

COURSE OUTLINE DEVELOPMENT

1. **1. Course Title:** **Child Development - Advanced**
2. **2. CBEDS Title:**
3. **3. CBEDS Number:**
4. **4. Job Titles:**

Child Development Assistant	Child Care worker
Instructional/Teacher Aide	Recreational leader
After School Child Care Assistant	In-home Care

5. Course Description:

This competency-based course is the second of three that prepare students for entry-level jobs in field of child care and development for infants, toddlers, and young children. Students continue to study child growth and development with an emphasis on child psychology; learn operational procedures and policies and educational and industry-related requirements for child care facilities and staff; understand state and federal environment and safety regulations; know how to recognize, describe and report signs and symptoms of illness, injury discomfort or special needs; explore effective ways to advocate for high-quality programs and services for children and families respecting diversity in families and cultures.

Integrated throughout the course are career preparation standards, which include basic academic skills, communication, interpersonal skills, problem solving, and workplace safety, technology and employment literacy connection to core academic standards. Students will begin rotations to a variety of locations for hands-on learning at Daycare facilities, Preschools, Primary Schools, Special Education Classes, and where possible sites that include child-related careers in the health and legal field.

Child Development Pathway	
<i>Introductory</i>	Child Development
<i>Skill Building</i>	Advanced Child Development
<i>Advanced</i>	Child Development Community Classroom or AP Psychology

Students will:

1. Describe the essential aspects of the child care and development industry and the industry's role in state and local economies,
2. Compare and contrast operational and organizational policies at various child care and development facilities and standards, licensing, regulations and codes,
3. Demonstrate critical safety, emergency and disaster procedures at the work site,
4. Use developmentally appropriate teaching materials and resources in child care and development programs and apply appropriate practices for curriculum development,
5. Apply the principles and practices of good nutrition, health and safety for infants and children,
6. Students understand the role of teaching materials and resources in child care and development programs,
7. Communicate and interact effectively with the child and family,

8. Model the professional behavior in assisting the classroom teacher.

6. Hours: 180 hours

7. Prerequisites: Child Development or Psychology

8. Date: November 2011

9. Course Outline

COURSE OUTLINE				
Upon successful completion of this course, students will be able to demonstrate the following skills necessary for entry-level employment.				
Instructional Units and Competencies	Course Hours	Model Curr. Standards	CA Academic Content Standards	CAHSEE
<p>I. CAREER PREPARATION STANDARDS</p> <p>A. Career Planning and Management.</p> <ol style="list-style-type: none"> 1. Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers. <ol style="list-style-type: none"> a. students will identify skills needed for job success b. students will identify the education and experience required for moving along a career ladder. 2. Understand the scope of career opportunities and know the requirements for education, training, and licensure. <ol style="list-style-type: none"> a. students will describe how to find a job. b. students will select two jobs in the field and map out a timeline for completing education and licensing requirements including the teaching profession. 3. <i>Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.</i> <ol style="list-style-type: none"> a. <i>students will conduct a self—assessment and explain how professional qualifications affect career choices.</i> 4. <i>Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.</i> <ol style="list-style-type: none"> a. <i>contact the Community Child Care Council of Sonoma County and obtain information on becoming a child care provider and identify other available resources.</i> b. <i>contact the Santa Rosa Junior College or State of California Commission on Teacher Credentialing for requirements for Child Development teacher or Assistant Teacher permits.</i> c. <i>contact the National Child Care Association for eligibility requirements and a description of the Certified Childcare professional designation.</i> d. <i>contact two professional organization and identify the steps to become a member.</i> 5. <i>Understand the past, present and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.</i> <ol style="list-style-type: none"> a. <i>students will describe careers in child-related fields.</i> b. <i>students will identify work-related cultural differences to prepare for a global workplace.</i> 6. Know the main strategies for self-promotion in the hiring process, such as completing job applications, resume writing, interviewing skills, and preparing a portfolio. <ol style="list-style-type: none"> a. students will write and key a resume, cover letters, thank you letters, and job applications. b. students will participate in mock job interviews. <p>B. Technology.</p> <ol style="list-style-type: none"> 1. Understand past, present and future technological advances as they relate to a chosen pathway. Understand the use of technological resources to gain access to, manipulate, and produce information, products 	<p>10</p> <p>Additional hours are integrated throughout the course.</p>	<p>Education, Child Development & Family Services Industry Sector, Model Curriculum Standards</p>	<p><u>Language Arts</u> (8) R 1.3, 2.6 W1.3, 2.5. LC 1.4,1.5 1.6 LS1.2, 1.3, (9/10) R2.1,2.3,2 W2.5 LC1.4 LS 1.1, 2.3 (11/12) R2.3 W2.5 LC1.2 <u>Math</u> (7) NS1.2, 1.7 MR 1.1,1.3 2.7,2.8, 3.1</p>	<p>Lang. Arts R 8.2.1 (9/10) R 2.1, 2.3 W2.5 Math (7) NS 1.2, 1.3, 1.7 MR 1.1, 2.1, 3.1</p>

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Italicized text references “negotiated” curriculum; all other text references “guaranteed” curriculum.

