

# CAREERS IN CHILD DEVELOPMENT

**INDUSTRY SECTOR** | Educational, Child Development & Family Services  
**PATHWAY** | Child Development

## COURSE ESSENTIAL QUESTION:

Explore the many careers that will prepare you to make a difference in the lives of children!  
Do you know what it takes to make a difference in a child's life?

## COURSE OVERVIEW:

Careers in Child Development provides students with specific training for occupations as children's center owner, administrator, supervisor, pre-school teacher, infant teacher, before and after school care teacher, family day care provider, teacher aide, camp counselor and recreation aide. Instructions include: child growth and development, nutrition, child health and safety, positive discipline, curriculum and lesson plans and laws and regulations relating to child care services. Laboratory experience working with children is a component of this course. Integrated throughout the course are Common Core State Standards and Career Technical Education Standards, which include safety, communication, technology, ethics, career planning and other employability skills.

## INFORMATION:

- A. Pre-requisite:** 16 years old or a 11<sup>th</sup>/12<sup>th</sup> grader. Valid TB Clearance – copy of immunizations
- B. Abilities Required:** Follow directions, basic reading, math, written, and verbal communication.
- C. Dress Requirement and Grooming:** Consistent with Industry Standards
- D. Students must master 75% of the certificate competencies to receive a certificate.**
- E. Fee:** None
- F. Course Length:** 270 hours
- G. Textbook:** "Child Care Today" McGraw Hill 2012, "The Child Care Professional" McGraw Hill 1996
- H. UC a-g Approved:** Yes
- I. Industry Certification:** Yes
- J. Sequencing to Include a Capstone:** Yes
- K. Community College Articulation:** No
- L. Common Core Alignment:** Yes
- M. Community Classroom:** Yes
- N. Career Technical Student Organization:** No
- O. Work-Based Learning:** Yes

**THEME: UNIT 1. JOBS, JOBS, JOBS**

**ENGAGING TITLE: The art of teaching young children!**

**ESSENTIAL QUESTION: WHAT WOULD YOU LIKE TO BE WHEN YOU GROW UP?**

**INSTRUCTIONAL HOURS: 15 hours CC HOURS: 5 hours**

### Common Core Unit Objective

At the completion of this unit, the students will research and create a career plan to meet their occupational goal using text, DVD presentations, and Industry speaker.

### Key Assignments

- Students will develop a career plan showing entry, mid and goal level positions. Experience and education required to meet the occupational goal will be outlined in detail.
- Students will determine all jobs needed for a child care center and create an organizational chart; job descriptions are to be included for each position.

### Anchor Standards

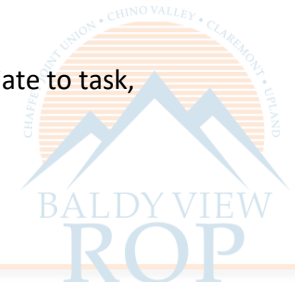
- 3.0 **Career Planning and Management:** Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.
- 3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure. Develop a career plan that reflects career interests, pathways, and postsecondary options.

### Pathway Standards

- A1.0 Recognize the essential aspects of the early childhood education, child care, and development industry and the industry's role in state and local economies.
- A1.1 Describe the organizational structures in early childhood education, child care, and development facilities.
- A1.4 Research the functions and roles of the various careers in the child care and development industry.

### Common Core Standards

- WS 11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.



## RESOURCES:

### Resources

1. Text – Child Care, Chapter 1
2. Lecture
3. Handouts
4. YouTube: Rita Pierson, “Every Child Deserves A Champion”
5. Industry speaker/Affiliate Partnership
6. Career website, i.e. Edjoin
7. DVD/CD: “Careers And Opportunity”
8. Children’s Center Permit Matrix
9. Title 22 rules/regulations



THEME: UNIT 2. EXCELLENT CHILDREN'S CENTERS: QUALITY EARLY CHILDHOOD PROGRAMS

ENGAGING TITLE:

ESSENTIAL QUESTION: Is there a place for everyone?

INSTRUCTIONAL HOURS: 15 hours CC HOURS: 5 hours

### Common Core Unit Objective

After this unit, students will compare and contrast various children's center programs via class lectures, video, and center brochures to create a brochure for children's center which will include operation information, mission, staff qualifications and curriculum.

