

**Maine Department of Education
 Career and Technical Education
 Child Care Provider/Assistant; CIP: 19.0709
 National Association for the Education of Young Children (NAEYC)
 Intersections with
 Maine College and Career Readiness Standards - ELA**

Child Care Provider: Duties, Skills, and Tasks	ELA Content Standards And ELA Practices (CCSS)	Demonstration of Proficiency (Possible Evidence, Project, Performance Assessment, Certification etc.)	Maine Learning Results- Guiding Principles, and Career and Education Development
1. Promoting Child Development and Learning			
a. Identifies the developmental characteristics and needs of young children, from birth through age 8.	<p>RST.2.11-12 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>RST.3.11-12 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p>RST.4.11-12 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p>RST.10.11-12 By the end of grade 12,</p>	Planning and teaching lessons connected to areas of development	<p>A A clear and effective communicator who</p> <p>2. Uses evidence and logic appropriately in communication</p> <p>4. Uses a variety of modes of expression (spoken, written and visual and performing including the use of technology to create and share the expressions)</p>

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	<p>read and comprehend science/ technical texts in the grades 11–12 text complexity band independently and proficiently.</p> <p>SL.6.11-12 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>WHST.4.11-12 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>		
<p>b. Describes the multiple influences on development and learning.</p>	<p>RST.2.11-12 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>RST.4.11-12 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p>RST.9.11-12 Synthesize information</p>	<p>Theorist paper/Venn diagram</p>	<p>A. A clear and effective communicator</p> <p>B. A self-directed and lifelong learner</p> <p>E. An integrative and informed thinker</p>

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	<p>from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>RST.10.11-12 By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.</p> <p>SL.6.11-12 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>WHST.4.11-12 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.5.11-12 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>		

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	<p>WHST.9.11-12 Draw evidence from informational texts to support analysis, reflection, and research.</p>		
<p>A. Uses developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.</p>	<p>RST.3.11-12 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p>RST.4.11-12 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p>SL.6.11-12 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>WHST.4.11-12 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Nutrition lesson plan, Health and Safety checklist, classroom or floor plan and arrangement</p>	<p>A. A clear and effective communicator who:</p> <p>2. Uses evidence and logic appropriately in communication</p> <p>4. Uses a variety of modes of expression (spoken, written and visual and performing including the use of technology to create and share the expressions)</p> <p>B. A self-directed and lifelong learner</p> <p>C. A creative and practical problem solver</p> <p>E. An integrative and informed thinker</p>
<p>2. Building Family and Community Relationships</p>			

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<p>a. Explains diverse family and community characteristics.</p>	<p>RST.2.11-12 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>RST.3.11-12 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p>RST.4.11-12 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p>RST.7.11-12 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>	<p>Parent newsletter, reflection about parent involvement, cultural essay, modified lesson plan</p>	<p>A. A clear and effective communicator who:</p> <ol style="list-style-type: none"> 1. Demonstrates organized and purposeful communication in English and at least one other language 2. Uses evidence and logic appropriately in communication 3. Adjusts communication based on the audience 4. Uses a variety of modes of expression (spoken, written and visual and performing including the use of technology to create and share the expressions) <p>C. A creative and practical problem solver who:</p> <ol style="list-style-type: none"> 4. Generates a variety of solutions, builds a case for a best response and critically evaluates

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<p>b. Constructs respectful, reciprocal relationships with families and communities.</p>	<p>RST.4.11-12 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades</p>	<p>Parent newsletter, reflection about parent involvement</p>	<p>A. A clear and effective communicator who:</p> <p>2. Uses evidence and logic appropriately in</p>

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	<p>11–12 texts and topics.</p> <p>RST.7.11-12 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>SL.6.11-12 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>WHST.4.11-12 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.5.11-12 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>		<p>communication</p> <p>3. Adjusts communication based on the audience</p> <p>C. A creative and practical problem solver</p> <p>D. A responsible and involved citizen</p> <p>E. An integrative and informed thinker</p>
<p>c. Implements family and community involvement in their children’s development</p>	<p>RST.4.11-12 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as</p>	<p>Parent newsletter, reflection about parent involvement</p>	<p>A. A clear and effective communicator who:</p> <p>2. Uses evidence and logic</p>

