

Course Outline

Education, Child Development, and Family Services

REVISED: March/2024

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

72-25-95

Child Development: Early Literacy & Language Development

Credits: 0

Hours: 40

Course Description:

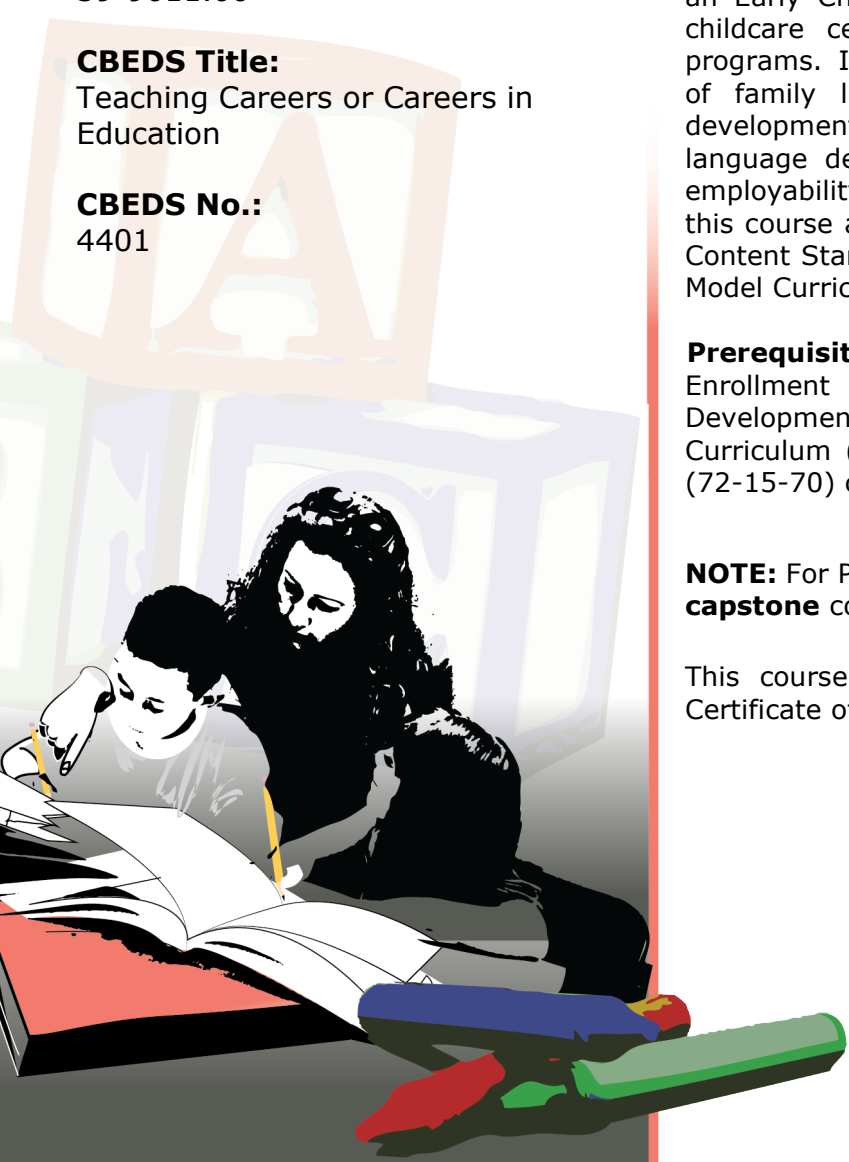
This competency-based course provides enhancement of language arts for the early childhood education aide seeking employment as an Early Childhood Education Assistant or Infant Care Aide in childcare centers, family day cares, and child development programs. Instruction includes introduction, safety, fundamentals of family literacy, language arts curriculum, oral language development, early literacy development, emergent writing, dual language development, software applications assessment, and employability skills and resume preparation. 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:

Enrollment requires successful completion of Child Development/1: Foundations (72-15-50), Child Development/2: Curriculum (72-15-60), and Child Development/3: Supervision (72-15-70) courses.

