

Course Outline

Education, Child Development, and Family Services

REVISED: August/2017

Job Title:
ECE Assistant

72-20-50

Career Pathway:
Child Development

Early Childhood Education Assistant/2

Industry Sector:
Education, Child Development,
and Family Services

Credits: 25

Hours: 300

O*NET-SOC CODE:
39-9011.00

Course Description:

This competency-based course is designed to provide training for the Child Care Aide or paraprofessional seeking employment as a Child Care Teacher Assistant in nursery schools, child care centers, and child development programs. This course provides the classroom instruction and training required by the State of California for child care and guidance in home, school, and community. Instruction 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.

CBEDS Title:
Careers in Child Development

Prerequisites:

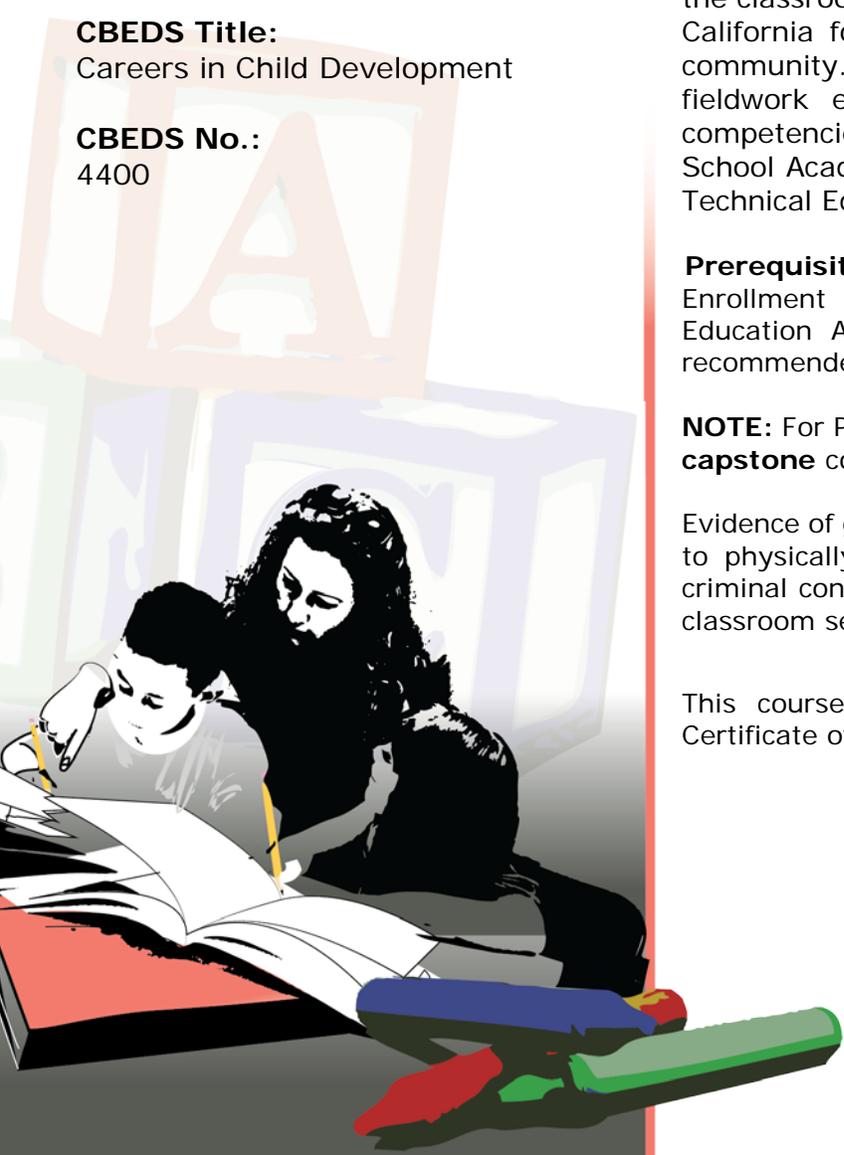
Enrollment requires successful completion of Early Childhood Education Assistant/1 (72-10-90) course. Computer skills are recommended.

