Careers in Child Development

Course Outline

COURSE DESCRIPTION

Careers in Child Development provides students with specific training for occupations 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 child care services. Activities in this course include work-based learning that connects students to industry and the local community. Laboratory experience working with children is an optional component of this course. Students can successfully become employed as provisional teachers under Title 22. Students will have the opportunity to participate in work based learning/Community Classroom

COURSE CODES

ROP:	BUSD:	HLPUSD:	RUSD:

COURSE INFORMATION

Sequence	Introductory	**Articulation**	
Prerequisites	None	**A-G Approval**	G- History/Social Science
Course Length	Classroom = 180	**CTSO's**	Educators Rising
	Community Classroom = 150		
	Total = 330		
Board Approval	06/17/08	**Certifications**	
Advisory Date	11/30/15		

Education, Child Development, & Family Services

Industry Sector	Education, Child Development, & Family Services	**Occupations by Level of Education**	
Career Pathway	Child Development	**High School**	39-9011.00 - Childcare Workers
CBED Title & Code	Careers in Child Development - 4400	**Postsecondary:** Certification and/or AA Degree	25-9041.00 - Teacher Assistants
US Department of Education (USDOE) Career Cluster)	Human Services	**College University** Bachelor's Degree or Higher	25-2000 - Primary, Secondary, and Special Education School Teachers
			11-9031.00 - Education Administrators, Preschool and Childcare Center/Program

COURSE OUTLINE

Unit 1 - Employability Skills

1.0   Career Preparation
- A. Define professionalism, including punctual attendance, positive attitude, responsibility, initiative, honesty, and respect for others.
- B. Identify appropriate characteristics, attitude, and appearance.
- C. Describe the importance of prioritizing tasks and meeting deadlines.
- D. Display determination, enthusiasm, and commitment.

1.1   Understanding principles of effective interpersonal skills, including group dynamics, conflict resolution, and negotiation.
- A. Use teamwork.
- B. Explain laws dealing with sexual harassment in the workplace.

1.2   Understand the importance of good academic skills.
- A. Recognize the importance of good reading, writing, and math skills.
- B. Apply estimation, measurement, and calculations skills on the job.
- C. Read, write, give, and follow instructions.
- D. Apply critical thinking and problem-solving skills in workplace situations.
- E. Identify math skills and demonstrate skill accuracy in measurements.

1.3   Understand principles of effective communication.
- A. Communicate effectively orally and in writing.
- B. Identify non-verbal communication techniques.

1.4   Understand occupational safety issues and observe safety rules.
- A. Identify job site hazards.
- B. Describe a safe work environment.
- C. Demonstrate safe use of tools and equipment.

1.5   Understand career paths and strategies of obtaining employment.
- A. Identify career paths and further training.
- B. Apply effective job search skills, including locating employment information. Fill out application forms completely and correctly.
- C. Prepare a resume and identify effective interviewing techniques by participating in a mock interview.

1.6   Understand and adapt to changing technology.
- A. Uses and maintains equipment appropriately.
- B. Explain the importance of lifelong learning in adapting to changing technology.

COURSE OUTLINE

Unit 2 – Introduction to Careers 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 child care 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.

Unit 3 - Licensing Requirements, Policies and Procedures

A. Compare and contrast differences between goals of infant and child care 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 child care 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 child care 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 ECRS-R/ITRS-R accountability standards.

Unit 4 - Foundations of Early Childhood Education

A. Identify 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.

COURSE OUTLINE

Unit 5 - 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. Identify and compare the developmental stages (physical, social, emotional, intellectual, and language) of adolescents.
F. Distinguish the characteristics of exceptional children.

Unit 6 - The Learning Environment

A. Explain how environmental influences affect development.
B. Plan an appropriate physical setting for infant/toddlers.
C. Plan an appropriate physical setting for preschoolers.
D. Plan an appropriate physical setting for school-age children.
E. Describe how to meet the needs of prenatal/newborns.
F. Describe how to meet the needs of toddlers.
G. Describe how to meet the needs of preschoolers.
H. Describe how to meet the needs of school-age children.
I. Explain the importance of creating routines.
J. Demonstrate methods of creating transition periods.
K. Describe an effective learning environment.
L. Create an enrichment program.
M. Explain continuity of care.

Unit 7 - Guidance of the Young Child

A. Describe discipline techniques appropriate to all stages of development.
B. Identify conflict resolution strategies.
C. Compare and contrast various types of guidance and positive behavior techniques.
D. Explain self-help routines and how they can build self-esteem.

Unit 8 - Curriculum Development

A. Create and plan age-appropriate lessons and activities for children.
B. Identify the importance of anti-bias education and techniques.
C. Describe the process of planning a lesson.
D. Identify learning outcomes of lesson plans and activities.

