



## *Careers with Children Course Description*

- 1. Course Title:** Careers with Children
- 2. CBEDs Title:** Child Care and Development
- 3. Job Titles:** Refer to Labor Market Survey
- 4. Course Description:** The Careers with Children course prepares students for employment in the care and guidance of young children under the supervision of professional personnel. Instruction includes: child growth and development, nutrition, program planning and management, health and safety, guidance, recreational and play activities, child abuse and neglect, developmentally appropriate practice, interpersonal relationships, regulation, policies, standards, and licensing, supervision and maintenance of children's environment, professionalism, and classroom management.

Seniors who have completed the course in their junior year have the option of enrolling for a second year. Second year students will be placed in child care agencies throughout the year as they complete and master lesson planning skills. All students placed at job sites must provide proof of TB clearance as per state licensing requirements.

- 5. Course Prerequisites:** None
- 6. Course Hours:**

1 <sup>st</sup> Year – Classroom:	180	CC: 180
2 <sup>nd</sup> Year – Classroom:	360	CC: 360
	540 hours	540 hours = 1080 Total Hours

- 7. Course Dates:** Revised February 9, 2016

- 8. Course Outline:**

- A. Career Preparation Standards/SCANS:**

All work site learning methodologies including Community Classroom and Cooperative Vocational Education will be utilized when appropriate.

- Students will understand how personal skill development affects their employability. They will exhibit positive attitudes, self confidence, honesty, perseverance, self discipline, and personal hygiene. They will manage time and balance priorities as well as demonstrate a capacity for lifelong learning.



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- Students will understand key concepts in group dynamics, conflict resolution, and negotiation. They will work cooperatively, share responsibilities, accept supervision, and assume leadership roles. They will demonstrate cooperative working relationships across gender and cultural groups.
- Students will exhibit critical thinking skills, logical reasoning, and problem solving. They will apply numerical estimation, measurement, and calculation, as appropriate. They will recognize problem situations; identify, locate and organize needed information or data; and propose, evaluate, and select from alternative solutions.
- Students will understand principles of effective communication. They will communicate both orally and in writing. They will listen attentively and follow instructions, requesting clarification or additional information as needed.
- Students will understand occupational safety issues including the avoidance of physical hazards in the work environment. They will operate equipment safely so as not to endanger themselves or others. They will demonstrate proper handling of hazardous materials.
- Students will understand career paths and strategies for obtaining employment within their chosen fields. They will assume responsibility for professional growth. They will understand and promote the role of their field within a productive society, including the purposes of professional organizations.
- Students will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance. They will effectively employ technologies relevant to their fields.
- Students will understand complex inter-relationships of systems.
  - Students will understand systems – know how social, organizational, and technological systems work and operate effectively with them.
  - Students will monitor and correct performance – distinguish trends, predict impacts on system operations, diagnose systems' performance and correct malfunctions.
  - Students will improve or design systems – suggest modifications to existing systems and develop new or alternative systems to improve performance.
- Students will understand all aspects of the industry including: planning, management, finance, community care licensing requirements; (including various funding sources for Preschool Programs); technical and production skills; underlying principles of technology; labor, community, health, and environmental issues.



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#### B. Content Area Skills:

Students will be introduced to theoretical and practicum skills necessary for entry-level employment. Skills include:

- Careers in child development
- Early childhood experiences
- Children's art
- Storytelling
- Children's science
- Music and movement
- Child growth and development
- Health and safety
- Nutrition, snack planning and cooking projects
- Positive guidance
- Job preparation
- Technical reading and math skills
- Care and conditioning of the body
- Knowledge of the California Child Development Matrix
- Introduction to curricular practices, materials, and tools from the California Department of Education
- Exploration of funding options
- Appropriately and effectively integration of current technology in education

#### C. Expected Student Proficiencies:

- Ability to meet the physical, emotional and intellectual needs of infants, toddlers, preschoolers and school age children.
- Recognize and practice health and safety procedures.
- Use of appropriate discipline techniques and suitable guidance.
- Implementation of developmentally appropriate activities.
- Recognition of suitable play materials for different ages.
- Positive communication skills.
- Use of nutritional snacks and meals.

After successful completion, students may qualify to work as entry-level childcare aides. The childcare class covers all areas in the child care field. An on-campus infant/toddler center is held five days a week and off-site licensed child care facilities are available for job experiences. Other areas covered in the course include: career opportunities, standards and work policies, employability skills, growth and development of your children, guidance for your children, curriculum activities, health, safety and nutrition. A certificate will be issued upon completion of course.



