

Careers in Child Development 2

COURSE OUTLINE - UC

DESCRIPTION:

Careers in Child Development 2 is a capstone course in the Child Development pathway and designed to provide theoretical knowledge and technical skills in the development, teaching, guidance, and evaluation of children. Students will acquire research and writing skills by exploring topics such as curriculum planning, classroom management, effective teaching practices and positive guidance. This course will prepare students for careers and postsecondary education in child development by integrating project-based and work-based learning activities that connect students to industry and the local community.

INFORMATION:

PRE-REQUISITE:	Careers in Child Development
CC/CTE:	Negative TB Test and Fingerprint Clearance (age 18+)
LENGTH:	One Year
SECTOR:	Education, Child Development and Family Services
PATHWAY:	Child Development
ARTICULATED:	No
UC A-G APPROVAL:	Yes: College-Preparatory Elective (G) / History / Social Science
GRADE LEVELS:	11, 12

O*NET SOC CODES:

25-2011.00	Preschool Teacher
39-9011.00	Childcare Workers
25-9042.00	Teaching Assistants
11-9031.00	Education and Childcare Administrators, Preschool and Daycare.

Orientation
<ul style="list-style-type: none"> A. Introduce the course and facilities. B. Discuss the syllabus and major objectives. C. Explain applicable classroom management procedures, the ROP Student Rules of Conduct, and any operational guidelines. D. Review instructor/student expectations. E. Explain enrollment and attendance requirements and procedures. F. Review grading and student evaluation procedures. G. Discuss the community classroom aspect of the program if applicable. H. Discuss the “next steps” related to additional education, training, and employment. I. Review classroom safety, emergency and disaster procedures.
1. Communication Skills
<ul style="list-style-type: none"> A. Demonstrate positive verbal communication skills using appropriate vocabulary, demeanor, and vocal tone in the classroom and/or worksite. B. Read and interpret written information and directions. C. Practice various forms of written communication appropriate to the occupation. D. Practice positive body language skills. E. Practice professional verbal skills for resolving a conflict. F. Demonstrate active listening skills including techniques for checking for understanding, and for obtaining clarification of directions.
2. Interpersonal Skills
<ul style="list-style-type: none"> A. Demonstrate positive teamwork skills by contributing to a group effort. B. Practice the importance of diversity awareness and sensitivity in the workplace. C. Define sexual harassment in the workplace and identify the employee’s role and responsibility. D. Practice participation skills. E. Identify different personality types and strategies for working effectively with each type. F. Practice business and social etiquette skills appropriate to the occupation. G. Discuss the role of business and personal ethics in the decision-making process.

- H. Evaluate various job-related scenarios and justify decisions based on ethics.
- I. Demonstrate flexibility and adaptability in working with others.
- J. Demonstrate the use of time management skills.

3. Employability Skills

- A. Demonstrate appropriate attendance and punctuality practices for the classroom and worksite if applicable.
- B. Prepare a resume, cover letter, and job application forms.
- C. Demonstrate interviewing techniques using appropriate tone and body language.
- D. Demonstrate appropriate dress and grooming standards in seeking employment and for the workplace.
- E. Identify strategies for employment retention.
- F. Analyze the impact of social networking on employability.
- G. Identify the need for continuing education, professional development, and professional growth in chosen field.
- H. Identify appropriate procedures for leaving a job.
- I. Identify sources of job information, including electronic sources.
- J. Review company policies and current trends in employee compatibility screening, drug screening, and background checks.

4. Leadership

- A. Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.
- B. Work with peers to promote divergent and creative perspectives.
- C. Demonstrate how to organize and structure work, individually and in teams, for effective performance and the attainment of goals.
- D. Explain multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
- E. Employ ethical behaviors and actions that positively influence others.
- F. Use a variety of means to positively impact the direction and actions of a team or organization.
- G. Analyze the short-term and long-term effects a leader's actions and attitudes can have on productivity, morale, and organizational culture.

