

# Course Outline

Education, Child Development, and Family Services

REVISED: August/2017

**Job Title:**  
ECE Assistant

**72-15-60**

**Career Pathway:**  
Child Development

## Child Development/2: Curriculum

**Industry Sector:**  
Education, Child Development,  
and Family Services

**Credits:** 5

**Hours:** 90

**O\*NET-SOC CODE:**  
39-9011.00

### Course Description:

This competency-based course is the second in a sequence of three designed for early childhood education. It provides students with project-based experiences in child development curricula. Instruction includes an introduction and reviews of workplace safety policies and procedures and employability skills. Emphasis is placed on the principles and practices of effective curriculum planning including play-based curricular activities and activities that enhance familial and societal relationships of students. Field observations and experiences with groups of young children are included as part of the planning, delivery, and evaluation of the health, arts, language arts, math, science, social studies, and physical education curricula. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

**CBEDS Title:**  
Teaching Careers or Careers in  
Education

**CBEDS No.:**  
4401

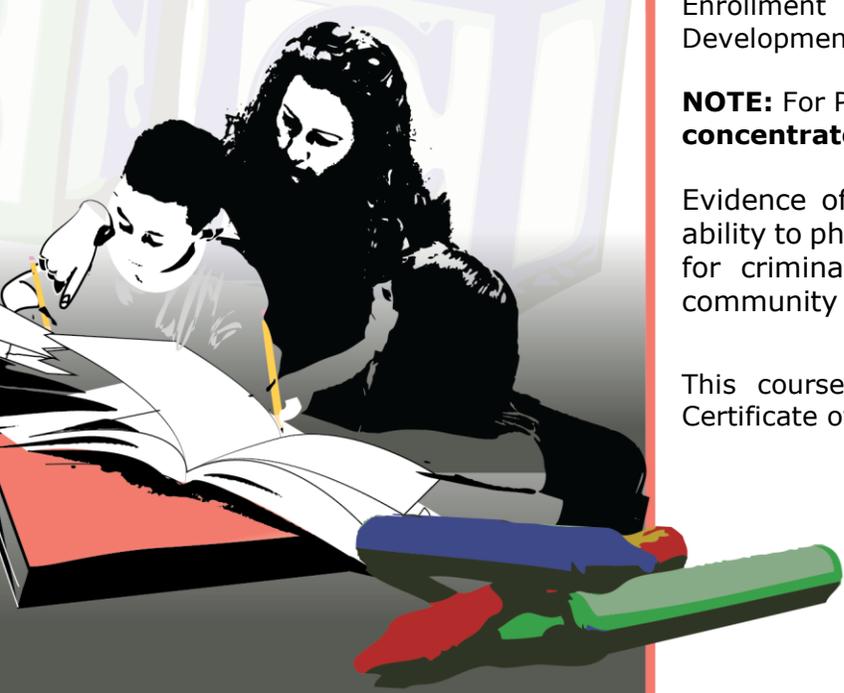
### Prerequisites:

Enrollment requires successful completion of the Child Development/1: Foundations (72-15-50) course.

**NOTE:** For Perkins purposes this course has been designated as a **concentrator** course.

Evidence of good health, a clear tuberculosis screening, the ability to physically perform the duties required and a screening for criminal conviction prior to contact with children in a community classroom setting are also required.

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. 7-16

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)**

<b>COURSE OUTLINE COMPONENTS</b>	<b>LOCATION</b>
<b>INSTRUCTIONAL STRATEGIES</b>	p. 20
<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 takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Adults with Disabilities.</p>	
<b>UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT</b>	Cover
<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 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) is 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>	
<b>EVALUATION PROCEDURES</b>	pp. 20-21
<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>	
<b>REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT</b>	Cover
<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>	

## **ACKNOWLEDGMENTS**

Thanks to LUZ GRANADOS for developing and editing this curriculum. Acknowledgment is also given to ERICA ROSARIO for designing the original artwork in the course cover designs.

