



**SANTA CLARA COUNTY OFFICE OF EDUCATION
SANTA CLARA COUNTY REGIONAL OCCUPATIONAL PROGRAM
Serving Santa Clara and San Benito Counties**



1. COURSE TITLE – CAREER TECHNICAL EDUCATION PATHWAY/SECTOR

Careers with Children – Child Development/Education Development and Family Services Industry

2. CBEDS TITLE

Child Care and Development

3. CBEDS NUMBER

4400

4. JOB TITLES

O*NET	TITLE
68038	Nursery School Attendant, Child Care Attendant (School)
62041	Children’s Tutor, Child Monitor
27311	Recreation Leader
7311	Camp Counselor
31303	Pre-school Teacher
31304	Kindergarten Teacher
31305	Elementary Teacher

5. COURSE DESCRIPTION

This ROP course is designed to prepare students to enter the preschool field as an entry level aide or to continue their education at the college level towards employment in fields relating to and working with children. This exploratory course focuses on preparing students to take advantage of the growing demand for competent, high quality childcare providers and professionals. This course offers students the opportunity to study concepts of child development while experiencing hands-on training in a demonstration preschool facility. Students learn to plan age and developmentally appropriate curriculum, manage a childcare center, deliver lessons, evaluate materials, and create an extensive resource file.

6. HOURS

Classroom Theory/Applied	185
Community Classroom/Coop Voc Ed	175
TOTAL HOURS	360

7. RECOMMENDED PREREQUISITE

Required	Must be 16 years of age or older, a junior or senior in high school, an out-of-school youth, or an adult.
Recommended	None

**8. DATE REVISED July 22, 2004
UPDATED April 1, 2009**

Career Technical Skills						
Class Hours	CVE Hours	CONTENT AREA SKILLS	Foundation Standards	Mention - M Reinforced - R Taught - T	CTE Pathway Standards	Mention - M Reinforced - R Taught - T
30	30	II. Guiding Children				
		A. Students will be able to:	R	M	A 6.0	
		1. Identify guidelines for establishing and enforcing rules throughout the classroom	(2.3) p.95		6.1 6.2 6.3	T T T
		2. Create sets of rules for use in each area of the classroom	5.0 p.99		6.4 6.5	T T
		3. Describe various direct and indirect guidelines principles	7.0 7.3	R	A 7.0 7.1 7.5	T R T
		4. Guide children through 5 daily routines	9.0 9.4	R	7.6 p.104	T
		5. Recognize situations and feelings that cause tension in children	9.5 p.100	T	A 12.0 12.2 12.3 p.106	T T
			10.0 10.4 10.5 10.10 10.12			
			11.0 p.101			

Career Technical Skills						
Class Hours	CVE Hours	CONTENT AREA SKILLS	Foundation Standards	Mention - M Reinforced - R Taught - T	CTE Pathway Standards	Mention - M Reinforced - R Taught - T
30	20	III. Creating a Safe and Healthy Environment				
		A. Students will be able to:	MR (3.3) Pg.91	M R	A 2.0 2.2 Pg.102	T
		1. Establish safety, emergency, and disaster procedures at the work site	R (2.3)		A 3.0 3.6	T
		2. Describe and follow procedures related to safety, including emergency and disaster preparedness plans	W (1.3) Pg.96		A 4.0 4.2 4.3	T T T
		3. Recognize items needed for first aid and other emergency procedures.	4.0 4.2 5.0 5.1 6.0 6.1 6.2 Pg.99	T	4.4 Pg.103	
		4. Evaluate the facility, making recommendations for the safety and well-being of the children	8.0 8.3 9.0 9.3 Pg.100		A 9.0 9.1 9.2 9.3 Pg.105	T T T
			10.0 10.13 10.14 Pg.101			

