

Course Title: Child Services II

Unit: 1	Group Management
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<p>Content Standard(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Apply developmental guidance techniques and strategies when providing services to children, including controlling aggressive behavior, providing and practicing praise, and positive and negative reinforcement. 2. Describe the importance of objective observation when assessing children’s developmental progress. 3. Describe the impact of various parenting philosophies and their potential impact on child behavior. 4. Determine effective verbal, nonverbal, written, and electronic communication skills used with staff, client, and families.
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<p>Learning Objective(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Determine the guidance goals of the early childhood classroom. 2. Describe how effective communication techniques can be used to guide the behavior of children. 3. Explain how planning the schedule and environment limits guidance problems. 4. Distinguish between effective and ineffective guidance techniques. 5. Define an I-message and explain its use. 6. Summarize ways to approach behavior challenges. 7. Explain why care providers observe and record children’s behavior. 8. Compare specific types of observation. 9. Analyze behaviors that show children’s development. 10. Compare various parenting philosophies and their impact on children. 11. Demonstrate effective communication used within a child services agency.
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<p>Essential Question(s):</p>	<p>How can developmental guidance techniques help to guide the behavior of children? Why is effective communication critical in parent-child relationships?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>I. Group Management</p> <p>A. Developmental Guidance Techniques and Strategies</p> <ol style="list-style-type: none"> 1. Controlling aggressive behavior 2. Providing and practicing praise 3. Providing and practicing positive and negative 	<p>10 + 2 Discussion: Direct instruction variation where the teacher presents for ten minutes about group management guidance techniques and strategies. Students share and reflect for two minutes, and then the cycle repeats.</p>	<p>Lead Questions</p>

<p>reinforcement</p> <p>B. Importance of Objective Observation in Assessment</p> <p>C. Impact of Parenting Philosophies and Child Behavior</p>	<p>Cubing: As a class, use the cubing technique (describing, comparing, associating, analyzing, applying, and arguing) to organize and facilitate class discussion and interaction of appropriate responses to guiding behavior. Discuss ways to control aggressive behavior, the use of praise, and effects of positive and negative reinforcement.</p> <p>Mini-Lab I: Observe a classroom at a local child development center. Determine the care providers' developmentally appropriate practices that promote self-discipline in children. Summarize your observations and present them to your class. Students complete Observation Logs.</p> <p>Class Review of Observations: Review students' findings, compare experiences, form general summaries of positive responses and initiate discussion to concerns observed and suggestions for effective resolution.</p> <p>Mini-Lab II: Students use the running-record method to observe and record a young child's behavior for ten minutes while a classmate does the same. Students compare their observations. They look for patterns of things each noticed. The students discuss what conclusions can be drawn about recording behavior? Report.</p> <p>10 + 2 Discussion: Direct instruction variation where the teacher presents for ten minutes about parenting philosophies and their impact on child behavior. Students share and reflect for two minutes, and then repeat the cycle.</p>	<p>Lead Questions</p> <p>Observation Logs Local Child Development Center</p> <p>Observation Logs Local Child Development Center</p> <p>Guidelines for Activity Arrangements for Observation</p> <p>Lead Questions</p>
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<p>D. Effective Communication Skills</p> <ol style="list-style-type: none"> 1. Verbal 2. Nonverbal 3. Written 4. Electronic 	<p>Graphic Organizer: Using a Clustering Web, students are to critique parenting styles.</p> <p>Role Play: Students are given communication case studies to role play.</p> <p>Child Services Manual: Students develop a manual for use by the staff of a child services program. The following information is provided in the guidebook.</p> <ul style="list-style-type: none"> • Developmental Guidance Techniques and Strategies Used in Providing Services to Children <ul style="list-style-type: none"> - Controlling Aggressive Behavior - Providing and Practicing Praise - Positive and Negative Reinforcement • Parenting Philosophies and Their Impact on the Growth and Development of Children • Objective Observation • Effective Communication Skills Samples <p>Share Out.</p>	<p>Graphic Organizer</p> <p>Case Studies</p> <p>Guidelines for Activity</p> <p>Rubric</p> <p>Computers</p> <p>Internet</p> <p>Web sites</p> <p>References</p> <p>Lead Questions</p>
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<p>Unit Assessment:</p>	<p>Observation Log, Graphic Organizer of Parenting Styles, Child Services Manual, and Class Participation</p>
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<p>Unit/Course CTSO Activity:</p>	<p>Members create and implement an FCCLA Families First project.</p>
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<p>Unit/Course Culminating Product:</p>	<p>Students produce a portfolio presentable to a potential financial loan officer which would contain their intent to open a child service facility. This comprehensive project would include all units of this course.</p> <p>Child Services Manual</p>
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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 II

