Course Outline

Job Title
ECE Assistant

Career Pathway:
Child Development

Industry Sector:
Education, Child Development, and Family Services

O*NET-SOC CODE:
39-9011.00

CBEDS Title:
Teaching Careers or Careers in Education

CBEDS No.:
4401

72-15-50

Child Development/1: Foundations

Credits: 5   **Hours:** 100

Course Description:
This competency-based course is the first in a sequence of three designed for early childhood education. It provides students with project-based experiences in child development programs. Instruction includes an orientation, workplace safety policies and procedures, techniques on communications and critical thinking, and employability skills. Emphasis is placed on the theories of human development and growth. A minimum of thirty hours (30 hours) of field observations and experiences with infants, toddlers, and preschoolers are provided as application components of studying child development program goals, guidance techniques, health and nutrition practices, indoor and outdoor environments, and special education requirements. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

Prerequisites:
Recommend employment-level competency in reading, written and oral communications, math, and computer operation.

NOTE1: The course requires a minimum of thirty hours (30 hrs.) for students to conduct field work at an Early Education Center and/or child/day care center. During orientation, students will be notified that an employer or externship facility will require proof of CPR card (a current American Heart Association (AHA) Basic Life Support (BLS) certification card, T-DAP, Diphtheria, Pertussis, MMR Measles, mumps, rubella, vaccine, influenza, COVID, TB screening, and a background check.

NOTE2: For Perkins purposes this course has been designated as an **introductory** course.

This course **cannot** be repeated once a student receives a Certificate of Completion.
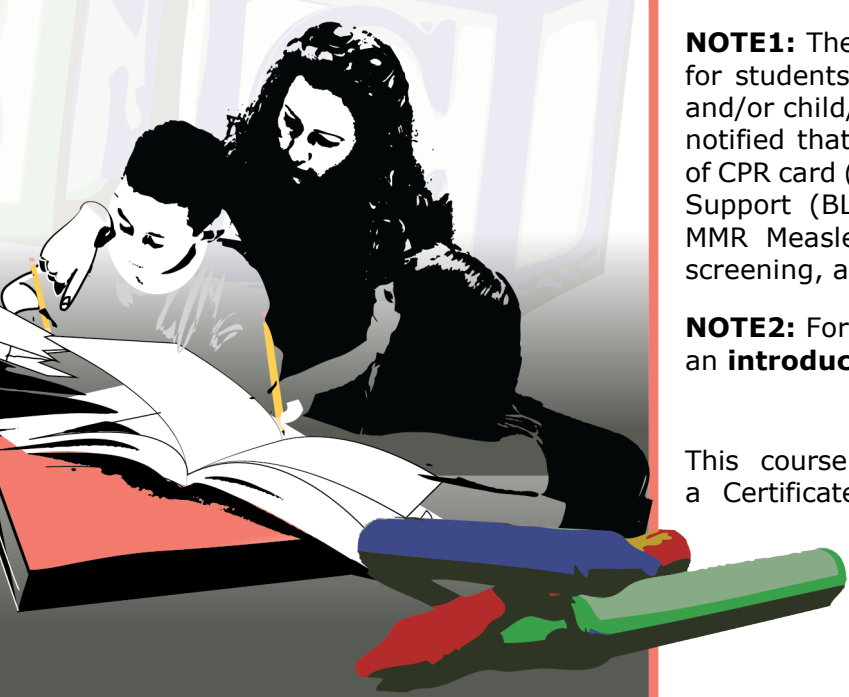
COURSE OUTLINE COMPETENCY-BASED COMPONENTS

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

COURSE OUTLINE COMPONENTS	LOCATION
GOALS AND PURPOSES	Cover

The educational goals or purposes of every course are clearly stated, and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES	pp. 7-17

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition. In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction, and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

COURSE OUTLINE COMPETENCY-BASED COMPONENTS
(continued)

COURSE OUTLINE COMPONENTS	LOCATION
INSTRUCTIONAL STRATEGIES	p. 20

Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Adults with Disabilities.

UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT   Cover

The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.   pp. 7-17

Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

EVALUATION PROCEDURES   p. 20

The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.

Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, and simulations), paper and pencil exams, and standardized tests.

REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT   Cover

After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.

ACKNOWLEDGMENTS

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1.0 Academics
Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Education, Child Development, and Family Services academic alignment matrix for identification of standards.

2.0 Communications
Acquire and accurately use Education, Child Development, and Family Services sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

3.0 Career Planning and Management
Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

4.0 Technology
Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Education, Child Development, and Family Services sector workplace environment.

5.0 Problem Solving and Critical Thinking
Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Education, Child Development, and Family Services sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

6.0 Health and Safety
Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Education, Child Development, and Family Services sector workplace environment.

