

Career Technical Education (CTE) Course Outline

Course Title:	Child Development: Introduction to Diversity, Equity, Inclusion
Course Number:	72-25-90
Date:	January 2025
Industry Sector:	Education, Child Development, and Family Services
Pathway:	Child Development
CBEDS Title:	Teaching Careers or Careers in Education
CBEDS Code:	4400
CalPADS	7500
Credits:	0

Hours:

Total
20

Course Description:

This competency-based course is designed as an introduction to the concepts of diversity, equity, and inclusion as they relate to child development. Instruction includes orientation, workplace safety, communication and language skills, critical thinking, and employability skills. The competencies in this course are aligned with the California High School Common Core State Standards and the California Career Technical Education Model Curriculum Standards.

Prerequisites:

None.

NOTE:

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.

A-G Approval	N/A
Methods of Instruction:	Lecture and discussion, multimedia presentations, demonstrations and participations, individualized instruction, peer teaching, role-playing, guest speakers, projects
Student Evaluation:	Summative: End of section assessments
Industry Certification:	N/A
Recommended Text:	<p>Arnold, Mary. <u>Effective Communication Techniques for Child Care</u>. Cengage Learning, 2005.</p> <p>Barrera, Isaura, et al. <u>Skill Dialogue: Strategies for Responding to Cultural Diversity in Early Childhood</u>. Paul H. Brookes Publishing Company, 2003.</p> <p>Herr, Judy, <u>Working with Young Children 9th Edition</u>, GW-Goodheart Wilcox, 2020.</p> <p>Gonzales-Mena, J. <u>Diversity in Early Care and Education: Honoring Differences, 5th Edition</u>. The McGraw-Hill Companies, 2011.</p> <p>Gonzalez-Mena, Janet. <u>Child in the Family and Community</u>. Prentice-Hall, 2011.</p> <p>Hildebrand, Verna, et al. <u>Knowing and Serving Diverse Families, 3rd Edition</u>. Prentice Hall, 2007.</p>
Link to Resource Folder	<p>https://bit.ly/ChildDevResources</p> <p>Access to resources to support inclusive, safe, and effective learning environments. They include guidance on human relations, LGBTQ support, school safety, addressing implicit bias, and educational standards for K-12 and adult learners, along with book recommendations to celebrate diversity.</p>

Approved by: Renny L. Neyra, Executive Director

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. ORIENTATION AND SOCIAL EMOTIONAL LEARNING</p> <p>Understand, apply, and describe the purpose of the course and different careers in child development.</p> <p>(2 hour)</p>	<ol style="list-style-type: none"> 1. Describe the scope and purpose of the course. 2. Describe the different careers in the <i>Education, Child Development, and Family Services Industry Sector</i>, which impacts the role of educators and educational aides. 3. Pass a Social Emotional Learning assessment. 	<p>Career Ready Practice: 1, 2, 3, 8, 10</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.5 Career Planning & Management: 3.1, 3.2, 3.4, 3.7, 3.9 Ethics & Legal Responsibilities: 8.2, 8.3 Technical Knowledge & Skills: 10.1, 10.2 Demonstration & Application: 11.2</p> <p>CTE Pathway: C1.2, C1.3, C1.4, C5.1, C5.2, C5.3, C5.4, C6.4, C9.1, C9.2, C9.3</p>
<p>B. COMMUNICATION SKILLS</p> <p>Learn how communication impacts relationships between individuals</p>	<ol style="list-style-type: none"> 1. Demonstrate utilization of conflict resolution through class activities. 2. Demonstrate utilization of positive communication skills through class activities. 3. Discuss how social constructs are impacted by religion, politics, society, etc. 	<p>Career Ready Practice: 1, 2, 4, 8, 10, 12</p> <p>CTE Anchor: Academics: 1.0</p>

<p>and how social constructs were created among marginalized communities to advocate to create more just spaces.</p> <p>(5 hours)</p>	<ol style="list-style-type: none"> 4. Identify how social constructs have led to the marginalization of the LGBTQ+ students and students of color in LAUSD today. 5. Identify how to advocate creating safe and equitable spaces for students. 6. Discuss how social constructs lead to bullying of “other” marginalized communities. 	<p>Communications: 2.2, 2.3, 2.4, 2.5</p> <p>Technology: 4.2, 4.3, 4.4, 4.6</p> <p>Ethics & Legal Responsibilities: 8.3, 8.5</p> <p>Technical Knowledge & Skills: 10.5, 10.8, 10.14, 10.16, 10.17</p> <p>CTE Pathway: C9.1, C9.2, C9.3</p>
<p>C. LANGUAGE SKILLS</p> <p>Understand how language can impact and improve society.</p>	<ol style="list-style-type: none"> 1. Define “Sexual Orientation Gender Identity and Expression” (SOGIE). 2. Define bullying. 3. Discuss the difference between bullying and teasing. 4. Define implicit bias. 5. Discuss differences between racism and implicit bias. 6. Analyze how language affects communication in our society. 	<p>Career Ready Practice: 1, 2, 4, 5</p> <p>CTE Anchor: Academics: 1.0</p> <p>Communications: 2.2, 2.3</p> <p>Technology: 4.3, 4.4, 4.6</p> <p>Problem Solving & Critical Thinking: 5.1, 5.2, 5.3, 5.4</p> <p>Technical Knowledge & Skills: 10.5, 10.13, 10.14, 10.16, 10.17</p> <p>CTE Pathway: C5.1, C5.2, C5.3, C6.1, C6.3, C6.5,</p>

(5 hours)		C7.6, C9.1, C9.2, C9.3, C11.4
<p>D. CRITICAL THINKING</p> <p>Learn how to analyze information for better understanding and decision-making.</p>	<ol style="list-style-type: none"> 1. Explain, in writing an understanding of how to implement each of the following modules (one page minimum per module): <ol style="list-style-type: none"> a. safe spaces b. positive communication c. SOGIE d. implicit bias e. bullying 	<p>Career Ready Practice: 1, 2, 4, 5</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.3, 2.5 Technology: 4.3, 4.4 Problem Solving & Critical Thinking: 5.1, 5.2, 5.3, 5.4</p> <p>CTE Pathway: C7.6</p>
<p>E. EMPLOYABILITY SKILLS</p> <p>Understand, apply, and evaluate the employability skills required in Education.</p>	<ol style="list-style-type: none"> 1. Develop a career plan that reflects career interests, pathways, and postsecondary options. 2. Identify potential employers and required qualifications through traditional and internet sources. 3. Evaluate personal character traits such as integrity, respect, professionalism, responsibility, and understanding the impact they can have on career success. 4. Describe soft skills to include the following: <ol style="list-style-type: none"> a. punctuality b. attendance c. attitude toward work d. quality of work e. teamwork f. responsibility g. timeliness h. communication skills 	<p>Career Ready Practice: 1, 2, 3, 4, 5, 7, 9, 10</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.4, 2.5 Career Planning & Management: 3.2, 3.3, 3.4, 3.5, 3.8, 3.9 Technology: 4.3, 4.5 Problem Solving & Critical Thinking:</p>

(3 hours)	<p>5. Identify potential paid and volunteer opportunities at LAUSD.</p> <p>6. Describe the importance of the continuous upgrading of career skills.</p>	<p>5.1, 5.2, 5.3, 5.4 Responsibility & Flexibility: 7.7 Leadership & Teamwork: 9.1, 9.2, 9.3 Demonstration & Application: 11.2</p> <p>CTE Pathway: C1.2, C3.3</p>
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ACKNOWLEDGEMENTS

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Ana Martinez, Irma Cuevas, Janise Escobar, and Talia Guppy