

Course Outline

Education, Child Development, and Family Services

REVISED: August/2017

Job Title:

ECE Infant/Toddler Caregiver

Career Pathway:

Education

Industry Sector:

Education, Child Development,
and Family Services

O*NET-SOC CODE:

39-9011.00

CBEDS Title:

Teaching Careers or Careers in
Education

CBEDS No.:

4401

72-10-80

**Early Childhood Education:
Infant/Toddler Studies**

Credits: 10

Hours: 150

Course Description:

This competency-based course contains major principles of infant/toddler caregiving based on knowledge of human growth and development and infant/toddler needs. This course provides a framework for infant and toddler caregivers, reinforces skills and concepts on appropriate curriculum, and describes guidance techniques and parent involvement for infant care programs. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

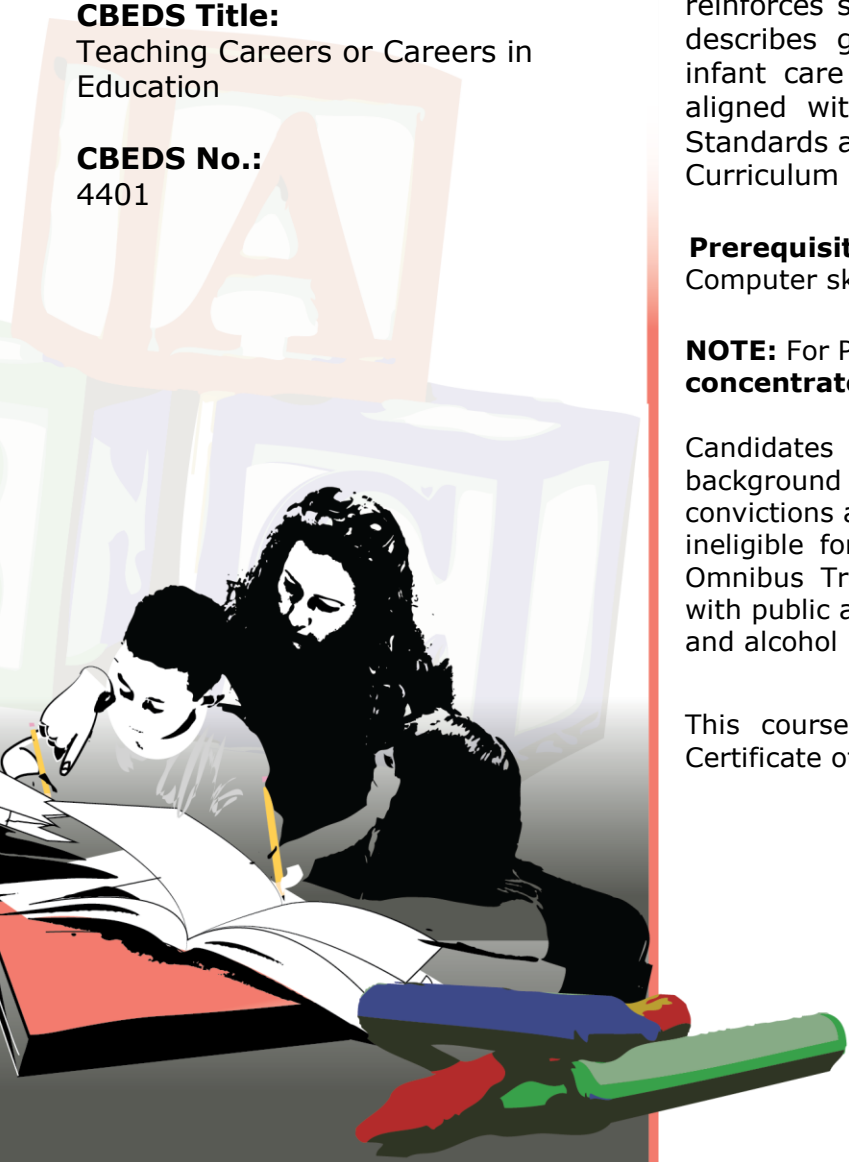
Prerequisites:

Computer skills are recommended.

