

Wallenpaupack Area School District Planned Course Curriculum Guide

Career & Technical Education

Child Care II

Course Description:

Child Care II deepens students' understanding of how young children learn by focusing on curriculum development, lesson planning, assessment and documentation, family engagement, and professional communication. Eleventh-grade students explore diverse learners, create developmentally appropriate learning experiences across multiple content areas, practice leadership skills, and advance their CDA portfolio work. Building on the foundational skills from Child Care I, Child Care II students take on expanded instructional responsibilities within The World of Wonders child development lab working with children ages 3–5 to implement lessons, guide social interactions, and support classroom routines. Students must successfully complete Child Care II to move on to Child Care III.

Revision Date:

2026 – M. Geisheimer

Wallenpaupack Area School District Curriculum
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COURSE: Child Care II	GRADE: 11
UNIT 1: Learning Environment & Play	TIMEFRAME: 4 weeks

PA COMMON CORE/NATIONAL STANDARDS:

SECONDARY COMPETENCY TASK LIST (POS TASK GRID) STANDARDS:

- 101, 211, 305, 311, 313, 401, 402, 403, 404, 405, 604, 1103

PENNSYLVANIA CORE STANDARDS FOR ELA:

- CC.1.2.11-12.F, CC.1.2.11-12.J

PENNSYLVANIA CORE STANDARDS FOR MATH:

- CC.2.4.HS.B.1, CC.2.4.HS.B.5

PENNSYLVANIA CORE STANDARDS FOR CAREER EDUCATION:

- 13.2.11.D, 13.3.11.A

PENNSYLVANIA CORE STANDARDS FOR SCIENCE:

- 3.1.12.A., 3.2.12.A

UNIT OBJECTIVES:

- Identify the characteristics of safe, developmentally appropriate, and inclusive learning environments for young children.
- Explain how play supports children’s physical, social-emotional, cognitive, and language development.
- Apply principles of developmentally appropriate practice to plan learning environments and play experiences that support children’s growth and learning.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

FOUNDATION

- Floor plan design using classroom blueprints
- Centers inventory checklist
- Classroom learning materials project

TEXTBOOK ALIGNMENT

- Chapters 8, 9

ASSESSMENTS:

- Floor Plan Design project
- Classroom Learning Materials project
- Demonstrate professionalism, work ethic, and observation skills in the World of Wonders (Child Development Lab)

DIFFERENTIATED INSTRUCTION:

Instruction will be differentiated based on the requirements of the student's IEP/GIEP/504 plan.

RESOURCES:

- **TEXTBOOK:** Working with Young Children, 10th Edition, Judy Herr, Ed.D.
- **TECHNOLOGY:** Student-issued iPad, Internet access, Microsoft Office Suite
- **WEBSITES ACCESSED:** Links to relevant websites are shared in Schoology
- **VIDEOS:** Links to relevant educational videos are shared in Schoology
- **OTHER:** Please check Schoology for resources specific to each assignment

KEY VOCABULARY:

- Developmentally appropriate practice (DAP), learning environment, learning centers, culturally relevant materials, inclusive environment, accessibility, adaptation/accommodation, room arrangement, play-based learning, free play, guided play, dramatic play, constructive play, cooperative play, parallel play, associative play, intentional teaching, scaffolding, open-ended materials, individualization, ECERS, ITERS, SACERS

Wallenpaupack Area School District Curriculum
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COURSE: Child Care II	GRADE: 11
UNIT 2: Classroom Management & Guidance	TIMEFRAME: 3 weeks
PA COMMON CORE/NATIONAL STANDARDS:	
SECONDARY COMPETENCY TASK LIST (POS TASK GRID) STANDARDS:	
101, 401, 402, 403, 404, 405, 502, 508, 602, 703, 704, 706, 805, 1103	
PENNSYLVANIA CORE STANDARDS FOR ELA:	
CC.1.2.11-12.F, CC.1.2.11-12.J	
PENNSYLVANIA CORE STANDARDS FOR MATH:	
CC.2.4.HS.B.1, CC.2.4.HS.B.5	
PENNSYLVANIA CORE STANDARDS FOR CAREER EDUCATION:	
13.2.11.D, 13.3.11.A	
PENNSYLVANIA CORE STANDARDS FOR SCIENCE:	
3.1.12.A., 3.2.12.A	
UNIT OBJECTIVES:	
- Identify effective classroom management strategies that create a safe, orderly, and positive learning environment for young children. - Explain appropriate guidance techniques that help children develop self-control, independence, and positive social behaviors. - Apply developmentally appropriate guidance and classroom management strategies to prevent challenging behaviors and support positive interactions among children.	
INSTRUCTIONAL STRATEGIES/ACTIVITIES:	
FOUNDATION	
- Role-playing common conflict scenarios - Creating classroom rules for preschoolers - Video analysis of guidance techniques	
TEXTBOOK ALIGNMENT	
Chapters 13, 14, 15, 16	
ASSESSMENTS:	
- Scenario-based assignment - Guidance strategy comparisons - Demonstrate professionalism, work ethic, and observation skills in the World of Wonders (Child Development Lab)	

