

# Careers in Child Development 1

## COURSE OUTLINE – UC

### **DESCRIPTION:**

Careers in Child Development provides students with specific training for occupations such as a pre-school teacher, infant teacher, before and after school care teacher, family day care provider, foster care parent, teacher aide, camp counselor and recreation aide. Instruction includes child growth and development, nutrition, child health and safety, positive discipline, curriculum and lesson plans and laws and regulations relating to childcare services. Activities in this course include work-based learning that connects students to industry and the local community.

### **INFORMATION:**

PRE-REQUISITE: CC/CTE Participants (Negative TB Test and Fingerprint Clearance, Age 18+)

LENGTH: One Year

SECTOR: Education, Child Development, & Family Services

PATHWAY: Child Development

ARTICULATED: Yes

UC A-G APPROVAL: Yes: College-Preparatory Elective (G) – History/Social Science Requirement

### **O\*NET SOC CODES:**

25-2011.00 Preschool Teachers

39-9011.00 Childcare Workers

25-9042.00 Teaching Assistants

11-9031.00 Education and Childcare Administrators, Preschool and Daycare.

<p><b>Orientation</b></p> <ul style="list-style-type: none"> <li>A. Introduce the course and facilities.</li> <li>B. Discuss the syllabus and major objectives.</li> <li>C. Explain applicable classroom management procedures, and any operational guidelines.</li> <li>D. Review instructor/student expectations.</li> <li>E. Explain attendance requirements and procedures.</li> <li>F. Review grading and student evaluation procedures.</li> <li>G. Discuss the work-based learning aspect of the program, if applicable.</li> <li>H. Discuss the “next steps” related to additional education, training, and employment.</li> <li>I. Review classroom safety, emergency and disaster procedures.</li> </ul>
<p><b>1. Communication Skills</b></p> <ul style="list-style-type: none"> <li>A. Demonstrate positive verbal communication skills using appropriate vocabulary, demeanor, and vocal tone in the classroom and/or worksite.</li> <li>B. Read and interpret written information and directions.</li> <li>C. Practice various forms of written communication appropriate to the occupation.</li> <li>D. Practice positive body language skills.</li> <li>E. Practice professional verbal skills for resolving a conflict.</li> <li>F. Demonstrate active listening skills including techniques for checking for understanding, and for obtaining clarification of directions.</li> </ul>
<p><b>2. Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>A. Demonstrate positive teamwork skills by contributing to a group effort.</li> <li>B. Practice the importance of diversity awareness and sensitivity in the workplace.</li> <li>C. Define sexual harassment in the workplace and identify the employee’s role and responsibility.</li> <li>D. Practice participation skills.</li> <li>E. Identify different personality types and demonstrate flexibility and adaptability working with diverse individuals.</li> <li>F. Practice business and social etiquette skills appropriate to the occupation.</li> <li>G. Evaluate and discuss the role of business and personal ethics in decision making based on various job-related scenarios.</li> <li>H. Demonstrate the use of time management skills.</li> </ul>
<p><b>3. Employability Skills</b></p> <ul style="list-style-type: none"> <li>A. Demonstrate appropriate attendance and punctuality practices for the classroom (and worksite, if applicable).</li> <li>B. Prepare a resume, cover letter, and job application.</li> </ul>

- C. Demonstrate interviewing techniques in seeking employment, using appropriate tone, body language and professional dress and grooming standards.
- D. Identify strategies for employment retention.
- E. Identify and analyze sources of job information, including electronic sources and the impact of social networking on employability.
- F. Identify the need for continuing education, professional development, and professional growth in chosen field.
- G. Identify appropriate procedures for leaving a job.
- H. 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. 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 case of emergencies.
- B. Describe and discuss the procedure for reporting a work-related hazard or injury (worker's comp), including ways to report a potential safety hazard to a supervisor.
- C. Identify and discuss cyber ethics, cyber safety, and cyber security.
- D. Apply personal safety practices to and from the job.
- E. Recognize the effects of substance abuse in the workplace.
- F. Explain the importance of CAL-OSHA in the industry.
- G. Define and discuss ergonomics in relationship to working in a childcare environment.
- H. Discuss the electrical hazards of working with electronic equipment.