ANA MARTINEZ  
Specialist  
Career Technical Education

ROSARIO GALVAN  
Administrator  
Division of Adult and Career Education

APPROVED:

JOE STARK  
Executive Director  
Division of Adult and Career Education

# **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 /2: Curriculum Course**

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. INTRODUCTION AND SAFETY</p> <p>Review, apply, and evaluate classroom and workplace policies and procedures used in accordance with federal, state, and local safety and environmental regulations.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> <li>1. Review the scope and purpose of the course.</li> <li>2. Review the overall course content as a part of the Linked Learning Initiative.</li> <li>3. Review classroom policies and procedures.</li> <li>4. Review the different occupations in the Education, Child Development, and Family Services Industry Sector which have an impact on the role of educators and educational aides.</li> <li>5. Review the opportunities available for promoting gender equity and the representation of non-traditional populations in the educational field.</li> <li>6. Review the purpose and impact of each of the following on early childhood education:               <ol style="list-style-type: none"> <li>a. California Department of Education (CDE)</li> <li>b. California Education Code (Ed Code)</li> <li>c. California Commission on Teacher Credentialing (CCTC)</li> </ol> </li> <li>7. Review the purpose of the California Occupational Safety and Health Administration (Cal/OSHA) and its laws governing educators and educational aides.</li> <li>8. Review classroom and workplace first aid and emergency procedures based on the American Red Cross (ARC) standards.</li> <li>9. Review how each of the following insures a safe workplace:               <ol style="list-style-type: none"> <li>a. employees' rights as they apply to job safety</li> <li>b. employees' obligations as they apply to safety</li> <li>c. TB screening requirement</li> <li>d. background check requirement</li> </ol> </li> <li>10. Pass the safety exam with 100% accuracy.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 4, 5, 6, 7, 8, 12</p> <p><b>CTE Anchor:</b> Communications: 2.3, 2.6 Career Planning and Management: 3.4, 3.5 Problem Solving and Critical Thinking: 5.1, 5.7 Health and Safety: 6.2, 6.3, 6.4, 6.5, 6.6 Responsibility and Flexibility: 7.3, 7.4, 7.6, 7.7 Ethics and Legal Responsibilities: 8.1, 8.2, 8.4, 8.7 Leadership and Teamwork: 9.3, 9.4, 9.6, 9.7 Technical Knowledge and Skills: 10.1, 10.2, 10.8 Demonstration and Application: 11.1, 11.2</p> <p><b>CTE Pathway:</b> A2.1, A2.2, A3.4, A4.3, A4.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>B. CURRICULUM PLANNING</p> <p>Understand, apply, and evaluate the principles and practices used to promote effective curriculum planning.</p> <p>(10 hours)</p>	<ol style="list-style-type: none"> <li>1. Identify the following:               <ol style="list-style-type: none"> <li>a. Benjamin Bloom</li> <li>b. California Model Curriculum Standards</li> </ol> </li> <li>2. Define the following:               <ol style="list-style-type: none"> <li>a. curriculum</li> <li>b. Bloom’s Taxonomy</li> </ol> </li> <li>3. Differentiate between structured and unstructured programs.</li> <li>4. Describe the impact of the following on curriculum development:               <ol style="list-style-type: none"> <li>a. theories of human development and growth</li> <li>b. role of teachers</li> <li>c. curricular focus</li> <li>d. classroom structure</li> </ol> </li> <li>5. Describe the importance of the following in curriculum planning:               <ol style="list-style-type: none"> <li>a. schedule</li> <li>b. routine</li> <li>c. individual and group activities</li> <li>d. equipment, materials, and supply selection</li> <li>e. space planning and use</li> <li>f. selection and use of play equipment</li> </ol> </li> <li>6. List guidelines for establishing classroom rules.</li> <li>7. Describe methods for reinforcing rules.</li> <li>8. Describe the importance of the following in curriculum topics:               <ol style="list-style-type: none"> <li>a. organization</li> <li>b. materials</li> <li>c. resources of each content area and the activities</li> </ol> </li> <li>9. Describe the importance of continuous curricular renewal and readjustment based on:               <ol style="list-style-type: none"> <li>a. reflection</li> <li>b. experimentation</li> <li>c. practice</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 5</p> <p><b>CTE Anchor:</b> Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4, 5.6 Health and Safety: 6.2, 6.6, 6.7 Responsibility and Flexibility: 7.3 Technical Knowledge and Skills: 10.21</p> <p><b>CTE Pathway:</b> A2.2, A5.6, A7.1, A7.2, A7.3, A7.4, A8.1, A11.1, A11.2, A11.3</p>