### Key Assignments

- Students will design a brochure for a children's center. The brochure will include information that describes the type of program, mission, staff qualifications, curriculum, teacher-child ratio, ages served, and room environment.

### Anchor Standards

- 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.
- 4.1 Use electronic reference materials to gather information and produce products and services.
- 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.
- 5.1 Identify and ask significant questions that clarify various points of view to solve problems.
- 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 work place environment.
- 6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.
- 8.0 **Ethics and 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.
- 8.2 Identify local, district, state, and federal regulatory agencies, entities, laws, and regulations related to the Education, Child Development, and Family Services industry sector.

### Pathways Standard

- A3.0 Summarize child care and development standards, licensing, regulations, and codes, including California Code of Regulations Title 5 and Title 22.
- A3.1 Recognize the standards and licensing regulations for child care facilities.

### Common Core Standards

- WS 11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

## RESOURCES:

### Resources

1. Videos: 1<sup>st</sup> Five
2. Handouts – Child Center Brochure
3. Chapter 10 Textbook
4. Title 22 Rules and Regulations



THEME: UNIT 3. STAGES OF CHILD DEVELOPMENT/DEVELOPING THE WHOLE CHILD

ENGAGING TITLE:

ESSENTIAL QUESTION: WHY DO THEY DO WHAT THEY DO?

INSTRUCTIONAL HOURS: 15 hours, CC HOURS: 5 hours

### Common Core Unit Objective

Students will analyze key elements of child growth and development through Power Point, DVD, class lecture and discussion.

### Key Assignments

- In teams, students will research a selected theorist; students are to create informational posters that describe and illustrate the theorists' concepts and principles.

### Anchor Standards

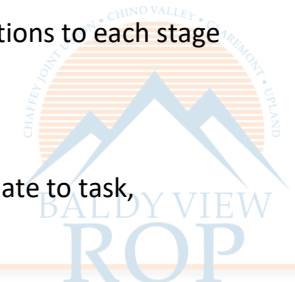
- 2.0 **Communications:** Acquire and accurately use Education, Child Development, and Family Services sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.
- 2.4 Demonstrate elements of written and electronic communication, such as accurate spelling, grammar, and format.
- 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.
- 3.1 Identify personal interest, aptitudes, information, and skills necessary for informed career decision making.
- 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.
- 4.1 Use electronic reference materials to gather information and produce products and services.

### Pathway Standards

- A5.0 Explain important elements of a child's physical, intellectual, emotional, and social growth and development.
- A5.2 Describe the developmental stages of infants, toddlers, and children.
- A5.6 Evaluate the importance of learning environments, experiences, and interactions and their connections to each stage of physical, intellectual, social, and emotional development.

### Common Core Standards

- WS 11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.



## RESOURCES:

### Resources

1. Text – Child Care, Chapter 4
2. Videos – “Child Development Theorist”
3. Handout – Developmental Milestone California Department Of Education
4. Howard Gardner – Theory of Multiple Intelligences



**THEME: UNIT 4. INFANT DEVELOPMENT from the beginning!**  
**ENGAGING TITLE:**  
**ESSENTIAL QUESTION: SO CUTE! WHAT ARE THEY TRYING TO TELL ME?**  
**INSTRUCTIONAL HOURS: 5 hours CC HOURS: 65 hours**

### Common Core Unit Objective

Students will research and analyze knowledge of infant growth and development using multimedia, class text, lecture and discussion.

### Key Assignments

- Students will research developmentally appropriate materials and equipment addressing all developmental areas and write a paper based upon their research.

### Anchor Standards

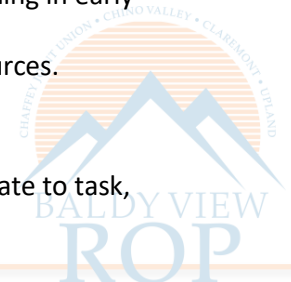
- 2.0 **Communications:** Acquire and accurately use Education, Child Development, and Family Services sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.
- 2.4 Demonstrate elements of written and electronic communication, such as accurate spelling, grammar, and format.
- 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. 4.1 Use electronic reference materials to gather information and produce products and services.