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<p>and learning.</p>	<p>they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p>RST.7.11-12 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>SL.6.11-12 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>WHST.4.11-12 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.5.11-12 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>		<p>appropriately in communication 3. Adjusts communication based on the audience</p> <p>C. A creative and practical problem solver</p> <p>D. A responsible and involved citizen</p> <p>E. An integrative and informed thinker</p>

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<p>3. Observing, Documenting and Assessing to Support Young Children and Families</p>			
<p>a. Lists the goals, benefits, and uses of assessment, including its use in development of appropriate goals, curriculum, and teaching strategies for young children.</p>	<p>RST.2.11-12 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>RST.4.11-12 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p>RST.10.11-12 By the end of grade 12, read and comprehend science/ technical texts in the grades 11–12 text complexity band independently and proficiently.</p> <p>SL.6.11-12 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>WHST.4.11-12 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and</p>	<p>Observation tool, Compare 2 Assessment Tools</p>	<p>A. A clear and effective communicator who:</p> <p>4. Uses a variety of modes of expression (spoken, written and visual and performing including the use of technology to create and share the expressions)</p> <p>C. A creative and practical problem solver</p> <p>D. A responsible and involved citizen</p> <p>E. An integrative and informed thinker</p>

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	<p>audience.</p>		
<p>b. Uses assessment partnerships with families and with professional colleagues to build effective learning environments.</p>	<p>RST.4.11-12 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p>RST.10.11-12 By the end of grade 12, read and comprehend science/ technical texts in the grades 11–12 text complexity band independently and proficiently.</p> <p>SL.6.11-12 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>WHST.4.11-12 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Observation tool, Compare 2 Assessment Tools</p>	<p>A. A clear and effective communicator who: 4. Uses a variety of modes of expression (spoken, written and visual and performing including the use of technology to create and share the expressions)</p> <p>C. A creative and practical problem solver</p> <p>D. A responsible and involved citizen</p> <p>E. An integrative and informed thinker</p>

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<p>c. Defines the uses of observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.</p>	<p>RST.2.11-12 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>RST.4.11-12 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p>RST.10.11-12 By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.</p> <p>SL.6.11-12 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>WHST.4.11-12 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and</p>	<p>Observation tool, Compare 2 Assessment Tools</p>	<p>A. A clear and effective communicator who: 4. Uses a variety of modes of expression (spoken, written and visual and performing including the use of technology to create and share the expressions)</p> <p>C. A creative and practical problem solver</p> <p>D. A responsible and involved citizen</p> <p>E. An integrative and informed thinker</p>

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	<p>audience.</p>		
<p>B. Employs responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.</p>	<p>RST.2.11-12 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>RST.4.11-12 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p>RST.10.11-12 By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.</p> <p>SL.6.11-12 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>Observation tool, Compare 2 Assessment Tools</p>	<p>A. A clear and effective communicator who: 4. Uses a variety of modes of expression (spoken, written and visual and performing including the use of technology to create and share the expressions)</p> <p>C. A creative and practical problem solver</p> <p>D. A responsible and involved citizen</p> <p>E. An integrative and informed thinker</p>

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	<p>WHST.4.11-12 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>		
<p>4. Using Developmentally Effective Approaches</p>			
<p>a. Identifies positive relationships and supportive interactions as the foundation of working with young children.</p>	<p>RST.2.11-12 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>RST.3.11-12 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p>RST.4.11-12 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p>	<p>Lesson plan incorporating two or more areas of development, DAP Handout</p>	<p>A. A clear and effective communicator who:</p> <p>2. Uses evidence and logic appropriately in communication</p> <p>4. Uses a variety of modes of expression (spoken, written and visual and performing including the use of technology to create and share the expressions)</p> <p>B. A self-directed and lifelong learner</p> <p>C. A creative and practical problem solver</p> <p>D. A responsible and involved citizen</p>

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	<p>RST.9.11-12 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>RST.10.11-12 By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.</p> <p>SL.6.11-12 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>WHST.4.11-12 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>		<p>E. An integrative and informed thinker</p>