NOTE: For Perkins purposes this course has been designated as a **capstone** 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. 7-13

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 and 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
<p>INSTRUCTIONAL STRATEGIES</p> <p>Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.</p> <p>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 considers the instructional standards of a particular program, i.e., English as a Second Language, Programs for Adults with Disabilities.</p>	p. 16
<p>UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT</p> <p>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 so that it ensures the student will learn at an optimum level.</p> <p>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) are listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.</p>	Cover pp. 7-13
<p>EVALUATION PROCEDURES</p> <p>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.</p> <p>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.</p>	p. 16
<p>REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT</p> <p>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.</p>	Cover

ACKNOWLEDGMENTS

Thanks to IRMA CUEVAS, JANISE ESCOBAR, and TALIA GUPPY for developing and editing this curriculum. Acknowledgment is also given to ERICA ROSARIO for designing the original artwork in the course cover designs.

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CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS

Education, Child Development, and Family Services Industry Sector

Knowledge and Performance Anchor Standards

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).

***Education, Child Development, and Family Services
Pathway Standards***

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.

CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS
for the Child Development: Early Literacy & Language Development Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. INTRODUCTION</p> <p>Understand, apply, and describe the purpose of the course and different careers in child development.</p> <p>(1 hour)</p>	<ol style="list-style-type: none"> 1. Describe the scope and purpose of the course. 2. Describe classroom policies and procedures. 3. Describe the importance of prioritizing work. 4. Discuss, identify, research, and draw conclusions on the different career paths, occupations, employment outlook, career advancements, and the Child Development and Family Service industry sector which have an impact on the role of educators and educational aides. 5. Discuss the opportunities available for promoting gender equity and the representation of non-traditional populations. 6. Explain and recognize the importance of ethical behavior, teamwork, respecting individual and cultural differences and diversity in the workplace. 7. Review the purpose and impact of each of the following on early childhood education: <ol style="list-style-type: none"> a. California Department of Education (CDE) b. California Education Code (Ed Code) c. California Commission on Teacher Credentialing (CCTC) 8. Describe the duties and job roles as they apply to the Child Development and Family Service industry sector. 	<p>Career Ready Practice: 1, 2, 3, 4, 5, 8, 9, 11</p> <p>CTE Anchor: Academic: 1.0 Communications: 2.1, 2.3, 2.5 Career Planning & Management: 3.1, 3.2, 3.4, 3.9 Technology: 4.2 Problem Solving & Critical Thinking: 5.2, 5.4 Ethics & Legal Responsibilities: 8.2, 8.3, 8.4, 8.5, Leadership & Teamwork: 9.3, 9.6, 9.7 Technical Knowledge & Skills: 10.2</p> <p>CTE Pathway: A1.1, A1.2, A1.3, A1.4, A1.5, A2.1, A2.2, A3.1, A3.2, A3.3</p>