Unit: 2	Curriculum Management
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Content Standard(s) and Depth of Knowledge Level(s):	Students will: 5. Critique a written instructional plan for a child services program that includes a philosophical statement, instructional goals and strategies, and a plan for assessment of the program.
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Learning Objective(s) and Depth of Knowledge Level(s):	Students will: 1. Evaluate the characteristics of an instructional plan for a child services program and the components that contribute to its effectiveness. 2. Compare the qualities of various child service programs' instructional plans.
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Essential Question(s):	What are the components of an effective instructional plan for a child services program? How do you develop an effective instructional plan for a child services program?
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
II. Curriculum Management A. Critique a Written Instructional Plan	<p>Teacher Talk: Review criteria to use in evaluating curriculum and instructional plans.</p> <p>Teacher Demonstration: Teacher demonstrates how to use the Criteria Checklist of evaluate instructional plans.</p> <p>Challenge Envelopes: Students are grouped and select an envelope which contains a child services programs' instructional plans (otherwise called program of work). As a group, students complete the criteria sheet which is used to evaluate the philosophical</p>	<p>Criteria Checklist Instructional Plans</p> <p>Criteria Checklist Instructional Plan Lead Questions</p> <p>Various Instructional Plans of Child Services Programs Throughout the Community Envelopes Name of Child Services Programs Lead Questions Criteria Checklist</p>

	<p>statement, instructional goals and strategies, and plans of assessment of the program.</p> <p>Treasure Hunt Activity: Students are provided with copies of instructional plans from various child services programs. They discover how the instructional plans are different and alike. They evaluate each of the lesson plans using the Criteria Checklist. They decide what components should be included on good instructional plans. Share Out.</p>	<p>Guidelines for Activity Computers Internet Web sites References Instructional Plans Criteria Checklist</p>
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Unit Assessment:	Criteria Checklist, Evaluation of Instructional Plans, Treasure Hunt Activity, and Class Participation
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Unit/Course CTSO Activity:	FCCLA Early Childhood Education STAR Event-develop a curriculum unit FCCLA Entrepreneurship STAR Event- develop a business plan to open a child services business
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Unit/Course Culminating Product:	Critique of Instructional Plans
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Course/Program Credential(s): <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
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Course Title: Child Services II

Unit: 3	Facility Design and Management
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> Evaluate a child services facility for space arrangement, equipment, toys, supplies, and safety hazards.
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> Analyze child services facility standards. Determine the variety and purpose of learning centers and activity areas in an early childhood facility. Analyze licensing regulations and accreditation criteria that apply to early childhood facilities. Evaluate child services facilities for safety and developmental appropriateness.
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Essential Question(s):	What are the characteristics of a quality child services facility?
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>III. Facility Design and Management</p> <p>A. Evaluate a Child Services Facility</p>	<p>Buzz Sessions: Students engage in a small, informal group discussion about things to look for in a quality child service facility. They make a list on posters and share with class. Report Out.</p> <p>Show Time: Students view videos and list important facts when choosing child service facility. Share Out.</p> <p>Field Trip: Students visit three child service facilities and compare and contrast different child care arrangements for space, equipment, toys,</p>	<p>Lead Questions Poster Paper Art Supplies</p> <p>Videos: <i>Things to Look for in Child Care Facilities</i> and <i>Ten Things Every Child Needs</i></p> <p>Field Trip Lead Questions</p>

