

Course Outline

Education, Child Development, and Family Services

REVISED: July/2022

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: 100

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. A minimum of thirty hours (30 hours) of 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:

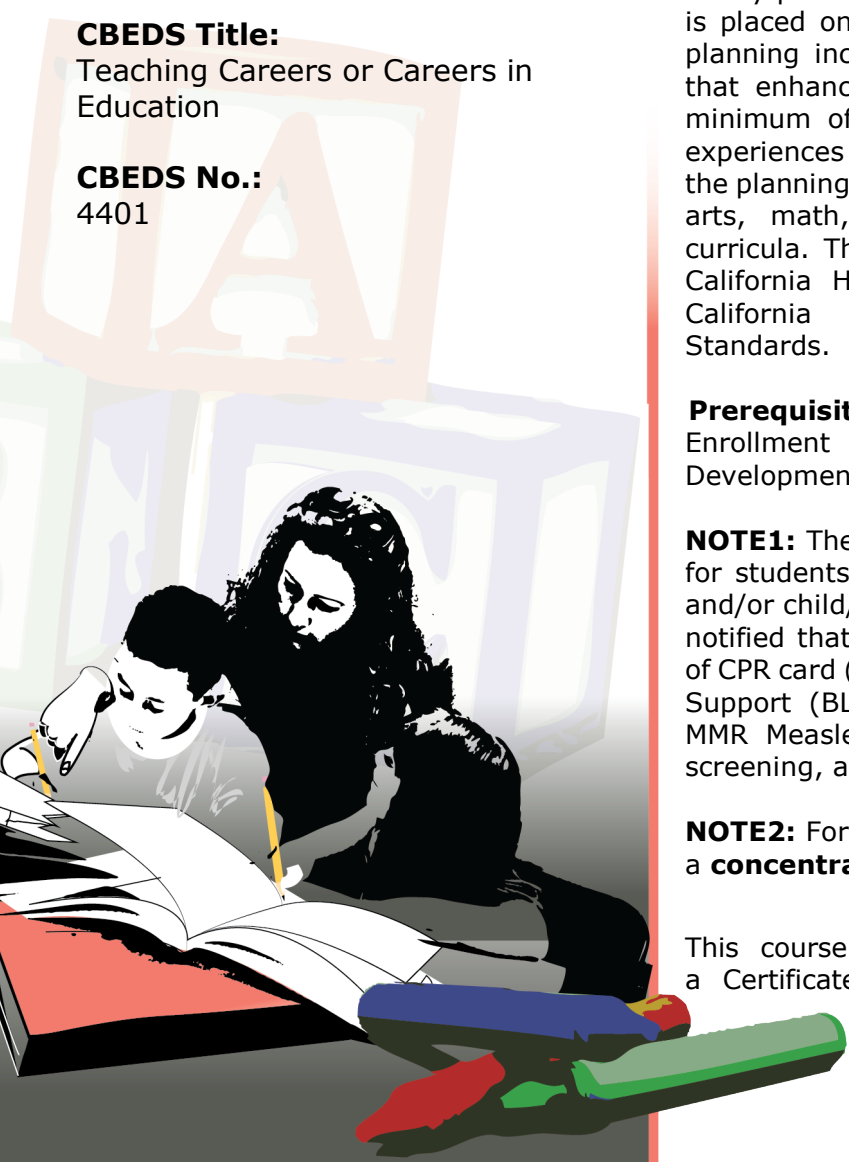
Enrollment requires successful completion of the Child Development/1: Foundations (72-15-50) course.

NOTE1: The course requires a minimum of thirty hours (30 hrs.) for students to conduct field work at an Early Education Center and/or child/day care center. During orientation, students will be notified that an employer or externship facility will require proof of CPR card (a current American Heart Association (AHA) Basic Life Support (BLS) certification card, T-DAP, Diphtheria, Pertussis, MMR Measles, mumps, rubella, vaccine, influenza, COVID, TB screening, and a background check.

NOTE2: For Perkins purposes this course has been designated as a **concentrator** course.

This course **cannot** be repeated once a student receives a Certificate of Completion.

Los Angeles Unified School District
Division of Adult and Career Education
Instructional and Counseling Services Unit
Adult Curriculum Office
www.weareadace.org



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. 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. 19
<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. 19
<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 IRMA CUEVAS, ERIKA MURCIA-FLORES, JENNET GUERRERO, RORY JOHNSON, KIMBERLY SHIRLEY, and LORENA ZORRILLA for developing and editing this curriculum. Acknowledgment is also given to ERICA ROSARIO for designing the original artwork in the course cover designs.

