Course Outline

Job Title:
ECE Assistant

Career Pathway:
Child Development

Industry Sector:
Education, Child Development, and Family Services

O*NET-SOC CODE:
39-9011.00

CBEDS Title:
Careers in Child Development

CBEDS No.:
4400

72-10-90

Early Childhood Education Assistant/1

Credits: 25   **Hours:** 300

Course Description:
This competency-based course provides training for the paraprofessional seeking employment as a Child Care Aide in nursery schools, child care centers and child development programs. The State of California requires classroom instruction in both child growth and development, and child care and guidance to earn credit for the course. This course also includes guided observations and fieldwork experience with groups of young children. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

Prerequisites:
Computer skills are recommended.

NOTE: For Perkins purposes this course has been designated as an **introductory/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. 7-13

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 COMPONENTS	LOCATION

INSTRUCTIONAL STRATEGIES   p. 17

Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

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.

UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT   Cover

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.

pp. 7-13

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.

EVALUATION PROCEDURES   pp. 17-18

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.

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.

REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT   Cover

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.

ACKNOWLEDGMENTS

Thanks to LUZ GRANADOS for developing and editing this course outline. Acknowledgment is also given to ERICA ROSARIO for designing the original artwork for the course covers.

<div align="right">

ANA MARTINEZ
Specialist
Career Technical Education

ROSARIO GALVAN
Administrator
Division of Adult and Career Education

</div>

APPROVED:

JOE STARK
Executive Director
Division of Adult and Career Education

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).

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.

COMPETENCY-BASED COMPONENTS
for the <u>Early Childhood Education Assistant/1</u> Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
A. INTRODUCTION AND ORIENTATION Understand the philosophy and purpose of the class. (5 hours)	1. Understand course and completion requirements. 2. Identify the student's responsibilities in this class. 3. Describe different types of child care facilities. 4. Describe personal qualifications needed by child care workers. 5. Identify the licensing agency for child care centers. 6. Describe employment possibilities in child care.	**Career Ready Practice:** 1, 2, 3 **CTE Anchor:** Communications: 2.5 Career Planning and Management: 3.1, 3.2, 3.4, 3.7, 3.9 Ethics and Legal Responsibilities: 8.2, 8.3 Technical Knowledge and Skills: 10.1, 10.2 Demonstration and Application: 11.2 **CTE Pathway:** A1.1, A1.2, A1.3, A1.4, A2.1, A2.2, A3.1, A3.2, A3.8, A11.1, A11.2, A11.8, A12.1, A12.3, A12.4, A12.5
B. COMMUNICATION SKILLS Develop communication skills that apply to being a child care aide.	1. Read, interpret, analyze, and as necessary, communicate relevant ideas, facts, theories, and principles of child development. 2. Read, interpret, and/or write appropriate notes, letters, observations, newspaper articles, and reference materials. 3. Read, interpret, and prepare, as required, specialized forms, charts, and graphs. 4. Read, interpret, and be able to use correct terminology associated with the child care and guidance, management and services field. 5. Identify and develop good communication skills.	**Career Ready Practice:** 1, 2 **CTE Anchor:** Communications: 2.3, 2.4, 2.5 Technical Knowledge and Skills: 10.1, 10.2