### Pathway Standards

- A5.0 Explain important elements of a child's physical, intellectual, emotional, and social growth and development.
- A5.2 Describe the developmental stages of infants, toddlers, and children.
- A7.0 Compare and apply the essential components of an effective learning environment for the early childhood classroom.
- A7.2 Identify the early childhood education classroom learning areas and the contribution of each to the development of children.
- A11.0 Identify teaching materials and resources that enhance classroom instruction and indoor and outdoor learning in early childhood education, child care, and development programs.
- A11.1 Select and develop age-appropriate and developmentally appropriate teaching materials and resources.

### Common Core Standards

- WS 11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.





## RESOURCES:

### Resources

1. Videos: "Infant Development"
2. Handouts: Developmental Milestone California Department Of Education
3. Text: Child Care, Chapter 14



**THEME: UNIT 5. TODDLER DEVELOPMENT**

**ENGAGING TITLE: Mobile on the move!**

**ESSENTIAL QUESTION: Why? Why? Why?**

**INSTRUCTIONAL HOURS: 5 hours CC HOURS: 65 hours**

**Common Core Unit Objective**

Using multimedia, handouts, class lecture and discussion students will research and analyze knowledge of Toddler growth and development.

**Key Assignments**

- Using critical thinking skills students will write an essay comparing and contrasting appropriate and inappropriate responses caregivers might use in given emotional issues that toddlers face.

**Anchor Standards**

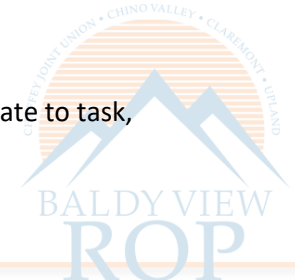
- 2.0 **Communications:** Acquire and accurately use Education, Child Development, and Family Services sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.
  - 2.4 Demonstrate elements of written and electronic communication, such as accurate spelling, grammar, and format.
- 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.
  - 4.1 Use electronic reference materials to gather information and produce products and services.

**Pathway Standards**

- A5.0 Explain important elements of a child’s physical, intellectual, emotional, and social growth and development.
  - A5.2 Describe the developmental stages of infants, toddlers, and children.
- A6.0 Employ the principles of positive interactions, guidance, and discipline in the workplace.
  - A6.2 Use the importance of building positive relationships between the caregiver, children, and families to provide effective guidance and discipline.

**Common Core Standards**

- WS 11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.



## RESOURCES:

### Resources

1. Videos: "Toddler Development"
2. Handouts: Developmental Milestone California Department Of Education
3. Text: Child Care, Chapter 15



THEME: UNIT 6. PRE-SCHOOL

ENGAGING TITLE: So sensitive and curious!

ESSENTIAL QUESTION: HOW CAN I HELP THESE LITTLE ONES GROW?

INSTRUCTIONAL HOURS: 5 hours CC HOURS: 65 hours

### Common Core Unit Objective

Using multimedia, handouts, class lecture and discussion students will research and analyze knowledge of the Pre-School Age Child.

### Key Assignments

- Working from premise that all children develop at their individual pace, students will **write an essay showing** classroom scenarios to determine how teacher's expectations affect self-esteem.

### Anchor Standards

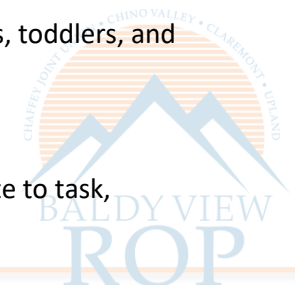
- 2.0 **Communications:** Acquire and accurately use Education, Child Development, and Family Services sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.
- 2.4 Demonstrate elements of written and electronic communication, such as accurate spelling, grammar, and format.
- 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.
- 4.1 Use electronic reference materials to gather information and produce products and services.

### Pathway Standards

- A5.0 Explain important elements of a child's physical, intellectual, emotional, and social growth and development.
- A5.2 Describe the developmental stages of infants, toddlers, and **pre-school** children.
- A6.0 Employ the principles of positive interactions, guidance, and discipline in the workplace.
- A6.2 Use the importance of building positive relationships between the caregiver, children, and families to provide effective guidance and discipline.
- A12.0 Illustrate how to support the learning process in an assisting role.
- A12.1 Define the strategies for supervising and maintaining a supportive learning environment for infants, toddlers, and children.