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

Candidates for positions with public agencies are subject to background investigations: candidates with a record of criminal convictions and/or history of driving violations may be considered ineligible for employment. In addition, based on the Federal Omnibus Transportation Employee Testing of 1994, applicants with public agencies may be required to undergo mandatory drug and alcohol prior to and during employment.

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. 7-11

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)***

COURSE OUTLINE COMPONENTS	LOCATION
INSTRUCTIONAL STRATEGIES	p. 15
<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>	
UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT	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>	
EVALUATION PROCEDURES	p. 15
<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>	
REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT	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 course outline. Acknowledgment is also given to ERICA ROSARIO for designing the original artwork in the course cover designs.

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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 Industry Sector 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 Early Childhood Education: Infant/Toddler Studies Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. INTRODUCTION</p> <p>Recognize the importance of adequate childcare for children less than two years of age.</p> <p>(5 hours)</p>	<ol style="list-style-type: none"> 1. Explain recent changes in the need for infant/toddler care and well-trained providers. 2. Describe personal qualities necessary to work with infants and toddlers. 3. Identify the licensing agency for infant care programs and licensing exemptions. 4. Explain legal requirements to work with children. 5. Describe licensing standards and ratios for infant care. 6. Identify the local Resource and Referral for the community. 7. Describe childcare options available to families. 8. Compare types of services and facilities as options for families. 9. Explain parents' expectations of caregivers. 	<p>Career Ready Practice: 1, 2, 8, 12</p> <p>CTE Anchor: Career Planning and Management: 3.2, 3.4, 3.9 Technology: 4.1, 4.3, 4.4, 4.6, 4.8 Ethics and Legal Responsibilities: 8.2, 8.4 Technical Knowledge and Skills: 10.1, 10.4</p> <p>CTE Pathway: C3.1</p>
<p>B. PRENATAL DEVELOPMENT</p> <p>Understand basic principles of prenatal development.</p> <p>(10 hours)</p>	<ol style="list-style-type: none"> 1. Describe the periods of prenatal development. 2. Describe the functions of fetal activity. 3. List and describe the fetus's sensory capacities. 4. Describe evidence that fetal learning takes place. 5. Define and explain the effect of the following factors on prenatal development: <ol style="list-style-type: none"> a. maternal conditions b. teratogens c. environmental sources 6. Explain the importance of the following principles of prenatal development: <ol style="list-style-type: none"> a. sequence b. timing c. differentiation and integration d. stagelike progression e. uneven progress 	<p>Career Ready Practice: 1</p> <p>CTE Anchor: Problem Solving and Critical Thinking: 5.1 Technical Knowledge and Skills: 10.6</p> <p>CTE Pathway: C3.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>C. INFANT AND TODDLER DEVELOPMENT</p> <p>Identify the physical, cognitive/language, and social/emotional areas of infant/toddler development.</p> <p>(30 hours)</p>	<ol style="list-style-type: none"> 1. Define the purpose of the Apgar scale. 2. Identify assessment methods to evaluate infant/toddler development. 3. Describe the reflexes evident in newborns. 4. Explain the significance of milestones and critical ages. 5. Explain the need for grouping infants and toddlers as they achieve specific milestones. 6. Describe physical milestones at 3 months, 6 months, 9 months, 12 months, and 18 months. 7. Describe the language development during the first 12 months and from 12-24 months. 8. Explain the implications of the theories/teachings of Jean Piaget, Erik Erikson, Benjamin Spock, Magda Gerber, Bruno Bettelheim, and T. Barry Brazelton. 9. Describe the cognitive stages of infancy. 10. Describe how cultural values influence social/emotional development of infants/toddlers. 11. Describe readiness factors and techniques of toilet training. 12. Observe three infants of different ages and compare developmental differences. 13. Explain the importance of a strong, positive relationship between caregiver and parent. 	<p>Career Ready Practice: 1</p> <p>CTE Anchor: Problem Solving and Critical Thinking: 5.1 Ethics and Legal Responsibilities: 8.3 Technical Knowledge and Skills: 10.7, 10.9, 10.13, 10.14</p> <p>CTE Pathway: C1.1, C5.2, C5.4, C6.5, C7.3, C9.1, C9.3, C10.4, C11.4</p>
<p>D. ENVIRONMENT</p> <p>Plan an indoor and outdoor environment that stimulates infant development in all areas.</p> <p>(15 hours)</p>	<ol style="list-style-type: none"> 1. Compare five or more environmental characteristics such as staffing ratios, space, and licensing regulations that vary between family-based childcare and center-based childcare. 2. Describe an environment that encourages free exploration for infants. 3. Describe optimal placements of furniture equipment, storage, and play space. 4. Explain the environmental changes necessary after infants begin walking. 5. Analyze the developmental skills in five pieces of indoor equipment or toys. 6. Analyze the developmental skills in five pieces of outdoor equipment or toys. 7. Describe a well-organized diaper-changing area. 8. Explain the importance and identify the contents of a cubby for each infant. 	