7.0 Responsibility and Flexibility
Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Education, Child Development, and Family Services sector workplace environment and community settings.

8.0 Ethics and Legal Responsibilities
Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

9.0 Leadership and Teamwork
Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the career technical student organization (FHA-HERO, the California Affiliate of FCCLA).

10.0 Technical Knowledge and Skills
Apply essential technical knowledge and skills common to all pathways in the Education, Child Development, and Family Services sector, following procedures when carrying out experiments or performing technical tasks.

11.0 Demonstration and Application
Demonstrate and apply the knowledge and skills contained in the Education, Child Development, and Family Services anchor standards, pathway standards, and performance indicators in classroom, laboratory and workplace settings, and through the career technical student organization (FHA-HERO, the California Affiliate of FCCLA).

C. Education Pathway

The Education pathway is designed to prepare students for professional or learning support positions in education, prekindergarten through grade twelve. Students study human development; standards, regulations, and codes; positive guidance and counseling techniques; age-appropriate and grade-appropriate learning strategies; learning theories; and standards-based curriculum and instructional design. Students can apply and practice their knowledge and skills at a variety of elementary and secondary education sites.

Sample occupations associated with this pathway:
- ♦ Before/Afterschool Program Aide
- ♦ Primary/Secondary School Teacher
- ♦ School Counselor
- ♦ Educational Administrator
- ♦ Speech Therapist

C1.0   Describe the structure of the education industry and its role in local, state, and global economies.

C2.0   Name operational procedures and organizational policies at various levels in education.

C3.0   State specific applications of government regulations in the education industry.

C4.0   Practice critical emergency and disaster procedures at a school site.

C5.0   Summarize important elements of the physical, intellectual, emotional, and social development of children and adolescents.

C6.0   Use positive interaction, guidance, and discipline in the educational environment.

C7.0   Explain the role and purpose of standards-based instruction and assessment.

C8.0   Compare basic principles and practices of good nutrition and health and wellness for children.

C9.0   Assess how to communicate and interact effectively with families and community groups.

C10.0   Integrate the process of developing quality teaching materials and resources for classroom instruction.

C11.0   Evaluate the role of instructional staff in supporting the learning process.

C12.0   Formulate the components of effective after-school and recreational programs for individuals and groups.

COMPETENCY-BASED COMPONENTS
for the Child Development /1: Foundations Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS

A. ORIENTATION AND SAFETY
 	
Understand, apply, and evaluate classroom and workplace policies and procedures used in accordance with federal, state, and local safety and environmental regulations.
 	
(5 hours)
	1. Describe the scope and purpose of the course.
	2. Describe the overall course content as a part of the Linked Learning Initiative.
	3. Describe classroom policies and procedures.
	4. Describe the different careers in the Education, Child Development, and Family Services Industry Sector, which have an impact on the role of educators and educational aides.
	5. Describe the opportunities available for promoting gender equity and the representation of non-traditional populations in the educational field.
	6. Describe the purpose and impact of each of the following on early childhood education:
	   a. California Department of Education (CDE)
	   b. California Education Code (Ed Code)
	   c. California Commission on Teacher Credentialing (CCTC)
	   d. Centers for Disease Control and Prevention (CDC)
	7. Describe the purpose of the California Occupational Safety and Health Administration (Cal/OSHA) and its laws governing educators and educational aides to include fire extinguishers, smoke detectors, carbon monoxide, etc.
	8. Identify classroom and workplace first aid and emergency procedures based on the American Red Cross (ARC) standards.
	9. Describe how each of the following insures a safe workplace:
	   a. employees' rights as they apply to job safety
	   b. employees' obligations as they apply to safety
	   c. AB1207 – Mandated child abuse reporting: child day care personnel: training
	10. Pass the safety exam with 100% accuracy.
		Career Ready Practice:
		1, 2, 4, 5, 6, 7, 8, 12
		
		CTE Anchor:
		Communications: 2.3, 2.6
		Career Planning and Management: 3.4, 3.5
		Problem Solving and Critical Thinking: 5.1
		Health and Safety: 6.2, 6.3, 6.4, 6.5, 6.6, 6.7
		Responsibility and Flexibility: 7.3, 7.4, 7.6, 7.7
		Ethics and Responsibilities: 8.1, 8.2, 8.4, 8.7
		Leadership and Teamwork: 9.3, 9.4, 9.6, 9.7
		Technical Knowledge and Skills: 10.1, 10.2, 10.8
		Demonstration and Application: 11.1, 11.2
		
		CTE Pathway:
		A2.1, A2.2, A3.4, A4.3, A4.4

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS

B. COMMUNICATION SKILLS
 	
Understand, apply, and evaluate principles and practices used in effective communication.
 	
