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CDA INFANT/TODDLER SAMPLE CURRICULUM

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CDA Infant/Toddler Sample Curriculum

The *CDA Infant/Toddler Sample Curriculum* provides a suggested list of specific lessons to take in completing the required 120 formal education hours needed for the CDA credential – we organized the lessons for you so you didn't have to! CDA candidates use this option if desired or can put together their own list of lessons to meet the required 120 hours. For more information, visit <u>extension.psu.edu/youth/betterkidcare</u> and click on Child Development Associate (CDA).

THE LESSONS (CURRICULUM)

The Better Kid Care *CDA Infant/Toddler Sample Curriculum*:

- Is organized by the eight CDA Subject Areas as defined by the CDA Council for Professional Recognition (outlined below)
- Reflects the CDA Functional Areas as defined by the CDA Council for Professional Recognition (outlined below.)
- Contains Better Kid Care professional development
 - Includes Lessons by Mail and On Demand (online) lessons that meet the required
 120 hours of formal education hours needed to apply for the CDA credential, including the minimum required 10 hours in each subject area.

THE READINGS

Along with completing the 120 hours of professional development lessons, there are Readings included in the *CDA Infant/Toddler Curriculum*. The Readings are short articles that embrace and extend the CDA learning process. These research based articles provide in-depth information relevant to working with children and families, increasing your knowledge in child development, and better preparing you for the CDA Credential.

8 CDA SUBJECT AREAS

- CDA 1 Planning a safe and healthy learning environment
- CDA 2 Steps to advance children's physical and intellectual development
- CDA 3 Positive ways to support children's social and emotional development
- CDA 4 Strategies to establish productive relationships with families
- CDA 5 Strategies to manage an effective program operation
- CDA 6 Maintaining a commitment to professionalism
- CDA 7 Observing and recording children's behavior
- CDA 8 Principles of Child Development and learning

CDA INFANT/TODDLER SAMPLE CURRICULUI

13 CDA FUNCTIONAL AREAS (extended knowledge of the subject areas)

Functional Area 1: Safe – Candidate provides a safe environment to prevent and reduce injuries.

Functional Area 2: Healthy – Candidate promotes good health and nutrition and provides an environment that contributes to the prevention of illness.

Functional Area 3: Learning Environment – Candidate uses space, relationships, materials, and routines as resources for constructing an interesting, secure, and enjoyable environment that encourages and fosters trust, play, exploration, interaction, and learning.

Functional Are 4: Physical – Candidate provides a variety of developmentally appropriate equipment, learning experiences, and teaching strategies to promote the physical development (fine motor and gross motor) of children.

Functional Area 5: Cognitive – Candidate provides activities and opportunities that encourage curiosity, explortation, and problem-solving appropriate to the developmental levels and learning styles of children.

Functional Area 6: Communication – Candidate actively communicates with children and provides opportunities and support for children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings.

Functional Area 7: Creative — Candidate provides opportunities that encourage children to play with sound, rhythm, language, materials, space, and ideas in individual ways and to express their creative abilities. Functional Area 8: Self – Candidate provides a warm, positive, supportive relationship with each child, and helps each child learn about and take pride in his or her individual and cultural identity.

Functional Area 9: Social – Candidate helps each child feel accepted in the group, helps children learn to communicate and get along with others, and encourages feelings of empathy and mutual respect among children and adults.

Functional Area 10: Guidance – Candidate provides a supportive environment and uses effective strategies to help all children learn and practice appropriate and acceptable behaviors as individuals and as a group, and effectively provides support for children with persistent challenging behaviors.

Functional Area 11: Families – Candidate establishes a positive, cooperative relationship with each child's family, engages in two-way communication with families, encourages their involvement in the program, and supports the child's relationship with his or her family.

Functional Area 12: Program Management – Candidate is a manager who uses all available resources to ensure an effective operation. The candidate is a competent organizer, planner, record keeper, communicator, and a cooperative coworker.

Functional Area 13: Professionalism – Candidate makes decisions based on knowledge of researchbased early childhood practices, promotes highquality child care services, and takes advantage of opportunities to improve knowledge and competence, both for personal and professional growth and for the benefit of children and families.

