <li>4. Determine why accurate and confidential records are required in a child services program.</li> <li>5. Analyze appropriate health practices and procedures for clients and employees in a child services program.</li> <li>6. Determine licensing and accreditation requirements and legal issues that impact child service programs and personnel.</li> <li>7. Analyze how technology and the use of technology can impact services provided in a child services program.</li> </ol>
---	---

<b>Essential Question(s):</b>	<p>What is the importance of professional ethics to child services personnel?          Why is it important for child service agencies to maintain accurate and confidential documentation?          What are the basic health practices and prevention procedures used in a child services program that protects clients and staff?          What are the licensing regulations, accreditation, and legalities associated with child services professions?          How is technology used to manage and operative an effective child services program?</p>
-------------------------------	---

<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
VI. Management and Professionalism A. Importance of Professional Ethics 1. Ethical responsibilities	<b>Teacher Talk:</b> The teacher discusses the importance of professional ethics exhibited by child services personnel.	Lead Questions







**Unit/Course  
Culminating  
Product:**

Develop a checklist of procedures to follow when employed in a child services agency. The checklist should address issues related to protecting the health and safety of clients and personnel, licensure requirements, and steps outlining how to provide proper documentation.  
Brochure

**Course/Program Credential(s):**  Credential  Certificate  Postsecondary Degree  University Degree

Other: CDA - Child Development Assistant Credential

AAFCS Pre-Professional Assessment - Early Childhood Education, Education Careers, and/or Family Services