#### 6. Foundations of Early Childhood Education

- A. Compare and contrast contributions to the formation of early childhood education during the 20th century.
- B. Identify the contributions made to early childhood education by each of the following: Jean Jacques Rousseau, Johann Petalozzi, Friedrich Froebel, Maria Montessori, Arnold Gessell, Noam Chomsky, and Albert Bandura.
- C. Compare and contrast the contributions to early childhood education by each of the following theorists: Erik Erikson, Jean Piaget, B.F. Skinner, Lev Vygotsky, and Rudolph Dreikurs.

**7. Career Opportunities in Child Development**

- A. Identify education requirements and advanced training opportunities necessary for pursuing career options.
- B. Identify personal characteristics necessary for success in the field.
- C. Identify the permit requirement difference between Title IV and Title 22 facilities.
- D. Identify and describe employment opportunities in the childcare field.
- E. Describe factors involved in career decision- making.
- F. Identify job skills transferable to related occupations.
- G. Recognize employee rights and responsibilities.
- H. Describe typical fringe benefits associated with the career.
- I. Identify opportunities for advancement in the field.
- J. Describe the elements of a typical performance evaluation.
- K. Identify different types and purposes of early childhood programs.

**8. Licensing Requirements, Policies and Procedures**

- A. Compare and contrast differences between goals of infant and childcare facilities.
- B. List and explain requirements for employment (licensing, certifications, etc.).
- C. Describe the requirements of the Americans with Disabilities Act, including Title 22.
- D. Outline the steps required to establish a childcare center, including Penal Code 11166.
- E. Recite child abuse reporting requirements and list indicators of abuse or neglect.
- F. Locate and research State Licensing Standards.
- G. Identify issues and legislation relating to the childcare industry.
- H. Describe the impact and consequences of lack of supervision for the staff member, site supervisor, and center.
- I. Discuss confidentiality related to children's records.
- J. Discuss Personal Rights applicable to Child Care centers (Title 22, Section 101223).
- K. Define ECERS-3/ITERS-3 accountability standards.

**9. Growth and Development of the Infant and Young Child**

- A. Identify and compare the developmental stages (physical, social, emotional, intellectual, and language) of prenatal/newborns.
- B. Identify and compare the developmental stages (physical, social, emotional, intellectual, and language) of infant/toddlers.
- C. Identify and compare the developmental stages (physical, social, emotional, intellectual, and language) of preschoolers.
- D. Identify and compare the developmental stages (physical, social, emotional, intellectual, and language) of school-age children.
- E. Distinguish the characteristics of exceptional children.

<b>10. The Learning Environment</b>
<ul style="list-style-type: none"><li>A. Explain how environmental influences affect development.</li><li>B. Plan an appropriate physical setting for infant/toddlers.</li><li>C. Plan an appropriate physical setting for preschoolers.</li><li>D. Plan an appropriate physical setting for school-age children.</li><li>E. Describe how to meet the needs of prenatal/newborns.</li><li>F. Describe how to meet the needs of toddlers.</li><li>G. Describe how to meet the needs of preschoolers.</li><li>H. Describe how to meet the needs of school-age children.</li><li>I. Explain the importance of creating routines.</li><li>J. Demonstrate methods of creating transition periods.</li><li>K. Describe an effective learning environment.</li><li>L. Create an enrichment program.</li><li>M. Explain continuity of care.</li></ul>
<b>11. Guidance of the Young Child</b>
<ul style="list-style-type: none"><li>A. Describe discipline techniques appropriate to all stages of development.</li><li>B. Identify conflict resolution strategies.</li><li>C. Compare and contrast various types of guidance and positive behavior techniques.</li><li>D. Explain self-help routines and how they can build self-esteem.</li></ul>
<b>12. Curriculum Development</b>
<ul style="list-style-type: none"><li>A. Create and plan age-appropriate lessons and activities for children.</li><li>B. Identify the importance of anti-bias education and techniques.</li><li>C. Describe the process of planning a lesson.</li><li>D. Identify learning outcomes of lesson plans and activities.</li><li>E. Identify common age-appropriate assessment tools.</li></ul>
<b>13. Teaching Strategies</b>
<ul style="list-style-type: none"><li>A. Demonstrate age-appropriate teaching techniques.</li><li>B. Identify and choose appropriate teaching aids and equipment.</li><li>C. Plan and create effective bulletin board displays.</li><li>D. Demonstrate age-appropriate tutoring skills for school-age children.</li></ul>