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<p>b. Uses effective strategies and tools for early education, including appropriate uses of technology.</p>	<p>RST.2.11-12 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>RST.3.11-12 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p>RST.4.11-12 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p>RST.9.11-12 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>	<p>Lesson plan incorporating two or more areas of development, DAP Handout</p>	<p>A B C D E A2, A4 A. A clear and effective communicator who:</p> <p>2. Uses evidence and logic appropriately in communication</p> <p>4. Uses a variety of modes of expression (spoken, written and visual and performing including the use of technology to create and share the expressions)</p> <p>B. A self-directed and lifelong learner</p> <p>C. A creative and practical problem solver</p> <p>D. A responsible and involved citizen</p> <p>E. An integrative and informed thinker</p>

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<p>c. Employs a broad repertoire of developmentally appropriate teaching/learning approaches.</p>	<p>RST.2.11-12 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>RST.3.11-12 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the</p>	<p>Lesson plan incorporating two or more areas of development, DAP Handout</p>	<p>A. A clear and effective communicator who:</p> <p>2. Uses evidence and logic appropriately in communication</p> <p>4. Uses a variety of modes of expression (spoken, written and visual and performing including the use of technology to create and share the expressions)</p>

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	<p>text.</p> <p>RST.4.11-12 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p>RST.9.11-12 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>RST.10.11-12 By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.</p> <p>SL.6.11-12 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>WHST.4.11-12 Produce clear and coherent writing in which the</p>		<p>B. A self-directed and lifelong learner</p> <p>C. A creative and practical problem solver</p> <p>D. A responsible and involved citizen</p> <p>E. An integrative and informed thinker</p>

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	<p>development, organization, and style are appropriate to task, purpose, and audience.</p>		
<p>d. Implements reflective practice to promote positive outcomes for each child.</p>	<p>RST.3.11-12 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p>RST.4.11-12 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p>RST.9.11-12 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>	<p>Lesson plan incorporating two or more areas of development, DAP Handout</p>	<p>A. A clear and effective communicator who:</p> <p>2. Uses evidence and logic appropriately in communication</p> <p>4. Uses a variety of modes of expression (spoken, written and visual and performing including the use of technology to create and share the expressions)</p> <p>B. A self-directed and lifelong learner</p> <p>C. A creative and practical problem solver</p> <p>D. A responsible and involved citizen</p>

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	<p>SL.6.11-12 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>WHST.4.11-12 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>		<p>E. An integrative and informed thinker</p>
<p>5. Using Content Knowledge to Build Meaningful Curriculum</p>			
<p>a. Demonstrates an under-standing of content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science; physical activity, physical education; health and safety; and social studies.</p>	<p>RST.2.11-12 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>RST.3.11-12 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p>RST.4.11-12 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as</p>	<p>MELDS, Lesson plan with each content area</p>	<p>A. A clear and effective communicator who:</p> <p>2. Uses evidence and logic appropriately in communication</p> <p>4. Uses a variety of modes of expression (spoken, written and visual and performing including the use of technology to create and share the expressions)</p> <p>C. A creative and practical problem solver</p> <p>D. A responsible and involved citizen</p>

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	<p>they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p>RST.10.11-12 By the end of grade 12, read and comprehend science/ technical texts in the grades 11–12 text complexity band independently and proficiently.</p> <p>SL.6.11-12 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>WHST.4.11-12 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>		<p>E. An integrative and informed thinker</p>
<p>b. Uses central concepts, inquiry tools, and structures of content areas or academic disciplines.</p>	<p>RST.2.11-12 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>RST.3.11-12 Follow precisely a complex multistep procedure when</p>	<p>MELDS, Lesson plan with each content area</p>	<p>A. A clear and effective communicator who:</p> <p>2. Uses evidence and logic appropriately in communication</p> <p>4. Uses a variety of modes of expression (spoken, written and visual and</p>

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	<p>carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p>RST.4.11-12 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p>RST.10.11-12 By the end of grade 12, read and comprehend science/ technical texts in the grades 11–12 text complexity band independently and proficiently.</p> <p>WHST.4.11-12 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>		<p>performing including the use of technology to create and share the expressions)</p> <p>C. A creative and practical problem solver</p> <p>D. A responsible and involved citizen</p> <p>E. An integrative and informed thinker</p>