### Common Core Standards

- WS 11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.



## RESOURCES:

### Resources

1. Videos: "Preschool Development"
2. Handouts: Developmental Milestone California Department Of Education
3. Text: Child Development, Chapter 16



THEME: UNIT 7. SCHOOL AGE

ENGAGING TITLE: Growing and Changing!

ESSENTIAL QUESTION: SO DIFFERENT, YET SO ALIKE! WHAT ARE THEY THINKING?

INSTRUCTIONAL HOURS: 5 hours CC HOURS: 65 hours

### Common Core Unit Objective

Students will research and analyze knowledge of growth and development of the School Age Child using class text, discussion, activities and multimedia.

### Key Assignments

- Students will create a developmental map showing critical stages of development from birth through age 8.

### Anchor 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.
- 2.4 Demonstrate elements of written and electronic communication, such as accurate spelling, grammar, and format.
- 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.
- 4.1 Use electronic reference materials to gather information and produce products and services.

### Pathway Standards

- A5.0 Explain important elements of a child's physical, intellectual, emotional, and social growth and development.
- A5.2 Describe the developmental stages of infants, toddlers, and children.

### Common Core Standards

- WS 11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.



## RESOURCES:

### Resources

1. Textbook: Child Care, Chapter 17
2. Handouts:
3. Videos: 7-12



**THEME: UNIT 8. INCLUSION OF CHILDREN WITH SPECIAL NEEDS**

**ENGAGING TITLE:** Embracing unique skills & abilities

**ESSENTIAL QUESTION:** How do we understand the child while acknowledging and honoring their special needs?

**INSTRUCTIONAL HOURS:** 5 hours **CC HOURS:** 55 hours

**Common Core Unit Objective**

Using speakers, DVD, class text, lecture, and class discussion, students will research and analyze various behaviors associated with children with special needs.

**Key Assignments**

- In teams of three, students will research and identify characteristics of one special need. Students will determine appropriate modification that can be used to accommodate children with this need. Students will complete a given outline showing results and create informational posters.

**Anchor Standards**

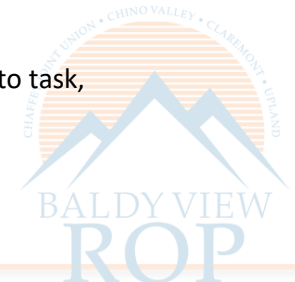
- 2.0 **Communications:** Acquire and accurately use Education, Child Development, and Family Services sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.
  - 2.4 Demonstrate elements of written and electronic communication, such as accurate spelling, grammar, and format.
- 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.
  - 4.1 Use electronic reference materials to gather information and produce products and services.

**Pathway Standards**

- A5.0 Explain important elements of a child’s physical, intellectual, emotional, and social growth and development.
- A5.4 Understand the importance of including infants, toddlers, and children with special needs.

**Common Core Standards**

- WS 11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.





## RESOURCES:

### Resources

1. DVD: "Inclusion"
2. Textbook: Child Care, Chapter 18
3. Handouts: Characteristic Of Children With Disability



THEME: UNIT 9. ANTI-BASED CURRICULUM, CULTURE, AND DIVERSITY

ENGAGING TITLE: Getting to know me and you

ESSENTIAL QUESTION: SO MANY DIFFERENCES, SO MANY SIMILARITIES...HOW DO WE PUT THEM ALL TOGETHER?

INSTRUCTIONAL HOURS: 15 hours CC HOURS: 10 hours

### Common Core Unit Objective

Students will identify, through speaker, class lecture and discussion, the impact of gender/ racial/ cultural equality on the developing child.

### Key Assignments

- Plan a developmentally appropriate activity for young children that encourages appreciation of cultural differences such as family structure. Activities to be presented to class.

### Anchor Standards

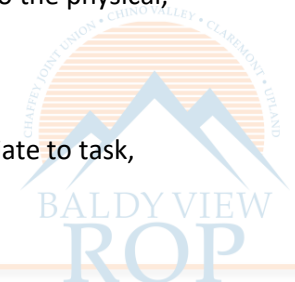
- 2.0 **Communications:** Acquire and accurately use Education, Child Development, and Family Services sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.
- 2.2 Identify barriers to accurate and appropriate communication.
- 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.
- 5.1 Identify and ask significant questions that clarify various points of view to solve problems.