<p>C. PLAY-BASED CURRICULAR ACTIVITIES</p> <p>Understand, apply, and evaluate the principles and practices used in planning and delivering imaginative, flexible, and innovative play-based curricular activities.</p>	<ol style="list-style-type: none"> <li>1. Describe the importance of factoring children’s play as a crucial component of any early childhood curriculum.</li> <li>2. Describe the influence of the following to a child’s growth and development:               <ol style="list-style-type: none"> <li>a. creative and manipulation activities</li> <li>b. dramatic and imaginative play</li> <li>c. music and creative movements</li> <li>d. books and stories</li> <li>e. reading aloud</li> <li>f. science activities</li> <li>g. classroom rules</li> </ol> </li> <li>3. Describe the benefits of play-based activities in developing the following:               <ol style="list-style-type: none"> <li>a. sensory stimulation</li> <li>b. vision and color recognition</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 4</p> <p><b>CTE Anchor:</b> Problem Solving and Critical Thinking: 5.4, 5.9 Technical Knowledge and Skills: 10.9, 10.14, 10.21 Demonstration and Application: 11.1, 11.5</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(10 hours)	<ul style="list-style-type: none"> <li>c. feeding</li> <li>d. gross and fine motor skills</li> <li>e. language and communication skills</li> <li>f. daily living skills</li> <li>g. pre-math</li> <li>h. physical education</li> <li>i. music</li> <li>j. mobility</li> <li>k. computer awareness</li> </ul> <p>4. Define and describe the features of the following:</p> <ul style="list-style-type: none"> <li>a. parallel play</li> <li>b. cooperative play</li> <li>c. onlooker play</li> <li>d. solitary play</li> <li>e. dramatic play</li> </ul> <p>5. Describe and design activities that exemplify the following:</p> <ul style="list-style-type: none"> <li>a. parallel play</li> <li>b. cooperative play</li> <li>c. onlooker play</li> <li>d. solitary play</li> <li>e. dramatic play</li> </ul> <p>6. Describe and design play-based activities appropriate for the following:</p> <ul style="list-style-type: none"> <li>a. visit to a zoo</li> <li>b. school parades</li> <li>c. holiday show</li> <li>d. indoor beach party</li> </ul> <p>7. Schedule field observations to a day care center and perform the following:</p> <ul style="list-style-type: none"> <li>a. observe play-based curricular activity</li> <li>b. evaluate the materials and equipment used</li> <li>c. note the use of Bloom’s Taxonomy and the California Model Curriculum Standards</li> <li>d. document the teacher’s instructional delivery and student participation</li> <li>e. record the number of field work hours to satisfy classroom and employment requirements</li> </ul> <p>8. Submit a written report of field work observations and save report in portfolio.</p>	<p><b>CTE Pathway:</b>  A5.5, A6.1, A7.1,  A7.3, A8.2, A11.2,  A11.3, A12.2, A12.6</p>
<p>D. ENVIRONMENTAL INFLUENCES</p> <p>Understand, apply, and evaluate the principles and practices used for planning and delivering activities that enhance the familial and societal relationships of students.</p>	<ul style="list-style-type: none"> <li>1. Describe the importance of factoring environmental influences in early childhood curriculum development.</li> <li>2. Define the following: <ul style="list-style-type: none"> <li>a. family</li> <li>b. nuclear family</li> <li>c. extended family</li> <li>d. intentional family</li> <li>e. adopted family</li> </ul> </li> </ul>	<p><b>Career Ready Practice:</b>  1, 2, 4</p> <p><b>CTE Anchor:</b>  Problem Solving and Critical Thinking:  5.3, 5.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(5 hours)	<ol style="list-style-type: none"> <li>3. Describe the following issues and their possible impact on children attending early childhood programs:               <ol style="list-style-type: none"> <li>a. traditional roles of males in relation to home and work life</li> <li>b. traditional roles of females in relation to home and work life</li> <li>c. non-traditional roles of males in relation to home and family life</li> <li>d. non-traditional roles of females in relation to home and family life</li> <li>e. multiple roles parents assume to balance personal, home, and work life</li> </ol> </li> <li>4. Describe the influence of the following to a child's growth and development:               <ol style="list-style-type: none"> <li>a. death in the family</li> <li>b. divorce</li> <li>c. alcoholism</li> <li>d. drug use in the family</li> <li>e. step-parents</li> <li>f. loss of income/unemployment</li> <li>g. child abuse</li> <li>h. ethnic diversity</li> <li>i. cultural diversity</li> <li>j. stress</li> </ol> </li> <li>5. Describe and demonstrate the inclusion of the