CBEDS No.:
4400

NOTE: For Perkins purposes this course has been designated as a **capstone** 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. 7-14

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. 18
<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. 18
<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

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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 Early Childhood Education Assistant/2 Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. INTRODUCTION</p> <p>Understand the philosophy and purpose of the class.</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> 1. List class procedures and policies. 2. Identify the student’s role in this class. 3. Identify a variety of methods to achieve competencies of this course. 4. Identify course requirements. 	<p>Career Ready Practice: 1, 2, 5</p> <p>CTE Anchor: Communications: 2.3, 2.4, 2.5 Problem Solving and Critical Thinking: 5.1 Technical Knowledge and Skills: 10.1</p> <p>CTE Pathway: A1.1</p>
<p>B. CHILDREN’S PLAY</p> <p>Demonstrate knowledge of the importance of play in the lives of young children.</p> <p>(24 hours)</p>	<ol style="list-style-type: none"> 1. List five ways dramatic activities contribute to a child’s growth and development. 2. Describe five different kinds of materials or props that stimulate dramatic play. 3. Collect and organize props for three different role plays or creative dramatic situations. 4. List at least four types of blocks used for play and the value of each. 5. Evaluate at least one water play that you have planned and supervised. 6. Set up three tables with different table games that are appropriate for young children. 7. Visit a playground for young children and evaluate the materials and equipment. 8. Describe the stages of play. 9. Summarize the benefits of socio-dramatic play. 	<p>Career Ready Practice: 1, 2, 5</p> <p>CTE Anchor: Communications: 2.4, 2.5 Problem Solving and Critical Thinking: 5.1 Technical Knowledge and Skills: 10.9</p> <p>CTE Pathway: A5.6, A7.1, A8.1, A11.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>C. CREATIVE ACTIVITIES</p> <p>Demonstrate knowledge of planning appropriate learning activities in a child care program.</p> <p>(50 hours)</p>	<ol style="list-style-type: none"> 1. Identify and prepare the necessary materials for five different art activities. 2. Collect and prepare five homemade materials for art activities which can be substituted for commercial materials. 3. Describe storage requirements for ten or more art materials. 4. Select and bring to class five recordings that are appropriate for young children. 5. Demonstrate how to use five or more musical instruments that are appropriate for young children. 6. Sing, from memory, five or more simple songs that are appropriate for young children. 7. Construct two musical instruments from a collection of materials. 8. Plan two creative movement activities using two different types of accessories. 9. Teach one circle or group game to a group of young children. 10. Explain how art experiences promote physical, social, emotional, and cognitive growth. 11. Describe techniques for guiding art experiences. 12. List the stages of art skill development. 13. Explain the benefits of music experiences. 14. Describe the teacher's role in music experiences. 15. Name a variety of musical instruments. 16. List considerations for scheduling music activities. 17. Explain how to teach various movement activities. 	<p>Career Ready Practice: 1, 2, 5</p> <p>CTE Anchor: Communications: 2.4 Health and Safety: 6.3 Technical Knowledge and Skills: 10.1, 10.3</p> <p>CTE Pathway: A5.6, A7.1, A8.1, A11.1, A11.2</p>
<p>D. LANGUAGE ARTS</p> <p>Demonstrate an understanding of the language arts and the inter-relationship of listening, speaking, reading, and writing to a child care program.</p>	<ol style="list-style-type: none"> 1. Plan and present a listening activity at the field site and in the classroom. 2. Read a story to a group of children using a prop. 3. Record an experiential story dictated by a child and transfer the story to chart paper using manuscript writing. 4. Based on textbook criteria, select and evaluate three books for young children. 5. Present five finger plays to a group of young children. 6. Plan and implement an activity to a group of children using a handmade puppet. 7. Share a poem with the class at the field site and in the classroom. 8. Tell a story suitable for young children without using a book. 9. Identify three features of a physical environment that would encourage individual and group listening. 10. Outline a plan for a listening center (including human and mechanical resources) appropriate for young children. 11. Develop a file of fifteen or more low cost or free language development materials to share with parents. 12. Explain the advantages of storytelling methods. 13. List at least four types of children's books. 14. Describe the process of choosing children's books. 15. Outline the steps to follow when reading aloud to children. 16. Explain a variety of storytelling methods. 	<p>Career Ready Practice: 1, 2, 5</p> <p>CTE Anchor: Communications: 2.3 Problem Solving and Critical Thinking: 5.1 Technical Knowledge and Skills: 10.1</p> <p>CTE Pathway: A7.1, A7.2, A7.3, A7.4, A11.1, A11.2, A11.3</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(29 hours)	17. Define manuscript (print script) writing. 18. List reasons for encouraging the development of writing skills in preschool settings. 19. Explain activities that help children develop writing skills. 20. Outline the sequence children follow in learning alphabet letters. 21. Describe guidelines for helping children develop writing skills.	
E. PRE-NUMBER ACTIVITIES Demonstrate the ability to plan and implement activities which help preschool children develop a foundation for later mathematical experiences.	1. Identify a song which introduces or reinforces pre-number concepts. 2. Identify a finger play which introduces or reinforces pre-number concepts. 3. Identify a game which introduces or reinforces pre-number concepts. 4. Identify a poem which introduces or reinforces pre-number concepts. 5. Identify a story which introduces or reinforces pre-number concepts. 6. Identify five or more words that extend a child’s pre-number vocabulary. 7. Implement with young children an activity that would introduce or reinforce recognition of shapes. 8. Describe and implement at least one activity which introduces or reinforces space concepts. 9. Plan and implement an activity that would introduce or reinforce comparisons. 10. Plan and implement an activity that would introduce or reinforce categorizing items in sets. 11. Identify current uses of the computer in preschool settings. 12. List objectives of early math experiences. 13. Recognize a variety of items that can be used to promote math experiences. 14. Identify math experiences that promote the development of key math concepts.	Career Ready Practice: 1, 2, 5 CTE Anchor: Communications: 2.4, 2.5 Problem Solving and Critical Thinking: 5.1 Technical Knowledge and Skills: 10.3 CTE Pathway: A7.1, A7.2, A7.3, A7.4, A11.2, A11.2, A11.3
F. SCIENTIFIC EXPERIENCES Demonstrate the ability to plan and implement appropriate science-related experiences for young children.	1. Implement and engage child care center children in a science-related experience which includes observing. 2. Implement and engage young children in a science-related experience which includes inferring. 3. Implement and engage young children in a science-related experience which includes classifying. 4. Implement and engage young children in a science-related experience which includes communicating. 5. List fifteen kinds of materials or equipment suitable for science-related experiences in a child care program. 6. List at least fifteen books that are science-related and appropriate for young children. 7. Implement a science experience that involves an animal.	Career Ready Practice: 1, 2 CTE Anchor: Communications: 2.4 Problem Solving and Critical Thinking: 5.1