	<p>supplies and safety. Share Out.</p> <p>Checklist: Students create a checklist for parents to use in selecting a child care program. They use the checklist to evaluate an early childhood education program. Share Out.</p> <p>Brainstorm: Students brainstorm and compile a list of equipment and supplies needed in a child service facility. They identify space and safety requirements.</p> <p>Field Trip: Visit a child service facility. Using their Checklist for Selecting Quality Child Care, students evaluate the facility. Report Out.</p>	<p>http://nrckids.org/RESOURCES/ParentsGuide.pdf <i>A Parent's Guide to Choosing Safe and Healthy Child Care</i> Checklist Catalogs Computer Internet Web sites References Arrangements to Visit a Early Childhood Education Program Checklist</p> <p>Lead Questions</p> <p>Arrangements for Field Trip Permission Slips Checklist</p>
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Unit Assessment:	Checklist, Posters, List of Equipment, Facility Evaluation, and Class Participation
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Unit/Course CTSO Activity:	FCCLA Early Childhood Education STAR Event- design a curriculum and lab space
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Unit/Course Culminating Product:	Students compile a list of equipment and supplies needed in a child service facility. Facility Evaluation
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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 II

Unit: 4	Program Organization and Administration
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<p>Content Standard(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</p> <ol style="list-style-type: none"> 7. Describe the role of the director in managing a child services program. <ul style="list-style-type: none"> • Comparing functions of management, including planning, organizing, implementing, evaluating, and communicating 8. Analyze federal, state, and local regulations for child services programs for use in a facility. <p>Examples: space per child, number of toilets, fire safety features, sanitation, indoor and outdoor safety features, adherence to Americans with Disabilities Act (ADA) regulations</p> <ul style="list-style-type: none"> • Comparing program accreditation and licensure procedures required for child services programs 9. Describe the importance of a positive work ethic for child services personnel. 10. Practice a first aid and emergency response plan for children and staff of a child services program. 11. Explain policies and procedures that address the issues of facility safety, discipline, transportation, medication, and illness of a child who is participating in a child services program. 12. Determine the use of technology in managing and operating a child services program.
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<p>Learning Objective(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Determine duties and responsibilities of the director of a child services program. 2. Analyze federal, state, and local regulations regarding a child services facility. 3. Explain the importance of a positive work ethic in employees. 4. Demonstrate appropriate first aid techniques. 5. Evaluate the child service agency’s policies and procedures regarding facility safety, discipline, transportation, and the management of children who are ill. 6. Describe how technology is used in the management and operations of a child services program.
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<p>Essential Question(s):</p>	<p>How do policies and procedures protect the clients and staff of child service agencies?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>IV. Program Organization and Administration</p> <ol style="list-style-type: none"> A. Role of the Director B. Functions of Management <ol style="list-style-type: none"> 1. Planning 2. Organizing 3. Implementing 	<p>Research: Students research the duties and functions of the child services manager or director, identifying the functions of management to include:</p> <ul style="list-style-type: none"> • Planning 	<p>Guidelines for Activity Computers Internet Web sites References</p>

<p>4. Evaluating 5. Communicating</p>	<ul style="list-style-type: none"> • Organizing • Implementing • Evaluating • Communicating <p>Report Out.</p>	
<p>C. Federal, State and Local Regulations</p>	<p>Research: Students research federal, state, and local regulations regarding the child service facility. Share Out.</p>	<p>Guidelines for Activity Computers Internet Websites References</p>
<p>D. Program Accreditation and Licensure Procedures</p>	<p>Research: Students' research child services program accreditation and licensure procedures. Share Out.</p>	<p>Guidelines for Activity Computer Internet Web sites References</p>
<p>E. Positive Work Ethic</p>	<p>Buzz Session: Students participate in small, informal group discussions about the importance of a positive work ethic in the workplace.</p>	<p>Lead Questions</p>
<p>F. First Aid and Emergency Plan</p>	<p>Research: Students research first aid and emergency procedures used in a child services agency.</p> <p>Teacher Demonstration: Teacher demonstrates basic first aid and emergency procedures used in a child services agency.</p> <p>Guided Practice: Students demonstrate basic first aid and emergency procedures used in a child services agency.</p>	<p>Guidelines for Activity Computers Internet Websites References</p> <p>Supplies</p> <p>Supplies</p>