### Pathway Standards

- A5.0 Explain important elements of a child's physical, intellectual, emotional, and social growth and development.
- A5.3 Summarize the ways in which diversity, family, and culture influence the development of children.
- A10.0 Communicate and interact effectively with families and communities.
- A10.2 Interpret how positive family–staff relationships, family members, and the community contribute to the physical, intellectual, social, and emotional development of the child.

### Common Core Standards

- WS 11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.



## RESOURCES:

### Resources

1. Textbook: Child Care, Chapter 3 - page 66, Chapter 19 - pages 426-429
2. Handouts: NAEYC Brochure/Anti-Bias Education For Young Children
3. YouTube: "Diversity In Early Childhood"



**THEME: UNIT 10. CURRICULUM DEVELOPMENT**

**ENGAGING TITLE:** Teaching what young children need to know

**ESSENTIAL QUESTION:** WILL THEY REALLY LISTEN TO ME?

**INSTRUCTIONAL HOURS:** 20 hours **CC HOURS:** 10 hours

**Common Core Unit Objective**

Students will examine and analyze developmentally appropriate curriculum development strategies and techniques using DVD, handouts, class activities and class text and lecture.

**Key Assignments**

- Students will create an activity portfolio for preschoolers based on developmentally appropriate guidelines addressing all curriculum areas.

**Anchor Standards**

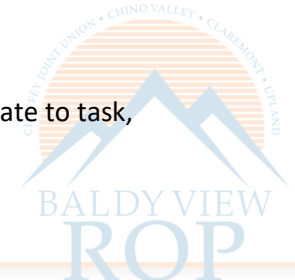
- 2.0 **Communications:** Acquire and accurately use Education, Child Development, and Family Services sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.
- 2.4 Demonstrate elements of written and electronic communication, such as accurate spelling, grammar, and format.
- 8.0 **Ethics and 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.
- 8.1 Develop components of a developmentally appropriate curriculum in each area of the balanced daily routine: indoor/outdoor, quiet/active, individual and small group/large.

**Pathway Standards**

- A11.0 Identify teaching materials and resources that enhance classroom instruction and indoor and outdoor learning in early childhood education, child care, and development programs.
- A11.3 Evaluate the various types and sources of quality, age-appropriate, and developmentally appropriate materials and equipment.

**Common Core Standards**

- WS 11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.



## RESOURCES:

### Resources

1. YouTube: Listing Of Website Curriculum
2. Textbook – Child Care, Chapter 20, 21, 22, 23
3. Lecture



THEME: UNIT 11. IT'S ALL ABOUT CLASSROOM MANAGEMENT

ENGAGING TITLE: HAVING THE RIGHT RELATIONSHIPS!

ESSENTIAL QUESTION: HOW DO WE GUIDE & NURTURE THE LITTLE ONES?

INSTRUCTIONAL HOURS: 20 hours CC HOURS: 15 hours

### Common Core Unit Objective

Using DVD, handouts, class text, lecture, and discussion students will examine the effects of different methods of discipline and guidance and the effect of the learning environment on the development of the whole child.

### Key Assignments

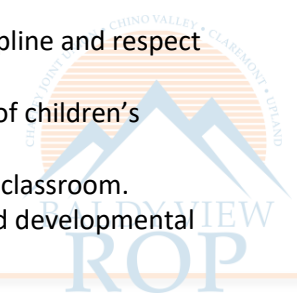
- Working with a given budget students will research developmentally appropriate materials and equipment needed to supply a classroom of children ages 3-5 yrs. All learning areas are to be shown on a floor plan.
- Using definitions and strategies given in lecture and class discussion, students will write an essay comparing and contrasting discipline, guidance and punishment.

### Anchor Standards

- 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.
- 5.1 Identify and ask significant questions that clarify various points of view to solve problems.
- 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 (FCCLA).
- 9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.

### Pathway Standards

- A6.0 Employ the principles of positive interactions, guidance, and discipline in the workplace.
- A6.1 Describe how to help children develop a positive self-image and self-esteem and develop self-discipline and respect for oneself and others.
- A6.3 Diagram the elements of positive guidance and discipline techniques that are based on the stages of children's development.
- A7.0 Compare and apply the essential components of an effective learning environment for the early childhood classroom.
- A7.1 Describe the components of an effective learning environment that reflects children's interests and developmental needs.