DIFFERENTIATED INSTRUCTION:

Instruction will be differentiated based on the requirements of the student's IEP/GIEP/504 plan.

RESOURCES:

- **TEXTBOOK:** Working with Young Children, 10th Edition, Judy Herr, Ed.D.
- **TECHNOLOGY:** Student-issued iPad, Internet access, Microsoft Office Suite
- **WEBSITES ACCESSED:** Links to relevant websites are shared in Schoology
- **VIDEOS:** Links to relevant educational videos are shared in Schoology
- **OTHER:** Please check Schoology for resources specific to each assignment

KEY VOCABULARY:

- Classroom management, guidance, positive guidance, developmentally appropriate guidance, self-control, self-regulation, rules, limits, routines, transitions, positive reinforcement, redirection, natural consequences, logical consequences, challenging behavior, conflict, problem-solving, teacher modeling, supervision, behavior observation

Wallenpaupack Area School District Curriculum
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COURSE: Child Care II	GRADE: 11
UNIT 3: Health, Safety & Nutrition	TIMEFRAME: 4 weeks
PA COMMON CORE/NATIONAL STANDARDS:	
SECONDARY COMPETENCY TASK LIST (POS TASK GRID) STANDARDS:	
101, 208, 301-318, 404, 405, 1001, 1002, 1103	
PENNSYLVANIA CORE STANDARDS FOR ELA:	
CC.1.2.11-12.F, CC.1.2.11-12.J	
PENNSYLVANIA CORE STANDARDS FOR MATH:	
CC.2.4.HS.B.1, CC.2.4.HS.B.5	
PENNSYLVANIA CORE STANDARDS FOR CAREER EDUCATION:	
13.2.11.D, 13.3.11.A	
PENNSYLVANIA CORE STANDARDS FOR SCIENCE:	
3.1.12.A., 3.2.12.A	
UNIT OBJECTIVES:	
- Identify health and safety practices that protect young children and promote a safe, healthy learning environment. - Explain the role of proper nutrition, healthy eating habits, and appropriate food practices in supporting children's growth and development. - Apply developmentally appropriate practices for preventing injuries, responding to health and safety concerns, and promoting healthy nutrition and hygiene habits.	
INSTRUCTIONAL STRATEGIES/ACTIVITIES:	
FOUNDATION	
- Handwashing demonstration - Sanitation rotations with materials - Meal planning activity using CACFP guidelines	
CERTIFICATIONS	
- ServSafe Allergens - ServSafe Food Handler	
TEXTBOOK ALIGNMENT	
Chapters 10, 12, 11, 26	

ASSESSMENTS:

- Sanitation performance task
- Meal planning project
- Emergency procedures
- Certifications
- Demonstrate professionalism, work ethic, and observation skills in the World of Wonders (Child Development Lab)

DIFFERENTIATED INSTRUCTION:

Instruction will be differentiated based on the requirements of the student's IEP/GIEP/504 plan.