<p>and services.</p> <ol style="list-style-type: none"> 2. Understand the influence of current and emerging technology on selected segments of the economy. 3. Use appropriate technology in the chosen career pathway. <p>C. Problem solving and Critical Thinking.</p> <ol style="list-style-type: none"> 1. Understand the systematic problem-solving models that incorporate input, process, outcome and feedback components, and apply appropriate problem-solving strategies and critical thinking to work-related issues and tasks. incorporate input, process, outcome and feedback components. 2. Use and apply critical thinking and decision making skills to make informed decisions, solve problems, and achieve balance in the multiple roles of personal, home, work and community life. <p>D. Health and Safety.</p> <ol style="list-style-type: none"> 1. Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities. 2. Understand critical elements of health and safety practices related to storing, cleaning and maintaining tools, equipment, and supplies. <p>E. Responsibility & Flexibility.</p> <ol style="list-style-type: none"> 1. Understand the qualities and behaviors that constitute a positive and professional work demeanor. 2. Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles and how individual actions can affect the larger community. 3. Understand the need to adapt to varied roles and responsibilities. <p>F. Ethics and Legal Responsibilities</p> <ol style="list-style-type: none"> 1. Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations. 2. Understand the concept and application of ethical and legal behavior consistent with workplace standards. <ol style="list-style-type: none"> a. <i>Contact a business and obtain a copy of their rules for employment.</i> b. <i>Role play difference ethical scenarios.</i> 3. Understand the role of personal integrity and ethical <p>G. Leadership and Teamwork.</p> <ol style="list-style-type: none"> 1. Understand the characteristics and benefits of teamwork, leadership, citizenship in the school, community, and workplace settings for effective performance and attainment of goals. 2. Understand the ways in which professional associations, such as FHA-HERO and competitive career development activities enhance academic skills, promote career choices, and contribute to employability. 3. Know multiple approaches to conflict resolution and understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others. 3. Students will model behavior that encourages children to Treat them as adults rather than high school students. 			
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Instructional Units and Competencies	Hours	Model Curr. Standards.	CA Academic Standards	CAHSEE
<p>I Students understand the essential aspects of the child care and development industry and the industry's role in state and local economies</p> <p>A. Students will know the legislative, economic, and social trends that affect the child care and development industry.</p> <ol style="list-style-type: none"> 1. Students will identify the organizational structures in child care and development facilities <p>B. Know the functions and roles of the various careers in the child care and development industries.</p> <ol style="list-style-type: none"> 1. Students will identify types of careers and personal qualifications for a child-related career. 2. Students will understand the components of professionalism and how to practice professional behaviors. 	5	Child Dev Pathway A1.0, A1.1 A1.2 A1.6 A1.7		
<p>II. Students will describe and apply operational procedures and organizational policies at various child care and development facilities.</p> <p>A. Students will understand the importance of and the procedures for keeping child and classroom records and documentation.</p> <ol style="list-style-type: none"> 1. Students will create examples of appropriate records and documentation. <p>B. Students will be able to identify examples of business systems that help with billing, ordering, budgeting and collecting fees.</p> <ol style="list-style-type: none"> 1. Students will list typical expenses and costs of doing business and create a budget. 2. Students will research and report the various fees charged by other child care agencies. 3. Students will plan and estimate the costs of equipping and managing a small child care center. 4. Students will identify and explain the various child care funding sources in Sonoma County. 5. Students will identify methods of support by networking with colleagues, associations, and other groups. 	10	Child Dev Pathway A2.0 A2.3 A2.4 A2.5	ELA 9-10; R; 2.2,2.3, 2.5 W; 1.1, 1.3,1.4, 1.5,2.2	