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(12 hours)	<ol style="list-style-type: none"> 8. Implement a science experience that involves a plant. 9. Identify five or more examples of living things appropriate for science related preschool experience. 10. List ten examples of science-related topics which are part of young children’s daily experiences and two concepts from each. 11. Explain what is meant by the term science. 12. Describe reasons for studying science. 13. Outline the procedure for planning science activities. 14. Explain the role of the teacher in guiding science activities. 15. Identify methods of developing children’s understanding of their senses. 16. Name and explain various ways to teach science concepts. 	<p>Technical Knowledge and Skills: 10.1</p> <p>CTE Pathway: A7.1, A7.2, A7.3, A7.4, A11.1, A11.2, A11.3</p>
<p>G. FOOD EXPERIENCES</p> <p>Demonstrate the ability to plan, prepare, and serve food for young children.</p> <p>(6 hours)</p>	<ol style="list-style-type: none"> 1. Develop five daily food plans for children which meet the basic four guidelines. 2. Prepare one nutritious snack suitable for preschoolers. 3. Plan and implement two or more food preparation experiences for children that contribute to fun and learning. 4. Explain the value of food and nutrition experiences. 5. List nutritional concepts to teach in early childhood settings. 6. Outline the procedure for conducting cooking experiences. 7. Give examples of ways to work with parents to best serve children’s nutritional needs. 8. Identify various eating problems encountered in young children. 	<p>Career Ready Practice: 1, 2</p> <p>CTE Anchor: Health and Safety: 6.6, 6.7</p> <p>CTE Pathway: A3.4, A9.4</p>
<p>H. SOCIAL STUDIES</p> <p>Demonstrate knowledge of planning preschool activities that help young children learn about the society in which they live.</p> <p>(6 hours)</p>	<ol style="list-style-type: none"> 1. Plan and implement lessons that explore at least ten different occupations. 2. Plan and implement lessons that explore life styles in at least five different cultures in our society. 3. Plan and implement at least three different field trips. 4. Explain the importance of social studies experiences. 5. Outline the role of the teacher in designing and guiding social studies experiences. 6. Describe ways to include multicultural, intergenerational, government, ecology, community living, holidays, and current events concepts in the curriculum. 7. Describe the importance of field trips. 8. Explain important considerations for field trip experiences. 9. List ways to promote safety on field trips. 10. Outline the process for selecting field trips. 	<p>Career Ready Practice: 1, 2, 5</p> <p>CTE Anchor: Communications: 2.5 Career Planning and Management: 3.1 Leadership and Teamwork: 9.6 Technical Knowledge and Skills: 10.3</p> <p>CTE Pathway: A7.1, A7.4, A11.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>I. PHYSICAL AND PSYCHOLOGICAL NEEDS</p> <p>Understand how adults meet the physical and psychological needs of young children.</p> <p>(30 hours)</p>	<ol style="list-style-type: none"> 1. Describe at least three ways that adults fulfill children’s needs. 2. Explain how a child’s needs differ from an adult’s needs. 3. Explain the child’s needs for love, realistic expectations, and patient guidance. 4. Describe three ways a parent can help a child develop a set of values. 5. Explain how the reward and punishment approach is used to transmit values. 6. List and describe five keys to value finding. 7. Plan a program for a small group of parents to teach at least two ways of promoting strong self-concepts in children. 8. Identify five reasons for observing and recording the behavior of young children. 9. Identify four or more types of observation records and the best use of each. 10. Develop 10 guidelines for writing detailed observation records with emphasis on the following: <ol style="list-style-type: none"> a. recording a detailed observation b. summarizing the detailed observation c. writing a recommendation for help based on your summary d. justifying your recommendation 11. Describe at least five positive ways recorded information about a child can be used. 12. Prepare and present a plan for a staff conference for a specific child based on a cumulative record. 13. Prepare and role play a parent conference for a specific child based on a cumulative record. 	<p>Career Ready Practice: 1, 2, 5</p> <p>CTE Anchor: Communications: 2.5 Problem Solving and Critical Thinking: 5.1 Technical Knowledge and Skills: 10.1</p> <p>CTE Pathway: A7.1, A7.2, A7.3, A7.4, A11.1, A11.2, A11.3</p>