<b>14. Health, Safety and Nutrition</b>
<ul style="list-style-type: none"> <li>A. Describe the basic hygiene needs of children.</li> <li>B. Identify common illnesses of children.</li> <li>C. Demonstrate proper hand washing and sanitation procedures.</li> <li>D. Describe the nutritional requirements of children.</li> <li>E. Make recommendations about nutritious menus and snacks covering nutrition and portion size according to current nutritional guidelines.</li> <li>F. Describe procedures for reporting injury or symptoms of illness.</li> <li>G. Identify health and safety practices in infant and childcare centers.</li> <li>H. Identify process for obtaining CPR and first aid certification.</li> <li>I. Identify equipment used by children with disabilities.</li> <li>J. Describe an appropriate mealtime environment.</li> <li>K. Describe Universal Precautions.</li> </ul>
<b>15. Parent/Community Dynamics</b>
<ul style="list-style-type: none"> <li>A. Identify the importance of multicultural diversity and sensitivity.</li> <li>B. Describe the parents'/guardians' role in enriching the learning environment.</li> <li>C. Describe the needs of multi-generational caregivers.</li> <li>D. Read parent/site informational materials on various topics (e.g., flu prevention, accident prevention, cyber safety, etc.).</li> <li>E. Practice positive communication techniques for communicating with parents.</li> <li>F. Identify issues regarding economic, cultural, physical, age, and gender diversity.</li> <li>G. Identify the childcare providers' role as a resource for parents and the community.</li> <li>H. Communicate solutions for inappropriate child behavior to parents.</li> </ul>
<b>16. Mandated Reporter Responsibilities</b>
<ul style="list-style-type: none"> <li>A. Define what a Mandated Reporter is and explain the legal responsibilities of Mandated Reporters under California Penal Code 11165.7.</li> <li>B. Identify the categories of child abuse and neglect that Mandated Reporters are required to report, including: physical, sexual and emotional abuse, neglect, exploitation, cruel and unjustifiable punishment, and suspicious death.</li> <li>C. Describe the signs and behavioral indicators of possible abuse and neglect across different age groups.</li> <li>D. Demonstrate the proper procedures for making a mandated report, including: completing a Suspected Child Abuse Report (SCAR), notifying child protective agency and understanding timeframes for verbal and written reports.</li> </ul>
<b>17. Child Day Care Act, Section 1597.055 (Title 22)</b>
<ul style="list-style-type: none"> <li>A. Successfully complete a minimum of 95 hours of classroom instruction and a minimum of 150 hours of supervised field experience in a licensed daycare center.</li> </ul>

**18. Portfolio**

- A. Create a professional digital portfolio reflecting employability skills in the relevant industry to include an “About Me” page.
- B. Collect original works and documents that demonstrate technical skills and knowledge in the industry.
- C. Demonstrate knowledge of competencies by accompanying each selected document or work with a journal entry or summary.
- D. Write a brief resume and cover letter to be included in portfolio.
- E. Develop interviewing techniques using portfolio materials.
- F. Display portfolio materials for critique by a professional panel (industry partners and classmates).
- G. Gather feedback and update 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-D 2B, D, E-G 3A-C, E, F, H 4A, D 7A-K 10 18A-G	1 2 3 4 7 10 11	2 3 4 7 10		LS 11-12.6 SLS 11-12.2 WS 11-12.2
2. Working from the premise that the image and treatment of children have been shaped by the needs of the times and by influential thinkers, students will debate how children are viewed and treated at this point in history.	1A, D 2A, B, D, F 4B, C, E, F 6A-C 15A, F	1 2 5 8 9 10 11 12	2 5 8 9 10	A1.0 A2.0 A5.0 A10.0	LS 11-12.1 LS 11-12.2 LS 11-12.3 LS 11-12.6 WS 11-12.1 WS 11-12.7
3. Students will create and present five age-appropriate lesson plans using appropriate teaching technique, aids and equipment.	1A, B, D, F 2D, F, H 4B, E, F 9A-E 10A-M, 12A, C, D 13A, B 15A, F	1 2 4 5 8 9 10 11	2 4 5 8 9 10	A5.0 A7.0 A8.0 A11.0	LS 11-12.1 LS 11-12.2 LS 11-12.3 LS 11-12.7
4. Students will be given various scenarios of child misbehavior. The	1A, B, D, F	1	2	A2.0	LS 11-12.1 LS 11-12.2