(5 hours)
	1. Define communication.
	2. Describe the following stages of the communication process:
	   a. sending/source
	     i. reason for sending the message
	     ii. content of the message
	   b. message
	   c. encoding
	     i. avoid cultural issues
	     ii. eliminate mistaken assumptions
	     iii. fill in missing information
	   d. channel
	     i. face-to-face meetings
	     ii. telephone and videoconferencing
	     iii. written channels including letters, emails, memos and reports
	   e. decoding - the time to read a message carefully or listen actively to it
	   f. receiving
	   g. feedback - verbal and nonverbal reactions to the communicated message
	   h. context
	     i. the surrounding environment
	     ii. the broader culture (corporate culture, international cultures, etc.)
	3. Describe and demonstrate the following techniques to remove barriers in communication:
	   a. using clear verbal and body language to avoid confusion
	   b. being mindful of the demands on other people's time
	   c. conversing and delivering the message to people of different backgrounds and cultures
		Career Ready Practice:
		1, 2
		
		CTE Anchor:
		Communications: 2.1, 2.2, 2.3, 2.4, 2.5
		Technical Knowledge and Skills:
		10.1
		
		CTE Pathway:
		A10.2, A10.3

C. CRITICAL THINKING SKILLS
 	
Understand, apply, and evaluate principles and practices used to promote critical thinking skills for students.
	1. Identify and describe the steps and procedures involved in defining and clarifying issues or problems.
	2. Describe the importance of the following attributes in judging information related to problem-solving:
	   a. consistency
	   b. logic
	   c. unbiased
	   d. unemotional
	   e. credibility
	3. Describe the importance of determining the adequacy of information to justify a conclusion and to predict probable consequences.
	4. Describe and demonstrate the following affective techniques used to sharpen student critical thinking skills:
	   a. thinking independently
	   b. developing insight into egocentricity or socio-centricity
	   c. exercising fair mindedness
		Career Ready Practice:
		1, 2, 5
		
		CTE Anchor:
		Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4
		Ethics and Legal Responsibilities:
		8.4
		
		CTE Pathway:
		A5.5

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS

	d. exploring thoughts underlying feelings and feelings underlying thoughts
	e. developing intellectual humility and suspending judgment
	f. developing intellectual courage
	g. developing intellectual good faith or integrity
	h. developing intellectual perseverance
	5. Describe the following macro-cognitive techniques used to sharpen student critical thinking skills:
	  a. refining generalizations and avoiding oversimplifications
	  b. comparing analogous situations: transferring insights to new contexts
	  c. developing one's perspective: creating or exploring beliefs, arguments, or theories
	  d. clarifying issues, conclusions, or beliefs
	  e. clarifying and analyzing the meanings of words or phrases
	  f. developing criteria for evaluation: clarifying values and standards
	  g. evaluating the credibility of sources of information
	  h. questioning deeply: raising and pursuing root or significant questions
	  i. analyzing or evaluating arguments, interpretations, beliefs, or theories
	  j. generating or assessing solutions
	  k. analyzing or evaluating actions or policies
	  l. reading critically: clarifying or critiquing texts
	  m. listening critically: the art of silent dialogue
	  n. making interdisciplinary connections
	  o. practicing Socratic discussion: clarifying and questioning beliefs, theories, or perspectives
	  p. reasoning dialogically: comparing perspectives, interpretations, or theories
	  q. reasoning dialectically: evaluating perspectives, interpretations, or theories
	6. Describe the following micro-cognitive techniques used to sharpen student critical thinking skills:
	  a. comparing and contrasting ideals with actual practice
	  b. thinking precisely about thinking: using critical vocabulary
	  c. noting significant similarities and differences
	  d. examining or evaluating assumptions
	  e. distinguishing relevant from irrelevant facts
	  f. making plausible inferences, predictions, or interpretations
	  g. evaluating evidence and alleged facts
	  h. recognizing contradictions
	  i. exploring implications and consequences	

(5 hours)		

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS

D. THEORIES OF HUMAN DEVELOPMENT AND GROWTH
 	
Understand, apply, and evaluate the major principles and theories of human development and growth.
 	