<p>B. SAFETY</p> <p>Review, understand, apply, and demonstrate the principles of safety and ergonomics.</p>	<ol style="list-style-type: none"> 1. Identify and explain classroom and workplace first aid and emergency procedures based on the American Red Cross (ARC) standards. 2. Discuss, and research the California Occupational Safety and Health Administration (Cal/OSHA) workplace requirements. 	<p>Career Ready Practice: 1, 2, 4, 10, 11</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(3 hours)	<ol style="list-style-type: none"> 3. Discuss how each of the following ensures a safe workplace to include verbal and nonverbal communication: <ol style="list-style-type: none"> a. employees’ rights as they apply to job safety b. employees’ obligations as they apply to safety c. safety laws applying to tools and equipment 4. Define ergonomics and demonstrate sound ergonomic practices such as: <ol style="list-style-type: none"> a. identify causes, effects, and preventive measures for repetitive strain injuries b. typing technique, posture, and finger placement c. keyboard and monitor angle d. ways to hold and move a mouse without gripping it hard or squeezing it e. list benefits of periodic breaks to stretch and relax f. variety of stretches involving the wrists, neck, and shoulders g. organizing one’s workspace. 5. Pass the safety test with 100% accuracy. 	<p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.3, 2.5 Technology: 4.2 Health & Safety: 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 Technical Knowledge & Skills: 10.1, 10.2 Demonstration & Application: 11.1</p> <p>CTE Pathway: A3.3, A3.4, A4.2, A4.3, A4.4</p>
<p>C. FUNDAMENTALS OF FAMILY LITERACY</p> <p>Understand the basic principles of family literacy.</p> <p>(3.5 hours)</p>	<ol style="list-style-type: none"> 1. Describe the goals of a Family Literacy Program and the importance of accountability and responsibility in fulfilling personal, community, and workplace roles. 2. Describe the four components of family literacy: <ol style="list-style-type: none"> a. Adult Education b. Early Childhood Education (ECE) c. Parent and Child Interactive Literacy Activities (PCILA) d. Parent Education 3. Pass an assessment naming and describing the four components of family literacy with 80% accuracy or higher. 	<p>Career Ready Practice: 1, 2, 4, 7</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.3, 2.5 Technology: 4.2 Responsibility & Flexibility: 7.2</p> <p>CTE Pathway: A2.2, A5.3, A10.1, A10.2, A10.4, A10.5, A12.3</p>
<p>D. LANGUAGE ARTS CURRICULUM</p> <p>Understand the principles used in language arts and the learning process.</p>	<ol style="list-style-type: none"> 1. Review language arts in early child education. 2. Relate the five main areas of child development define and identify activities to support: <ol style="list-style-type: none"> a. cognitive development b. social and emotional development c. speech and language development d. fine motor skill development 	<p>Career Ready Practice: 1, 2, 4</p> <p>CTE Anchor: Academics: 1.0</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(5 hours)	<ul style="list-style-type: none"> e. gross motor skill development 3. Describe and summarize the role of a childcare aide when planning and delivering instructional activities that incorporate the five main areas of child development. 4. Pass a language arts curriculum assessment with an 80% score or higher. 	<p>Communications: 2.1, 2.3, 2.5 Technology: 4.2, 4.3 Technical Knowledge & Skills: 10.1</p> <p>CTE Pathway: A5.1, A5.2, A5.3, A5.6, A5.7, A7.2, A7.3, A7.4, A7.5, A8.3, A10.1, A10.2, A10.3, A10.4, A10.5, A12.1</p>
<p>E. ORAL LANGUAGE DEVELOPMENT</p> <p>Understand, apply, and evaluate the basic principles and practices used for planning and delivering oral language activities.</p> <p>(5 hours)</p>	<ul style="list-style-type: none"> 1. Describe the stages of oral language development in the early education setting: <ul style="list-style-type: none"> a. listening b. speaking c. phonemic awareness 2. List, define, and describe the five components of oral language: <ul style="list-style-type: none"> a. phonology b. syntax c. semantics d. morphology e. pragmatics 3. Plan and demonstrate the use of technology age-appropriate activities that develop oral language in the early education setting. 4. Pass an oral language development assessment with an 80% score or higher. 	