<p>G. Policies and Procedures</p> <ol style="list-style-type: none"> 1. Facility safety 2. Discipline 3. Transportation 4. Medication 5. Illness of child <p>H. Use of Technology to Manage and Operate a Program</p>	<p>Polices and Procedures Manual: Students research policies and procedures for a child services agency. They develop a polices and procedures manual to be used by the staff. The manual includes the following information:</p> <ul style="list-style-type: none"> • Facility safety • Discipline of children and staff • Transportation of children and/or clients • Medication • Illness of a child <p>Guest Speaker: The Manager of a child services program discusses how technology is used to manage and operate an early childhood education program.</p> <p>Essay: Students write an essay on how technology is used to manage and operative a child services program. Report Out.</p> <p>Field Trip: Students participate in a field trip to a child services program. They observe the technology being used to manage and operate the program. Share Out.</p>	<p>Guidelines for the Activity Rubric Computers Internet Web sites References Lead Questions</p> <p>Arrangements for Guest Speaker Lead Questions</p> <p>Guidelines for the Activity Rubric Computers Internet Web sites References Lead Questions</p> <p>Arrangements for Field Trip Permission Slips Lead Questions</p>
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Unit Assessment:	Rubrics, Participation in Research Projects, Polices and Procedures Manual, Essay, and Class Participation
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Unit/Course CTSO Activity:	FCCLA STAR Event Entrepreneurship- research and develop a business plan for opening a private child services agency FCCLA STAR Event Illustrated Talk- prepare an Illustrated Talk on First Aid and Emergency Plans used in a child services agency
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Unit/Course Culminating Product:	Students develop and present a PowerPoint Presentation on the Program Organization and Administration of Child Services agencies. Policies and Procedures Manual Essay
Course/Program Credential(s): <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 II

Unit: 5	Food Service Management
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <p>13. Prepare snacks and meals for children participating in a child services program that meet the United States Department of Agriculture (USDA) Dietary Reference Intakes for children.</p> <ul style="list-style-type: none"> • Practicing safety and sanitation techniques in food preparation • Using kitchen equipment safely • Analyzing nutritive values and costs of meals and snacks for children • Comparing dietary problems among children, including tooth decay, diabetes, and obesity
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 1. Plan snacks and meals for children of various ages and dietary requirements. 2. Prepare snacks and meals for children of various ages and dietary requirements 3. Use kitchen equipment in a safe and sanitary manner. 4. Compare snacks for nutritive value and cost. 5. Determine common illnesses or conditions that are directly related to food intake and their potential impact to children’s health.
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Essential Question(s):	<p>Why is it essential that children be offered healthy food for meals and snacks? How do you plan nutritious meals and snacks for children?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>V. Food Service Management</p> <p>A. Preparing Snacks and Meals</p> <p>B. Practicing Safety and Sanitation Techniques</p> <p>C. Using Equipment Safely</p>	<p>Research and Posters: Students research the United States Department of Agriculture (USDA) Dietary Reference Intakes for children and make posters outlining the requirements for each age group. Share Out.</p> <p>Laboratory: Based on the research findings from the above activity, students select an age group and prepare snacks and meals for children. Students</p>	<p>Computers</p> <p>Internet</p> <p>Posters</p> <p>Art Supplies</p> <p>Lab Planning Form</p> <p>Recipes</p> <p>Laboratory Equipment/Supplies</p> <p>Lab Checklist</p>