Lessons and Readings: hr. = number of hours **OD** = Lessons in On Demand (online) **M** = Lessons by Mail

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CDA INFANT/TODDLER SAMPLE CURRICULUM (2012) 120 HOURS

All lessons can be accessed from the Better Kid Care Distance Education page http://extension.psu.edu/youth/betterkidcare/early-care/distance-education.

Lessons and Readings

hr. = number of hours OD = Lessons in On Demand (online) M= Lessons by Mail

CDA 1

Planning a safe, healthy, learning environment (15 hours)

Lessons

Safe

- Your # 1 Priority: Keeping Children Healthy and Safe (2 hr. OD & M)
- The Ups and Downs of Outdoor Play (2 hr. M)

Healthy

Lessons

- Super Snacks (1 hr. OD)
- Snack Time = Learning Time (2 hr. OD)
- Prevent Childhood Obesity with Healthy Eating (2 hr. OD)
- Eating Times: The Ups and Downs (2 hr. M)

Readings

Notes:

• Sweet Dreams Part 1: Thinking about Sleep (http://bkc.psu.edu/Tips1111.pdf)

Readings

- Be Vigilant for Children Recognizing Signs of Abuse (http://bkc.psu.edu/TIPS1407.pdf)
- Safe Sleeping for Babies (http://bkc.psu.edu/TIPS0304.pdf)
- Sweet Dreams Part 2: Sleep Recommendations (http://bkc.psu.edu/Tips1112.pdf)
- Move On: Reversing Children's Sedentary Lifestyles Part 1 (http://bkc.psu.edu/Tips1108.pdf)
- Keep Kids Healthy (http://bkc.psu.edu/TIPS0610.pdf)
- Stress: Seeing with Optimism (http://bkc.psu.edu/HO_MIL_GI_ StressOptimism.pdf)

Learning Environment (CDA 1)

Lessons

- Changing Spaces (2 hr. M)
- Improving Transition Times (2 hr. M)

Readings

- Infant Environment: Let's Take a Closer Look (<u>http://bkc.psu.edu/TIPS0802.pdf</u>)
- Creating a Peaceful Environment for Young Children (http://bkc.psu.edu/TIPS0801.pdf)

 Creating a Sense of Place: Considering Routine, Ritual, and Belonging (http://bkc.psu.edu/Tips1110.pdf)

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- Outdoor Spaces (<u>http://bkc.psu.edu/Tips1210.pdf</u>)
- Rock on! Creating Rock Gardens with Young Children (<u>http://bkc.psu.edu/Tips1005.pdf</u>)

CDA 2

Steps to advance children's physical and intellectual development (16 hours)

Physical

Lessons

- Fighting Children's Obesity Through Active Play (2 hr. M OD)
- Active Kids are Learning Kids (2 hr. M)

Readings

 Brain Dance Part 1: Children's Natural Explorations through Movement (<u>http://bkc.psu.edu/Tips1205.pdf</u>) Brain Dance Part 2: Awareness of Movement, Awareness of Learning (<u>http://bkc.psu.edu/Tips1206.pdf</u>)

- Lots of Active Play (http://bkc.psu.edu/TIPS0605.pdf)
- Move On: Reversing Children's Sedentary Lifestyles Part 2 (<u>http://bkc.psu.edu/Tips1109.pdf</u>)

Lessons

- Understanding and Supporting Children's Physical and Cognitive Development (2 hr. OD & M)
- What Does Brain Research tell us About Infant Care?
 (2 hr. OD & M)
- What Does Time Mean to Children? (2 hr. OD)

Readings

- Intentional Early Language Development (<u>http://bkc.psu.edu/Tips1403.pdf</u>)
- Creating Opportunities for English Language Learners: 4 Action Plans (<u>http://bkc.psu.edu/Tips1311.pdf</u>)