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
students will analyze each scenario and write a summary identifying the appropriate positive discipline techniques. Student summaries will be reviewed and discussed by classmates in a group setting.	2D, F 4B, C, E, F 11A-D	2 4 5 10 11 12	4 5 10	A5.0 A6.0 A10.0	
5. Students will create and present activities for toddlers/preschoolers based on developmentally appropriate guidelines addressing all developmental areas.	1A, B, D, F 2D, F 4B, C, E, F 9A-E 10A-E, J-M 11A-D 12A-E 13A-D 15A, F	1 2 4 5 6 9 10 11	2 4 5 6 9 10	A5.0 A6.0 A8.0 A11.0 A12.0	LS 11-12.1 LS 11-12.2
6. Students will write an essay describing their perceptions of the child-rearing methods used by adults in their life. Students will include a reflection on how their growing-up experiences have affected their views and attitudes towards young children from diverse backgrounds.	1A-C 2D, F, H 11A-D 15A-C, E-H	1 2 4 10 11 12	2 4 10	A1.0 A2.0 A5.0 A6.0 A10.0	LS 11-12.1 LS 11-12.2 RSIT 11-12.3 WS 11-12.4
7. In teams, students will produce a multimedia presentation on the stages of development from birth through preschool.	1A-D 2A, D, F, H 4B, C, E, F 9A-E 10F-H	1 2 4 7 9 10	2 4 7 9 10	A5.0 A6.0 A7.0 A8.0	LS 11-12.1 LS 11-12.2 WS 11-12.2 WS 11-12.7

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
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<p>8. Students will review, analyze and discuss real-life child case studies or scenarios to identify when a report is required by a mandated reporter.</p>	<p>1A-D 2D, F, H 4B, C, E, F 5A, D 16A-D</p>	<p>1 2 4 5 7 8 9 11 12</p>	<p>2 4 5 7 8 9 10</p>	<p>A2.0 A3.0 A4.0 A5.0 A12.0</p>	<p>LS 11-12.1 LS 11-12.2 SLS 11-12.1 SLS 11-12.1d WS 11-12.2 WS 11-12.7</p>
<p>9. Students will create a model childcare center, identifying how the developmental and learning needs of their clientele would be met in all areas of the center according to licensing regulations.</p> <p>Students will also create a safety poster for the center and an informational piece (brochure, flyer, etc.) for families detailing the services available to them. Finished projects will be made available to local community daycare centers electronically.</p>	<p>1A-D 2A, D, F, H 4B, C, E, F 5D 8A-K 9A-E 10A-M 11A-D 14A-K 15A-H 17A</p>	<p>1 2 4 5 7 8 9 10 11 12</p>	<p>2 4 5 7 8 9 10</p>	<p>A1.0 A2.0 A3.0 A4.0 A5.0 A6.0 A7.0 A8.0 A10.0 A11.0 A12.0</p>	<p>LS 11-12.1 LS 11-12.2 WS 11-12.2 WS 11-12.6 WHSST 11-12.8</p>

## 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 11-12.6:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the (career and college) readiness level, demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- 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.

**LS 11-12.6:** 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 11-12.8:** 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:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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

**WS 11-12.7:** 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.