5. Personal and Occupational Safety

- A. Demonstrate procedures to be followed in the case of emergencies.
- B. Discuss ways to report a potential safety hazard to an administrator.
- C. Identify and discuss cyber ethics, cyber safety, and cyber security.
- D. Apply personal safety practices to and from the job.
- E. Describe the procedure for reporting a work-related hazard or injury.
- F. Recognize the effects of substance abuse in the workplace.
- G. Recognize good housekeeping as a safety issue.
- H. Identify safety hazards commonly found in the workplace.

- I. Define and discuss ergonomics in relationship to the working environment.
- J. Discuss the electrical hazards of working with electronic equipment.

6. Health and Safety of Environment

- A. Research safety policies and guidelines for classrooms.
- B. Explore the importance of organized indoor and outdoor activities.
- C. Identify guidelines for safety on the playground.
- D. Develop an awareness of environmental hazards or dangers.
- E. Identify steps to perform universal precautions for disease prevention and infection control.
- F. Examine the benefits of an activity area.
- G. Select age appropriate toys, materials, play equipment, and furniture.
- H. Explore earthquake and fire safety procedures, and lockdown drills.
- I. Recognize child abuse including physical, emotional, neglect and sexual abuse.
- J. Identify the steps for reporting child abuse.

7. Positive Guidance and Discipline

- A. Identify developmental stages of children with and without special needs.
- B. Describe goals of positive guidance techniques for developmental stages.
- C. Explore causes and patterns of behavior problems.
- D. Demonstrate consequences and solutions for behavior problems.
- E. Differentiate between principles of direct and indirect guidance.
- F. Apply guidance skills, explore the challenges, and seek guidance assistance from supervisors and co-workers.
- G. Plan and implement balanced daily routines for high-quality programs.
- H. Explore concepts and management of non-routine behavior including behavior from trauma.
- I. Demonstrate group time techniques, activities and exercises.

8. Positive Interaction and Learning

- A. Examine the concept of Self-Image, Self-Esteem, Independence, Self-control, respect for self and others.
- B. Differentiate the concepts of positive Self-Image from positive Self-Esteem.
- C. Illustrate how children develop Self-Image and Self-Esteem, Independence, Self-control, respect for self and others.
- D. Practice positive parent-teacher conversations.
- E. Outline major learning theories of Erikson, Piaget, Vygotsky, Skinner and Gardner.

- F. Develop techniques for motivating learners including words of encouragement, child-friendly reminders, and self-evaluation.
- G. Describe elements of effective learning environments.
- H. Evaluate personal learning styles.
- I. Examine how family dynamics and culture impact interaction and learning.

9. Teaching and Curriculum

- A. Identify and explain components of developmentally appropriate curriculum.
- B. Design and implement lesson plans to include curriculum area, purpose, objectives, introduction/motivation, open-ended questions, positive words, materials and supplies, child-friendly directions, and self-evaluation.
- C. Create lessons based on themes.
- D. Research teaching strategies for various curricular and content areas.
- E. Describe benefits of developmentally appropriate play-based activities.
- F. Select play-based teaching materials and resources for curriculum.
- G. Create play-based activities for curriculum.
- H. Implement indoor/outdoor, quiet/active, and/or individual/small or large group activities.
- I. Implement large muscle/small muscle and/or child initiated/staff initiated activities.
- J. Examine and incorporate common core content standards.
- K. Practice child-friendly language and checking for understanding

10. Early Childhood Programs

- A. Evaluate types of early childhood programs.
- B. Research philosophy and accreditation of types of early childhood programs.
- C. Explore the advantages and disadvantages.
- D. Assess distinctive services offered by each early childhood program.
- E. Determine funding sources.
- F. Compare and contrast indicators of quality versus non-quality programs.

