

## COURSE OUTLINE DEVELOPMENT

1. **1. Course Title:** Child Development
2. **2. CBEDS Title:**
3. **3. CBEDS Number:**
4. **4. Job Titles:** Child Development Assistant  
Instructional/Teacher Aide  
Child Care worker  
Recreational leader  
After School Child Care Assistant  
In-home Care

### 5. Course Description:

This competency-based course is the first of three that prepare students for entry-level jobs in 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.

Integrated throughout the course are career preparation standards, which include communication, interpersonal skills, problem-solving, workplace safety, technology, and employment literacy, and connection to core academic standards.

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

Students will:

1. Know the essential aspects of the child care and development industry and the industry's role in state and local economies.
2. Understand important elements of a child's physical, intellectual, emotional, and social growth and development.
3. Apply the principles of positive interactions, guidance and discipline in the workplace.
4. Apply the essential components of an effective learning environment for the early childhood classroom.
5. Students understand and apply the principles and practices of good nutrition, health and safety for infants and children.
6. Demonstrate how to communicate and interact effectively with families and communities.

**6. Hours:** Students receive 180 hours of classroom instruction.

**7. Prerequisites:** None

**8. Date:** July 2010

## 9. Course Outline

<b>COURSE OUTLINE</b>				
Upon successful completion of this course, students will be able to demonstrate the following skills necessary for entry-level employment.				
<b>Instructional Units and Competencies</b>	<b>Course Hours</b>	<b>Model Curr. Standards</b>	<b>CA Academic Content Standard</b>	<b>CAHSEE</b>
<p><b>I. CAREER PREPARATION STANDARDS</b></p> <p><b>A. Career Planning and Management.</b></p> <ol style="list-style-type: none"> <li>1. Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.               <ol style="list-style-type: none"> <li>a. students will identify skills needed for job success</li> <li>b. students will identify the education and experience required for moving along a career ladder.</li> </ol> </li> <li>2. Understand the scope of career opportunities and know the requirements for education, training, and licensure.               <ol style="list-style-type: none"> <li>a. students will describe how to find a job.</li> <li>b. students will select two jobs in the field and map out a timeline for completing education and licensing requirements including the teaching profession.</li> </ol> </li> <li>3. Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.               <ol style="list-style-type: none"> <li>a. students will conduct a self—assessment and explain how professional qualifications affect career choices.</li> </ol> </li> <li>4. Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.               <ol style="list-style-type: none"> <li>a. contact Sonoma County Community Child Care Council and obtain information on becoming a child care provider and identify other available resources.</li> <li>b. contact the Santa Rosa Junior College or the State of California Commission on Teacher Credentialing for eligibility requirements and a description of the Child Development Teacher or Assistant Teacher Permits.</li> <li>c. contact two professional organization and identify the steps to become a member.</li> </ol> </li> <li>5. Understand the past, present and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.               <ol style="list-style-type: none"> <li>a. students will describe careers in child-related fields.</li> <li>b. students will identify work-related cultural differences to prepare for a global workplace.</li> </ol> </li> <li>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"> <li>a. students will write and key a resume, cover letters, thank you letters, and job applications.</li> <li>b. students will participate in mock job interviews.</li> </ol> </li> </ol> <p><b>B. Technology.</b></p> <ol style="list-style-type: none"> <li>1. Understand past, present and future technological advances as they relate to a chosen pathway.</li> <li>2. Understand the use of technological resources to gain access to, manipulate, and produce information, products and services.</li> <li>3. Understand the influence of current and emerging technology on selected segments of the economy.</li> </ol>	<p>15</p> <p>5 Add'l hours are integrated throughout the course.</p>	<p>Education, Child Development &amp; 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><b>Lang. Arts</b> <b>R 8.2.1</b> <b>(9/10)</b> <b>R 2.1, 2.3</b> <b>W2.5</b> <b>Math</b> <b>(7)</b> <b>NS 1.2, 1.3, 1.7</b> <b>MR 1.1, 2.1, 3.1</b></p>