<p>Career Ready Practice: 1, 5</p> <p>CTE Anchor: Problem Solving and Critical Thinking: 5.1, 5.4 Ethics and Legal Responsibilities: 8.3 Technical Knowledge and Skills: 10.1, 10.2, 10.4, 10.9</p> <p>CTE Pathway: C1.4, C8.3, C10.1, C10.2, C12.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>E. INFANT CURRICULUM</p> <p>Plan a developmentally appropriate program that will enhance the physical, social, emotional, and intellectual competence of the infant.</p> <p>(30 hours)</p>	<ol style="list-style-type: none"> Describe effective communication with young children such as good eye contact, active listening, openness, honesty, and respect. Explain several reasons why the caregiver should talk to the infant. Demonstrate two or more verbal interactions to encourage infant "talk." Describe toys or equipment, which encourages interactions between infants. List examples of different kinds of creative and manipulative activities that develop large and small muscles. Describe the use of music and creative movement in an infant program. Explain the need to establish schedules and routines, and when flexibility is needed. Identify routines that need to be recorded. Identify the necessary forms needed to record the daily routines. Explain the need for sensory activities. List the sensory characteristics in five or more activities. 	<p>Career Ready Practice: 1, 2, 11</p> <p>CTE Anchor: Communications: 2.1, 2.3 Problem Solving and Critical Thinking: 5.4 Responsibility and Flexibility: 7.1 Ethics and Legal Responsibilities: 8.1 Technical Knowledge and Skills: 10.1, 10.9, 10.14</p> <p>CTE Pathway: C6.2, C7.1, C7.3, C7.6</p>
<p>F. HEALTH AND SAFETY</p> <p>Learn how to promote good health and nutrition, and provide an environment that prevents and reduces illness and accidents.</p>	<ol style="list-style-type: none"> Explain the procedures of the precursory health check when the infant/toddler arrives. List the essential information required on the health and emergency cards. Describe the appearance of a healthy infant/toddler. Describe the early warning signs of possible illness. Describe procedures for caring for an infant/toddler who is not well. Explain the preventive measures regarding Sudden Infant Death Syndrome. List five or more dangerous plants that should not be in the infants' environment. Describe appropriate hygiene practices in the infant/toddler program. Explain procedures for changing a diaper. Describe appropriate disinfecting techniques used on furniture, equipment, and toys. Describe the life-saving techniques for a conscious and unconscious infant. Complete the Adult, Child, and Infant CPR course. List critical safety precautions in a child care center classroom. List critical safety precautions that are necessary in a family day care center. 	<p>Career Ready Practice: 1, 4</p> <p>CTE Anchor: Technology: 4.2, 4.3 Problem Solving and Critical Thinking: 5.1, 5.4 Health and Safety: 6.6 Technical Knowledge and Skills: 10.2, 10.17, 10.18</p> <p>CTE Pathway: C3.1, C3.2, C4.2, C4.3, C4.4, C7.2, C8.1, C8.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(15 hours)	15. Describe three snacks and three meals for a one-year old, two-year old, and a three-year old. 16. Compare the advantages and disadvantages of mother's milk versus baby formula. 17. List five or more foods that are dangerous for children under three years of age. 18. Explain the negative effects of propping up a baby bottle, "bottle mouth," and feeding the baby directly out of the baby food jar. 19. Describe the four types and the symptoms of child abuse. 20. Explain the responsibility of the volunteer and the childcare provider/teacher to report suspected symptoms of child abuse. 21. Explain emergency procedures in the event of a fire, earthquake or other disaster.	
G. GUIDANCE TECHNIQUES Identify guidance techniques that are appropriate for infants and toddlers.	1. Describe the importance of early adult/infant dialogue. 2. Identify and describe the appropriate discipline techniques for behaviors that require limit setting such as biting, spitting, hitting, pinching, hair pulling, grabbing or throwing toys, and other signs of aggression. 3. Describe the concepts of separation anxiety, stranger anxiety, transitional objects, caregiver attachment, and consistency of care. 4. Explain the importance of infant/caregiver bonding. 5. Identify observation tools for studying infant/toddler behavior. 6. Explain the concept of self-esteem in relation to behavior management. 7. Describe steps to calm a restless or fussy infant. 8. Explain how adult role modeling influences infant/toddler behavior.	Career Ready Practice: 1, 5 CTE Anchor: Communications: 2.3 Problem Solving and Critical Thinking: 5.1, 5.4 Technical Knowledge and Skills: 10.1, 10.7, 10.8, 10.14, 10.15 CTE Pathway: C5.2, C6.1, C6.2, C6.3
H. PROFESSIONAL SKILLS AND DEVELOPMENT Establish guidelines for employability and professional standards.	1. Describe career options for working with infants and toddlers. 2. List the responsibilities of an infant/toddler caregiver. 3. Describe the personal qualifications and characteristics of an infant/toddler caregiver and why these are important. 4. Identify community agencies and workshop sources offering training opportunities. 5. Explain the importance of updating or improving professional skills. 6. Identify sources for job leads. 7. Explain the reasons for high staff turnover, its impact on the children, and ways to maintain employment. 8. Identify ways of preventing staff burnout and minimizing job stress.	Career Ready Practice: 1, 3 CTE Anchor: Communications: 2.4 Career Planning and Management: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8, 3.9 Technology: 4.1, 4.3