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APPROVED:

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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
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. ORIENTATION AND SAFETY REVIEW</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"> 1. Review the scope and purpose of the course. 2. Review the overall course content as a part of the Linked Learning Initiative. 3. Review classroom policies and procedures. 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. 5. Review the opportunities available for promoting gender equity and the representation of non-traditional populations in the educational field. 6. Review the purpose and impact of each of the following on early childhood education: <ol style="list-style-type: none"> a. California Department of Education (CDE) b. California Education Code (Ed Code) c. California Commission on Teacher Credentialing (CCTC) 7. Review the purpose of the California Occupational Safety and Health Administration (Cal/OSHA) and its laws governing educators and educational aides to include fire extinguishers, smoke detectors, carbon monoxide, etc. 8. Review classroom and workplace first aid and emergency procedures based on the American Red Cross (ARC) standards. 9. Review how each of the following insures a safe workplace: <ol style="list-style-type: none"> a. employees' rights as they apply to job safety b. employees' obligations as they apply to safety c. AB1207 – Mandated child abuse reporting: child day care personnel: training 10. Pass the safety exam with 100% accuracy. 	<p>Career Ready Practice: 1, 2, 4, 5, 6, 7, 8, 12</p> <p>CTE Anchor: 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>CTE Pathway: 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"> 1. Identify the following: <ol style="list-style-type: none"> a. Benjamin Bloom b. California Model Curriculum Standards 2. Define the following: <ol style="list-style-type: none"> a. curriculum b. Bloom’s Taxonomy 3. Differentiate between structured and unstructured programs. 4. Describe the impact of the following on curriculum development: <ol style="list-style-type: none"> a. theories of human development and growth b. role of teachers c. curricular focus d. classroom structure 5. Describe the importance of the following in curriculum planning: <ol style="list-style-type: none"> a. schedule b. routine c. individual and group activities d. equipment, materials, and supply selection e. space planning and use f. selection and use of play equipment 6. List guidelines for establishing classroom rules. 7. Describe methods for reinforcing rules. 8. Describe the importance of the following in curriculum topics: <ol style="list-style-type: none"> a. organization b. materials c. resources of each content area and the activities 9. Describe the importance of continuous curricular renewal and readjustment based on: <ol style="list-style-type: none"> a. reflection b. experimentation c. practice 	<p>Career Ready Practice: 1, 2, 5</p> <p>CTE Anchor: 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>CTE Pathway: 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"> 1. Describe the importance of factoring children’s play as a crucial component of any early childhood curriculum. 2. Describe the influence of the following to a child’s growth and development: <ol style="list-style-type: none"> a. creative and manipulation activities b. dramatic and imaginative play c. music and creative movements d. books and stories e. reading aloud f. science activities g. classroom rules 3. Describe the benefits of play-based activities in developing the following: <ol style="list-style-type: none"> a. sensory stimulation b. vision and color recognition 	<p>Career Ready Practice: 1, 2, 4</p> <p>CTE Anchor: 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
(11 hours)	<ul style="list-style-type: none"> c. feeding d. gross and fine motor skills e. language and communication skills f. daily living skills g. early math h. physical education i. music j. mobility k. computer/technology awareness <p>4. Define and describe the features of the following:</p> <ul style="list-style-type: none"> a. parallel play b. cooperative play c. onlooker play d. solitary play e. dramatic play <p>5. Describe and design activities that exemplify the following:</p> <ul style="list-style-type: none"> a. parallel play b. cooperative play c. onlooker play d. solitary play e. dramatic play <p>6. Describe and design play-based activities appropriate for the following:</p> <ul style="list-style-type: none"> a. visit to a zoo b. school parades c. holiday show d. indoor beach party <p>7. Schedule field observations to a child/day care center and perform the following:</p> <ul style="list-style-type: none"> a. observe play-based curricular activity b. evaluate the materials and equipment used c. note the use of Bloom’s Taxonomy and the California Model Curriculum Standards d. document the teacher’s instructional delivery and student participation e. record the number of field work hours to satisfy classroom and employment requirements <p>8. Submit a written report of field work observations and save report in portfolio.</p>	<p>CTE Pathway: 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</p>	<ul style="list-style-type: none"> 1. Describe the importance of factoring environmental influences in early childhood curriculum development. 