(15 hours)
	1. Describe the background and contributions of the following social scientists/authors:
	  a. Sigmund Freud (1856-1939)
	  b. Erik Erikson (1902-1994)
	  c. Jean Piaget (1896-1980)
	  d. B.F. Skinner (1904-1990)
	  e. Abraham Maslow (1908-1970)
	  f. Arnold Gesell (1880-1961)
	  g. Alfred Binet (1857-1911)
	  h. Lawrence Kohlberg (1927-1987)
	  i. Benjamin Spock (1903-1998)
	  j. Magda Gerber (1910-2007)
	  k. Bruno Bettelheim (1903-1990)
	  l. T. Berry Brazelton (1918- 2018)
	  m. Maria Montessori (1870-1952)
	  n. John Bowlby (1907-1990)
	2. Describe the following theories of emotional and psychological development by Freud:
	  a. oral stage: 0-2 years of age
	  b. anal stage: 2-3 years of age
	  c. phallic stage: 3-5 years of age
	  d. latency stage: 6-12 years of age
	  e. genital stage: 13+ years of age
	3. Describe the following phases/stages (psychosocial crises) of socialization developed by Erikson:
	  a. trust vs. mistrust (hope): 0-2 years of age
	  b. autonomy vs. shame (will): 2-3 years of age
	  c. initiative vs. guilt (purpose): 3-6 years of age
	  d. industry vs. inferiority (competence): 6-12 years of age
	  e. identity vs. identity diffusion (fidelity): 13-18 years of age
	  f. intimacy vs. isolation (love)
	  g. generativity vs. self-absorption (care)
	  h. integrity vs. despair (wisdom)
	4. Describe the following and their overall implications and applications in early childhood education:
	  a. Piaget's theory of cognitive development
	  b. Skinner's theory of behavioral analysis and learning
	  c. Maslow's hierarchy of human needs
	  d. Gesell's theory of biological maturation
	  e. Binet's theory of intellectual development
	  f. Kohlberg's theory of moral development
		Career Ready Practice:
		5, 12
		
		CTE Anchor:
		Problem Solving and Critical Thinking:
		5.2, 5.3, 5.4
		Technical Knowledge and Skills:
		10.1, 10.7, 10.8, 10.15
		
		CTE Pathway:
		A5.2, A5.4, A5.6, A5.7, A7.3, A7.4, A7.6

E. THE INFANT
 	
Understand, apply, and evaluate the principles of physical, intellectual, social,
	1. Identify the developmental stages of infants
	2. Identify and describe the following:
	  a. Apgar scale
	  b. assessment methods to evaluate infant development
	  c. reflexes evident in newborns
		Career Ready Practice:
		1, 2, 3, 4

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and emotional development of infants.	d. environmental influences on the physical development of infants
	e. process and sequence of motor development
	f. process and sequence of social development
	g. process and sequence of emotional development
	h. ways the infant displays emotions
	i. cultural influences on the social/emotional development of infants
	j. process and sequence of cognitive development
	3. Describe the following:
	   a. significance of milestones and critical ages
	   b. physical milestones at 3 months, 6 months, and 9 months
	   c. language development during the first 12 months
	4. Describe the educational implications and applications of the following to infants:
	   a. Erikson's trust vs. mistrust stage
	   b. Piaget's theory of cognitive development
	   c. Benjamin Spock's teachings
	   d. Magda Gerber's teachings
	   e. Bruno Bettelheim's teachings
	   f. Berry Brazelton's teachings
	5. Explain children stages of chronological versus developmental age.
	6. Identify and describe adverse childhood experiences (ACE)
	7. Schedule field observations to a child/day care center and perform the following:
	   a. observe three infants of different ages
	   b. document their developmental differences
	   c. record the number of field work hours to satisfy classroom and employment requirements
	8. Submit a written report of field work observations and save report in portfolio.
		CTE Anchor:
		Problem Solving and Critical Thinking: 5.1, 5.2, 5.4
		Technical Knowledge and Skills: 10.9, 10.14
		Demonstration and Application: 11.1, 11.5
		
		CTE Pathway:
		A5.5, A7.1, A7.2, A7.3, A7.4, A7.6, A8.2, A11.1, A12.2, A12.6

(12.5 hours)		

F. THE TODDLER
 	
Understand, apply, and evaluate the basic principles of physical, intellectual, social, and emotional development of toddlers.
	1. Identify the key developmental stages of toddler.
	2. Identify and describe the following:
	   a. heredity factors that influence the development of toddlers
	   b. process and sequence of normal physical development
	   c. environmental influences on the development of motor skills
	   d. process and sequence of language acquisition
	   e. process and sequence of intellectual development
	   f. process and sequence of socialization
	   g. ways toddlers display emotions
	   h. cultural influences on the social/emotional development of toddlers
	   i. readiness factors and techniques of toilet training
	3. Describe the following:
	   a. relationship between socialization and self-concept
	   b. need for grouping infants and toddlers as they achieve specific milestones
	   c. physical milestones at 12 and 18 months
		Career Ready Practice:
		1, 2, 4
		
		CTE Anchor:
		Problem Solving and Critical Thinking: 5.1, 5.2, 5.4
		Technical Knowledge and Skills: 10.9, 10.14
		Demonstration and Application: 11.1, 11.5
		
		CTE Pathway:

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS

(12.5 hours)	d. language development from 12-24 months
	4. Describe the educational implications and applications of the following to toddlers:
	   a. Erikson's autonomy vs. shame stage
	   b. Piaget's theory of cognitive development
	   c. Benjamin Spock's teachings
	   d. Magda Gerber's teachings
	   e. Bruno Bettelheim's teachings
	   f. T. Berry Brazelton's teachings
	5. Schedule field observations to a child/day care center and perform the following:
	   a. observe three toddlers of different ages
	   b. document their developmental differences
	   c. record the number of field work hours to satisfy classroom and employment requirements
	6. Submit a written report of field work observations and save report in portfolio.
		A5.5, A7.1, A7.2, A7.3, A7.4, A7.6, A8.2, A11.1, A12.2, A12.6

G. THE PRESCHOOLER
 	
Understand, apply, and evaluate the basic principles of physical, intellectual, social, and emotional development of preschoolers.
 	
(12.5 hours)
	1. Identify the key developmental stages of preschoolers.
	2. Identify and describe the following:
	   a. process and sequence of normal physical development
	   b. motor tasks performed by preschool children
	   c. methods of measuring growth
	   d. methods of measuring intellectual development
	   e. ways preschoolers display emotions
	   f. process and sequence of social development
	   g. process and sequence of language development
	3. Describe the following:
	   a. critical period as related to learning
	   b. relationship of hearing to total development
	   c. what negative emotions are and how they should be handled
	   d. purpose of sequencing activities
	   e. sex role concept and how it relates to self-concept
	4. Describe the educational implications and applications of the following to preschoolers:
	   a. Erikson's initiative vs. guilt stage
	   b. Piaget's theory of cognitive development
	   c. Benjamin Spock's teachings
	   d. Magda Gerber's teachings
	   e. Bruno Bettelheim's teachings
	   f. T. Berry Brazelton's teachings
	5. Schedule field observations to a child/day care center and perform the following:
	   a. observe three preschoolers of different ages
	   b. document their developmental differences
	   c. record the number of field work hours to satisfy classroom and employment requirements
	6. Submit a written report of field work observations and save report in portfolio.
		Career Ready Practice:
		1, 2, 4
		
		CTE Anchor:
		Problem Solving and Critical Thinking:
		5.1, 5.2, 5.4
		Technical Knowledge and Skills:
		10.9, 10.14
		Demonstration and Application:
		11.1, 11.5
		
		CTE Pathway:
		A5.5, A7.1, A7.2, A7.3, A7.4, A7.6, A8.2, A11.1, A12.2, A12.6

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H. PROGRAM GOALS
 	
Understand, apply, and evaluate the principles and practices that promote program goals for infants, toddlers, and preschoolers.
 	
(5 hours)
	1. Define the following:
	   a. program
	   b. program goal
	2. Identify and describe the following program goals for preschool children:
	   a. development of a positive self-concept
	   b. development of sensory perception and acuity
	   c. development of motor coordination
	   d. development of language skills
	   e. development of problem-solving abilities
	   f. development of daily living skills
	   g. development of independence
	   h. promotion of fine motor/gross motor skills
	   i. promotion of self-regulation through redirection and role modeling, etc.
	   j. appreciation for cultural diversity, special needs, and inclusion.
	3. Schedule field observations to a child/day care center and perform the following:
	   a. observe the overall activities
	   b. document the program goals of the school
	   c. record the number of field work hours to satisfy classroom and employment requirements
	4. Submit a written report of field work observations and save report in portfolio.
		Career Ready Practice:
		1, 2, 4
		
		CTE Anchor:
		Problem Solving and Critical Thinking:
		5.1, 5.2, 5.4
		Technical Knowledge and Skills:
		10.9, 10.14
		Demonstration and Application:
		11.1, 11.5
		
		CTE Pathway:
		A5.5, A8.2, A11.1, A12.2, A12.6

I. GUIDANCE
 	
Understand, apply, and evaluate the guidance principles and practices used to promote a positive self-concept in an infant, toddler, and preschooler.
	1. Define the following:
	   a. discipline
	   b. direct guidance
	   c. indirect guidance
	   d. self-control
	2. Identify and describe the following:
	   a. ways to instill a sense of responsibility in children
	   b. types of positive guidance and discipline techniques
	   c. positive guidance and discipline techniques based upon the age of the child or developmental level
	   d. self-regulation approach to discipline
	   e. ways to practice freedom of expression
	   f. ways to set limits for children
	   g. possible causes of challenging behavior and suggest solutions
	   h. ways to develop respect for self and others through preschool routines
	   i. challenging behavior that child care workers face in working with children
	   j. ways to establish routines that will develop self-confidence in the children
	   k. goals of effective guidance
	   l. various techniques for effective guidance
		Career Ready Practice:
		1, 2, 4
		
		CTE Anchor:
		Problem Solving and Critical Thinking:
		5.1, 5.2, 5.4
		Technical Knowledge and Skills:
		10.9, 10.14
		Demonstration and Application:
		11.1, 11.5
		
		CTE Pathway:
		A5.5, A8.2, A11.1, A12.2, A12.6

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS

	m. principles of direct and indirect guidance
	n. situations and feelings that cause tension in children
	o. challenging behavior that result from tension
	3. Schedule field observations to a child/day care center and perform the following:
	   a. observe the social and emotional atmosphere of the school environment
	   b. document the guidance and discipline issues of children
	   c. record the number of field work hours to satisfy classroom and employment requirements
	4. Submit a written report of field work observations and save report in portfolio.	