- Talking with Babies (http://bkc.psu.edu/TIPS0405.pdf)
- Developmental Language Suggestion (<u>http://bkc.psu.edu/Tips1008.pdf</u>)
- The Language Connection (http://bkc.psu.edu/Tips1007.pdf)
- See, Scribble, Print: Encouraging Young Children to Make their Mark (<u>http://bkc.psu.edu/Tips1004.pdf</u>)
- Early Literacy: 10 Views to Contemplate (http://bkc.psu.edu/Tips1302.pdf)

Communication (CDA 2)

Lessons

• Communicating With Children (2 hr. M)

Readings

- Our Words Matter (http://bkc.psu.edu/TIPS0710.pdf)
- Tips on Communicating (http://bkc.psu.edu/TIPS0704.pdf)
- Caregiver Sensitivity: The capacity to recognize and respond to children's needs (http://bkc.psu.edu/HO_MIL_GI_Sensitivity. pdf)

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Creative (CDA 2)

Lessons

- Art Appreciation 101 for Young Children (2 hr. M)
- Sparking Kids' Curiosity (2 hr. OD & M)

Readings

 Art Wonderful! (http://bkc.psu.edu/Tips1310.pdf) Children's Art (http://bkc.psu.edu/TIPS0108.pdf)

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- The Joy of Music! (http://bkc.psu.edu/TIPS0803.pdf)
- Painting with Young Children: There's More to the Picture (http://bkc.psu.edu/TIPS0706.pdf)
- Play With Clay (http://bkc.psu.edu/Tips1102.pdf)

CDA 3

Positive ways to support children's social and emotional development (24 hours)

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Self

Lessons

- See as a Child, Feel as a Child (2 hr. M)
- All by Myself: Self Help Skills in Child Care (1 hr. OD)
- Creating the Bond Attachment (1 hr. OD)

Readings

 Self Regulation: Searching Intentional Practices - Part 1 (http://bkc.psu.edu/Tips1105.pdf)

- Self Regulation: Searching Intentional Practices - Part 2 (http://bkc.psu.edu/Tips1106.pdf)
- Giving Children Choices (<u>http://bkc.psu.edu/TIPS0309.pdf</u>)
- Entering and Sustaining Play (http://bkc.psu.edu/TIPS0804.pdf)
- Toilet Learning (http://bkc.psu.edu/TIPS0105.pdf)

Social (CDA 3)

Lessons

- Understanding and Supporting Children's Language and Social/Emotional Development (2 hr. M)
- Creating Special Moments with Infants and Toddlers (2 hr. OD)
- Every Child Counts: Building Community (2 hr. OD)
- Giving Your Best: Making Secure Attachments (2 hr. OD)

Readings

• Celebrating our Differences (http://bkc.psu.edu/TIPS0701.pdf)

- The Dance of Kindness: Promoting Goodwill in Your Program (http://bkc.psu.edu/TIPS0708.pdf)
- Teaching Children to Cooperate (http://bkc.psu.edu/TIPS0509.pdf)
- Emotional Wellness: Understanding Its Importance (<u>http://bkc.psu.edu/Tips1303.pdf</u>)
- Helping Children with Sad Times (http://bkc.psu.edu/TIPS0203.pdf)
- I'm So Mad! (Helping children deal with anger) (http://bkc.psu.edu/TIPS0310.pdf)
- Mommy, Don't Go (http://bkc.psu.edu/TIPS0109.pdf)

Guidance (CDA 3)

Lessons

- Avoid Behavior Problems: Teach Self Control (2 hr. OD & M)
- Secrets for Preventing Problem Behaviors (2 hr. OD & M)
- Biting and Sharing (2 hr. M)
- Saying Goodbye at Childcare (1hr. OD)
- Re-thinking Praise (1 hr. OD)
- Building Relationships with Children and Youth Who Challenge Us (2 hr. OD)
- Behavior is Contagious (2 hr. OD & M)

Readings

• Biting (http://bkc.psu.edu/TIPS0101.pdf)

- Discipline Tips for Infants and Toddlers (<u>http://bkc.psu.edu/TIPS0511.pdf</u>)
- When Children Experience Loss (http://bkc.psu.edu/HO_MIL_GI_Loss.pdf)