2. Define the following: <ul style="list-style-type: none"> a. family b. nuclear family c. extended family d. intentional family e. adopted family 	<p>Career Ready Practice: 1, 2, 4</p> <p>CTE Anchor: Problem Solving and Critical Thinking: 5.3, 5.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>societal relationships of students.</p> <p>(6 hours)</p>	<ol style="list-style-type: none"> 3. Describe the following issues and their possible impact on children attending early childhood programs: <ol style="list-style-type: none"> a. parent/guardian/adult roles in relation to home, family, and work life b. multiple roles parent/guardian/adult assume to balance personal, home, and work life 4. Describe the influence of the following adverse childhood experiences to a child's growth and development: <ol style="list-style-type: none"> a. death in the family b. divorce c. alcoholism d. drug use in the family e. step-parents f. loss of income/unemployment g. child abuse h. ethnic diversity i. cultural diversity j. stress k. emotional and physical disabilities 5. Describe and demonstrate the inclusion of the following in curriculum planning: <ol style="list-style-type: none"> a. teacher-parent contacts b. parent participation at parent meetings c. parent and community volunteerism during class hours 6. Schedule field observations to a child/day care center and perform the following: <ol style="list-style-type: none"> a. observe the degree of parental involvement and volunteerism b. evaluate the recruitment and orientation activities for parents c. document the teacher's instructional delivery and student participation d. record the number of field work hours to satisfy classroom and employment requirements 7. Submit a written report of field work observations and save report in portfolio. 	<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>CTE Pathway: 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"> 1. Describe the importance of health and nutrition curricular experiences in early childhood programs and variety of modalities of learnings in order to reach all learners. 2. Describe the influence of the following to a child's growth and development: <ol style="list-style-type: none"> a. activities which promote collaboration with parents regarding children's nutritional needs b. activities which promote balanced meals c. activities which promote healthy eating habits d. activities which promote healthcare professions 3. Outline the procedure for planning health and nutrition activities. 4. Describe and demonstrate the inclusion of the following in curriculum planning: <ol style="list-style-type: none"> a. daily food servings which meet the basic four guidelines 	<p>Career Ready Practice: 1, 2, 4</p> <p>CTE Anchor: Problem Solving and Critical Thinking: 5.3, 5.4</p> <p>Technical Knowledge and Skills: 10.1, 10.2, 10.9, 10.14</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(6 hours)	<ul style="list-style-type: none"> b. nutritious snacks suitable for preschoolers c. food preparation/cooking experiences <ol style="list-style-type: none"> 5. Schedule field observations to a child/day care center and perform the following: <ul style="list-style-type: none"> a. observe a health and nutrition lesson presentation b. evaluate the materials and equipment used c. note the use of Bloom’s Taxonomy and the California CTE Model Curriculum Standards d. document the teacher’s instructional delivery and student participation e. record the number of field work hours to satisfy classroom and employment requirements 6. Submit a written report of field work observations and save report in portfolio. 	<p>Demonstration and Application: 11.1, 11.5</p> <p>CTE Pathway: A2.1, A2.2, A3.4, A5.2, A5.5, A5.7, A8.2, A9.4, A12.2, A12.6</p>
<p>F. ARTS CURRICULUM</p> <p>Understand, apply, and evaluate the principles and practices used for planning and delivering arts curriculum.</p> <p>(11 hours)</p>	<ol style="list-style-type: none"> 1. Describe the importance of arts curricular experiences in early childhood programs and variety of modalities of learnings in order to reach all learners. 2. Describe the influence of the following to a child’s growth and development activities which encourage: <ul style="list-style-type: none"> a. color recognition and distinction b. movement c. musical appreciation d. children expression to explore, manipulate materials/resources to include social emotional learning 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"> a. art productions b. puppet shows c. singing from memory d. musical instruments 5. Schedule field observations to a child/day care center and perform the following: <ul style="list-style-type: none"> a. observe an arts lesson presentation b. evaluate the materials and equipment used c. note the use of Bloom’s Taxonomy and the California CTE Model Curriculum Standards d. document the teacher’s instructional delivery and student participation e. record the number of field work hours to satisfy classroom and employment requirements 6. Submit a written report of field work observations and save report in portfolio. 	<p>Career Ready Practice: 1, 2, 4</p> <p>CTE Anchor: 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>CTE Pathway: A2.1, A2.2, A3.4, A5.2, A5.5, A5.7, A9.4, A8.2, A12.2, 12.6</p>