(7.5 hours)		

J. HEALTH AND NUTRITION
 	
Understand, apply, and evaluate the principles and practices used to promote a healthy and safe environment for infants, toddlers, and preschoolers.
	1. Define the following:
	   a. healthy environment
	   b. safe environment
	   c. illness
	   d. child abuse
	2. Describe the following procedures:
	   a. assisting in the general hygiene needs of preschool children
	   b. promoting independent eating practices and good nutrition and hygiene habits
	   c. administering first aid for non-life threatening accidents
	   d. treating poisonings
	   e. reporting accidents or injuries that occur to the children
	   f. reporting signs of illness or discomfort in children
	   g. caring for a child who gets ill while in school
	   h. handling, preparing, and distributing snacks and meals
	   i. supervising the children during indoor and outdoor play times
	   j. recognizing the signs of child abuse
	   k. teaching children child abuse prevention
	   l. child abuse reporting
	3. Complete First Aid/CPR certification.
	4. Schedule field observations to a child/day care center and perform the following:
	   a. observe the physical aspects of the school environment
	   b. document the health and safety issues
	   c. record the number of field work hours to satisfy classroom and employment requirements
	5. Submit a written report of field work observations and save report in portfolio.
		Career Ready Practice:
		1, 2, 4, 7, 12
		
		CTE Anchor:
		Problem Solving and Critical Thinking:
		5.1, 5.2, 5.4
		Health and Safety:
		6.2
		Technical Knowledge and Skills:
		10.9, 10.14
		Demonstration and Application:
		11.1, 11.5
		
		CTE Pathway:
		A4.3, A5.5, A8.2, A11.1, A12.2, A12.6

(5 hours)		

K. PHYSICAL ENVIRONMENT
 	
Understand, apply, and evaluate the principles and practices used to promote safe, flexible, and suitable
	1. Identify and describe the following:
	   a. environmental changes necessary after infants begin walking
	   b. developmental skills when playing with pre-selected pieces of indoor and outdoor equipment or toys
	   c. components of a well-organized diaper-changing area
	   d. appropriate contents of a cubby for each infant
		Career Ready Practice:
		1, 2, 4

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
indoor and outdoor environments for infants, toddlers, and preschoolers. (5 hours)	e. elements of an environment that encourages free exploration for preschool children f. centers/areas needed in the preschool classroom to foster individual and group play g. centers/areas needed in a preschool classroom that offers a variety of activities h. types of equipment needed for the preschool classroom that will foster independence in young children i. best use of space in the center j. storage and use of equipment, materials, and supplies in the center organization of an indoor environment that allows for orderliness and an even flow of activities k. value of planned indoor and outdoor space l. criteria to consider when choosing playroom furniture and color schemes m. optimal placements of furniture equipment, storage, and play space 2. Compare five or more environmental characteristics such as staffing ratios, space, and licensing regulations that vary between family-based child care and center-based child care. 3. Schedule field observations to a child/day care center and perform the following: a. observe the physical aspects of the school environment b. document the outdoor and indoor organization of the place c. record the number of field work hours to satisfy classroom and employment requirements 4. Submit a written report of field work observations and save report in portfolio.	**CTE Anchor:** Academics 1.0 Problem Solving and Critical Thinking: 5.4 Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.9, 10.14, 10.21 Demonstration and Application: 11.1, 11.5 **CTE Pathway:** A1.4, A1.5, A2.1, A2.3, A3.1, A3.2, A3.3, A5.5, A6.1, A6.5, A7.1, A7.2, A7.3, A7.5, A8.2, A8.4, A11.2, A11.3, A12.1, A12.2, A12.6
L. SPECIAL EDUCATION Understand, apply, and evaluate special education policies and procedures for early childhood settings.	1. Define the following: a. Individuals with Disabilities Education Act (IDEA) b. PL 94-142, "The Education for All Handicapped Children Act" c. special education d. special needs and inclusion e. exceptional children f. least restrictive environment (mainstreaming) 2. Identify the following: a. categories of differing abilities b. critical learning periods and teachable moments for exceptional children c. procedures used in identifying the exceptional child d. major considerations in planning a daily schedule for exceptional children e. support services needed to assist parents of exceptional children f. examples of integration of special needs children g. advantages of a developmental approach for the integrated preschool	**Career Ready Practice:** 1, 2, 4 **CTE Anchor:** Academics: 1.0 Problem Solving and Critical Thinking: 5.1, 5.3, 5.4 Technical Knowledge and Skills: 10.1, 10.2, 10.9, 10.14 Demonstration and Application: 11.1, 11.5