<p>Child Care Provider: Duties, Skills, and Tasks</p>	<p>ELA Content Standards And ELA Practices (CCSS)</p>	<p>Demonstration of Proficiency (Possible Evidence, Project, Performance Assessment, Certification etc.)</p>	<p>Maine Learning Results- Guiding Principles, and Career and Education Development</p>
<p>c. Integrates own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful, challenging curricula for each child.</p>	<p>RST.3.11-12 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p>RST.4.11-12 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p>SL.6.11-12 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>WHST.4.11-12 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.5.11-12 Develop and strengthen writing as needed by planning, revising, editing, rewriting,</p>	<p>MELDS, Lesson plan with each content area, Guidance plan critique, Behavior plan</p>	<p>A. A clear and effective communicator who:</p> <p>2. Uses evidence and logic appropriately in communication</p> <p>3. Adjusts communication based on the audience</p> <p>4. Uses a variety of modes of expression (spoken, written and visual and performing including the use of technology to create and share the expressions)</p> <p>C. A creative and practical problem solver</p> <p>D. A responsible and involved citizen</p> <p>E. An integrative and informed thinker</p>

Child Care Provider: Duties, Skills, and Tasks	ELA Content Standards And ELA Practices (CCSS)	Demonstration of Proficiency (Possible Evidence, Project, Performance Assessment, Certification etc.)	Maine Learning Results- Guiding Principles, and Career and Education Development
	or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.		
6. Becoming a Professional			
a. Demonstrates a strong identification and involvement with the early childhood field.	<p>RST.2.11-12 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>RST.4.11-12 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p>RST.9.11-12 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>RST.7.11-12 Integrate and evaluate</p>	Philosophy paper, NAEYC confidentiality code of ethics rational	<p>A. A clear and effective communicator who:</p> <p>1. Demonstrates organized and purposeful communication in English and at least one other language</p> <p>3. Adjusts communication based on the audience</p> <p>B. A self-directed and lifelong learner</p> <p>D. A responsible and involved citizen</p> <p>E. An integrative and informed thinker</p>

<p>Child Care Provider: Duties, Skills, and Tasks</p>	<p>ELA Content Standards And ELA Practices (CCSS)</p>	<p>Demonstration of Proficiency (Possible Evidence, Project, Performance Assessment, Certification etc.)</p>	<p>Maine Learning Results- Guiding Principles, and Career and Education Development</p>
	<p>multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>RST.10.11-12 By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.</p> <p>SL.6.11-12 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>WHST.4.11-12 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.5.11-12 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>		

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	<p>WHST.9.11-12 Draw evidence from informational texts to support analysis, reflection, and research.</p>		
<p>b. Practices ethical standards and other professional guidelines.</p>	<p>RST.2.11-12 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>RST.4.11-12 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p>RST.9.11-12 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>RST.10.11-12 By the end of grade 12, read and comprehend science/ technical texts in the grades 11–12 text complexity band independently</p>	<p>Philosophy paper, NAEYC confidentiality code of ethics rational</p>	<p>A. A clear and effective communicator who:</p> <ol style="list-style-type: none"> 1. Demonstrates organized and purposeful communication in English and at least one other language 3. Adjusts communication based on the audience <p>B. A self-directed and lifelong learner</p> <p>D. A responsible and involved citizen</p> <p>E. An integrative and informed thinker</p>

<p>Child Care Provider: Duties, Skills, and Tasks</p>	<p>ELA Content Standards And ELA Practices (CCSS)</p>	<p>Demonstration of Proficiency (Possible Evidence, Project, Performance Assessment, Certification etc.)</p>	<p>Maine Learning Results- Guiding Principles, and Career and Education Development</p>
	<p>and proficiently.</p> <p>SL.6.11-12 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>WHST.4.11-12 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.5.11-12 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.9.11-12 Draw evidence from informational texts to support analysis, reflection, and research.</p>		
<p>c. Carries out continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.</p>	<p>RST.2.11-12 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p>	<p>Philosophy paper, NAEYC confidentiality code of ethics rational</p>	<p>A. A clear and effective communicator who:</p> <p>1. Demonstrates organized and purposeful communication in English and at least one other</p>

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	<p>RST.4.11-12 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p>RST.9.11-12 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>RST10.11-12 By the end of grade 12, read and comprehend science/ technical texts in the grades 11–12 text complexity band independently and proficiently.</p> <p>SL.6.11-12 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>WHST.4.11-12 Produce clear and coherent writing in which the development, organization, and style</p>		<p>language</p> <p>3. Adjusts communication based on the audience</p> <p>B. A self-directed and lifelong learner</p> <p>D. A responsible and involved citizen</p> <p>E. An integrative and informed thinker</p>