Career Technical Skills						
Class Hours	CC/CVE Hours	CONTENT AREA SKILLS	Foundation Standards	Mention - M Reinforced - R Taught - T	CTE Pathway Standards	Mention - M Reinforced - R Taught - T
15	10	IV. Nutrition and Health Practices	* See attached pages that follow			
		A. Students will be able to: <ol style="list-style-type: none"> 1. Understand principles and practices of good nutrition, health, and safety 2. Use sanitary procedures in handling, preparing, and serving food 3. Recognize, describe, and report signs and symptoms of illness, injury, or discomfort in children 4. Assist in planning and preparing nutritious snacks 5. Use proper procedures to clean a facility following a logical sequence 	MR (3.3) Pg.91 R (2.3) Pg.95 W (1.3) Pg.96 4.0 4.2 5.0 5.1 6.0 6.1 6.2 Pg.99 8.0 8.1 Pg.100 10.0 10.13 10.14 Pg.101	M R R T R	A 2.0 2.2 2.3 Pg.102 A 4.0 4.2 4.3 4.4 Pg.103 A 9.0 9.1 9.2 9.3 9.4 Pg.105	R T R R R T T T T T

Career Technical Skills						
Class Hours	CVE Hours	CONTENT AREA SKILLS	Foundation Standards	Mention - M Reinforced - R Taught - T	CTE Pathway Standards	Mention - M Reinforced - R Taught - T
40	55	V. Educational Experiences for Children				
		A. Students will be able to: <ol style="list-style-type: none"> 1. Develop experiences which provide age-appropriate learning 2. Discuss how art experience promotes physical, social, emotional, and intellectual growth 3. Develop guidelines for storytelling and socio-dramatic play 4. Explain activities that help children develop manuscript writing skills 5. Provide activities that promote math experiences 6. Develop ways to teach social studies concepts through age appropriate lessons 7. Establish positive food experiences 8. Demonstrate music and movement activities suitable for each developmental level 9. Create a craft notebook samples of art/craft activities for children 	A1 (24.2) Pg.91 G (8.0) S (1.a) Pg.92 4.0 4.2 Pg.99	R T R	A 5.0 5.4 Pg.103 A.7.0 7.1 7.2 7.3 7.4 7.5 7.6 A 8.0 8.1 Pg.104 8.2 A 11.0 11.1 11.2 11.3 Pg.105 A 12.0 12.3 12.4 12.5 Pg.106	R T T T R R R T T T

Career Technical Skills						
Class Hours	CC/CVE Hours	CONTENT AREA SKILLS	Foundation Standards	Mention - M Reinforced - R Taught -	CTE Pathway Standards	Mention - M Reinforced - R Taught - T
15	10	VI. Interaction with Families and Communities	* See attached pages that follow			
		A. Students will be able to:	H-SS (11.11.3) Pg.93	R	A 2.0 2.2 2.3 Pg.102	R
		1. Explain issues of diversity and exhibit sensitivity to cultural differences	R (2.2) (2.3) Pg.95		A 3.0 3.6	T
		2. Analyze how cultural differences affect communication within families and communities	W (1.3) Pg.96		A 5.0 5.3 5.4 Pg.103	
		3. Describe how to be affective in communicating with families and communities	LS (1.1) (1.2)		A 6.0 6.5 Pg.104	
			5.0 5.1 5.4 Pg.99	T	A 10.0 10.1 10.2 10.3 10.4 10.5 Pg.105	
			7.0 7.3 7.4 8.0 8.1 8.2 8.3 Pg.100			
			10.0 10.1 10.9 10.10 10.12 10.15 Pg.101			

Career Technical Skills						
Class Hours	CVE Hours	CONTENT AREA SKILLS	Foundation Standards	Mention - M Reinforced - R Taught - T	CTE Pathway Standards	Mention - M Reinforced - R Taught - T
25	10	VII. Curriculum Planning				
		A. Students will be able to: <ol style="list-style-type: none"> 1. Study various approaches to curriculum planning 2. Discuss curriculum planning in terms of objectives, goals, and activities 3. Work within a group to organize and plan curriculum for two units of study 4. List and explain various learning styles and learning characteristics 5. Understand the role of the instructional staff in supporting the learning process 	MR (3.3) S (1.a) LS (1.7) Pg.98 4.0 4.2 4.4 5.0 5.1 Pg.99 9.0 9.3 9.5 Pg.100	R M T	A 2.0 2.2 Pg.102 A 3.0 3.6 Pg.103 A 7.0 7.1 7.2 7.3 7.4 7.5 7.6 A 8.0 8.1 Pg.104 8.2 8.3 A 11.0 11.1 11.2 11.3 Pg.105 A 12.0 12.1 12.2 12.3 12.4 12.5 12.6 Pg.106	T R T