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(4 hours)		**CTE Pathway:** A1.5, A2.2, A3.3, A6.3, A6.4, A6.5, A12.1, A12.2
C. CRITICAL THINKING SKILLS Apply critical thinking skills in the field of child care aide. (5 hours)	1. Describe the steps and procedures involved in defining and clarifying issues or problems. 2. Recognize consistent, logical, unbiased, unemotional, and credible facts in judging information related to problem solving. 3. Determine whether the information is adequate to justify a conclusion and to predict probable consequences.	**Career Ready Practice:** 1, 2 **CTE Anchor:** Communications: 2.2, 2.3, 2.5 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 **CTE Pathway:** A2.2, A7.6, A8.2
D. PRINCIPLES AND THEORIES OF DEVELOPMENT Understand major theories of development. (15 hours)	1. Define Erikson's theory of personality development. 2. Explain Skinner's theory of behaviorism and learning. 3. Interpret Jean Piaget's theory of cognitive development. 4. Explain Maslow's theory of human needs. 5. Explain Arnold Gesell's theory of biological maturation. 6. Define Alfred Binet's theory of intellectual development. 7. Interpret Kohlberg's theory of moral development.	**Career Ready Practice:** 1, 2 **CTE Anchor:** Problem Solving and Critical Thinking: 5.1 Technical Knowledge and Skills: 10.1, 10.21 Demonstration and Application: 11.1 **CTE Pathway:** A5.1, A5.2, A5.6, A6.1, A6.2, A6.3, A6.4, A7.1, A7.3, A7.6, A12.1, A12.4

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
E. THE INFANT Facilitate physical, intellectual, social, and emotional development of infants. (15 hours)	1. Identify the development stages of infants. 2. Describe similarities as well as the differences in the development of infants. 3. Describe patterns and directions of motor development. 4. Identify and discuss environmental influences on physical development. 5. Interpret the social development stage of the infant. 6. Identify ways the infant displays emotions. 7. Describe how infants develop intellectually. 8. Describe how infants develop socially and emotionally.	**Career Ready Practice:** 1, 2 **CTE Anchor:** Communications: 2.5 Technical Knowledge and Skills: 10.1, 10.7 **CTE Pathway:** A5.2, A5.3, A5.6

F. THE TODDLER
 	
Facilitate physical, intellectual, social, and emotional development of toddlers.
 	
(50 hours)
	1. Identify key development stages of the toddler.
	2. Describe environmental influences on the development of motor skills.
	3. Describe the process of language acquisition.
	4. Explain the states of intellectual development.
	5. Describe how toddlers display emotions.
	6. Interpret the socialization process.
	7. Identify the relationship between socialization and self concept.
	8. Explain how the five senses help a child to learn.
	9. Describe:
	   a. parallel play
	   b. cooperative play
	   c. onlooker play
	   d. solitary play
	   e. dramatic play
	10. Observe, record, and report behavior of toddlers.
	11. Describe normal physical development patterns,
	12. Identify ways to help toddlers develop sound emotional health.
	13. Describe the process and sequence of language acquisition and language development.
	14. Describe heredity factors that influence the development of toddlers.
		Career Ready Practice:
		1, 2
		
		CTE Anchor:
		Communications:
		2.5
		Technical Knowledge and Skills:
		10.1, 10.5, 10.7, 10.9
		
		CTE Pathway:
		A5.1, A5.2, A5.3, A5.5, A5.6, A7.1, A8.2, A8.3, A12.6

G. THE PRESCHOOLER Facilitate physical, intellectual, social, and emotional development of preschoolers.	1. Describe how growth can be measured. 2. Name some of the motor task performed by preschool children. 3. Explain the importance of physical appearance and the meaning of physical growth patterns. 4. Describe how intellectual ability is measured. 5. Interpret the social development stages shown by children. 6. Describe the sequence of language development. 7. Describe how preschoolers display their emotions. 8. Identify ways to help preschoolers develop sound emotional health.	**Career Ready Practice:** 1, 2 **CTE Anchor:** Communications: 2.2, 2.3, 2.5