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS

(5 hours)	h. special needs of children who are gifted and how these needs can be met
	3. Define an Individualized Education Plan (IEP).
	4. Identify and discuss the components of an acceptable IEP.
	5. Describe and demonstrate the integration of speech, occupational, mobility and physical therapies into the educational program of students with special needs.
	6. Schedule field observations to a child/day care center and perform the following:
	   a. observe the special education students attending the school
	   b. document the accommodations provided for the special education students
	   c. procure a sample of an IEP
	   d. record the number of field work hours to satisfy classroom and employment requirements
	7. Submit a written report of field work observations and save report in portfolio.
		CTE Pathway:
		A5.5, A7.1, A8.2, A11.1, A11.2, A11.3, A12.2, A12.6

M. EMPLOYABILITY SKILLS & RESUME PREPARATION
 	
Understand, apply, and evaluate the employability skills required in the educational field.
	1. Understand employer requirements for the following:
	   a. punctuality and attendance
	   b. time management
	   c. attitude toward work
	   d. quality of work
	   e. teamwork
	   f. leadership and responsibility
	   g. communication and collaboration
	   h. flexibility and adaptability
	   i. interpersonal skills
	   j. work ethic
	   k. critical thinking and problem solving
	   l. ethical behavior
	   m. cultural and diversity differences
	2. Design sample résumés, cover letters, and/or portfolio.
	3. Review the role of online job searching platforms and career websites.
	4. Explain the importance of filling out a job application legibly, with accurate and complete information.
	5. Describe the common mistakes that are made on job applications.
	6. Complete sample job application forms correctly.
	7. State the importance of enthusiasm in the interview and on a job.
	8. State the importance of appropriate appearance in the interview and on a job.
	9. Describe and demonstrate appropriate interviewing techniques.
	10. Identify the informational materials and resources needed to be successful in an interview.
	11. Design sample follow-up letters.
	12. Describe and demonstrate appropriate follow-up procedures.
	13. Understand the importance of the continuous upgrading of job skills.
		Career Ready Practice:
		1, 2, 3, 4, 5, 7, 8, 9
		
		CTE Anchor:
		Academics:
		1.0
		Communications: 2.2, 2.3, 2.4, 2.5
		Career Planning and Management: 3.2, 3.3, 3.4, 3.6, 3.8,
		Technology: 4.1, 4.3
		Problem Solving & Critical Thinking: 5.1
		Responsibility and Flexibility: 7.2, 7.3, 7.4, 7.7
		Ethics and Legal Responsibilities: 8.4
		Leadership and Teamwork: 9.2, 9.3, 9.4, 9.6
		Demonstration and Application: 11.5

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(5 hours)	a. certification, licensure, and/or renewal b. professional organizations/events c. Industry associations and/or organized labor	**CTE Pathway:** A1.3

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTBOOK

Herr, Judy, <u>Working with Young Children 9th Edition</u>, GW-Goodheart Wilcox, 2020

SUPPLEMENTAL TEXTBOOKS

Arnold, Mary. <u>Effective Communication Techniques for Child Care.</u> Cengage Learning, 2005.

Bukatko, Danuta and Marvin W. Daehler. <u>Child Development: A Thematic Approach, 6th Edition</u>. Wadsworth Publishing, 2011.

Crepeau, Ingrid M. and M. Ann Richards. <u>A Show of Hands: Using Puppets with Young Children</u>. Red Leaf Press, 2003.

Crowther, Ingrid. <u>Creating Effective Learning Environments, 2nd Edition</u>. Nelson Canada, 2006.

DeMelendez, W. R., V. Beck and M. Fletcher. <u>Teaching Social Studies in Early Education</u>. Cengage Learning, 2000.

Gonzales-Mena, J. <u>Diversity in Early Care and Education: Honoring Differences, 5rd Edition</u>. The McGraw-Hill Companies, 2011.

Gonzalez-Mena, Janet. <u>Child in the Family and Community</u>. Prentice-Hall, 2011.

Greata, Joanne D. <u>An Introduction to Music in Early Childhood Education</u>. Cengage Learning, 2005.

Guckian, Mara Ellen. <u>Literacy Through Dramatic Play Centers</u>. Teacher Created Materials, 2003.

Harlan, Jean. <u>Science Experiences for the Early Childhood Years</u>, 10th Edition. Prentice-Hall, 2011.