    E. Identify common age-appropriate assessment tools.

Unit 9 - Teaching Strategies

    A. Demonstrate age-appropriate teaching techniques.
    B. Identify and choose appropriate teaching aids and equipment.
    C. Plan and create effective bulletin board displays.
    D. Demonstrate age-appropriate tutoring skills for school-age children.

Unit 10 - Health, Safety and Nutrition

    A. Describe the basic hygiene needs of children.
    B. Identify common illnesses of children.
    C. Demonstrate proper hand washing and sanitation procedures.
    D. Describe the nutritional requirements of children.
    E. Make recommendations about nutritious menus and snacks covering nutrition and portion size according to current nutritional guidelines.
    F. Describe procedures for reporting injury or symptoms of illness.
    G. Identify health and safety practices in infant and child care centers.
    H. Identify process for obtaining CPR and first aid certification.
    I. Identify equipment used by children with disabilities.
    J. Describe an appropriate mealtime environment.
    K. Describe Universal Precautions.

Unit 11 - Parent/Community Dynamics

    A. Identify the importance of multicultural diversity and sensitivity.
    B. Describe the parents'/guardians' role in enriching the learning environment.
    C. Describe the needs of multi-generational care-givers.
    D. Read parent/site informational materials on various topics (e.g., flu prevention, accident prevention, cyber safety, etc.).
    E. Practice positive communication techniques for communicating with parents.
    F. Identify issues regarding economic, cultural, physical, age, and gender diversity.
    G. Identify the childcare providers' role as a resource for parents and the community.
    H. Communicate solutions for inappropriate child behavior to parents.

Unit 12 - Child Day Care Act, Section 1597.055 (Title 22)

    A. Has successfully completed a minimum of 95 hours of classroom instruction and a minimum of 150 hours of supervised field experience in a licensed daycare center. (Student must meet minimum requirements to participate in Community Classroom)

KEY ASSIGNMNETS					
Assignment	**Competency**	**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.).		2 3 10	2 3		LS 9-10, 11-12.6 SLS 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.		2 5 10 11	2 10	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.		2 5 10	2	A5.0 A8.0 A11.0	LS 11-12.1 LS 11-12.2 LS 11-12.3 LS 11-12.6
4. Students will create and present activities for toddlers/preschoolers based on developmentally appropriate guidelines addressing all developmental areas.		2 5 10	2	A5.0 A8.0 A11.0	LS 11-12.1 LS 11-12.2
5. Students will write an essay describing their perceptions of the child-rearing methods used by the adults in their life. Students will include a reflection on how their growing-up experiences have affected their views and attitudes towards young children.		2 12	2	A10.0	LS 11-12.1 LS 11-12.2 RSIT 11-12.3 WS 11-12.4
6. In teams, students will create an informational piece (brochure, flyer, etc.) for families detailing the services available to them that address the results of environmental influences on child development. Finished projects will be made available to local community daycare centers electronically.		1 2 4 9 10 11	2 4	A10.0	LS 11-12.1 LS 11-12.2 WS 11-12.4 WHSST 11-12.8

KEY ASSIGNMNETS

7. In teams, students will produce a multimedia presentation on the stages of development from birth through preschool.	2 4 9 10	2 4	A5.0	LS 11-12.1 LS 11-12.2 WS 11-12.2 WS 11-12.6
8. Students will create a model childcare center, identifying how the developmental needs of their clientele would be met in all areas of the center according to licensing regulations.	1 2 5 10	2 5	A3.0 A5.0 A7.0 A8.0 A11.0	All of the above.

ANCHOR STANDARDS

1.0 Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to post-secondary education and employment. Refer to Health Science and Medical Technology academic alignment matrix for identification of standards.

2.0 Communications

Acquire and Accurately use Health Science and Medical Technology 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 Health Science and Medical Technology 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 Health Science and Medical Technology 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 industry-sector anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and the career technical student organization.

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.
13 - Apply appropriate technical skills and academic knowledge.
14 - Communicate clearly, effectively, and with reason.
15 - Develop an education and career plan aligned to personal goals.

PATHWAY STANDARDS

B. Child Development Pathway

A1.0 Recognize the essential aspects of the early childhood education, child care, 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, child care, and development facilities.

A3.0 Summarize child care 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, child care, and development programs.

A12.0 Illustrate how to support the learning process in an assisting role.

COMMON CORE STANDARDS

ENGLISH LANGUAGE ARTS

Language Standards

LS 9-10, 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.

LS11-12.3: 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 9-10. 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.

WS11-12.2: 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 11-12.6: 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.

A-G APPROVED KEY ASSIGNMENTS

1. Students will write a short essay that completes the following: "How I work with and treat children is dependent on what I believe they are like. My personal belief is that children are…"

2. Students will conduct internet research on a selected theorist. They will present information on the theorist detailing their influence on early childhood education, and will be evaluated using a presentation rubric. All students will then compare and contrast the theories and complete a reflection essay.