following in curriculum planning:               <ol style="list-style-type: none"> <li>a. teacher-parent contacts</li> <li>b. parent participation at parent meetings</li> <li>c. parent and community volunteerism during class hours</li> </ol> </li> <li>6. Schedule field observations to a day care center and perform the following:               <ol style="list-style-type: none"> <li>a. observe the degree of parental involvement and volunteerism</li> <li>b. evaluate the recruitment and orientation activities for parents</li> <li>c. document the teacher's instructional delivery and student participation</li> <li>d. record the number of field work hours to satisfy classroom and employment requirements</li> </ol> </li> <li>7. Submit a written report of field work observations and save report in portfolio.</li> </ol>	<p>Technical Knowledge and Skills: 10.1, 10.5, 10.9, 10.13, 10.14, 10.15, 10.16, 10.17, 10.19</p> <p>Demonstration and Application: 11.1, 11.5</p> <p><b>CTE Pathway:</b> A5.1, A5.5, A5.7, A6.1, A8.2, A10.1, A10.2, A11.1, A12.2, A12.6</p>
<p>E. HEALTH CURRICULUM</p> <p>Understand, apply, and evaluate the principles and practices used to promote health and nutrition in curriculum.</p>	<ol style="list-style-type: none"> <li>1. Describe the importance of health and nutrition curricular experiences in early childhood programs.</li> <li>2. Describe the influence of the following to a child's growth and development:               <ol style="list-style-type: none"> <li>a. activities which promote collaboration with parents regarding children's nutritional needs</li> <li>b. activities which promote balanced meals</li> <li>c. activities which promote healthy eating habits</li> <li>d. activities which promote healthcare professions</li> </ol> </li> <li>3. Outline the procedure for planning health and nutrition activities.</li> <li>4. Describe and demonstrate the inclusion of the following in curriculum planning:</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 4</p> <p><b>CTE Anchor:</b> Problem Solving and Critical Thinking: 5.3, 5.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(5 hours)	<ul style="list-style-type: none"> <li>a. daily food servings which meet the basic four guidelines</li> <li>b. nutritious snacks suitable for preschoolers</li> <li>c. food preparation/cooking experiences</li> </ul> 5. Schedule field observations to a day care center and perform the following: <ul style="list-style-type: none"> <li>a. observe a health and nutrition lesson presentation</li> <li>b. evaluate the materials and equipment used</li> <li>c. note the use of Bloom’s Taxonomy and the California CTE Model Curriculum Standards</li> <li>d. document the teacher’s instructional delivery and student participation</li> <li>e. record the number of field work hours to satisfy classroom and employment requirements</li> </ul> 6. Submit a written report of field work observations and save report in portfolio.	Technical Knowledge and Skills: 10.1, 10.2, 10.9, 10.14 Demonstration and Application: 11.1, 11.5  <b>CTE Pathway:</b> A2.1, A2.2, A3.4, A5.2, A5.5, A5.7, A8.2, A9.4, A12.2, A12.6
F. ARTS CURRICULUM  Understand, apply, and evaluate the principles and practices used for planning and delivering arts curriculum.	1. Describe the importance of arts curricular experiences in early childhood programs. 2. Describe the influence of the following to a child’s growth and development: <ul style="list-style-type: none"> <li>a. activities which encourage color recognition and distinction</li> <li>b. activities which encourage movement</li> <li>c. activities which encourage musical appreciation</li> </ul> 3. Outline the procedure for planning arts activities. 4. Describe and demonstrate the inclusion of the following in curriculum planning: <ul style="list-style-type: none"> <li>a. art productions</li> <li>b. puppet shows</li> <li>c. singing from memory</li> <li>d. musical instruments</li> </ul> 5. Schedule field observations to a day care center and perform the following: <ul style="list-style-type: none"> <li>a. observe an arts lesson presentation</li> <li>b. evaluate the materials and equipment used</li> <li>c. note the use of Bloom’s Taxonomy and the California CTE Model Curriculum Standards</li> <li>d. document the teacher’s instructional delivery and student participation</li> <li>e. record the number of field work hours to satisfy classroom and employment requirements</li> </ul> 6. Submit a written report of field work observations and save report in portfolio.	<b>Career Ready Practice:</b> 1, 2, 4  <b>CTE Anchor:</b> Problem Solving and Critical Thinking: 5.3, 5.4 Technical Knowledge and Skills: 10.1, 10.2, 10.9, 10.14 Demonstration and Application: 11.1, 11.5  <b>CTE Pathway:</b> A2.1, A2.2, A3.4, A5.2, A5.5, A5.7, A9.4, A8.2, A12.2, 12.6