<p>Career Ready Practice: 1, 2, 4, 5, 10</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.3, 2.5, 2.6 Technology: 4.1, 4.2, 4.3 Problem Solving & Critical Thinking: 5.1, 5.2, 5.3, 5.4 Technical Knowledge & Skills: 10.1, 10.5, 10.8, 10.10, 10.15, 10.20 Demonstration & Application: 11.1</p> <p>CTE Pathway: A5.1, A5.3, A5.6, A7.1, A7.4, A11.2, A11.3, A12.1, A12.4, A12.5</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>F. EARLY LITERACY DEVELOPMENT</p> <p>Understand, apply, and evaluate the basic principles and practices used for planning and delivering early literacy activities.</p> <p>(5 hours)</p>	<ol style="list-style-type: none"> 1. Research and summarize the importance of early literacy development in the early education setting. 2. Describe and define the three components of early literacy development in an early education setting: <ol style="list-style-type: none"> a. oral language b. phonological awareness c. print knowledge (awareness) 3. Plan and create age-appropriate activities that develop literacy skills in the early education setting. 4. Work together in groups to cite evidence about why the activity is valuable in the development of early literacy. 5. Pass an early literacy development assessment with an 80% score or higher. 	<p>Career Ready Practice: 1, 2, 4, 5, 9, 10, 11</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.3, 2.5 Technology: 4.2, 4.3 Problem Solving & Critical Thinking: 5.4 Leadership & Teamwork: 9.3, 9.7 Technical Knowledge & Skills: 10.1, 10.3, 10.9, Demonstration & Application: 11.1</p> <p>CTE Pathway: A5.2, A5.6, A6.4, A7.1, A7.2, A7.3, A7.4, A7.5, A7.6, A8.3, A8.4, A11.1, A11.2, A11.3, A12.3, A12.4, A12.5</p>
<p>G. EMERGENT WRITING</p> <p>Understand, apply, and evaluate basic principles and practices used for planning and delivering emergent writing activities.</p>	<ol style="list-style-type: none"> 1. Research and summarize using technology and the importance of emergent writing in the early education setting. 2. Identify and describe the stages children progress through as they learn to write. 3. Plan, demonstrate, and create age-appropriate activities that develop writing skills in the early education setting. 4. Work in teams to cite evidence about why the activity is valuable in the development of emergent writing. 5. Pass an emergent writing assessment with an 80% score or higher. 	<p>Career Ready Practice: 1, 2, 4, 5, 9, 10, 11</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.2.3, 2.5 Technology: 4.1, 4.2, 4.3, 4.4, 4.5</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(5 hours)		Problem Solving & Critical Thinking: 5.4 Leadership & Teamwork: 9.3, 9.7 Technical Knowledge & Skills: 10.3, 10.15, 10 Demonstration & Application: 11.1 CTE Pathway: A5.2, A5.3, A5.4, A5.5, A5.6, A5.7, A7.6, A8.2, A8.3, A8.4, A11.1, A11.2, A11.3, A12.1, A12.3, A12.4, A12.5
H. DUAL LANGUAGE DEVELOPMENT Understand, apply, and evaluate basic principles and practices used for planning and delivering dual language education activities.	<ol style="list-style-type: none"> 1. Define and compare dual language education. 2. Identify the different dual language programs offered in education settings. 3. Distinguish the four stages of language development: <ol style="list-style-type: none"> a. use of home language b. observe others use of second language c. telegraphic speech in a second language d. productive language in a second language 4. Plan and create age-appropriate activities that promote bilingual development that promotes feelings of self-worth in the early education setting. 5. Research and cite evidence about why the activity is valuable in the development of dual language and how it builds positive relationships. 6. Pass a dual language development assessment with an 80% score or higher. 	Career Ready Practice: 1, 2, 4, 5, 11 CTE Anchor: Academics: 1.0 Communications: 2.1, 2.3, 2.5 Technology: 4.1, 4.2, 4.3, 4.5 Problem Solving & Critical Thinking: 5.3, 5.4 Technical Knowledge & Skills: 10.1, 10.3, 10.5, 10.8, 10.14 CTE Pathway: A5.1, A5.6, A5.7, A7.1, A7.2, A7.3, A8.1, A8.2, A8.3, A8.4, A10.3, A11.1, A11.2, A11.3, A12.4, A12.5
(5 hours)		