Instructional Units and Competencies	Hours	Model Curr. Standards.	CA Academic Standards	CAHSEE
<p>III. Students understand and apply child care and development standards, licensing, regulations and codes.</p> <p>A. Students will know the standards and licensing regulations for child care facilities.</p> <ol style="list-style-type: none"> 1. Students will list the different standards for private vs. publicly funded child care. <p>B. Students will understand the educational and industry-related requirements for child care facilities staff.</p> <ol style="list-style-type: none"> 1. Students will list the requirements for a Child Development Associate Permit and a Teachers permit. <p>C. Students will explain the employer and employee responsibilities for complying with laws and regulations affecting the needs, interests and rights of young children.</p> <ol style="list-style-type: none"> 1. Students will know the staffing ratio requirements for Child Care Centers and Day Care Homes. <p>D. Students will know the health, safety, regulatory and procedural requirements for the work site.</p> <ol style="list-style-type: none"> 1. Students will create posters identifying these requirements. 2. Students will explain universal precautions. <p>E. Students will know the indicators of child abuse or neglect and the responsibilities of staff as mandated reporters.</p> <ol style="list-style-type: none"> 1. Students will describe steps to take if abuse is suspected, how to file a report and whom to notify. 	15	Child Dev Pathway A3.0 A3.1 A3.2 A3.3 A3.4 A3.5 A3.6	ELA 9-10; WO; 1.1,2.2	
<p>IV. Students understand and apply critical safety, emergency and disaster procedures at the work site.</p> <p>A. Understand the state and federal environmental and safety regulations.</p> <ol style="list-style-type: none"> 1. Students will create material safety data sheets as they relate to the child care and development industry. <p>B. Students will know the staff procedures, duties and responsibilities related to safety and emergencies.</p> <ol style="list-style-type: none"> 1. Students will create an emergency and disaster preparedness plan. <p>C. Students will know when to use certified first aid, cardiopulmonary resuscitation (CPR) and other emergency procedures.</p> <ol style="list-style-type: none"> 1. Students will become certified in CPR. 	25	Child Dev Pathway A4.0 A4.1 A4.2 A4.3	ELA 9-10; R; 2.6	
<p>V. Students understand and apply developmentally appropriate practices for curriculum development.</p> <p>A. Students will understand the components of a developmentally appropriate curriculum in each area of the balanced, daily routine.</p> <ol style="list-style-type: none"> 1. Students will create activities: indoor/outdoor, quiet/active, individual/small group/large group, large muscle/small muscle and child-initiated/staff-initiated activities. 2. Students will observe and document observations in a factual and anecdotal format. <p>B. Students will study and use Early Childhood Rating Scales and other assessment tools in the classroom.</p> <ol style="list-style-type: none"> 1. Students will outline steps to take to adapt activities for children with special needs. 	45	Child Dev Pathway A8.0 A8.1 A8.2 A8.3	ELA 9-10; WO; 1.1	

Instructional Units and Competencies	Hours	Model Curr. Standards.	CA Academic Standards	CAHSEE
<p>VI. Students understand and apply and model the principles and practices of good nutrition, health and safety.</p> <ul style="list-style-type: none"> A. Students will know procedures to clean child care facilities. B. Students will understand the procedures for preventing the spread of infections and illnesses. C. Students will understand the appropriate sanitation and hygiene techniques for children and staff. D. Students will be able to explain the food pyramid. E. Students will know how to foster independent eating practices and hygiene habits. F. Students will know how to recognize illness or injuries in children. 	10	Child Dev Pathway A9.0		
<p>VII. Students understand the role of teaching materials and resources in enhancing classroom instruction in child care and development programs.</p> <ul style="list-style-type: none"> A. Students will understand the appropriate uses of current instructional technology and equipment. <ul style="list-style-type: none"> 1. Students will develop an example of program materials to support learning. 2. Students will identify age and developmentally appropriate materials and equipment. 3. Students will obtain examples of age-appropriate teaching materials and resources. 4. Students will create a schedule for daily activities. 5. Students will role play adults and children in similar and different circumstances. B. Students will understand the importance of the physical environment in Child Care programs. <ul style="list-style-type: none"> 1. Students will draw designs for the physical setting of developmentally appropriate classrooms. 	45	Child Dev Pathway A11.0 A11.1		
<p>VIII. Students understand how to communicate and interact effectively with families and community.</p> <ul style="list-style-type: none"> A. Understand the benefits of establishing strong relationships with families and communities. B. Students will describe the major roles of parents. C. Understand how language, culture, and educational backgrounds may affect family structures and communication with and among families and communities. <ul style="list-style-type: none"> 1. Students will be able to describe the role of families in today's society. 2. Students will be able to explain the changes affecting families today. 3. Students will be able to list the main advantages and disadvantages of living in different types of families. 4. Students will define three parenting styles. 5. Students will describe ways that culture influences the family. 6. Students will explain the changes that take place during the family life cycle. D. Know how positive parent-staff relationships, family members, and the community contribute to the physical, intellectual, social and emotional development of the child. E. Students will list the healthy characteristics of the family. 	10	Child Dev A10.0, A10.1, A10.2, A10.3		