C. Expected Student Proficiencies	
<p>ATTITUDE AND WORK HABITS Works both independently and collaboratively Attends regularly and on time Practices good safety procedures Solves problems thinks critically and makes good decisions Plans work and takes initiative Demonstrates leadership and the willingness to help train others</p> <p>DEVELOPMENTAL ASPECTS OF THE NURSERY SCHOOL/DAY CARE CHILD Physical development Cognitive development Social-emotional development</p> <p>OBSERVING AND RECORDING BEHAVIOR Types and mechanics of observation Interpretation</p> <p>CAREERS WORKING WITH PRESCHOOL Day care Preschools</p> <p>PARENT COMMUNICATION IN THE NURSERY SCHOOL/DAY CARE FACILITY Working with parents Conferences Responsibilities</p>	<p>PRESCHOOL LESSON PLANNING Scheduling Organization</p> <p>DAY CARE/PRESCHOOL PROGRAMS Educational objectives Types of preschools Facilities Staff Equipment Schedules Curriculum</p> <p>THE VALUE OF PLAY Toys and play equipment Fostering creativity through play Games</p> <p>PRESCHOOL DAILY ROUTINES Health/safety Meal/snack planning Material preparation Rhythm/music activities Art activities Children literature Social studies/career awareness</p> <p>LAB SCHOOL – ON CAMPUS CHILD CARE CENTER</p>

11. FOUNDATION STANDARDS ALIGNED	* CAHSEE Test Items
1.0 Academics	
Students understand the academic content required for entry into postsecondary education and employment in the Education, Child Development and Family Services sector. <i>(The standards listed below retain in parentheses the numbering as specified in the mathematics, science, history–social science, and visual and performing arts content standards adopted by the State Board of Education.)</i>	
Math	
* (3.3) Develop generalizations of the results obtained and the strategies used and apply them to new problem situations.	
Algebra I	
(24.2) Students identify the hypothesis and conclusion in a logical deduction.	
Geometry	
* (8.0) Students know, derive and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface of common geometric figures.	
History/Social Science	
(11.11.3) Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure.	
Science	
(1.a) Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.	
2.0 Communications	
Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts. <i>(The standards listed below retain in parentheses the numbering as specified in the English–language arts content standards adopted by the State Board of Education.)</i>	
Reading	
(2.2) Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.	
(2.3) Generate relevant questions about readings on issues that can be researched.	
Writing	
(1.3) Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.	
Listening & Speaking	
(1.1) Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.	
(1.2) Compare and contrast the ways in which media genres (e.g. televised news, news magazines, documentaries, online information) cover the same event.	
(1.7) Use proper, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.	
4.0 TECHNOLOGY	
Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:	
4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.	
4.4 Use appropriate technology in the chosen career pathway.	
5.0 PROBLEM SOLVING & CRITICAL THINKING	
Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques:	
5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.	
5.3 Use critical thinking skills to make informed decisions and solve problems.	
5.4 Apply decision-making skills to achieve balance in the multiple roles of personal, home, work, and community life.	

6.0 HEALTH & SAFETY

Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials:

- 6.1 Know the policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.
- 6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.

7.0 RESPONSIBILITY & FLEXIBILITY

Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:

- 7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.
- 7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- 7.3 Understand the need to adapt to varied roles and responsibilities.
- 7.4 Understand that individual actions can affect the larger community.

8.0 ETHICS & LEGAL RESPONSIBILITY

Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms:

- 8.1 Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.
- 8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.
- 8.3 Understand the role of personal integrity and ethical behavior in the workplace.

9.0 LEADERSHIP & TEAMWORK

Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:

- 9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.
- 9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
- 9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.

10.0 TECHNICAL KNOWLEDGE & SKILLS

- 10.1 Understand the decisions and responsibilities involved in parenting in various cultures.
- 10.2 Understand the stages of pregnancy, from conception through birth, and the implications of environment and heredity on the health and well-being of a child.
- 10.3 Understand the importance of studying child growth and development from infancy through adolescence.
- 10.4 Understand positive guidance and discipline techniques that promote feelings of self-worth so they apply to the developmental stages of children.
- 10.5 Understand the value and methods of providing infants, children, and adolescents with play and developmentally appropriate learning activities.
- 10.9 Understand the function of the family as a basic unit of society and the contributions of the family unit to the development of individuals.
- 10.10 Understand the factors that affect the development of individuals and how to build positive relationships.
- 10.12 Understand strategies and resources for managing conflicts and crises.
- 10.13 Understand the importance of wellness and safety to individual and family health and well-being.
- 10.14 Understand how to prevent and control infection and disease to produce the optimum health of individuals and families.
- 10.15 Understand the strategies that enable persons to manage and balance personal, family, and work responsibilities to enhance productivity and attain a quality of life.