(continued)

Guidance (CDA 3)

Readings, continued

- Hold My Hand: Gentle Guiding for the Misguided (<u>http://bkc.psu.edu/TIPS0904.pdf</u>)
- Let's Work It Out (Helping children solve problems) (http://bkc.psu.edu/TIPS0308.pdf)

- The Problem with Time-Out (<u>http://bkc.psu.edu/TIPS0504.pdf</u>)
- Stop Behavior Problems Before They Happen (<u>http://bkc.psu.edu/TIPS0202.pdf</u>)
- Temper Tantrums (http://bkc.psu.edu/TIPS0107.pdf)

CDA 4

Strategies to establish productive relations with families (11 hours)

Families

Lessons

- How to Get Parents on Your Team (2 hr. M OD)
- Parents: Friends or Foes? (2 hr. M)
- Secrets of How to Get Parents Involved (2 hr. M)
- Powerful Communication with Parents (1 hr. OD)
- Getting to Know Families with Infants (1 hr. OD)
- Getting to Know Families with Preschoolers (1 hr. OD)
- Getting to Know Families with Toddlers (1 hr. OD)
- Supporting Children's Families (1 hr. OD)

Readings

- Helping Parents to Be Better Parents (<u>http://bkc.psu.edu/TIPS0507.pdf</u>)
- Engaging Families Part 1: Essential Partnering (<u>http://bkc.psu.edu/Tips1201.pdf</u>)
- Engaging Families Part 2: Rethinking Family Involvement (http://bkc.psu.edu/Tips1202.pdf)
- Family/Child Conferences: Connecting With Families (Part 1) (<u>http://bkc.psu.edu/Tips1307.pdf</u>)
- Family/Child Conferences: Connecting With Families (Part 2) (http://bkc.psu.edu/Tips1308.pdf)

CDA 5

Strategies to manage an effective program operation (19 hours)

Program Management

Lessons

- What's the Plan for Your Day? (1 hr. OD)
- Active Times Quiet Times: Making Transitions Easier (2 hr. M)
- Let's Celebrate! (2 hr. M)
- Pets in Child Care (2 hr. M)
- Summertime Care (2 hr. M)
- Using Art Materials (2 hr. M)
- Junk Makes Great Learning Materials (2 hr. M)
- Working with Wood Kids Can Do It (2 hr. M)
- Music for the Non-Musical (2 hr. M)
- Caring for Groups of Mixed Age Children: It's a Juggling Act (1 hr. OD)
- How to Turn a "No" into a "Yes" (1 hr. OD)

Readings

- Developing a Mission Statement (http://bkc.psu.edu/Tips1001.pdf)
- Early Drop-Off and Late Pick-Up (http://bkc.psu.edu/TIPS0903.pdf)

- Shaping the Plan: Elements to Consider in Approaching Teaching (<u>http://bkc.psu.edu/Tips1404.pdf</u>)
- Planning Strategies: What's the Rhythm of Your Day? (<u>http://bkc.psu.edu/TIPS0901.pdf</u>)
- What Makes for a Beautiful Day? (<u>http://bkc.psu.edu/Tips1207.pdf</u>)
- Photographs: Meaningful Uses in Early Education and Care (<u>http://bkc.psu.edu/TIPS0712.pdf</u>)
- Slow Down Try a thoughtful, reflective approach to childcare (http://bkc.psu.edu/TIPS0703.pdf)
- The End of the Day (http://bkc.psu.edu/TIPS0612.pdf)
- Tips for Clean-Up (http://bkc.psu.edu/TIPS0508.pdf)
- Transition Clues (<u>http://bkc.psu.edu/Tips1003.pdf</u>)
- Understanding Transitions (<u>http://bkc.psu.edu/Tips1006.pdf</u>)

CDA 6

Maintaining a commitment to professionalism (8 hours)