<p>J. FAMILY ENVIRONMENTAL INFLUENCES</p> <p>Understand how family relationships affect the child.</p>	<ol style="list-style-type: none"> 1. List and describe six functions of the family. 2. Define the following types of families: <ol style="list-style-type: none"> a. nuclear family b. extended family c. intentional family 3. Explain variations of the family unit. 4. Explain how a death in the family can affect a preschool child. 5. Explain how divorce can affect a preschool child. 6. Explain how alcoholism in the family can affect the preschool child. 7. Explain how drug use in the family can affect a preschool child. 8. Explain how step-parents can affect a preschool child. 9. Explain how loss of income can affect a preschool child. 10. Explain how child abuse can affect a preschool child. 11. Describe and list characteristics of an ethnic group different from your own. 12. Identify the various multiple roles parent must assume in order to balance personal, home, and work life. 13. Explain how traditional roles of males relate to home and work life. 	<p>Career Ready Practice: 1, 2</p> <p>CTE Anchor: Communications: 2.5 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Technical Knowledge and Skills: 10.1, 10.4, 10.11, 10.13, 10.15</p> <p>CTE Pathway: A2.3, A5.3, A5.5, A5.6, A8.2, A10.1, A10.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(85 hours)	<ol style="list-style-type: none"> 14. Explain how traditional roles of females relate to home and work life. 15. Explain how non-traditional roles of males relate to home and family life. 16. Explain how non-traditional roles of females relate to home and family life. 17. List potential problems that can affect the family income and time. 18. Develop solutions to the above problems, using the decision making process. 19. Observe teacher-parent contacts when children are brought to the center and explain the type of information that was exchanged between teacher and parent. 20. Attend a parent meeting at a child care center and document the types of questions asked by parents. 21. Identify at least six external factors that cause stress in modern day families. 22. List three benefits for parents when teachers and parents work together. 23. List three benefits for teachers when parents and teachers work together. 24. Describe three or more ways the parents can participate in the planning of the preschool program. 25. Develop and implement three plans to involve the community in preschool program development. 26. List objectives for parent involvement. 27. Describe the process of recruiting and orientating parent volunteers. 	
<p>K. THE EXCEPTIONAL CHILD</p> <p>Demonstrate knowledge of exceptionality and an understanding of how to help exceptional children.</p>	<ol style="list-style-type: none"> 1. List and define areas of exceptionality. 2. Describe three characteristics for each area. 3. Describe three situations in which acceptance and encouragement aid the physical, mental or emotional development of an exceptional child. 4. Outline the process that leads to the diagnosis of a gifted child. 5. Outline the process that leads to the diagnosis of a mentally retarded child. 6. Outline the process that leads to the diagnosis of a learning disabled child. 7. Outline the process that leads to the diagnosis of a hearing impaired child. 8. Outline the process that leads to the diagnosis of a visually impaired child. 9. Outline the process that leads to the diagnosis of a speech impaired child. 10. Outline the process that leads to the diagnosis of a child who has a crippling disease or condition. 	<p>Career Ready Practice: 1, 2, 5</p> <p>CTE Anchor: Communications: 2.3 Problem Solving and Critical Thinking: 5.4 Technical Knowledge and Skills: 10.1</p> <p>CTE Pathway: A5.4, A7.4, A10.1, A10.2, A11.1, A11.2, A11.3, A12.3</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(30 hours)	<ol style="list-style-type: none"> 11. Outline the process that leads to the diagnosis of a child who has a chronic health problem or disease. 12. Outline the process that leads to the diagnosis of a child with an emotional disturbance. 13. Outline the process that leads to the diagnosis of a socially maladjusted child. 14. List four possible causes of retardation. 15. List four possible methods of preventing retardation. 16. List four possible causes of learning disabilities. 17. List four possible methods of preventing learning disabilities. 18. List three possible causes of learning impairment. 19. List three possible methods of preventing learning impairment. 