<p>4. Use appropriate technology in the chosen career pathway.</p> <p>C. Problem solving and Critical Thinking.</p> <ol style="list-style-type: none"> <li>1. Apply appropriate problem-solving strategies and critical Thinking to work-related issues and tasks.</li> <li>2. Understand the systematic problem-solving models that incorporate input, process, outcome and feedback components.</li> <li>3. Use critical thinking skills to make informed decisions and solve problems.</li> <li>4. Apply decision-making skills to achieve balance in the multiple roles of personal, home, work and community life.</li> </ol> <p>D. Health and Safety.</p> <ol style="list-style-type: none"> <li>1. Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.</li> <li>2. Understand critical elements of health and safety practices related to storing, cleaning and maintaining tools, equipment, and supplies.</li> <li>3. Demonstrate an understanding of the universal precautions and sanitary practices for food service.</li> </ol> <p>E. Responsibility &amp; Flexibility.</p> <ol style="list-style-type: none"> <li>1. Understand the qualities and behaviors that constitute a positive and professional work demeanor.</li> <li>2. Understand the importance of accountability and responsibility in fulfilling personal, community, and work-place roles.</li> <li>3. Understand the need to adapt to varied roles and responsibilities.</li> <li>4. Understand that individual actions can affect the larger community.</li> <li>5. Understand the chain of command in the work place.</li> </ol> <p>F. Ethics and Legal Responsibilities</p> <ol style="list-style-type: none"> <li>1. Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.</li> <li>2. Understand the concept and application of ethical and legal behavior consistent with workplace standards.       <ol style="list-style-type: none"> <li>a. Obtain the National Assn. for the Education of Young Children (NAEYC) Code of Ethics.</li> <li>b. Role play difference ethical scenarios.</li> <li>c. Understand the importance of confidentiality.</li> </ol> </li> <li>3. Understand the role of personal integrity and ethical</li> </ol> <p>G. Leadership and Teamwork.</p> <ol style="list-style-type: none"> <li>1. Understand the characteristics and benefits of teamwork, leadership, citizenship in the school, community, and workplace settings.</li> <li>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.</li> <li>3. Understand how to organize and structure work individually and in teams for effective performance and attainment of goals.</li> <li>4. Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.</li> <li>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.</li> </ol>			
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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> <ul style="list-style-type: none"> <li>A. Students will understand the effect of the child care and development industry on state and local economies. <ul style="list-style-type: none"> <li>1. Students will identify types of group programs locally and compare to other industry sectors.</li> </ul> </li> <li>B. Know the functions and roles of the various careers in the child care and development industries. <ul style="list-style-type: none"> <li>1. Students will identify types of careers and personal qualifications for a child-related career.</li> <li>2. Students will understand the components of professionalism and how to practice professional behaviors.</li> <li>3. Students will know various educational philosophies including Montessori and Waldorf.</li> </ul> </li> </ul>	5	Child Dev Pathway A1.0, A1.1		
<p>II. Students understand important elements of a child’s physical, intellectual, emotional, and social growth and development.</p> <ul style="list-style-type: none"> <li>A. Students will understand what child development is and the reasons to study it. <ul style="list-style-type: none"> <li>1. Students will explain the influence of heredity and environment on children’s development and growth.</li> <li>2. Students will be able to discuss the principals of growth and development.</li> <li>3. Students will be able to describe theories of human development.</li> </ul> </li> <li>B. Students will be able to explain the factors that influence prenatal development. <ul style="list-style-type: none"> <li>1. Students will describe and map out how a person inherits traits through genes.</li> <li>2. Students will list how drugs, alcohol, radiation, diseases, environment pollutants, and congenital problems can harm the fetus.</li> </ul> </li> <li>C. Students will describe the characteristics of a newborn and identify their physical, social and emotional needs.</li> <li>D. Students will be able to describe how an infant develops during the first year. <ul style="list-style-type: none"> <li>1. Students will describe an infant’s physical development and the order in which the motor skills develop.</li> <li>2. Students will identify temperamental differences in babies.</li> <li>3. Students will describe the infant’s major first-year social tasks.</li> <li>4. Students will explain the roots of four emotions – love, fear, anxiety, and anger.</li> </ul> </li> <li>E. Students will be able to describe the changes that occur between the first and third year of life. <ul style="list-style-type: none"> <li>1. Students will identify the toddler’s major gross-motor and fine-motor skills.</li> <li>2. Students will describe how and what toddlers learn.</li> <li>3. Students will describe the sequence of language development.</li> <li>4. Students will describe how toddlers develop self-worth.</li> <li>5. Students will explain the way toddlers extend their social relationships with others.</li> </ul> </li> </ul>	85	Child Dev Pathway A5.0, A5.1, A5.2, A5.4, A5.5	ELA 9-10; R; 2.2,2.3, 2.5 W; 1.1, 1.3,1.4, 1.5,2.2	