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(15 hours)	9. Describe dress and grooming standards for working with children. 10. Explain the criteria for properly completed job application. 11. Create a résumé. 12. Describe typical and challenging questions of a job interview and appropriate responses.	Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.5 CTE Pathway: C1.2
I. PARENT INVOLVEMENT Develop practices that will encourage open communication and involvement between parents and staff.	1. Describe communication options for family-based and center-based childcare. 2. Explain the benefits of on-going communication and parent participation in the program. 3. Describe necessary information that needs to be posted daily, weekly, monthly, and annually. 4. Explain how cultural differences affect parenting practices. 5. Identify three resources for obtaining current news and information to share with families. 6. List names of community agencies that offer counseling and/or support services.	Career Ready Practice 1, 2, 3 CTE Anchor: Communications: 2.1, 2.4 Ethics and Legal Responsibilities: 8.2 Technical Knowledge and Skills: 10.5 CTE Pathway: C9.1, C9.2, C9.3

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, 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. Week by Week: Plans for Documenting Children's Development, 5th Edition. Cengage Learning, 2010.

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

Puckett, Margaret B, et al. The Young Child: Development from Prebirth Through Age Eight, 5th 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, 7th 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, 3rd Edition. Glencoe/McGraw Hill, 2002.

Whitehead, Marian R. Language and Literacy in the Early Years 0 - 7, 4th 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, 2nd 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, 3rd 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, 2nd Edition. NAEYC, 2004.

Junn, Ellen and Chris Boyatzis. Annual Editions: Child Growth and Development 2010/11, 17th 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, 31st 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. Community resources
 - 1. site visitations
 - 2. speakers
- C. Demonstrations and participations
- D. Multisensory presentations

EVALUATION

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

SECTION B – Prenatal Development – Pass all assignments and exams on prenatal development with a minimum score of 80% or higher.

SECTION C – Infant and Toddler Development – Pass all assignments and exams on infant and toddler development with a minimum score of 80% or higher.

SECTION D – Environment– Pass all assignments and exams on environment with a minimum score of 80% or higher.

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

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

SECTION G – Guidance Techniques – Pass all assignments and exams on guidance techniques with a minimum score of 80% or higher.

SECTION H – Professional Skills and Development – Pass all assignments and exams on professional skills and development with a minimum score of 80% or higher.

SECTION I – Parent Involvement – Pass all assignments and exams on parent involvement 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.