11.0 DEMONSTRATION & APPLICATION

Students demonstrate and apply the concepts contained in the foundation and pathway standards.

12. 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:

A1.5 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.

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

A2.2 Understand the operational policies and procedures related to child care and development program components (e.g., staff-child and staff-parent interaction, physical environment, health, safety, nutrition, and curriculum).

A2.3 Understand the importance of, and procedures for, keeping child and classroom records and documentation.

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.

A3.3 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:

A4.2 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.

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 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.

<p>A10.4 Understand how to use opportunities in the daily routine to build trusting relationships and effective communication with families.</p> <p>A10.5 Understand how to be an advocate for high-quality programs and services for children and families.</p>
<p><i>A11.0 Students understand the role of teaching materials and resources in enhancing classroom instruction in child care and development programs:</i></p>
<p>A11.1 Understand the appropriate uses of current instructional technology and equipment to develop program materials and support learning.</p> <p>A11.2 Know the various types and sources of quality, age-appropriate, and developmentally appropriate materials and equipment.</p> <p>A11.3 Know how to select and develop age-appropriate and developmentally appropriate teaching materials and resources.</p>
<p><i>A12.0 Students understand and support the learning process in an assisting role:</i></p>
<p>A12.1 Know the strategies for supervising and maintaining a supportive learning environment for infants, toddlers, and children.</p> <p>A12.2 Understand the established standards and the established procedures in classrooms, libraries, halls, and bathrooms and on the school grounds.</p> <p>A12.3 Understand the typical learning challenges that students encounter in curricular areas.</p> <p>A12.4 Implement planned activities to facilitate multidisciplinary learning and reinforce concepts.</p> <p>A12.5 Understand how to provide instructional assistance to small and large learning groups.</p> <p>A12.6 Know how to help the teacher in assessing a child and developing a portfolio.</p>

LEGEND FOR REFERENCE OF ACADEMIC STANDARDS

Parenthetical notation preceding the content standard item refers to the grade level for the standard. i.e. (8) refers to grade 8, (9-10) refers to grades 9 & 10.

Example: (8) W2.1 refers to the Eighth Grade Writing Standard Item 2.1

English-Language Arts:

R Reading
W Writing
WOC Written & Oral Conventions
LS Listening & Speaking

CRP: Connections, Relationships,
Proficient
CRA: Connections, Relationships,
Advanced

Mathematics:

NS Number Sense
AF Algebra & Functions
SDP Statistics, Data Analysis & Probability
MR Mathematical Reasoning
MG Measurement & Geometry
AI Algebra I
G Geometry
AII Algebra II
P&S Probability & Statistics
APP&S Advanced Placement Probability &
Statistics
C Calculus

ELA: English-Language Arts with in VPA

ELA- LRA: Literary Response and Analysis
ELA-WSA: Writing Strategies &
Applications
ELA-WOELC: Written & Oral English
Language Conventions

Sectors

AME Arts, Media and Entertainment
BTC Building Trades and Construction
ECDFS Education, Child Development &
Family Services
EU Energy & Utilities
ED Engineering & Design
FID Fashion and Interior Design
FAB Finance and Business
HSMT Health Science & Medical Technology
HTR Hospitality, Tourism & Recreation
IT Information Technology
MPD Manufacturing and Product
Development
MSS Marketing, Sales, & Services
PS Public Services
T Transportation

Science:

PH Physics
CH Chemistry
ES Earth Science
I&E Investigation and Experimentation

History-Social Science:

WH World History, Culture and Geography
USH United States History and Geography
AD American Democracy
ECON Economics

Visual and Performing Arts:

APP: Artistic Perception Proficient Level
APA: Artistic Perception Advanced
CEP: Creative Expression Proficient
CEA: Creative Expression Advanced
HCCP: Historical & Cultural Proficient
HCCA: Historical & Cultural Advanced
AVP: Aesthetic Valuing Proficient
AVA: Aesthetic Valuing Advanced