Instructional Units and Competencies	Hours	Model Curr. Standards.	CA Academic Standards	CAHSEE
<p>IX. Students understand and support the learning process in an assisting role.</p> <p>A. Understand established standards and procedures in classrooms, libraries, halls, and bathrooms and on the school grounds</p> <p>1. Students will create posters listing positive behavior for various areas.</p> <p>B. Know the strategies for supervising a supporting learning environment for infants and children.</p> <p>1. Understand how to provide instructional assistance to small And large learning groups.</p>	5	Child Dev Pathway A12.0 A12.2		
<p>X. Students describe the developmental changes of school-age children.</p> <p>A. Physical Development</p> <p>B. Intellectual development</p> <p>C. Social-emotional development</p>				
<p>XI. Students will define the term “children with special needs” and explain why children with and without special needs are more alike than different.</p> <p>A. List some of the common forms of special needs in children.</p> <p>B. Outline steps people can take to help children with special needs.</p>				
<p>XII. Students will participate in two required observation and written Report assignments.</p> <p>A. Students will learn how to prepare checklists, keep running records, perform time sampling, include anecdotal observations, and formal assessment of these tools.</p> <p>B. Students will write an observation report of approximately 2-4 Pages on a licensed group care program.</p> <p>C. Students will write an observation report of approximately 1-2 pages on a naturalistic observation of a 3, 4, or 5-year-old child using anecdotal and/or running records.</p>				

Instructional Units and Competencies	Hours	Model Curr. Standards.	CA Academic Standards	CAHSEE
<p>XIII. <i>Students will begin rotations for hands-on learning. Students will meet with the teacher on a weekly basis to present observation and discuss experiences. Whenever possible, sites will include child-related careers in the health field (i.e. medical, social, psychological,) or legal fields. Other rotations will include:</i></p> <p><i>A. Infants/Daycare</i> <i>Day 1: Observe and get to know babies</i> <i>Day 2: Hold, feed, play</i> <i>Day 3: Choose child to observe and record</i> <i>Day 4: Present observations to parent and site teacher</i></p> <p><i>B. Preschool</i> <i>Day 1: Observe and meet children</i> <i>Day 2: Interact in class/group activities</i> <i>Day 3: Monitor small groups at a center</i> <i>Day 4: Lead an activity at a center</i></p> <p><i>C. K-3rd Grade:</i> <i>Day 1: Observe and take notes</i> <i>Day 2: Work as a tutor with individual or small group</i> <i>Day 3: Teach a lesson to small groups or whole class</i> <i>Day 4: Give feedback to children about lesson, and wrap up with a thank you to teacher and children</i></p> <p><i>D. 4th Grade:</i> <i>Same as K-3 but teach lesson to whole class and be prepared to respond to questions.</i></p> <p><i>E. Special Education Classes:</i> <i>Day 1: Observe teacher/student interaction and follow up w/teacher interview to discuss successful teaching strategies</i> <i>Day 2: Individually tutor student</i> <i>Day 3: Accompany student to mainstream classroom and observe</i> <i>Day 4: Teach a lesson to a student (CD CTE A5.5)</i></p> <p><i>F. Assignments:</i> <i>Students will be observing an individual child throughout the two-week rotations as well as observing the whole class. At the end of a rotation, students will summarize experience and observations.</i></p> <p><i>Students will complete a written assignment contrasting observations of a Specials Education student to observations in mainstream classrooms.</i></p> <p><i>Students will meet with teacher on a weekly basis to present observations and discuss experiences.</i></p>				

10. Additional recommended/optional items

- a. Articulation: None
- b. Academic credit: None
- c. Instructional strategies:
 - Methods of Instruction:
 - a. Lecture
 - b. Audio Visual Materials

- c. Research Readings and Written Presentations
 - d. Homework Assignments
 - e. Group & Individual Activities
 - f. Quizzes, Tests & Final Exam
 - g. Two out of class observations and written reports of children:
 - a. In a licensed group care program (2-4 pages)
 - b. A naturalistic observation of a 3, 4, 05 5-year-old child (1-2 pages)
 - h. Internet Exploration
 - i. Evaluations – 2 annually
 - j. Letter of recommendation
- d. Instructional materials: Text: Children: The Early Years
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