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>G. LANGUAGE ARTS CURRICULUM</p> <p>Understand, apply, and evaluate the principles and practices used for planning and delivering language arts curriculum.</p> <p>(10 hours)</p>	<ol style="list-style-type: none"> <li>1. Describe the importance of language arts curricular experiences in early childhood programs.</li> <li>2. Describe the influence of the following to a child's growth and development: <ol style="list-style-type: none"> <li>a. activities which enhance vocabulary development</li> <li>b. activities which enhance individual and group listening</li> <li>c. activities which enhance reading acquisition</li> <li>d. activities which enhance critical thinking</li> </ol> </li> <li>3. Outline the procedure for planning language arts activities.</li> <li>4. Describe and demonstrate the inclusion of the following in curriculum planning: <ol style="list-style-type: none"> <li>a. storytelling</li> <li>b. story listening</li> <li>c. story reading using a prop</li> <li>d. recording of an experiential event dictated by a child</li> <li>e. transferring of an experiential event to chart paper using manuscript writing</li> <li>f. puppet playing</li> <li>g. poetry reading</li> <li>h. manuscript (print script) writing</li> <li>i. learning alphabet letters</li> <li>j. computer software and videotapes</li> <li>k. selecting and evaluating books</li> <li>l. presenting finger plays</li> </ol> </li> <li>5. Schedule field observations to a day care center and perform the following: <ol style="list-style-type: none"> <li>a. observe a language lesson presentation</li> <li>b. evaluate the materials and equipment used</li> <li>c. note the use of Bloom's Taxonomy and the California Model Curriculum Standards</li> <li>d. document the teacher's instructional delivery and student participation</li> <li>e. record the number of field work hours to satisfy classroom and employment requirements</li> </ol> </li> <li>6. Submit a written report of field work observations and save report in portfolio.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 4</p> <p><b>CTE Anchor:</b> Problem Solving and Critical Thinking: 5.3, 5.4 Technical Knowledge and Skills: 10.1, 10.2, 10.9, 10.14 Demonstration and Application: 11.1, 11.5</p> <p><b>CTE Pathway:</b> A2.1, A2.2, A3.4, A5.2, A5.5, A5.7, A8.2, A9.4, A12.2, A12.6</p>
<p>H. MATH CURRICULUM</p> <p>Understand, apply, and evaluate the principles and practices used for planning and delivering math curriculum.</p>	<ol style="list-style-type: none"> <li>1. Describe the importance of math curricular experiences in early childhood programs.</li> <li>2. Describe the influence of the following to a child's growth and development and introduction or reinforcement of mathematical concepts: <ol style="list-style-type: none"> <li>a. activities which introduce or reinforce recognition of shapes</li> <li>b. activities which introduce or reinforce space concepts</li> <li>c. activities which introduce or reinforce comparisons</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 4</p> <p><b>CTE Anchor:</b> Problem Solving and Critical Thinking: 5.3, 5.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(10 hours)	<ul style="list-style-type: none"> <li>d. activities which introduce or reinforce categorizing items in sets</li> <li>e. activities which introduce or reinforce computer exploration</li> </ul> <ol style="list-style-type: none"> <li>3. Outline the procedure for planning math activities.</li> <li>4. Describe and demonstrate the inclusion of the following in curriculum planning: <ul style="list-style-type: none"> <li>a. a math-related story</li> <li>b. a math-related poem</li> <li>c. a math-related song</li> <li>d. a math-related game</li> <li>e. a finger play</li> <li>f. equipment for measuring</li> <li>g. computer use</li> <li>h. words that extend a child’s pre-number vocabulary</li> </ul> </li> <li>5. Schedule field observations to a day care center and perform the following: <ul style="list-style-type: none"> <li>a. observe a math lesson presentation</li> <li>b. evaluate the materials and equipment used</li> <li>c. note the use of Bloom’s Taxonomy and the California Model Curriculum Standards</li> <li>d. document the teacher’s instructional delivery and student participation</li> <li>e. record the number of field work hours to satisfy classroom and employment requirements</li> </ul> </li> <li>6. Submit a written report of field work observations and save report in portfolio.</li> </ol>	<p>Technical Knowledge and Skills: 10.1, 10.2, 10.9, 10.14</p> <p>Demonstration and Application: 11.1, 11.5</p> <p><b>CTE Pathway:</b> A2.1, A2.2, A3.4, A5.2, A5.5, A5.7, A8.2, A9.4, A12.2, A12.6</p>
<p>I. SCIENCE CURRICULUM</p> <p>Understand, apply, and evaluate the principles and practices used for planning and delivering science curriculum.</p>	<ol style="list-style-type: none"> <li>1. Describe the importance of science curricular experiences in early childhood programs.</li> <li>2. Describe the influence of the following to a child’s growth and development: <ul style="list-style-type: none"> <li>a. science-related experiences which include observation</li> <li>b. science-related experiences which include inference</li> <li>c. science-related experiences which include classification</li> <li>d. science-related experiences which include communication</li> <li>e. science-related experiences which include computer usage</li> </ul> </li> <li>3. Outline the procedure for planning science activities.</li> <li>4. Describe and demonstrate the inclusion of the following in curriculum planning: <ul style="list-style-type: none"> <li>a. science-related book</li> <li>b. science-related topics which are part of young children’s daily experiences</li> <li>c. a science experience that involves an animal</li> <li>d. a science experience that involves a plant</li> <li>e. scientific equipment, materials, and displays</li> </ul> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 4</p> <p><b>CTE Anchor:</b> Problem Solving and Critical Thinking: 5.3, 5.4</p> <p>Technical Knowledge and Skills: 10.1, 10.2, 10.9, 10.14</p> <p><b>CTE Pathway:</b> A2.1, A2.2, A3.4, A5.2, A5.5, A5.7, A8.2, A9.4, A12.2, A12.6</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(10 hours)	<ol style="list-style-type: none"> <li>5. Schedule field observations to a day care center and perform the following:               <ol style="list-style-type: none"> <li>a. observe a science lesson presentation</li> <li>b. evaluate the materials and equipment used</li> <li>c. note the use of Bloom’s Taxonomy and the California Model Curriculum Standards</li> <li>d. document the teacher’s instructional delivery and student participation</li> <li>e. record the number of field work hours to satisfy classroom and employment requirements</li> </ol> </li> <li>6. Submit a written report of field work observations and save report in portfolio.</li> </ol>	