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	9. Describe some of Jean Piaget's theories on child's thinking abilities. 10. Explain the relationship of hearing to total development. 11. Explain what negative emotions are and how they should be handled. 12. Define the term critical period as related to learning. 13. Explain the purpose of sequencing activities. 14. Explain sex role concept and how it relates to self concept. 15. Observe, record, and report behavior of preschoolers.	Technical Knowledge and Skills: 10.1, 10.5, 10.7, 10.8, 10.9, 10.14 **CTE Pathway:** A5.1, A5.2, A5.5, A5.6, A5.7, A6.1, A6.2, A6.3, A6.4, A7.2, A8.2, A8.3, A12.4, A12.6
(50 hours)		
H. HEALTH AND SAFETY Establish and maintain a safe and healthful environment for children.	1. List the signs of a healthy child. 2. Explain what must be done in the child care center to protect children's health. 3. Describe how to care for a child who is ill. 4. Be able to assist in the general hygiene needs of preschool children. 5. Be able to report signs of illness or discomfort in children. 6. Be able to report accidents or injuries that occur to the children. 7. Use sanitary procedures in handling, preparing, and service snacks and meals. 8. Supervise the children during indoor and outdoor play times. 9. Assist in the general hygiene needs of preschool age children. 10. Identify signs of illness or discomfort in children. 11. Identify safety factors that contribute to a safe preschool environment. 12. Describe first aid procedures for non-life threatening accidents. 13. Explain goals that foster independent eating practices and promote good nutrition and hygiene habits. 14. Outline the procedures for treating poisonings. 15. Recognize the signs of child abuse. 16. Teach children how to resist child abuse. 17. Complete First Aid/CPR certification.	**Career Ready Practice:** 1, 2, 5 **CTE Anchor:** Health and Safety: 6.3, 6.6, 6.7, 6.8 Ethics and Legal Responsibilities: 8.2, 8.3 Technical Knowledge and Skills: 10.2, 10.8, 10.18 **CTE Pathway:** A2.2, A3.2, A3.3, A3.4, A3.6, A4.2, A4.3, A5.1
(20 hours)		
I. WAYS TO GUIDE CHILDREN Provide guidance that promotes a positive self-concept in the child.	1. List ways to instill a sense of responsibility in children. 2. Identify types of positive guidance and discipline techniques. 3. Use positive guidance and discipline techniques based upon the age of the child or developmental level. 4. Explain the self-control approach to discipline. 5. Tell how children can be allowed freedom of expression. 6. Explain how to set limits for children. 7. Determine the possible causes of behavior problems and suggest solutions. 8. Help children develop a respect for self and others through preschool routines. 9. Describe some special behavior problems that child care workers face in working with children.	**Career Ready Practice:** 1, 2 **CTE Anchor:** Problem Solving and Critical Thinking: 5.1, 5.3 Technical Knowledge and Skills: 10.8, 10.15, 10.16, 10.18

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(30 hours)	10. Establish routines that will develop self confidence in the children. 11. Identify goals of effective guidance. 12. Explain various techniques for effective guidance. 13. Describe principles of direct and indirect guidance. 14. Identify situations and feelings that cause tension in children. 15. Describe behavior problems that result from tension.	**CTE Pathway:** A6.2, A6.3, A6.4, A6.5
J. PLANNING PHYSICAL ENVIRONMENT Plan a physical environment that is safe, flexible, and suitable and fosters program goals indoors and outdoors for young children. (20 hours)	1. Identify safety factors that contribute to a safe preschool environment. 2. Describe an environment that encourages free exploration for preschool children. 3. List the centers needed in the preschool classroom to foster individual and group play. 4. Identify the centers needed in a preschool classroom that offers a variety of activity centers. 5. Name the types of equipment needed for the preschool classroom that will foster independence in young children. 6. Describe how space is best used in the center. 7. Explain how equipment, materials, and supplies should be stored and used in the center. 8. Assist in organizing an indoor environment that allows for orderliness and an even flow of activities. 9. Explain the value of planned indoor and outdoor space. 10. List the criteria to consider when choosing playroom furniture and color schemes. 11. Summarize factors that affect the organization of space in a center.	**Career Ready Practice:** 1, 2, 5 **CTE Anchor:** Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.3, 6.7 **CTE Pathway:** A3.4, A4.4, A9.1, A9.3
K. PROGRAM GOALS Establish program goals that will develop the preschool child socially, emotionally, physically, and intellectually. (20 hours)	1. Assist in planning program goals that develop a positive self-concept in the preschool child. 2. Assist in planning program goals that develop the sensory perception and acuity of the preschool child. 3. Assist in planning program goals that develop motor coordination in the preschool child. 4. Assist in planning program goals that develop language skills in the preschool child. 5. Assist in planning program goals that develop concept formation in the preschool child. 6. Assist in planning program goals that develop problem solving abilities in the preschool child. 7. Assist in planning program goals that develop the skills needed for daily living in the preschool child. 8. Assist in planning program goals that promote independence. 9. Assist in planning program goals that promote large muscle development. 10. Assist in planning program goals that promote self-control. 11. Assist in planning program goals that promote an appreciation of cultural diversity.	**Career Ready Practice:** 1, 2, 5 **CTE Anchor:** Communications: 2.2, 2.3 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Technical Knowledge and Skills: 10.1 **CTE Pathway:** A1.1, A2.2, A5.6, A6.1, A6.5, A11.1, A11.2, A12.1, A12.4