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	<p>are appropriate to task, purpose, and audience.</p> <p>WHST.5.11-12 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.9.11-12 Draw evidence from informational texts to support analysis, reflection, and research.</p>		
<p>d. Integrates knowledgeable, reflective, and critical perspectives on early education.</p>	<p>RST.4.11-12 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p>RST.9.11-12 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>SL.6.11-12 Adapt speech to a variety of contexts and tasks, demonstrating</p>	<p>Philosophy paper, NAEYC confidentiality code of ethics rational</p>	<p>A. A clear and effective communicator who:</p> <ol style="list-style-type: none"> 1. Demonstrates organized and purposeful communication in English and at least one other language 3. Adjusts communication based on the audience <p>B. A self-directed and lifelong learner</p> <p>D. A responsible and</p>

Child Care Provider: Duties, Skills, and Tasks	ELA Content Standards And ELA Practices (CCSS)	Demonstration of Proficiency (Possible Evidence, Project, Performance Assessment, Certification etc.)	Maine Learning Results- Guiding Principles, and Career and Education Development
	<p>command of formal English when indicated or appropriate.</p> <p>WHST.4.11-12 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.5.11-12 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.9.11-12 Draw evidence from informational texts to support analysis, reflection, and research.</p>		<p>involved citizen</p> <p>E. An integrative and informed thinker</p>
<p>e. Engages in informed advocacy for children and the profession.</p>	<p>RST.4.11-12 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p>RST.9.11-12 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a</p>	<p>Philosophy paper, NAEYC confidentiality code of ethics rational</p>	<p>A. A clear and effective communicator who:</p> <ol style="list-style-type: none"> 1. Demonstrates organized and purposeful communication in English and at least one other language 3. Adjusts communication

<p>Child Care Provider: Duties, Skills, and Tasks</p>	<p>ELA Content Standards And ELA Practices (CCSS)</p>	<p>Demonstration of Proficiency (Possible Evidence, Project, Performance Assessment, Certification etc.)</p>	<p>Maine Learning Results- Guiding Principles, and Career and Education Development</p>
	<p>coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>SL.6.11-12 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>WHST.4.11-12 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.5.11-12 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.9.11-12 Draw evidence from informational texts to support analysis, reflection, and research.</p>		<p>based on the audience</p> <p>B. A self-directed and lifelong learner</p> <p>D. A responsible and involved citizen</p> <p>E. An integrative and informed thinker</p>
<p>7. Early Childhood Field Experiences</p>			

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<p>a. Describes observations and practices in at least two of the three early childhood age groups: birth - age 3; 3 - 5 years; and 5 - 8 years.</p>	<p>RST.4.11-12 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p>SL.6.11-12 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>WHST.4.11-12 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Documentation of Field Work Observations</p>	<p>A. A clear and effective communicator who:</p> <p>3. Adjusts communication based on the audience</p> <p>4. Uses a variety of modes of expression (spoken, written and visual and performing including the use of technology to create and share the expressions)</p> <p>B. A self-directed and lifelong learner who:</p> <p>1. Recognizes the need for information and locates and evaluates resources</p> <p>2. Applies knowledge to set goals and make informed decisions</p> <p>C. A creative and practical problem solver</p> <p>D. A responsible and</p>

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			<p>involved citizen</p> <p>E. An integrative and informed thinker</p>
<p>b. Describes observations and practices in at least two for the three main types of early education settings: early school grades; child care centers and homes; Head Start programs.</p>	<p>RST.4.11-12 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p>SL.6.11-12 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>WHST.4.11-12 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Documentation of Field Work Observations</p>	<p>A. A clear and effective communicator who:</p> <p>3. Adjusts communication based on the audience</p> <p>4. Uses a variety of modes of expression (spoken, written and visual and performing including the use of technology to create and share the expressions)</p> <p>B. A self-directed and lifelong learner who:</p> <p>1. Recognizes the need for information and locates and evaluates resources</p> <p>2. Applies knowledge to set goals and make informed decisions</p>