<p>J. SOCIAL STUDIES CURRICULUM</p> <p>Understand, apply, and evaluate the principles and practices used for planning and delivering social studies curriculum.</p> <p>(10 hours)</p>	<ol style="list-style-type: none"> <li>1. Describe the importance of social studies curricular experiences in early childhood programs.</li> <li>2. Describe the influence of the following to a child’s growth and development:               <ol style="list-style-type: none"> <li>a. activities celebrating holidays and historical events</li> <li>b. activities which explore governmental organization</li> <li>c. activities which explore ecological responsibility</li> <li>d. activities which explore different occupations or careers</li> <li>e. activities which explore community living</li> <li>f. activities which explore intergenerational experiences</li> <li>g. activities which explore multicultural diversity</li> <li>h. activities which explore computers</li> </ol> </li> <li>3. Outline the process for selecting field trips and planning social studies experiences.</li> <li>4. Describe and demonstrate the inclusion of the following in curriculum planning:               <ol style="list-style-type: none"> <li>a. material or equipment used by a professional</li> <li>b. a book on cultural diversity</li> <li>c. an experience that involves a grandparent</li> <li>d. an experience that involves environmental preservation</li> <li>e. examples of social studies-related topics which are part of young children’s daily experiences</li> <li>f. maps, globes, atlases</li> </ol> </li> <li>5. Schedule field observations to a day care center and perform the following:               <ol style="list-style-type: none"> <li>a. observe a social studies lesson presentation</li> <li>b. evaluate the materials and equipment used</li> <li>c. note the use of Bloom’s Taxonomy and the California Model Curriculum Standards</li> <li>d. document the teacher’s instructional delivery and student participation</li> <li>e. record the number of field work hours to satisfy classroom and employment requirements</li> </ol> </li> <li>6. Submit a written report of field work observations and save report in portfolio.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 4</p> <p><b>CTE Anchor:</b> Problem Solving and Critical Thinking: 5.3, 5.4 Technical Knowledge and Skills: 10.1, 10.2, 10.9, 10.14 Demonstration and Application: 11.1, 11.5</p> <p><b>CTE Pathway:</b> A2.1, A2.2, A3.4, A5.2, A5.5, A5.7, A8.2, A9.4, A12.2, A12.6</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>K. PHYSICAL EDUCATION</p> <p>Understand, apply, and evaluate the principles and practices used for planning and delivering physical education curriculum.</p> <p>(5 hours)</p>	<ol style="list-style-type: none"> <li>1. Describe the importance of a physical education curriculum in early childhood programs.</li> <li>2. Describe the influence of the following to a child’s growth and development:               <ol style="list-style-type: none"> <li>a. activities which emphasize teamwork</li> <li>b. activities which emphasize balance</li> <li>c. activities which emphasize coordination</li> <li>d. activities which emphasize strength</li> </ol> </li> <li>3. Outline the procedure for planning physical education activities.</li> <li>4. Describe and demonstrate the inclusion of the following in curriculum planning:               <ol style="list-style-type: none"> <li>a. ball games</li> <li>b. calisthenics</li> <li>c. dancing</li> <li>d. gymnastics</li> </ol> </li> <li>5. Schedule field observations to a day care center and perform the following:               <ol style="list-style-type: none"> <li>a. observe a physical education lesson presentation</li> <li>b. evaluate the materials and equipment used</li> <li>c. note the use of Bloom’s Taxonomy and the California Model Curriculum Standards</li> <li>d. document the teacher’s instructional delivery and student participation</li> <li>e. record the number of field work hours to satisfy classroom and employment requirements</li> </ol> </li> <li>6. Submit a written report of field work observations and save report in portfolio.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 4</p> <p><b>CTE Anchor:</b> Problem Solving and Critical Thinking: 5.3, 5.4 Technical Knowledge and Skills: 10.1, 10.2, 10.9, 10.14 Demonstration and Application: 11.1, 11.5</p> <p><b>CTE Pathway:</b> A2.1, A2.2, A3.4, A5.2, A5.5, A5.7, A8.2, A9.4, A12.2, A12.6</p>
<p>L. EMPLOYABILITY SKILLS REVIEW</p> <p>Understand, apply, and evaluate the employability skills required in the educational field.</p>	<ol style="list-style-type: none"> <li>1. Review employer requirements for the following:               <ol style="list-style-type: none"> <li>a. punctuality</li> <li>b. attendance</li> <li>c. attitude toward work</li> <li>d. quality of work</li> <li>e. teamwork</li> <li>f. responsibility</li> <li>g. timeliness</li> <li>h. communication skills</li> </ol> </li> <li>2. Update list of potential employers through traditional and internet sources.</li> <li>3. Review the role of social media in job search.</li> <li>4. Update sample résumés.</li> <li>5. Review the importance of filling out a job application legibly, with accurate and complete information.</li> <li>6. Review the common mistakes that are made on job applications.</li> <li>7. Complete sample job application forms correctly.</li> <li>8. Review the importance of enthusiasm in the interview and on a job.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 3, 4</p> <p><b>CTE Anchor:</b> Communications: 2.3, 2.4 Career Planning and Management: 3.2, 3.3, 3.4, 3.5, 3.8, 3.9 Technology: 4.3 Responsibility and Flexibility: 7.7 Technical Knowledge and Skills: 10.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(3 hours)	9. Review the importance of appropriate appearance in the interview and on a job. 10. Review the importance of the continuous upgrading of job skills. 11. Review and demonstrate appropriate interviewing techniques. 12. Review the informational materials, resources and portfolio needed to be successful in an interview. 13. Review and demonstrate appropriate follow-up procedures.	Demonstration and Application: 11.5  <b>CTE Pathway:</b> A1.3