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
L. CURRICULUM PLANNING Establish guidelines for planning curriculum and a daily program for preschool children that will stimulate the child in all areas of development. (50 hours)	1. Define and explain curriculum. 2. Describe the difference between structured and unstructured programs. 3. Explain how a routine is useful in the child care center. 4. Describe the use of a schedule in the center. 5. Explain the need for both individual and group activities. 6. Explain how equipment, materials, and supplies should be stored and used in the center. 7. Describe how space is best used in the center. 8. Describe how play equipment should be selected and used in the center. 9. Explain and give examples of different kinds of creative and manipulation activities. 10. Describe dramatic and imaginative play. 11. Explain the use of music and creative movements. 12. Select appropriate books and stories for children and read them aloud effectively. 13. List science activities that children enjoy. 14. Explain the reasons for having classroom rules. 15. List guidelines for establishing classroom rules. 16. Describe methods for reinforcing rules. 17. List useful rules for various classroom areas and activities.	**Career Ready Practice:** 1, 2, 5 **CTE Anchor:** Communications: 2.2, 2.4 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.3 **CTE Pathway:** A3.4, A4.4, A8.1, A8.4, A11.1, A11.2, A11.3, A11.4, A12.4, A12.5
M. PLANNING FOR SPECIAL NEEDS Plan an environment that will meet the needs of exceptional children in all areas of development. (6 hours)	1. List six major categories of handicapping conditions. 2. Explain the importance of critical learning periods and teachable moments for exceptional children. 3. List the procedure to be used in identifying the exceptional child. 4. List five major considerations in planning a daily schedule for exceptional children. 5. Name support services needed to assist parents of exceptional children. 6. Describe examples of integration of special needs children. 7. Explain the advantages of a developmental approach for the integrated preschool. 8. Explain the special needs of children who are gifted and how these needs can be met. 9. Explain the seven components of an acceptable Individualized Educational Plan (IEP).	**Career Ready Practice:** 1, 2, 5 **CTE Anchor:** Problem Solving and Critical Thinking: 5.1, 5.4 Technical Knowledge and Skills: 10.1 **CTE Pathway:** A5.1, A5.2, A5.4, A5.6, A7.3, A7.4, A7.6, A8.4, A11.3