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- D. Hours of Instruction: 1080  
See course outline for breakdown of instructional hours.
- E. Industry/Licensing: None

#### 9. Additional Recommended/Optional Items:

A. Articulation:

Modesto Junior College  
Columbia Community College  
San Joaquin Delta Community College  
Humphrey's College

B. Academic Credit: None

C. Instructional Strategies:

- Utilizing current and recognized teaching techniques, students will be introduced to the various stages of child growth and development.
- Students will have the opportunity to work in child care agencies, applying classroom learned skills.
- Recommend Child Advocacy/Community Service projects.

D. Instructional Materials:

Students will develop their own notebook through handouts, activities, and notes.

Instructor will provide students with relevant child and development material.

Suggested Textbook: Working with Young Children, Judy Heir  
Child Development, Robert Feldman

E. Certificates:

Students will receive an CTE Careers with Children certificate upon completion of the required course work.

Recommendation to add to the back of certificate the following:

- Hours of field work
- 15 hours of Health & Safety instruction
- CPR certified

F. California Department of Education Career Technical Education Standards.



## **PATHWAY STANDARDS**

### **A. Child Development Pathway**

The Child Development Pathway is designed to prepare students to pursue a career in the field of child care and development for infants, toddlers, and young children. Students study child growth and development, safety and emergency procedures, nutrition and health practices, positive interaction and guidance techniques, learning theories, and developmentally appropriate practices and curriculum activities. Students apply this knowledge in a variety of early childhood programs, such as child development laboratories, public and private preschools, family day-care settings, and recreational facilities. Students completing the program may apply for the Child Development Assistant Permit from the California Commission on Teacher Credentialing.

*A1.0 Students understand the essential aspects of the child care and development industry and the industry's role in state and local economies:*

- A1.1 Understand the effect of the child care and development industry on state and local economies.
- A1.2 Know the legislative, economic, and social trends that affect the child care and development industry.
- A1.3 Know the organizational structures in child care and development facilities.
- A1.4 Know the functions and roles of the various careers in the child care and development industry.
- A1.5 Understand the interdependence of various career roles and how those roles contribute to the success of the child care and development program or work site.
- A1.6 Understand the legislative, economic, and social trends that affect the child care and development industry.
- A1.7 Understand the components of professionalism and how to practice professional behaviors.

*A2.0 Students understand and apply operational procedures and organizational policies at various child care and development facilities:*

- A2.1 Know the operational procedures at various types of facilities and explain their importance to the success of the organization.
- A2.2 Understand the operational policies and procedures related to child care and development program components (e.g., staff-child and staff-parent interaction,



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- physical environment, health, safety, nutrition, and curriculum).
- A2.3 Understand the importance of, and procedures for, keeping child and classroom records and documentation.
- A2.4 Understand appropriate business systems that help with billing, ordering, budgeting, and collecting fees.
- A2.5 Explain the workforce management strategies that are effective for planning, making decisions, sharing responsibility, and negotiating.
- A3.0 *Students understand child care and development standards, licensing, regulations, and codes:*
- A3.1 Know the standards and licensing regulations for child care facilities.
- A3.2 Understand the educational and industry-related requirements for child care facilities staff.
- A3.3 Understand how local, state, and federal laws and regulations for child care facilities are enforced by regulatory agencies.
- A3.4 Know the health, safety, regulatory, and procedural requirements for the work site.
- A3.5 Understand the employer and employee responsibilities for complying with laws and regulations affecting the needs, interests, and rights of young children.
- A3.6 Know the indicators of child abuse or neglect and the responsibilities of staff as mandated reporters.
- A4.0 *Students understand and apply critical safety, emergency, and disaster procedures at the work site:*
- A4.1 Understand the state and federal environmental and safety regulations and the use of material safety data sheets as they relate to the child care and development industry.
- A4.2 Know the staff procedures, duties, and responsibilities related to safety, emergency, and disaster preparedness plans.
- A4.3 Know how and when to use certified first aid, cardiopulmonary resuscitation (CPR), and other emergency procedures.
- A4.4 Understand the typical hazards at the work site and know procedures and practices that contribute to a safe and healthy environment.
- A5.0 *Students understand important elements of a child's physical, intellectual, emotional, and social growth and development:*
- A5.1 Understand the biological and environmental factors that influence the development of infants, toddlers, and children.
- A5.2 Know the developmental stages of infants, toddlers, and children.
- A5.3 Understand the ways in which diversity, family, and culture influence the development of children.