11. Child Day Care Act, California Health and Safety Code Section 1597.055 (Title 22 of the California Code of Regulations)

- A. Childcare Aide
- B. Provisional Teachers*

* Successfully completion of a minimum of 95 hours of classroom instruction and a minimum of 150 hours of supervised field experience in a licensed daycare center (<http://www.otcdkids.com/OTCDStaffingRatios2009.pdf>)

12. Portfolio Design

- A. Develop personal marketing and computer skills by refining your digital portfolio for post-secondary and employment acceptance.
- B. Compile best samples of original works and documents for a variety of purposes, which shows a progression in the acquisition of knowledge and/or skills.
- C. Demonstrate knowledge of competencies through journaling or summary of selected works or documents.
- D. Revise professional resume and cover letter to align with skills and objective statements of the relevant industry.
- E. Dress professionally and practice interviewing techniques using portfolio materials.
- F. Assemble industry and employability documents (resume, cover letter, certifications, recommendation letters, etc.).
- G. Create a “leave behind” book or folder.
- H. Display portfolio materials during a fair, community event, competition, or professional panel review.
- I. Evaluate and utilize feedback to improve portfolio.

Key Assignments

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
1. Students will participate in mock interviews that represent current industry practices (e.g., skills demonstrations, resumes, applications, portfolios, personal websites, etc.).	1A, B, D 3B, C, D, I, J 12	2 3 4 10	2 3 4 10		LS 11-12.6 SLS 11-12.2
2. Create and design a preschool classroom with eight age-appropriate activity centers, and include age-appropriate toys, equipment, and learning materials in each of the eight centers.	1B 5G, H 6D, E, F, G	1 2 5 10 12	2 4 5	A7.0 A11.0	LS 11-12.6
3. Students will analyze a video of children interacting in a classroom. In groups, students will role-play the problems and positive guidance techniques/solutions for managing the children's behavior. And, each student will write a 3-5 page reflection paper on the process the group used to identify the problems and solutions.	1A, B, C 4B, C, F 7A-I	1 2 4 5	2 4 5	A6	LS 11-12.6 WS 11-12.4
4. Students will create lesson plans based on a thematic unit and present one lesson to classmates using a variety of teaching techniques and instructional materials.	1A, B, C, D, F 2B, E, I, J 9A-K	1 2 4 5 10	2 4 5	A8.0 A11.0	LS 11-12.6 WS 11-12.4

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
<p>5. In teams, students will design a multimedia presentation or poster that shows one of the following: 1) positive guidance techniques for toddlers, preschoolers, school age children, or 2) ways to help children develop positive self-image and self-esteem, or 3) ways to manage the environment for children to increase independence or self-control, or 4) solutions for behavior problems, or 5) importance of positive staff-parent relationship.</p>	<p>1B, C 2B, E, I 4B, C, F 8A-H</p>	<p>1 2 4 8 9 10</p>	<p>2 4 5</p>	<p>A5.0 A7.0</p>	<p>LS 11-12.6 WS 11-12.6</p>
<p>6. In groups, students will conduct interviews, research and analyze materials to create their own early childhood program from any category (Family Childcare Home, Child Care Center, Montessori School, Head Start, State Preschool Kindergarten, Transitional Kindergarten, Laboratory School, Parent Cooperatives, and Religious Child Care Center) and present a brochure of its philosophy, curriculum, costs, and criteria for attendance, services offered, advantages and disadvantages of the program.</p> <p>Teams will present their findings for the brochure to the class and debate why their program is the best by arguing the advantages and disadvantages of the program.</p>	<p>1A, B, C, D, F 2B, C, E, F 10A-F</p>	<p>1 2 4 8 9 10 11</p>	<p>2 4 5 6</p>	<p>A1.0 A3.0</p>	<p>LS 11-12.6 SLS 11-12.1 SLS 11-12.1d SLS 11-12.2 WS 11-12.6 WHSST 11-12.8</p>
<p>7. Students will write a paper comparing and contrasting the theories of Piaget and Vygotsky or Piaget and Skinner. Students will address how the theories are similar or different.</p>	<p>1B, C 8E</p>	<p>1 2 4 5 11</p>	<p>2 4 5</p>	<p>A8.0 A11</p>	<p>LS 11-12.6 RSIT 11-12.3 WS 11-12.4 WHSST 11-12.8</p>

