

Wallenpaupack Area School District

Planned Course Curriculum Guide

Career & Technical Education

Child Care III

Course Description:

Child Care III prepares 12th-grade students for professional roles in early childhood education through advanced instruction in program administration, classroom management, CDA-Read credential completion, career readiness, and NOCTI preparation. Seniors deepen their knowledge of curriculum implementation, leadership, and reflective teaching while completing capstone projects and industry certifications required for employment. As the most experienced students in the program, they take on mentoring, teaching, and supervisory roles within The World of Wonders child development lab, working closely with children ages 3–5 to demonstrate mastery of instructional strategies and program operations. This culminating level of Child Care CTE equips students with the knowledge, credentials, and confidence needed for entry into the early childhood workforce or post-secondary education.

Revision Date:

2026 – M. Geisheimer

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COURSE: Child Care III	GRADE: 12
UNIT 1: Early Learning Models & Curriculum Development	TIMEFRAME: 6 weeks
PA COMMON CORE/NATIONAL STANDARDS: SECONDARY COMPETENCY TASK LIST (POS TASK GRID) STANDARDS: 201, 209, 210, 705, 706, 801, 802, 803, 807, 808, 809, 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 major early learning models and describe the key principles and characteristics of each model. - Explain the role of curriculum in supporting children's development, learning, interests, and individual needs. - Apply developmentally appropriate curriculum-planning strategies to create learning experiences that support children's growth across developmental domains.	
INSTRUCTIONAL STRATEGIES/ACTIVITIES: FOUNDATION - Learning models contrast and comparison - Curriculum development - Centers-based curriculum design TEXTBOOK ALIGNMENT - Chapters 2, 18	

ASSESSMENTS:

- CDA Professional Portfolio
- Teaching Week in the WOW Program and Curriculum development
- 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:

- Curriculum, curriculum model, early learning model, Montessori, Reggio Emilia, HighScope, Bank Street, Waldorf, emergent curriculum, project approach, play-based curriculum, developmentally appropriate curriculum, curriculum planning, learning objective, integrated curriculum, individualization, differentiation, learning centers, open-ended materials, hands-on learning, active learning, scaffolding, intentional teaching, observation, assessment, documentation, portfolio, and lesson plan

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COURSE: Child Care III	GRADE: 12
UNIT 2: Your Career in ECE	TIMEFRAME: 6 weeks
PA COMMON CORE/NATIONAL STANDARDS:	
SECONDARY COMPETENCY TASK LIST (POS TASK GRID) STANDARDS:	
• 200 series (Professionalism), 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 education, training, skills, certifications, and professional responsibilities required for careers in early childhood education and child care. • Explain the importance of professionalism, ethical behavior, continuing education, and professional development in an early childhood career. • Apply career-planning strategies to develop a professional résumé, identify employment opportunities, prepare for interviews, and establish goals for continued career growth.	
INSTRUCTIONAL STRATEGIES/ACTIVITIES:	
FOUNDATION	
• Resume workshop • Portfolio development • Career project	
TEXTBOOK ALIGNMENT	
• Chapter 33	
ASSESSMENTS:	
• CDA Professional Portfolio • Resume • 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:

- Career pathway, career planning, career goal, transferable skills, employability skills, credential, certification, professional development, continuing education, professional organization, mentor, work-based learning, professionalism, work ethic, ethics, code of ethics, confidentiality, professional boundaries, accountability, dependability, résumé, cover letter, reference, interview, job description, career portfolio, communication skills, teamwork, problem-solving, time management, leadership, and goal setting

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COURSE: Child Care III	GRADE: 12
UNIT 3: CDA Portfolio	TIMEFRAME: 6 weeks
PA COMMON CORE/NATIONAL STANDARDS:	
SECONDARY COMPETENCY TASK LIST (POS TASK GRID) STANDARDS:	
• 204	
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:	
• Demonstrate knowledge and skills in child development, safety, guidance, curriculum, family engagement, and professional practices. • Organize a CDA professional portfolio that shows the knowledge, skills, and experiences gained throughout the Child Care CTE program. • Reflect on personal growth, career readiness, and future goals in the early childhood education field.	
INSTRUCTIONAL STRATEGIES/ACTIVITIES:	
• Completion of the CDA Professional Portfolio	
FOUNDATION	
• Completion of the CDA Professional Portfolio	
TEXTBOOK ALIGNMENT	
• None	
ASSESSMENTS:	
• CDA Professional Portfolio • 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:

- CDA, professional portfolio, competency, competency standards, functional area, reflective statement, resource collection, evidence, documentation, observation, work sample, lesson plan, assessment, professional philosophy, professional reflection, professional development, family engagement, confidentiality, ethics, Code of Ethics, developmentally appropriate practice (DAP), individualization, cultural competence, and professionalism

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COURSE: Child Care III	GRADE: 12
UNIT 4: NOCTI Preparation	TIMEFRAME: 6 weeks
PA COMMON CORE/NATIONAL STANDARDS:	
SECONDARY COMPETENCY TASK LIST (POS TASK GRID) STANDARDS:	
• Mastery of all standards	
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:	
• Demonstrate the knowledge, skills, and professional practices learned throughout the Child Care CTE program to successfully complete both the written and performance sections of the Pennsylvania NOCTI exam.	
INSTRUCTIONAL STRATEGIES/ACTIVITIES:	
FOUNDATION	
• Successful mastery of all program standards	
TEXTBOOK ALIGNMENT	
• None	
ASSESSMENTS:	
• NOCTI Exam • 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
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KEY VOCABULARY:

- Understanding and application of all terms specific to the Child Care industry throughout the CTE program

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COURSE: Child Care III	GRADE: 12
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:

- **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:

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