RESOURCES:

- **TEXTBOOK:** Working with Young Children, 10th Edition, Judy Herr, Ed.D.
- **TECHNOLOGY:** Student-issued iPad, Internet access, Microsoft Office Suite
- **WEBSITES ACCESSED:** Links to relevant websites are shared in Schoology
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KEY VOCABULARY:

- Safety, supervision, hazard, accident prevention, emergency plan, first aid, CPR, safe sleep, personal hygiene, communicable disease, universal precautions, sanitation, disinfecting, nutrition, nutrient, balanced diet, food allergy, cross-contamination, food safety, foodborne illness, choking hazard, CACFP, hydration

Wallenpaupack Area School District Curriculum
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COURSE: Child Care II	GRADE: 11
UNIT 4: Family Engagement	TIMEFRAME: 3 weeks
PA COMMON CORE/NATIONAL STANDARDS:	
SECONDARY COMPETENCY TASK LIST (POS TASK GRID) STANDARDS:	
• 706, 1001, 1002, 1003, 1004, 1005	
PENNSYLVANIA CORE STANDARDS FOR ELA:	
• CC.1.2.11-12.F, CC.1.2.11-12.J	
PENNSYLVANIA CORE STANDARDS FOR MATH:	
• CC.2.4.HS.B.1, CC.2.4.HS.B.5	
PENNSYLVANIA CORE STANDARDS FOR CAREER EDUCATION:	
• 13.2.11.D, 13.3.11.A	
PENNSYLVANIA CORE STANDARDS FOR SCIENCE:	
• 3.1.12.A., 3.2.12.A	
UNIT OBJECTIVES:	
• Explain the importance of positive, respectful relationships between early childhood professionals and children’s families. • Identify effective strategies for communicating and collaborating with families while respecting diverse cultures, values, beliefs, and family structures. • Apply family engagement practices that encourage families to participate in children’s learning, development, care, and decision-making.	
INSTRUCTIONAL STRATEGIES/ACTIVITIES:	
FOUNDATION	
• Program type comparison chart • Writing parent newsletters/communications • Role-play: parent-teacher conferences	
TEXTBOOK ALIGNMENT	
• Chapter 32	
ASSESSMENTS:	
• Family communications (newsletter) • Conference role-play • Demonstrate professionalism, work ethic, and observation skills in the World of Wonders (Child Development Lab)	

DIFFERENTIATED INSTRUCTION:

Instruction will be differentiated based on the requirements of the student's IEP/GIEP/504 plan.

RESOURCES:

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- **TECHNOLOGY:** Student-issued iPad, Internet access, Microsoft Office Suite
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KEY VOCABULARY:

- Family engagement, family partnership, family involvement, family-centered practice, family strengths, cultural diversity, cultural competence, culturally responsive practice, two-way communication, active listening, confidentiality, family conference, collaboration, shared decision-making, advocacy, conflict resolution, referral, community resources, professionalism, ethics, boundaries, bias

Wallenpaupack Area School District Curriculum
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COURSE: Child Care II	GRADE: 11
ONGOING: Learning Activities & Experiences	TIMEFRAME: 40 weeks
PA COMMON CORE/NATIONAL STANDARDS:	
SECONDARY COMPETENCY TASK LIST (POS TASK GRID) STANDARDS:	
101, 510, 703, 704, 705, 802, 803, 805, 807, 808, 809, 901-920, 922-924, 1103	
PENNSYLVANIA CORE STANDARDS FOR ELA:	
CC.1.2.11-12.F, CC.1.2.11-12.J	
PENNSYLVANIA CORE STANDARDS FOR MATH:	
CC.2.4.HS.B.1, CC.2.4.HS.B.5	
PENNSYLVANIA CORE STANDARDS FOR CAREER EDUCATION:	
13.2.11.D, 13.3.11.A	
PENNSYLVANIA CORE STANDARDS FOR SCIENCE:	
3.1.12.A., 3.2.12.A	
UNIT OBJECTIVES:	
Prepare, present, and evaluate the required learning activities aligned with the Child Care CTE Competency Task List.	
INSTRUCTIONAL STRATEGIES/ACTIVITIES:	
FOUNDATION	
How to Write a Lesson Plan presentation and guided practice	
TEXTBOOK ALIGNMENT	
Chapters 19, 20, 21, 22, 23, 24, 25, 27, 28	
ASSESSMENTS:	
- Prepare, present, and evaluate the required learning activities aligned with the Child Care CTE Competency Task List. - Demonstrate professionalism, work ethic, and observation skills in the World of Wonders (Child Development Lab)	
DIFFERENTIATED INSTRUCTION:	
Instruction will be differentiated based on the requirements of the student's IEP/GIEP/504 plan.	

RESOURCES:

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KEY VOCABULARY:

- Accommodation, assessment, centers, child-initiated, differentiation, evaluation, instructional strategy, learning objective, lesson plan, modification, standard, transition