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
8. Students will write a 3-5 page essay describing the importance of learning styles in curriculum development. Students will include a reflection on learning styles and how that has affected their learning.	1B, C 8G, H 9A, D	1 2 4 5 11	2 4 5	A7.0 A8.0 A11.0	LS 11-12.6 WS 11-12.6
9. Students will participate in Community Classroom and successfully complete 95 hours of classroom instruction.	1-11	1-5 8-10 12	2 3 4 5	A1.0-A12.0	LS 11-12.6 RSIT 11-12.3 SLS 11-12.1 SLS 11-12.1d SLS 11-12.2 WS 11-12.6 WHSST 11-12.8
10. Students will complete 150 hours of supervised field experience in a licensed daycare center.	1A, C, D, F 3A, C, D, G, H, J 4 A, B, D, G, H, J 11A, B	2 3 10	2 3	A3.0 A10.0	LS 11-12.6 SLS 11-12.2

Standards Assessed in this Program

Career Ready Practices

1. Apply appropriate technical skills and academic knowledge.
2. Communicate clearly, effectively, and with reason.
3. Develop an education and career plan aligned to personal goals.
4. Apply technology to enhance productivity.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
6. Practice personal health and understand financial well-being.
7. Act as a responsible citizen in the workplace and the community.
8. Model integrity, ethical leadership, and effective management.
9. Work productively in teams while integrating cultural/global competence.
10. Demonstrate creativity and innovation.
11. Employ valid and reliable research strategies.
12. Understand the environmental, social, and economic impacts of decisions.

Anchor Standards

2.0 Communications

- Acquire and use accurately 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 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 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 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 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.

10.0 Technical Knowledge and Skills

- Apply essential technical knowledge and skills common to all pathways in the sector following procedures when carrying out experiments or performing technical tasks.

Pathway Standards

Education, Child Development, and Family Services - Child Development Pathway

- A1.0 Recognize the essential aspects of the early childhood education, childcare, and development industry and the industry's role in state and local economies.**
- A2.0 Identify and apply operational procedures and organizational policies at various early childhood education, childcare, and development facilities.**
- A3.0 Summarize childcare and development standards, licensing, regulations, and codes, including California Code of Regulations Title 5 and Title 22.**
- A4.0 Apply critical safety, emergency, and disaster procedures at the work site.**
- A5.0 Explain important elements of a child's physical, intellectual, emotional, and social growth and development**
- A6.0 Employ the principles of positive interactions, guidance, and discipline in the workplace.**
- A7.0 Compare and apply the essential components of an effective learning environment for the early childhood classroom.**
- A8.0 Select and apply developmentally appropriate practices for curriculum development.**
- A9.0 Practice the principles and practices of good nutrition, health, and safety for infants and children**
- A10.0 Communicate and interact effectively with families and communities.**
- A11.0 Identify teaching materials and resources that enhance classroom instruction and indoor and outdoor learning in early childhood education, childcare, and development programs.**
- A12.0 Illustrate how to support the learning process in an assisting role.**

Common Core State Standards

ENGLISH LANGUAGE ARTS

Language Standards

- LS 11-12.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- LS 11-12.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- LS 11-12.3:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style,

and to comprehend more fully when reading or listening.

LS11-12.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading Standards for Informational Text

RSIT 11-12.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Speaking and Listening Standards

SLS 11-12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions, and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SLS 11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SLS 11-12.1d: Respond thoughtfully to diverse perspectives, synthesize comments, claims and evidence made on all sides of an issue, resolve contradictions when possible, and determine what additional information or research is required to deepen the investigation or complete the work.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

WHSST 11-12.1A: Write arguments focused on discipline-specific content.

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

WHSST 11-12.1B

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

WHSST 11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Writing Standards

WS 11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study or analogy).
- d. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the

relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the argument presented.

WS 11-12.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings, graphics (e.g., figures, tables, and multimedia when useful to aiding comprehension).
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topics.
- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from the supports the information or explanation presented (e.g., articulating implications or the significance of the topics).

WS 11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WS 11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback including new arguments and information.

WS 11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.