3. In groups, students will clip newspaper articles that reflect some impact on children (positive or negative). 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 discuss/debate how children are viewed and treated at this point in history.

4. Students will research the various occupations within childcare. Using internet resources, students will assess their own aptitudes and skills, and compare those skills to those needed by childcare professionals. Students will design a 5 year career plan addressing advancement,

education and training requirements for a specific childcare career. Students will present the various occupations to the class. Students will then complete a graphic organizer to compare and contrast multiple childcare occupations.

5. Generate questions on day care policies and licensing regulations.

6. Research and analyze materials (day care policy manuals, child abuse handouts, textbooks, articles, newspapers, internet) related to Day Care Centers.

7. Create a graphic organizer on differences between infant and childcare center requirements.

8. Students will describe the three prenatal developmental stages of pregnancy and will analyze the negative environmental influences on prenatal development.

9. In groups, students will create a power point presentation on specific environmental influences, birth defects, and genetic abnormalities.

10. Students will be scored based on content and grammar.

11. Students will identify stages of development from birth through one year of age using social, cognitive, physical and emotional language development chart. In teams, students will produce a video of an infant demonstrating these stages. They will present the video to class, pausing the clip to identify the stages.

12. Students will examine standards for obtaining a license to run a daycare. They will study ratios for age groups and answer questions on improving public policy. They will identify current childcare licensing standards and laws.

13. Students will create a model childcare center, identifying how the developmental needs of their clientele would be met in all areas of the center. They will present their centers to the class and be scored based on the detail provided and the appropriateness of both the indoor/outdoor environments.

14. After watching the video "Discipline", students will discuss what appropriate guidance looks like. Each student will then write a one page paper that identifies developing appropriate guidance as it relates to setting limits.

15. Students will be given various scenarios of child misbehavior. The 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.

16. Create and present five age appropriate lesson plans using appropriate teaching technique, aids and equipment.

17. Students will create and present activities for toddlers/preschoolers based on developmentally appropriate guidelines addressing all developmental areas.

18. Students will participate in at least one of the following projects.

19. Plan a nutritional snack and present it the group.

20. Role-play effects of drugs on individual.

21. Create a brochure on proper sanitation procedures at day centers.

22. Create a safety poster for a preschool.

23. Participate in mock fire, earthquake, and safety drills.

24. Students will research the issue of treating boys and girls equally. Students will debate whether boys and girls should be treated differently or the same. Students will need to support their viewpoint with information gathered through their research.

25. Students will discuss the implications for celebrating holidays in the classroom. Students will also discuss how celebrations not shared by the majority can be incorporated. Students will write a reflective essay on the class discussion.

26. Students will write an essay describing their perceptions of the child-rearing methods used by the adults in their life. Students will include a reflection on how their growing-up experiences have affected their views and attitudes towards young children.

27. Student teams will conduct research (via interviews or internet) to identify community services available to families and children within their communities. Each student will create an informational piece (brochure, flyer, etc.) for families detaining the services identified. This piece will be scored based on content and grammar. With the use of multi-media, the student teams will present their findings to the class and be scored against a presentation rubric.

ROP/CTE RECOMMENDED COURSE SEQUENCE

Introductory	Concentrator	Capstone
Careers in Child Development	The Art of Teaching	Educators Rising
Careers in Education	Child Care Occupations/Infant Toddler	
	Child Care Occupations/Pre-School age	

COURSE RESOURCES

Textbooks

Title	Author	Publisher	Edition	Primary (Y/N)
The Developing Child	Holly Brisbane	Glencoe/McGraw-Hill	2nd	Yes
Introduction to Early Childhood Education	Eva L. Essa	Wadsworth Publishing.		No

Working with Young Children	Judy Herr	Goodheart-Willcox Co Publishing.		No
Celebrate, Play and Share My Infant	Becky Daniels			No
My One-Year-Old Parenting Journal: Celebrate, Play and Share	Becky Daniels			No
My Two-Year-Old Parenting Journal: Celebrate, Play and Share	Becky Daniels			No
Terrific Tips for Toddler Teachers by		Totline Publishing		No
The Scholastic Book of Early Childhood Learning Centers (Grades Pre K-K)	Deborah Diffily, Elizabeth Donaldson, Charlotte Sassman			No

Other Resources

Title	Author	Course Material Type	Website
California First Five video set: First Years Last Forever, Discipline, Safety, Health, Quality Childcare, Ready to Learn, A Child with Special Needs.			
The Baby Human: Geniuses in Diapers (Discovery Health).			
Education			http://www.education.com/topic/child-adolescent-development/
Child Development Guide			http://www.child-development-guide.com/
Mental Help			http://www.mentalhelp.net/
PBS- Child Development			http://www.pbs.org/parents/childdevelopment/