20. Summarize three possible causes of visual impairment. 21. Summarize three methods of preventing visual impairment. 22. Summarize two possible causes of speech impairment. 23. Summarize two ways of preventing or alleviating speech impairment. 24. Summarize four possible causes of crippling diseases. 25. Summarize four methods of preventing crippling diseases or conditions. 26. List two possible causes of chronic illness. 27. List two methods of preventing chronic illness. 28. List two possible causes of emotional disturbance. 29. List two possible ways of preventing emotional disturbance. 30. List two possible causes of social maladjustment. 31. List two possible ways of preventing social maladjustment. 32. Compile a list of public and private agencies that function locally that aid children and families of exceptional children including services offered and fees. 	
<p>L. EMPLOYABILITY SKILLS</p> <p>Recognize skills, knowledge, and attitudes needed to locate, obtain, and maintain employment.</p>	<ol style="list-style-type: none"> 1. Identify and analyze attributes, behaviors, and rules of conduct valued by child care employers. 2. Demonstrate ability to work cooperatively with others. 3. Demonstrate communication skills in working with others. 4. Demonstrate positive work habits and attitudes. 5. Demonstrate job retention skills, including responsibility, dependability, effective use of time, and appropriate dress for the job. 6. Demonstrate skills needed to work efficiently and effectively with a supervisor. 7. Determine the type of employment desired and locate sources of employment information in child care occupations. 8. Identify the steps that lead to successful employment. 9. Prepare and maintain a personal folder containing essential information for obtaining employment. 10. Prepare a job résumé. 	<p>Career Ready Practice: 1, 2, 5, 7, 8</p> <p>CTE Anchor: Communications: 2.4 Career Planning and Management: 3.1, 3.2, 3.4, 3.9 Responsibility and Flexibility: 7.7 Leadership and Teamwork: 9.2, 9.7</p> <p>CTE Pathway: A1.3, A1.4, A1.5</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(5 hours)	<ol style="list-style-type: none"> 11. Identify the contents of a personal data sheet as: personal information, educational background, work experience, and references. 12. Prepare a personal data sheet. 13. Write a personal letter of application for employment desired. 14. Prepare an employment application form legibly, correctly and completely (i.e., Los Angeles Unified School District Children’s Center employment application). 15. Identify characteristics critical to a successful interview as: appropriate appearance, cleanliness, neatness, and pleasing voice. 16. Identify successful interview techniques as: positive attitude, interest in the job, knowledge about job tasks, and enthusiasm. 17. Use successful interview techniques and characteristics to participate in a simulated employment interview for a child care occupation. 18. Write a personal follow-up letter, prepare an envelope, and insert the letter in the envelope using correct business style. 	

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.

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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. Multi-media presentations
- C. Guest speakers
- D. Community resources
- E. Field work and field study experiences

EVALUATION

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

SECTION B – Children’s Play – Pass all assignments and exams on children’s play with a minimum score of 80% or higher.

SECTION C – Creative Activities – Pass all assignments and exams on creative activities with a minimum score of 80% or higher.

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

SECTION E – Pre-Number Activities – Pass all assignments and exams on pre-number activities with a minimum score of 80% or higher.

SECTION F – Scientific Experiences – Pass all assignments and exams on scientific experiences with a minimum score of 80% or higher.

SECTION G – Food Experiences – Pass all assignments and exams on food experiences with a minimum score of 80% or higher.

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

SECTION I – Physical and Psychological Needs – Pass all assignments and exams on physical and psychological influences with a minimum score of 80% or higher.

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

SECTION K – The Exceptional Child – Pass all assignments and exams on the exceptional child with a minimum score of 80% or higher.

SECTION L – 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.