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>(11 hours)</p>	<ol style="list-style-type: none"> 1. Describe the importance of language arts curricular experiences in early childhood programs and variety of modalities of learnings in order to reach all learners. 2. Describe the influence of the following to a child’s growth and development activities which enhance: <ol style="list-style-type: none"> a. vocabulary development b. individual and group listening c. reading acquisition d. critical thinking 3. Outline the procedure for planning language arts activities. 4. Describe and demonstrate the inclusion of the following in curriculum planning: <ol style="list-style-type: none"> a. storytelling b. story listening c. story reading using a prop d. recording of an experiential event dictated by a child e. transferring of an experiential event to chart paper using manuscript writing f. puppet playing g. poetry reading h. manuscript (print script) writing i. learning alphabet letters j. computer software and videotapes k. selecting and evaluating books l. presenting finger plays 5. Schedule field observations to a child/day care center and perform the following: <ol style="list-style-type: none"> a. observe a language lesson presentation b. evaluate the materials and equipment used c. note the use of Bloom’s Taxonomy and the California Model Curriculum Standards d. document the teacher’s instructional delivery and student participation e. record the number of field work hours to satisfy classroom and employment requirements 6. Submit a written report of field work observations and save report in portfolio. 	<p>Career Ready Practice: 1, 2, 4</p> <p>CTE Anchor: 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>CTE Pathway: 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"> 1. Describe the importance of math curricular experiences in early childhood programs and variety of modalities of learnings in order to reach all learners. 2. Describe the influence of the following to a child’s growth and development and introduction or reinforcement of mathematical concepts which introduce or reinforce: <ol style="list-style-type: none"> a. recognition of shapes b. space concepts c. comparisons d. categorizing items in sets 	<p>Career Ready Practice: 1, 2, 4</p> <p>CTE Anchor: Problem Solving and Critical Thinking: 5.3, 5.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(11 hours)	<ul style="list-style-type: none"> e. computer exploration 3. Outline the procedure for planning math activities. 4. Describe and demonstrate the inclusion of the following in curriculum planning: <ul style="list-style-type: none"> a. a math-related story b. a math-related poem c. a math-related song d. a math-related game e. a finger play f. equipment for measuring g. computer use h. words that extend a child’s pre-number vocabulary 5. Schedule field observations to a child/day care center and perform the following: <ul style="list-style-type: none"> a. observe a math lesson presentation b. evaluate the materials and equipment used c. note the use of Bloom’s Taxonomy and the California Model Curriculum Standards d. document the teacher’s instructional delivery and student participation e. record the number of field work hours to satisfy classroom and employment requirements 6. Submit a written report of field work observations and save report in portfolio. 	<p>Technical Knowledge and Skills: 10.1, 10.2, 10.9, 10.14</p> <p>Demonstration and Application: 11.1, 11.5</p> <p>CTE Pathway: 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>	<ul style="list-style-type: none"> 1. Describe the importance of science curricular experiences in early childhood programs and variety of modalities of learnings in order to reach all learners. 2. Describe the influence of the following to a child’s growth and development science-related experiences which include: <ul style="list-style-type: none"> a. observation b. inference c. classification d. communication e. computer/technology usage f. cause and effect 3. Outline the procedure for planning science activities. 4. Describe and demonstrate the inclusion of the following in curriculum planning: <ul style="list-style-type: none"> a. science-related book b. science-related topics which are part of young children’s daily experiences c. a science experience that involves an animal d. a science experience that involves a plant e. scientific equipment, materials, and displays 5. Schedule field observations to a child/day care center and perform the following: <ul style="list-style-type: none"> a. observe a science lesson presentation b. evaluate the materials and equipment used 	<p>Career Ready Practice: 1, 2, 4</p> <p>CTE Anchor: 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>CTE Pathway: 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
(11 hours)	<ul style="list-style-type: none"> c. note the use of Bloom’s Taxonomy and the California Model Curriculum Standards d. document the teacher’s instructional delivery and student participation e. record the number of field work hours to satisfy classroom and employment requirements <p>6. Submit a written report of field work observations and save report in portfolio.</p>	
<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>(11 hours)</p>	<ul style="list-style-type: none"> 1. Describe the importance of social studies curricular experiences in early childhood programs and a variety of modalities of learnings in order to reach all learners. 2. Describe the influence of the following to a child’s growth and development activities which explore: <ul style="list-style-type: none"> a. holidays and historical events b. governmental organization c. ecological responsibility d. different occupations or careers e. community living f. intergenerational experiences g. multicultural diversity h. computers/technology 3. Outline the process for selecting field trips and planning social studies experiences. 4. Describe and demonstrate the inclusion of the following in curriculum planning: <ul style="list-style-type: none"> a. material or equipment used by a professional b. a book on cultural diversity c. an experience that involves a grandparent d. an experience that involves environmental preservation e. examples of social studies-related topics which are part of young children’s daily experiences f. maps, globes, atlases 5. Schedule field observations to a child/day care center and perform the following: <ul style="list-style-type: none"> a. observe a social studies lesson presentation b. evaluate the materials and equipment used c. note the use of Bloom’s Taxonomy and the California Model Curriculum Standards d. document the teacher’s instructional delivery and student participation e. record the number of field work hours to satisfy classroom and employment requirements 6. Submit a written report of field work observations and save report in portfolio. 	