Professionalism

Lessons

- Advocacy: Raising Awareness for the Early Childhood Professional (1 hr. OD)
- Autobiographical Statement (1 hr. OD)
- What Children Need to Know to Start School (2 hr. M OD)
- Ethics: Understanding Your Responsibilities to Families (1 hr. OD)
- Ethics: Understanding Your Responsibilities to Children (1 hr. OD)
- Ethics: Understanding Your Responsibilities to Co-workers & Community (1 hr. OD)
- Professional Development Record (PDR) A Valuable Tool for Providers (1 hr. OD)

Readings

- CDA Credential: A Catalyst to Professional Growth (http://bkc.psu.edu/Tips1301.pdf)
- Intentional Early Educators: Tell Me More (http://bkc.psu.edu/Tips1010.pdf)
- What Research Tells Us: Why Early Educators are Important (<u>http://bkc.psu.edu/Tips1104.pdf</u>)
- Rediscovering Joy in Our Work (<u>http://bkc.psu.edu/Tips1103.pdf</u>)
- Partnering with each other: the map to collaboration (<u>http://bkc.psu.edu/TIPS1009.pdf</u>)
- Professional Confidence (http://bkc.psu.edu/Tips1305.pdf)
- Reflecting Ethical Conduct (<u>http://bkc.psu.edu/Tips1011.pdf</u>)
- Advocacy Spreading the Word (http://bkc.psu.edu/Tips1405.pdf)

CDA 7

Observing and recording children's behavior (10 hours)

Lessons

- Improving and Using Your Observation Skills (2hr. OD & M)
- New Ways to Plan Activities (2 hr. M)
- Observation: It Starts with You! (1 hr. OD)
- Observation: Preparing to Observe (1 hr. OD)
- Observation: A Toolkit of Methods (1 hr. OD)
- Observation: Connections with Children (1 hr. OD)
- Observation: Connections with Families (1 hr. OD)
- Getting to Know the Kids Through Observation (1 hr. OD)

Readings

- Connecting Play and Learning (http://bkc.psu.edu/TIPS0906.pdf)
- Using Reflection to Connect and Inspire Learning (http://bkc.psu.edu/Tips1208.pdf)
- Reflections to Move Forward: Gaining Insights from Your Work (http://bkc.psu.edu/Tips1209.pdf)
- Acknowledging Children's Efforts (http://bkc.psu.edu/Tips1212.pdf)

CDA 8

Principles of child development and learning (15 hours)

Lessons

- Through the Eyes of an Infant (1hr. OD)
- Through the Eyes of a Toddler (1 hr. OD)
- Through the Eyes of a Three Year Old (1 hr. OD)
- Through the Eyes of A Four Year Old (1 hr. OD)
- Through the Eyes of A Five Year Old (1 hr. OD)
- Stepping Stones to School Readiness (1hr. OD)
- Are you Ready for an Infant? (1 hr. OD)
- Baby Play (1 hr. OD)
- Playing Detective About Biting (1 hr. OD)
- Toilet Learning (1 hr. OD)
- Understanding Temperament (1 hr. OD)
- Toddlers: Terrible or Terrific? (2 hr. M)
- Three Core Concepts in Early Brain Development (2 hr. OD)

Readings

- Exploring Developmentally Appropriate Practice (http://bkc.psu.edu/Tips1401.pdf)
- Cultural Understanding: Competent, Responsive, and Aware (<u>http://bkc.psu.edu/HO_MIL_GI_Culture.pdf</u>)
- Applying Developmentally Appropriate Practice (http://bkc.psu.edu/Tips1402.pdf)
- Temperament What is it? (<u>http://bkc.psu.edu/Tips1406.pdf</u>)
- Developing Memory (<u>http://bkc.psu.edu/Tips1309.pdf</u>)
- Playing with Babies (<u>http://bkc.psu.edu/TIPS0201.pdf</u>)
- Trailblazing with Two-Year-Olds (http://bkc.psu.edu/TIPS0106.pdf)
- Working with Three-Year-Olds (http://bkc.psu.edu/TIPS0205.pdf)
- What Do Children Need to Know to Start School? (<u>http://bkc.psu.edu/TIPS0502.pdf</u>)
- Learning Through Play (<u>http://bkc.psu.edu/TIPS0102.pdf</u>)