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>I. SOFTWARE APPLICATIONS ASSESSMENT</p> <p>Understand, apply, and evaluate software applications used for daily reports, childcare portfolios, and assessments in the childcare sector.</p> <p>(5 hours)</p>	<ol style="list-style-type: none"> 1. Research and describe assessment software applications used for daily reports, portfolios, family engagement, and assessments in the childcare sector. 2. Demonstrate the ability to use software applications for daily reports, portfolios, family engagement, and assessments in the childcare sector. 3. Describe the ethical and legal responsibility to protect the privacy of individuals and families and adhere to copyright laws. 4. Pass a software applications assessment with an 80% score or higher. 	<p>Career Ready Practice: 1, 2, 4, 8, 10, 11</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.3, 2.5 Technology: 4.1, 4.2, 4.3 Ethics & Legal Responsibilities: 8.4, 8.6, 8.7 Technical Knowledge & Skills: 10.2, 10.3, 10.10, 10.15, 10.21 Demonstration & Applications: 11.1, 11.5</p> <p>CTE Pathway: A11.2, A11.3, A12.4, A12.6</p>
<p>J. EMPLOYABILITY SKILLS AND RESUME PREPARATION</p> <p>Understand, apply, and evaluate the employability skills and resume preparation desired in the educational field.</p>	<ol style="list-style-type: none"> 1. Understand and define employer requirements for soft skills such as: <ol style="list-style-type: none"> a. attitude toward work b. communication and collaboration c. critical thinking, problem solving, and decision-making d. customer service e. diversity in the workplace f. flexibility and adaptability g. interpersonal skills h. leadership and responsibility i. punctuality and attendance j. quality of work k. respect, cultural and diversity differences l. teamwork m. time management n. trust and ethical behavior o. work ethic 2. Develop a career plan that reflects career interests, pathways, and post-secondary options. 3. Create/revise a resume, cover letter and/or portfolio. 	<p>Career Ready Practice: 1, 2, 3, 4, 5, 7, 8, 9</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.2, 2.3, 2.4, 2.5 Career Planning & Management: 3.2, 3.3, 3.4, 3.6, 3.8, Technology: 4.1, 4.3 Problem Solving & Critical Thinking: 5.1 Responsibility & Flexibility: 7.2, 7.3, 7.4, 7.7 Ethics & Legal Responsibilities: 8.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(2.5 hours)	<ol style="list-style-type: none"> 4. Demonstrate, analyze, research, and review the role of online job searching platforms and career websites to make informed decisions. 5. Understand the importance of assessing social media account content for professionalism. 6. Demonstrate and complete and/or review an on-line job application. 7. Participate in a mock job interview and demonstrate professional work attire. 8. Demonstrate and create sample follow-up letters. 9. Understand the importance of the continuous upgrading of job skills as it relates to: <ol style="list-style-type: none"> a. certification, licensure, and/or renewal b. professional organizations/events c. industry associations and/or organized labor 	<p>Leadership & Teamwork: 9.2, 9.3, 9.4, 9.6</p> <p>Demonstration & Application: 11.5</p> <p>CTE Pathway: A1.3</p>

