

## ACDS Curriculum Semester Four

### Semester Description and Objectives

Age focus: School Age (Ages 5 to 12)

Supplemental Guide: West Virginia Afterschool Program Standards

Theorists: Maslow, Bowlby, Ainsworth, Main, J. Ronald Lally, Vygotsky, Erickson, Piaget, Gardner, Gerber, Thomas, Chess and Montessori

### Semester Description

Semester Four of the ACDS Curriculum will assist students with creating an early childhood philosophy and a professional resume. They will also learn techniques to prepare for a professional interview. Students will learn the importance of advocating for young children and their families, the community, and the Early Childhood Profession. Students will use and become familiar with the WV Afterschool Program Standards as well as WV Licensing Regulations pertaining specifically to school age children. Activities to promote the development of language, literacy, STEM, and life skills will be discussed. Students will become aware of the WV Statewide Afterschool Network (WVSAN) and how to utilize it as a resource. The importance of assisting children with establishing physical activity routines will be emphasized. Semester Four will make students aware of the process of identifying children with exceptionalities and disabilities. Students will recognize the components of an Individual Family Service Plan (IFSP) and Individualized Education Program (IEP) and their role in the implementation of these documents.

### Semester Objectives

- Define theory
- Compare and contrast early childhood theories
- Create a personal early childhood philosophy and professional resume
- Demonstrate ability to share knowledge of early childhood with adults
- Discover opportunities in the community to advocate on behalf of children and families
- Choose avenue to continue professional development
- Explore WV Childcare Licensing Regulations for Afterschool and out of school time
- Design and implement STEM and language/literacy activities for school age children

- Describe skills needed for school age children to develop independence
- Create and manage activities to encourage routine physical activity for school age children
- Explain the components of an IFSP and IEP
- Recognize and describe the disabilities outlined by IDEA
- Locate community resources for supporting children and families with disabilities and exceptionalities