Herr, Judy and Yvonne Libby-Larson. <u>Creative Resources for the Early Childhood Classroom</u>, 5th Edition. Cengage Learning, 2007.

Hildebrand, Verna, et al. <u>Knowing And Serving Diverse Families, 3rd Edition</u>. Prentice Hall, 2007.

Hull, Karla, et al. <u>Opening Doors: An Introduction to Inclusive Early Childhood Education</u>. Cengage Learning, 2001.

Kostelnik, Marjorie, Kara Gregory, Anne Soderman, and Alice Whiren. <u>Guiding Children's Social Development and Learning, 7th Ed.</u> Cengage Learning, 2011

Miller, Darla. <u>Positive Child Guidance, 6th Edition</u>. Cengage Learning, 2009.

M & M Enterprises. <u>Finger Fun</u>. 2004.

M & M Enterprises. <u>My Art Is Me</u>. 2005.

Matricardi, J. and J. McLarty. <u>Cooking Activities A to Z</u>. Cengage Learning, 2005.

Nilsen, Barbara. Week by Week: Plans for Documenting Children's Development, 5th Edition. Cengage Learning, 2010.

Papalia, Diana, et al. A Child's World: Infancy Through Adolescence, 11th Edition. McGraw Hill, 2007.

Puckett, Margaret B, et al. The Young Child: Development from Prebirth Through Age Eight, 5th Edition. Prentice Hall. 2008.

Santrock, John W. Child Development: An Introduction. McGraw Hill, 2010.

Fox, J. Englebright and Robert Schirrmacher. Art and Creative Development for Young Children, 7th Edition. Cengage Learning, 2011.

Sluss, Ph.D., Dorothy. Supporting Play: Birth Through Age Eight. Cengage Learning, 2004.

Whitehead, Marian R. Language and Literacy in the Early Years 0 - 7, 4th Edition. SAGE Publications, 2010.

Zigler, Edward, et al. Children's Play: The Roots of Reading. Zero to Three, 2004.

OTHER PUBLICATIONS

Bredekamp, Sue and Carol Copple. Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8, 3rd Edition. National Association for the Education of Young Children (NAEYC), 2010.

Colker, Laura J. The Cooking Book: Fostering Young Children's Learning & Delight. NAEYC, 2005.

Copley, Juanita V. The Young Child and Mathematics. NAEYC, 2000.

Jalongo, Mary Renck. Young Children and Picture Books, 2nd Edition. NAEYC, 2004.

Junn, Ellen and Chris Boyatzis. Annual Editions: Child Growth and Development 2010/11, 17th Edition. The McGraw-Hill Companies, 2010.

Koralek, Derry. Spotlight on Young Children and Play. NAEYC, 2004.

Paciorek. Karen Menke. Annual Editions: Early Childhood Education 2010/11, 31st Edition. The McGraw-Hill Companies, 2010.

RESOURCES

Employer Advisory Board members

CTE MODEL CURRICULUM STANDARDS
Education, Child Development, and Family Services Industry Sector
http://www.cde.ca.gov/ci/ct/sf/documents/edchildfamily.pdf

COMPETENCY CHECKLIST

TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

A. Lecture and discussion

B. Multimedia presentations

C. Demonstrations and participations

D. Individualized instruction

E. Peer teaching

F. Role-playing

G. Guest speakers

H. Field trips and field study experiences

I. Projects

EVALUATION

SECTION A – Orientation and Safety – Pass the safety test with 100% accuracy.

SECTION B – Communication Skills – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION C – Critical Thinking Skills – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION D – Theories of Human Development and Growth – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION E – The Infant – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION F – The Toddler – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION G – The Preschooler – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION H – Program Goals – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION I – Guidance – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION J – Health and Nutrition – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION K – Physical Environment – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION L – Special Education – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION M – Employability Skills & Resume Preparation – Pass all assignments and exams with a minimum score of 80% or higher

Standards for Career Ready Practice

1. **Apply appropriate technical skills and academic knowledge.**
   Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.

2. **Communicate clearly, effectively, and with reason.**
   Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

3. **Develop an education and career plan aligned with personal goals.**
   Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. **Apply technology to enhance productivity.**
   Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

5. **Utilize critical thinking to make sense of problems and persevere in solving them**
   Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.

6. **Practice personal health and understand financial literacy.**
   Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. **Act as a responsible citizen in the workplace and the community.**
   Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. **Model integrity, ethical leadership, and effective management.**
    Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. **Work productively in teams while integrating cultural and global competence.**
    Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. **Demonstrate creativity and innovation.**
    Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

11. **Employ valid and reliable research strategies.**
    Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. **Understand the environmental, societal, and economic impacts of decisions.**
    Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.