<p>D. Analyzing Nutritive Value and Costs</p> <p>E. Dietary Problems Among Children</p> <ol style="list-style-type: none"> 1. Tooth decay 2. Diabetes 3. Obesity 	<p>implement safety and sanitation techniques and use equipment in an appropriate manner.</p> <p>Research: Students use labels from food packages and compare the nutritive value of the food items as well as their costs. Students draw conclusions based on the findings of their research. Report Out.</p> <p>Research and PowerPoint Presentation: Assign groups of students to research the common dietary problems of children today. Each group identifies the causes, impact on overall health, and prevention. Students present their material to the class using a PowerPoint presentation.</p> <p>Child Services Cookbook: Students create a cookbook to be used in child services agencies that provide recipes for snacks and meals that are nutritious and meet the Dietary Intakes for Children. The nutritive values of the food items are calculated. Share Out.</p> <p>Coloring Book: Students create a coloring book to teach children about dietary problems such as tooth decay and the importance of eating healthy food. Share Out.</p>	<p>Food Items</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Food Label Forms to Document Research Findings</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Rubric for PowerPoint Presentation</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Cookbooks</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Art Supplies</p>
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<p>Unit Assessment:</p>	<p>Rubrics, Posters, Research Projects, PowerPoint Presentation, Child Services Cookbook, Laboratory Evaluation, Coloring Book, and Class Participation</p>
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Unit/Course CTSO Activity:	FCCLA Children's First State Project- Develop and implement a project focusing on improving children's health FCCLA STAR Event Focus on Children- Develop a project to teach healthy eating habits to children in their community
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Unit/Course Culminating Product:	Students develop brochures to distribute to parents in the community on how to improve their child's eating habits. Cookbook Coloring Book
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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 II

Unit: 6	Financial Management
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 14. Create a business plan for a child services program, including a start-up budget, operating budget, and funding sources.
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 1. Determine the necessary components included in a business plan for a child services program. 2. Develop a business plan for a child services program.
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Essential Question(s):	Why is a sound business plan needed when considering whether to open a child services program?
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
VI. Financial Management <ol style="list-style-type: none"> A. Create a business plan B. Start-up budget C. Operating budget D. Funding sources 	<p>Buzz Session: Students define entrepreneur. Then students brainstorm the benefits of owning your own business.</p> <p>Guest Speaker: Invite a person from the community who has opened their own business to discuss with the class their experiences and steps they took to develop their business plan.</p> <p>PowerPoint Presentation: Financial Management</p> <ul style="list-style-type: none"> • Create a Business Plan 	<p>Lead Questions</p> <p>Make Arrangements for Guest Speaker Lead Questions</p> <p>PowerPoint Presentation Computer CTX Lead Questions</p>

	<ul style="list-style-type: none"> • Start-up Budget • Operating Budget • Funding Sources <p>Teacher Demonstration: The teacher demonstrates how to develop a business plan.</p> <p>Business Plan: Students should develop a business plan to include the following:</p> <ul style="list-style-type: none"> • Business Description: Include name of the new business and philosophy statement. Describe services provided, hours of operation, demographics served, and business feasibility (may include community survey data or market research.) • Facility: Describe space, utilities, and emergency procedures. • Supplies and Equipment: Include list of suppliers, inventory of equipment and supplies, and description of provisions for maintenance and repair. • Organizational Chart: Describe job titles and tasks. • Personnel Management: Describe hiring procedures, salaries and benefits, policies and procedures, and evaluations/appraisals. Include all applicable forms and records. • Funding for Business: Describe methods and sources of funding; include fee structures. • Budget: Describe income, expenditures, financial procedure, and application tax information. Include all applicable forms. • Laws, Regulations, and Codes: Describe health; environment; fire; insurance; zoning; and other local, county, and state 	<p>Examples</p> <p>Lead Questions Forms</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions</p>
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	<p>codes.</p> <ul style="list-style-type: none"> Advertising and Recruitment: Describe advertising plan (including special events), and include sample advertisements. 	
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Unit Assessment:	Rubrics, Business Plan, and Class Participation
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Unit/Course CTSO Activity:	FCCLA STAR Event Entrepreneurship- Students will plan and develop a business plan for opening a daycare facility
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Unit/Course Culminating Product:	Students develop a portfolio of items researched and developed in a written business plan for a child services program or agency.
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<p>Course/Program Credential(s): <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 II