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			<p>C. A creative and practical problem solver</p> <p>D. A responsible and involved citizen</p> <p>E. An integrative and informed thinker</p>
<p>8. First Aid</p>			
<p>a. Describe how to recognize and respond to an emergency.</p> <p>b. Describe the purpose of the Good Samaritan Laws.</p> <p>c. Describe the difference between consent and implied consent.</p> <p>d. Describe the three emergency action steps.</p> <p>e. Identify when and how to call 9-1-1 or the local emergency number.</p> <p>f. Explain when and how to move a person from a dangerous scene.</p> <p>g. Identify how to minimize the risk of disease transmission when giving care.</p> <p>h. Demonstrate how to minimize the risk of disease</p>	<p>RST.4.11-12 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p>SL.6.11-12 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>Demonstration of skills/knowledge</p> <p>Written Test</p> <p>Certification</p>	<p>A. A clear and effective communicator</p> <p>B. A self-directed and lifelong learner who:</p> <p>1. Recognizes the need for information and locates and evaluates resources</p> <p>2. Applies knowledge to set goals and make informed decisions</p> <p>C. A creative and practical problem solver</p> <p>D. A responsible and involved citizen</p>

<p align="center">Child Care Provider: Duties, Skills, and Tasks</p>	<p align="center">ELA Content Standards And ELA Practices (CCSS)</p>	<p align="center">Demonstration of Proficiency (Possible Evidence, Project, Performance Assessment, Certification etc.)</p>	<p align="center">Maine Learning Results- Guiding Principles, and Career and Education Development</p>
<p>transmission when giving care.</p> <ul style="list-style-type: none"> i. Demonstrate how to check an unconscious person for life-threatening and non-life-threatening conditions. j. Demonstrate how to check a conscious person for life-threatening and non-life-threatening conditions. k. Identify the signals of shock and describe how to minimize its effects. l. Describe how to prioritize care for injuries and sudden illnesses. m. Identify the signals of various soft tissue and musculoskeletal injuries. n. Identify the signs and symptoms of sudden illness, including stroke, diabetic emergency, poisoning and allergic reactions, and describe how to care for them. o. Identify the signs and symptoms of heat- and cold-related emergencies and 			<p>E. An integrative and informed thinker</p>

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<p>describe how to care for them.</p> <p>p. Demonstrate how to control bleeding.</p> <p>q. Identify the signals of head, neck and back injuries and explain how to care for them.</p> <p>r. Demonstrate how to care for a muscle, bone or joint injury.</p>			
<p>9. CPR – Child and Infant</p>			
<p>a. Describe how to recognize and respond to an emergency.</p> <p>b. Describe the purpose of the Good Samaritan Laws.</p> <p>c. Identify the difference between consent and implied consent.</p> <p>d. Describe the three emergency action steps.</p> <p>e. Explain when and how to call 9-1-1 or the local emergency number.</p> <p>f. Explain when and how to move a child or infant from a dangerous scene.</p> <p>g. Identify how to minimize the risk of disease transmission when giving care.</p> <p>h. Demonstrate how to minimize</p>	<p>RST.4.11-12 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p>SL.6.11-12 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>Demonstration of skills/knowledge</p> <p>Written Test</p> <p>Certification</p>	<p>A. A clear and effective communicator</p> <p>B. A self-directed and lifelong learner who:</p> <p>1. Recognizes the need for information and locates and evaluates resources</p> <p>2. Applies knowledge to set goals and make informed decisions</p> <p>C. A creative and practical problem solver</p> <p>D. A responsible and</p>

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<p>the risk of disease transmission when giving care.</p> <ul style="list-style-type: none"> i. Describe and demonstrate how to check an unconscious person for life-threatening and non-life-threatening conditions. j. Explain how to check a conscious child or infant for life-threatening and non-life-threatening conditions. k. Identify the signals of shock and describe how to minimize its effects. l. Describe how to prioritize care for injuries and sudden illnesses. m. Recognize the signals of a breathing emergency. n. Demonstrate how to care for a child or infant who is choking. o. Demonstrate how to recognize and care for a child or infant who is not breathing. p. Recognize the signals of a cardiac emergency. q. Identify the links in the Cardiac Chain of Survival. r. Demonstrate how to give 			<p>involved citizen</p> <p>E. An integrative and informed thinker</p>

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cardiopulmonary resuscitation (CPR) to a child or infant.			

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