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
N. EMPLOYABILITY SKILLS Demonstrate skills, knowledge, and attitudes needed to locate, obtain, and maintain employment in child care, guidance, and management. (10 hours)	1. Describe job search procedures and resources. 2. Describe appropriate behavior, grooming, and dress needed to be successful in an interview. 3. Demonstrate the ability to complete personal résumés, letters of application and application forms. 4. Demonstrate appropriate interviewing techniques. 5. Demonstrate appropriate follow-up procedures. 6. Identify informational materials and resources needed to be successful in an interview. 7. Identify and analyze attributes, behavior, and rules of conduct valued by employees. 8. Practice positive work habits and attitudes. 9. Develop effective working relationships. 10. Demonstrate ability to perform the reading required for selected occupations. 11. Demonstrate the ability to perform the writing required for selected occupations. 12. Demonstrate the ability to perform the math skills required for selected occupations. 13. Demonstrate job retention skills including responsibility, dependability, effective use of time, and appropriate dress for the job. 14. Demonstrate skills needed to work effectively and efficiently with a supervisor. 15. Demonstrate initiative to assess and/or identify and complete unassigned job related tasks that need to be accomplished. 16. Analyze, prioritize, and perform work to be accomplished in a logical, effective manner. 17. Describe career opportunities in the early childhood field. 18. Describe/prepare a teaching portfolio.	**Career Ready Practice:** 1, 2, 3, 4, 5, 7, 8, 9 **CTE Anchor:** Communications: 2.3, 2.4 Career Planning and Management: 3.2, 3.4, 3.8, 3.9 Technology: 4.3 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Responsibility and Flexibility: 7.7 Leadership and Teamwork: 9.2, 9.7 Demonstration and Application: 11.2 **CTE Pathway:** A12.6

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, 6th 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, 2nd 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, 5rd 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, 10th Edition. Prentice-Hall, 2011.

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

Hildebrand, Verna, et al. Knowing And Serving Diverse Families, 3rd 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, 7th Ed. Cengage Learning, 2011

Miller, Darla. Positive Child Guidance, 6th 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. <u>Week by Week: Plans for Documenting Children's Development, 5th Edition</u>. Cengage Learning, 2010.

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

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

Santrock, john W. <u>Child Development: An Introduction</u>. McGraw Hill, 2010.

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

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

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

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

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

OTHER PUBLICATIONS

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

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

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

Copley, Juanita V. <u>The Young Child and Mathematics</u>. NAEYC, 2000.

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

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

Koralek, Derry. <u>Spotlight on</u> <u>Young Children and Play</u>. NAEYC, 2004.

Paciorek. Karen Menke. <u>Annual Editions: Early Childhood Education 2010/11, 31st Edition.</u> 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

METHODS AND PROCEDURES

A.   Lecture and discussion

B.   Multisensory presentations

C.   Demonstrations and participations

D.   Individualized instruction

E.   Field work and field study experiences

F.   Community resources

EVALUATION

SECTION A – Introduction and Orientation – Pass all assignments and exams on introduction and orientation with a minimum score of 80% or higher.

SECTION B – Communication Skills – Pass all assignments and exams on communication skills with a minimum score of 80% or higher.

SECTION C – Critical Thinking Skills – Pass all assignments and exams on critical thinking skills with a minimum score of 80% or higher.

SECTION D – Principles and Theories of Development – Pass all assignments and exams on principles and theories of development with a minimum score of 80% or higher.

SECTION E – The Infant– Pass all assignments and exams on the infant with a minimum score of 80% or higher.

SECTION F – The Toddler – Pass all assignments and exams on the toddler with a minimum score of 80% or higher.

SECTION G – The Preschooler – Pass all assignments and exams on the preschooler with a minimum score of 80% or higher.

SECTION H – Health and Safety – Pass all assignments and exams on health and safety with a minimum score of 80% or higher.

SECTION I – Ways to Guide Children – Pass all assignments and exams on ways to guide children with a minimum score of 80% or higher.

SECTION J – Planning Physical Environment – Pass all assignments and exams on planning physical environment with a minimum score of 80% or higher.

SECTION K – Program Goals – Pass all assignments and exams on program goals with a minimum score of 80% or higher.
SECTION L – Curriculum Planning – Pass all assignments and exams on curriculum planning with a minimum score of 80% or higher.

SECTION M – Planning for Special Needs – Pass all assignments and exams on planning for special needs with a minimum score of 80% or higher.

SECTION N – Employability Skills – 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.