Unit: 7	Parent and Community Relationships
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <p>15. Determine strategies that promote supportive relationships between parents and caregivers. Examples: Establishing a parent reception area; distributing parent handbooks, brochures, bulletins, and newsletters; conducting parent meetings and home visits</p>
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <p>1. Develop strategies and activities to promote parental involvement in a child services program.</p>
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Essential Question(s):	Why is parental involvement important to a child services agency?
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>VII. Parent and Community Relationships A. Strategies to Promote Supportive Relationships with Parents</p>	<p>Buzz Session: Students discuss the importance of parental support and involvement in a child services program.</p> <p>Research: Students plan and develop strategies and activities designed to promote supportive relationships with parents of children being served in a child services agency. Report Out.</p>	<p>Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References</p>

	<p>Computer Activity: Develop a newsletter for distribution to the parents of children being served in a child services agency.</p> <p>Communication Plan: Students develop a communication plan to increase parental involvement in a local child care agency.</p>	<p>Guidelines for Activity Rubric Computers Internet Web sites References</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References</p>
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Unit Assessment:	Rubrics; Group Discussions, Newsletter, Research Report, Communication Plan, and Class Participation
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Unit/Course CTSO Activity:	FCCLA STAR Event Focus on Children- Develop activities to increase parental involvement in a local child care agency.
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Unit/Course Culminating Product:	Students will develop a communication plan to increase parental involvement in a local child care agency.
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<p>Course/Program Credential(s): <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 II

Unit: 8	Professional Relationships
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 16. Determine the importance of child services personnel to establish relationships with licensing and certification organizations. 17. Describe the chain of command and responsibilities for each employee working in a child services program.
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 1. Describe why licensing and certification credentials of employees are important in a child services agency. 2. Determine the types of licenses and certifications that are required of employees in a child services agency. 3. Analyze the duties and responsibilities of each employee in a child services agency.
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Essential Question(s):	Why is professional membership important for those employed in a child services agency?
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>VIII. Professional Relationships</p> <p style="padding-left: 20px;">A. Relationships with Licensing and Certification Organizations</p>	<p>Guest Speaker: Invite a guest speaker to address the types of licenses and credentials that employees of a child services agency must hold.</p> <p>Buzz Session: Students discuss the importance of employees being involved in professional organizations related to their job duties and career field.</p> <p>Essay: Students write an essay on the importance of child services personnel to establish relationships with licensing and certification organizations. Share Out.</p>	<p>Arrangements for Guest Speaker</p> <p>Lead Questions</p> <p>Lead Questions</p> <p>Guidelines for Activity</p> <p>Rubric</p> <p>Computers</p> <p>Internet</p> <p>Web sites</p>

<p>B. Chain of Command for Employees</p> <p>C. Responsibilities for Each Employee</p>	<p>Table Talk: Students discuss the need for “Chain of Command” for employees in a child services agency. Share Out.</p> <p>Research: Students research job duties and responsibilities of employees in the child service field and develop a PowerPoint Presentation.</p> <p>Chain of Command: Students develop a chart showing the chain of command and a description of the responsibilities for each employee working in the child services program. Share Out.</p>	<p>References</p> <p>Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Rubric for PowerPoint Presentation</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Rubric for PowerPoint Presentation</p>
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<p>Unit Assessment:</p>	<p>Rubrics, PowerPoint, Essay, Chain of Command, and Class Participation</p>
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<p>Unit/Course CTSO Activity:</p>	<p>FCCLA STAR Event Career Investigation- develop a career portfolio FCCLA STAR Event Job Interview- develop a career portfolio</p>
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<p>Unit/Course Culminating Product:</p>	<p>Students develop a PowerPoint Presentation on the duties and responsibilities of employees in a child service agency. The presentation should also include the credentials that are required of employees. Essay Chain of Command Chart</p>
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