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- A5.4 Relate the importance of learning environments, experiences, and interactions and their connections to each stage of physical, intellectual, social, and emotional development.
- A5.5 Understand the importance of including infants, toddlers, and children with special needs.
- A5.6 Relate the benefits of parental involvement to the development of a child's physical, intellectual, emotional, and social growth and development.
  
- A6.0 *Students understand and apply the principles of positive interactions, guidance, and discipline in the workplace:*
  - A6.1 Know how to help children develop a positive self-image and self-esteem and develop self-discipline and respect for oneself and others.
  - A6.2 Understand the importance of building positive relationships between the caregiver, children, and families to provide effective guidance and discipline.
  - A6.3 Know the elements of positive guidance and discipline techniques that are based on the stages of children's development.
  - A6.4 Determine practical strategies for finding solutions to common behavioral problems.
  - A6.5 Understand the staff's role in making adjustments to the environment that promote a child's independence and personal and social competence.
  
- A7.0 *Students understand and apply the essential components of an effective learning environment for the early childhood classroom:*
  - A7.1 Understand the major learning theories and curriculum models and evaluate their application in early childhood education programs.
  - A7.2 Know the components of an effective learning environment that reflects children's interests and developmental needs.
  - A7.3 Know the early childhood education classroom learning areas and the contribution of each to the development of children.
  - A7.4 Know multiple ways of promoting children's learning at different developmental stages and ages by using the continuum of teaching behaviors from directive to nondirective.
  - A7.5 Use appropriate teaching techniques and interaction styles for working with children of varying ages, learning styles, and cultural backgrounds.
  - A7.6 Know the ways in which classroom environments promote productive interaction among children and adults to create a positive atmosphere and sense of community.
  
- A8.0 *Students understand and apply developmentally appropriate practices for curriculum development:*
  - A8.1 Understand the components of a developmentally appropriate curriculum in each



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area of the balanced, daily routine: indoor/outdoor, quiet/active, individual and small group/large group, large muscle/small muscle, and child-initiated and staff-initiated activities.

- A8.2 Plan and conduct activities that reinforce foundation skills, reflect an integrated and emergent curriculum, and support school readiness.
  - A8.3 Observe children and document the observations in a factual and anecdotal format, tying observations to developmental milestones.
- A9.0 *Students understand and apply the principles and practices of good nutrition, health, and safety for infants and children:*
- A9.1 Know the procedures to clean a facility that follow a logical sequence and universal health precautions.
  - A9.2 Understand the procedures for preventing the spread of infections and illnesses, including those for food-borne pathogens.
  - A9.3 Understand the appropriate sanitation and hygiene techniques for infants, toddlers, children, and staff.
  - A9.4 Know the proper procedures to follow when preparing and serving nutritional snacks and meals, including those that foster independent eating practices and promote good nutrition and hygiene habits.
  - A9.5 Know how to recognize, describe, and report signs and symptoms of illness, injury, discomfort, or special needs in infants, toddlers, and children.
- A10.0 *Students understand how to communicate and interact effectively with families and communities:*
- A10.1 Understand the benefits of establishing strong relationships with families and communities.
  - A10.2 Understand how language, culture, and educational backgrounds may affect family structures and communication within and among families and communities.
  - A10.3 Know how positive parent-staff relationships, family members, and the community contribute to the physical, intellectual, social, and emotional development of the child.
  - A10.4 Understand how to use opportunities in the daily routine to build trusting relationships and effective communication with families.
  - A10.5 Understand how to be an advocate for high-quality programs and services for children and families.
- A11.0 *Students understand the role of teaching materials and resources in enhancing classroom instruction in child care and development programs:*
- A11.1 Understand the appropriate uses of current instructional technology and equipment to develop program materials and support learning.



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- A11.2 Know the various types and sources of quality, age-appropriate, and developmentally appropriate materials and equipment.
- A11.3 Know how to select and develop age-appropriate and developmentally appropriate teaching materials and resources.
  
- A12.0 Students understand and support the learning process in an assisting role:*
  - A12.1 Know the strategies for supervising and maintaining a supportive learning environment for infants, toddlers, and children.
  - A12.2 Understand the established standards and the established procedures in classrooms, libraries, halls, and bathrooms and on the school grounds.
  - A12.3 Understand the typical learning challenges that students encounter in curricular areas.
  - A12.4 Implement planned activities to facilitate multidisciplinary learning and reinforce concepts.
  - A12.5 Understand how to provide instructional assistance to small and large learning groups.
  - A12.6 Know how to help the teacher in assessing a child and developing a portfolio.