## ***SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES***

### **TEXTS AND SUPPLEMENTAL BOOKS**

Arnold, Mary. Effective Communication Techniques for Child Care. Cengage Learning, 2005.

Barrera, Isaura, et al. Skill Dialogue: Strategies for Responding to Cultural Diversity in Early Childhood. Paul H. Brookes Publishing Company, 2003

Bukatko, Danuta and Marvin W. Daehler. Child Development: A Thematic Approach, 6<sup>th</sup> Edition. Wadsworth Publishing, 2011.

Crepeau, Ingrid M. and M. Ann Richards. A Show of Hands: Using Puppets with Young Children. Red Leaf Press, 2003.

Crowther, Ingrid. Creating Effective Learning Environments, 2<sup>nd</sup> Edition. Nelson Canada, 2006.

DeMelendez, W. R., V. Beck and M. Fletcher. Teaching Social Studies in Early Education. Cengage Learning, 2000.

Gonzales-Mena, J. Diversity in Early Care and Education: Honoring Differences, 5<sup>rd</sup> Edition. The McGraw-Hill Companies, 2011.

Gonzalez-Mena, Janet. Child in the Family and Community. Prentice-Hall, 2011.

Greata, Joanne D. An Introduction to Music in Early Childhood Education. Cengage Learning, 2005.

Guckian, Mara Ellen. Literacy Through Dramatic Play Centers. Teacher Created Materials, 2003.

Harlan, Jean. Science Experiences for the Early Childhood Years, 10<sup>th</sup> Edition. Prentice-Hall, 2011.

Herr, Judy and Yvonne Libby-Larson. Creative Resources for the Early Childhood Classroom, 5<sup>th</sup> Edition. Cengage Learning, 2007.

Hildebrand, Verna, et al. Knowing And Serving Diverse Families, 3<sup>rd</sup> Edition. Prentice Hall, 2007.