<p>Career Ready Practice: 1, 2, 4</p> <p>CTE Anchor: 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>CTE Pathway: 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>(6 hours)</p>	<ol style="list-style-type: none"> 1. Describe the importance of a physical education curriculum in early childhood programs and variety of modalities of learnings in order to reach all learners. 2. Describe the influence of the following to a child’s growth and development activities which emphasize: <ol style="list-style-type: none"> a. teamwork b. balance c. coordination d. strength 3. Outline the procedure for planning physical education activities. 4. Describe and demonstrate the inclusion of the following in curriculum planning: <ol style="list-style-type: none"> a. ball games b. calisthenics c. dancing d. gymnastics 5. Schedule field observations to a child/day care center and perform the following: <ol style="list-style-type: none"> a. observe a physical education lesson presentation b. evaluate the materials and equipment used c. note the use of Bloom’s Taxonomy and the California Model Curriculum Standards d. document the teacher’s instructional delivery and student participation e. record the number of field work hours to satisfy classroom and employment requirements 6. Submit a written report of field work observations and save report in portfolio. 	<p>Career Ready Practice: 1, 2, 4</p> <p>CTE Anchor: 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>CTE Pathway: 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 & RESUME PREPARATION REVIEW</p> <p>Understand, apply, and evaluate the employability skills required in the educational field.</p>	<ol style="list-style-type: none"> 1. Review employer requirements for the following: <ol style="list-style-type: none"> a. punctuality and attendance b. time management c. attitude toward work d. quality of work e. teamwork f. leadership and responsibility g. communication and collaboration h. flexibility and adaptability i. interpersonal skills j. work ethic k. critical thinking and problem solving l. ethical behavior m. cultural and diversity differences 2. Review sample résumés, cover letters and/or portfolio. 3. Review the role of online job searching platforms and career websites. 4. Review the importance of filling out a job application legibly, with accurate and complete information. 	<p>Career Ready Practice: 1, 2, 3, 4, 5, 7, 8, 9</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.2, 2.3, 2.4, 2.5 Career Planning and Management: 3.2, 3.3, 3.4, 3.6, 3.8, Technology: 4.1, 4.3 Problem Solving & Critical Thinking: 5.1 Responsibility and Flexibility:</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(4 hours)	<ol style="list-style-type: none"> 5. Review the common mistakes that are made on job applications. 6. Review sample job application forms correctly. 7. Review the importance of enthusiasm in the interview and on a job. 8. Review the importance of appropriate appearance in the interview and on a job. 9. Review and demonstrate appropriate interviewing techniques. 10. Review the informational materials and resources needed to be successful in an interview. 11. Review sample follow-up letters. 12. Review appropriate follow-up procedures. 13. Review the importance of the continuous upgrading of job skills. <ol style="list-style-type: none"> a. certification, licensure, and/or renewal b. professional organizations/events c. Industry associations and/or organized labor 	<p>7.2, 7.3, 7.4, 7.7 Ethics and Legal Responsibilities: 8.4 Leadership and Teamwork: 9.2, 9.3, 9.4, 9.6 Demonstration and Application: 11.5</p> <p>CTE Pathway: A1.3</p>

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTBOOK

Herr, Judy, Working with Young Children 9th Edition, GW-Goodheart Wilcox, 2020

SUPPLEMENTAL TEXTBOOKS

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

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.

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.

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

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. 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 – Orientation and Safety Review – Pass the safety test with 100% accuracy.

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

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

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

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

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

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

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

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

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

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

SECTION L – Employability Skills & Resume Preparation Review – Pass all assignments and exams with a minimum score of 80% or higher.

Standards for Career Ready Practice

1. Apply appropriate technical skills and academic knowledge.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.

2. Communicate clearly, effectively, and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

3. Develop an education and career plan aligned with personal goals.

Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. Apply technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

5. Utilize critical thinking to make sense of problems and persevere in solving them

Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.

6. Practice personal health and understand financial literacy.

Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. Act as a responsible citizen in the workplace and the community.

Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. Model integrity, ethical leadership, and effective management.

Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. Work productively in teams while integrating cultural and global competence.

Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. Demonstrate creativity and innovation.

Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

11. Employ valid and reliable research strategies.

Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. Understand the environmental, societal, and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

Statement for Civil Rights

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