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXT AND SUPPLEMENTAL BOOKS

Levin, Vanessa J. Teach Smarter: Literacy Strategies for Early Childhood Teachers. John Wiley & Sons, 2021.

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

ONLINE RESOURCES

Video: Providing Feedback <https://youtu.be/ngAA5NpRViU>

Community-Based Family Literacy Program: Comparing Different Durations and Family Characteristics

<https://www.hindawi.com/journals/cdr/2016/4593167/>

Young Children’s Oral Language Development

<https://www.readingrockets.org/article/young-childrens-oral-language-development>

What is Oral Language?

<https://blog.heinemann.com/what-is-oral-language>

Language and Literacy Development in the Early Years: Foundational Skills that Support Emergent Readers

<https://files.eric.ed.gov/fulltext/EJ1034914.pdf>

California Preschool Learning Foundations Vol. 1 pp. 48 - 142

<https://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf>

A. FUNDAMENTALS OF FAMILY LITERACY

- Video 1: The Impact of Family Literacy <https://youtu.be/L-Svlfk4Dm0>
- Video 2: Four Components https://youtu.be/K0l_R1LK_Ao
- Video 3. What is Family Literacy? <https://youtu.be/EK8SgpyaGtU>
- Video 4: Supporting cultural and linguistic diversity in early childhood <https://youtu.be/XWg-ZrV3wPk>

B. Language Arts Curriculum

- Supporting cultural and linguistic diversity in early childhood - <https://youtu.be/XWg-ZrV3wPk>
- Cultural Understanding - <https://youtu.be/KWuX3oOvepk>
- Cultural Influences in Children’s Play - <https://youtu.be/3lANWHxKtfc>

Abstract “For all students, a high-quality early education is critical to ensuring their long-term academic success. Early learners need to understand why people read and write in order to be motivated to excel in their own literacy development. Through active engagement in the reading process, children learn ways to use their growing knowledge and skills flexibly and in combination with all domains of development. All children can develop a strong foundation for literacy and reading development when they are given opportunities to engage in purposeful, meaningful language and early print activities. Effective early literacy instruction provides preschool children with developmentally appropriate settings, materials, experiences, and social support that encourage early forms of reading and writing to flourish and develop into conventional literacy.”

Adapted from <https://files.eric.ed.gov/fulltext/EJ1034914.pdf> by Carmen Sherry Brown

C. Oral Language Development

- Video 1: The Importance of Oral Language - https://youtu.be/Y_K_8CKjKj0
- Video 2: The Importance of Phonemic Awareness - <https://youtu.be/ONjVlgkNtRg>
- Video 3: Oral Language - <https://youtu.be/gplBn1ypBOg>
- Video 4: Phonological Awareness - https://youtu.be/LucNw_2G_FU

D. Early Literacy Development

- Video 1: Early Literacy Development - Bringing Up Baby https://youtu.be/hj_qOqOuZd8
- Video 2: The Importance of Letter Recognition - <https://youtu.be/VYiNKl8NPQl>
- Video 3: Alphabet Knowledge - <https://youtu.be/esMyG7dJu7g>
- Video 4: Labeling in Classroom - <https://youtu.be/ZQO2VlFtMZA>
- Video 5: Storybook Reading - <https://youtu.be/vDIhvnCvkRg>
- Video 6: Pencil Grip - <https://www.neuhaus.org/document.doc?id=606>

E. Emergent Writing

- Video 1: Literacy - Stages of Emergent Writing <https://youtu.be/VHJv6DH8H9c>
- Video 2: Stages of Emergent Writing <https://youtu.be/OniohA7iIDo>
- Video 3: Emergent Writing <https://youtu.be/CRpHqksGskY>

F. Bilingual Development

- Video 1: Becoming Bilingual <https://youtu.be/fHgSnEOOvro>
- Video 2: Bilingual/Dual Language Education - Families <https://youtu.be/rmMcqRiym-g>
- Video 3: A Dual Language Preschool Classroom <https://youtu.be/tHZLF9S7jNg>

G. Software Assessment Applications

“Why is confidentiality so important in childcare programs?”

Childcare programs routinely handle confidential information about enrolled children, families, and staff. Childcare programs maintain confidentiality on a “need to know” basis. This information is shared only when it is necessary. This is important especially when there are specific health and safety concerns. Maintaining confidentiality also builds trust in childcare programs. Fostering relationships with staff, children, and families is built on trust. When managing sensitive information, there is an ethical and legal responsibility to protect the privacy of individuals and families.” <https://childcare.extension.org/why-is-confidentiality-so-important-in-child-care-programs/>

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

SECTION B – Safety – Pass the safety test with 100% accuracy.

SECTION C – Fundamentals of Family Literacy – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION D – Language Arts Curriculum – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION E – Oral Language Development – Pass all assignments and exams with a minimum score of 80% or higher.

SECTION F – Early Literacy Development – Pass all assignments and exams with a minimum score of 80% or higher.

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

SECTION H – Dual Language Development – Pass all assignments and exams with a minimum score of 80% or higher.

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

SECTION J – Employability Skills and 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.

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