Hull, Karla, et al. Opening Doors: An Introduction to Inclusive Early Childhood Education. Cengage Learning, 2001.

Isbell, Rebecca and Betty Exelby. Early Learning Environments That Work. Gryphon House, Incorporated, 2001.

Kostelnik, Marjorie, Kara Gregory, Anne Soderman, and Alice Whiren. Guiding Children's Social Development and Learning, 7<sup>th</sup> Ed. Cengage Learning, 2011

Miller, Darla. Positive Child Guidance, 6<sup>th</sup> Edition. Cengage Learning, 2009.

M & M Enterprises. Finger Fun. 2004.

M & M Enterprises. My Art Is Me. 2005.

Matricardi, J. and J. McLarty. Cooking Activities A to Z. Cengage Learning, 2005.

Nilsen, Barbara. Week by Week: Plans for Documenting Children's Development, 5<sup>th</sup> Edition. Cengage Learning, 2010.

Papalia, Diana, et al. A Child's World: Infancy Through Adolescence, 11<sup>th</sup> Edition. McGraw Hill, 2007.

Puckett, Margaret B, et al. The Young Child: Development from Prebirth Through Age Eight, 5<sup>th</sup> Edition. Prentice Hall. 2008.

Santrock, John W. Child Development: An Introduction. McGraw Hill, 2010.

Fox, J. Englebright and Robert Schirrmacher. Art and Creative Development for Young Children, 7<sup>th</sup> Edition. Cengage Learning, 2011.

Sluss, Ph.D., Dorothy. Supporting Play: Birth Through Age Eight. Cengage Learning, 2004.

Stephens, Karen and Maxine Hammonds-Smith. Child and Adult Care Professionals, 3<sup>rd</sup> Edition. Glencoe/McGraw Hill, 2002.

Whitehead, Marian R. Language and Literacy in the Early Years 0 - 7, 4<sup>th</sup> Edition. SAGE Publications, 2010.

Zigler, Edward, et al. Children's Play: The Roots of Reading. Zero to Three, 2004.

#### **OTHER PUBLICATIONS**

Aronson, Susan S. and Timothy R. Shope. Managing Infectious Diseases in Child Care and Schools: A Quick Reference Guide, 2<sup>nd</sup> Edition. American Academy of Pediatrics, 2008.

Bredenkamp, Sue and Carol Copple. Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8, 3<sup>rd</sup> Edition. National Association for the Education of Young Children (NAEYC), 2010.

Colker, Laura J. The Cooking Book: Fostering Young Children's Learning & Delight. NAEYC, 2005.

Copley, Juanita V. The Young Child and Mathematics. NAEYC, 2000.

Jalongo, Mary Renck. Young Children and Picture Books, 2<sup>nd</sup> Edition. NAEYC, 2004.

Junn, Ellen and Chris Boyatzis. Annual Editions: Child Growth and Development 2010/11, 17<sup>th</sup> Edition. The McGraw-Hill Companies, 2010.

Koralek, Derry. Spotlight on Young Children and Play. NAEYC, 2004.

Paciorek, Karen Menke. Annual Editions: Early Childhood Education 2010/11, 31<sup>st</sup> Edition. The McGraw-Hill Companies, 2010.

## **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**

## ***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 and Safety – Pass the safety test with 100% accuracy.

SECTION B – Curriculum Planning – Pass all assignments and exams on curriculum planning with a minimum score of 80% or higher.

SECTION C – Play-Based Curricular Activities – Pass all assignments and exams on play-based curricular activities with a minimum score of 80% or higher.

SECTION D – Environmental Influences – Pass all assignments and exams on environmental influences with a minimum score of 80% or higher.

SECTION E – Health Curriculum – Pass all assignments and exams on health curriculum with a minimum score of 80% or higher.

SECTION F – Arts Curriculum – Pass all assignments and exams on arts curriculum with a minimum score of 80% or higher.

SECTION G – Language Arts Curriculum – Pass all assignments and exams on language arts curriculum with a minimum score of 80% or higher.

SECTION H – Math Curriculum – Pass all assignments and exams on math curriculum with a minimum score of 80% or higher.

SECTION I – Science Curriculum – Pass all assignments and exams on science curriculum with a minimum score of 80% or higher.

SECTION J – Social Studies Curriculum – Pass all assignments and exams on social studies curriculum with a minimum score of 80% or higher.

SECTION K – Physical Education – Pass all assignments and exams on physical education with a minimum score of 80% or higher.

SECTION L –Employability Skills Review – Pass all assignments and exams on employability skills with a minimum score of 80% or higher.

---

### Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.

---