<p>F. Students will be able to describe the development that occurs in preschool children.</p> <ol style="list-style-type: none"> <li>1. Students will list the children’s gross and fine motor skills.</li> <li>2. Students will identify the major concepts learned at this state of mental development</li> <li>3. Students will chart the increasing language skills of preschoolers.</li> <li>4. Students will explain how adults can help children become more responsible.</li> <li>5. Students will discuss how feelings and emotions change during the preschool years.</li> </ol> <p>G. Students understand the developmental changes of school-age children.</p> <ol style="list-style-type: none"> <li>1. Students will describe the physical development of school-age children.</li> <li>2. Students will describe the intellectual development of school-age children.</li> <li>3. Students will describe the social-emotional development of school-age children.</li> </ol> <p>H. Students will define the term “children with special needs” and explain why children with and without special needs are more alike than different.</p> <ol style="list-style-type: none"> <li>1. Students will list some of the common forms of special needs in children.</li> <li>2. Students will outline steps people can take to help children with special needs.</li> </ol>				
<p>III. Students understand and apply the principles of positive interactions, guidance and the discipline in the workplace.</p> <ol style="list-style-type: none"> <li>A. Students will describe how their understanding of developmentally appropriate behaviors is the key to guiding children’s behavior effectively.</li> <li>B. Students will understand and apply alternatives to punishment.</li> <li>C. Students will understand that guidance depends on adult-children relationships based on mutual trust and respect.</li> <li>D. Students will explain how adults can help children become more responsible.</li> </ol>	25	Child Dev Pathway A6.0, A6.1	ELA 9-10; WO; 1.1,2.2	

<p>IV. Students understand and apply the essential components of an effective learning environment for the early childhood classroom.</p> <p>A. Students understand the major learning theories and curriculum models and evaluate their application in early childhood education programs.</p> <ol style="list-style-type: none"> <li>1. Students will explain how infants express what they know through language.</li> <li>2. Students will identify the order in which children learn.</li> <li>3. Students will be able to list ways to help children learn.</li> <li>4. Students will identify the major concepts learned at this stage of mental development.</li> </ol> <p>B. Students will know the components of an effective learning environment that reflects children’s interests and developmental needs.</p> <ol style="list-style-type: none"> <li>1. Students will demonstrate skills that enhance babies growing awareness of themselves.</li> <li>2. Students will plan ways to meet the developmental needs of toddlers and preschool children.</li> <li>3. Students will be able to describe the importance of play and play activities in children’s lives.</li> <li>4. Students will explain how adults can help children learn through art, music, science and reading.</li> </ol>	30	Child Dev Pathway A7.0, A7.1, A7.2, A7.3, A7.4	ELA 9-10; R; 2.6	
<p>V. Students understand and apply the principles and practices of good nutrition, health, and safety for infants and children.</p> <p>A. Students will be able to explain ways to protect children from diseases, illnesses and accidents.</p> <p>B. Students will be able to draw and explain the food pyramid.</p>	5	Child Dev A9.0	ELA 9-10; WO; 1.1	
<p>VI. Students understand how to communicate and interact effectively with families and communities.</p> <p>A. Understand the benefits of establishing strong relationships with families and communities.</p> <ol style="list-style-type: none"> <li>1. Students will describe the major roles of parents.</li> </ol> <p>B. Understand how language, culture, and educational backgrounds may affect family structures and communication with and among families and communities.</p> <ol style="list-style-type: none"> <li>1. Students will be able to describe the role of families in today’s society.</li> <li>2. Students will be able to explain the changes affecting families today.</li> <li>3. Students will be able to list the main advantages and disadvantages of living in different types of families.</li> <li>4. Students will define three parenting styles.</li> <li>5. Students will describe ways that culture influences the family.</li> <li>6. Students will explain the changes that take place during the family life cycle.</li> </ol> <p>C. Know how positive parent-staff relationships, family members, and the community contribute to the physical, intellectual, social and emotional development of the child.</p> <ol style="list-style-type: none"> <li>1. Students will list the healthy characteristics of the family.</li> <li>2. Students will demonstrate an understanding of the confidentiality of these relationships.</li> </ol>	15	Child Dev A10.0, A10.1, A10.2, A10.3		

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 for young children

f. Out of class observations of children

g. Role play

h. Current events

i. Letters to President/Politicians on ECE issues

j. Guest speakers

k. Field trips (SRJC Child Development program, SSU program, ECE programs)

l. Young child and school observations.

m. Quizzes, tests & final exam

n. Internet exploration

d. Instructional materials: Text: Children: The Early Years

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e. Certificates: None