### Common Core Standards

WS 11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### RESOURCES:

#### Resources

1. 1<sup>st</sup> Five – Discipline California Department of Education
2. Handouts (Various) Handouts
3. Textbook: Child Care, chapter 9 and 12
4. Community Classroom Procedure: Steps for Success
5. Materials/Catalogues: Lakeshore; Cm School Supply



THEME: UNIT 12. METHODS OF OBSERVATION AND ASSESSMENT

ENGAGING TITLE: LEARNING BY WATCHING

ESSENTIAL QUESTION: HOW DO WE UNDERSTAND WHY CHILDREN DO WHAT THEY DO?

INSTRUCTIONAL HOURS: 20 hours CC HOURS: 15 hours

### Common Core Unit Objective

Students will, through class text, lecture and class activities, examine, compare and contrast various methods of observation and assessment used to determine the child's development.

### Key Assignments

- Working with one child – students will create an observation log describing that child's development in all developmental domains.

### Anchor Standards

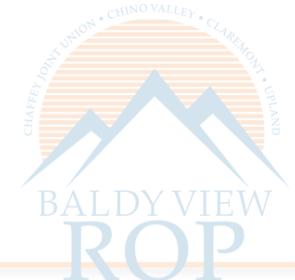
- 2.0 **Communications:** Acquire and accurately use Education, Child Development and Family Services sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.
- 2.4 Demonstrate elements of written and electronic communication, such as accurate spelling, grammar, and format Standards.

### Pathway Standards

- A8.0 Select and apply developmentally appropriate practices for curriculum development.
- A8.2 Observe children and document the observations in a factual and anecdotal format tying observations to developmental milestones.

### Common Core Standards

- WS 11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.





## RESOURCES:

### Resources

1. Assessments: Desired Results Development Profile
2. Early Childhood Environment Rating Scale (Thelma Harris)
3. California Department of Education
4. Environmental Rating Scale, Thelma Harms



THEME: UNIT 13. BEING A PROFESSIONAL

ENGAGING TITLE:

ESSENTIAL QUESTION: What to know about being the early childhood professional?

INSTRUCTIONAL HOURS: 15 hours CC HOURS: 10 hours

### Common Core Unit Objective

Using role play, class activities and class lecture students will define responsibilities, ethics and advocacy skills expected of the Early Childhood Professional.

### Key Assignments

- Students will design a personal philosophy as a teacher of young children.
- Students will participate in a mock-interview led by professionals in the industry.
- Students will complete a professional portfolio showing their best work that has been completed during this class.

### Anchor 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.
- 2.6 Advocate and practice safe, legal, and responsible of digital media information and communications technologies.
- 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.
- 3.2 Evaluate personal character traits, such as trust, respect, and responsibility, and understand the impact they can have on career success.
- 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.
- 7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.
- 8.0 **Ethics and 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.
- 8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the work environment.

### Pathway Standards

- A1.0 Recognize the essential aspects of the early childhood education, child care, and development industry and the industry's role in state and local economies.
- A1.5 Identify the components of professionalism and how to practice professional behaviors.

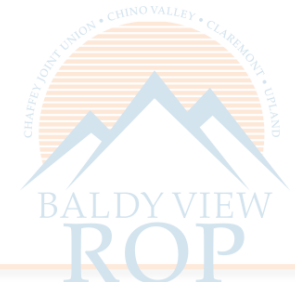
### Common Core Standards

- WS 11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

## RESOURCES:

### Resources

1. NAEYC Code of Ethics
2. Industry Professional Panel
3. Child Care Today, Chapter 3



THEME: UNIT 14. HEALTH PRACTICES

ENGAGING TITLE: Clean, Clean

ESSENTIAL QUESTION: Do you wash your hands? With soap?

INSTRUCTIONAL HOURS: 15 hours CC HOURS: 10 hours

### Common Core Unit Objective

At the completion of this unit students will identify and differentiate wellness practices specific to the early childhood setting.

### Key Assignments

- Working with age appropriate food pyramid requirements students will create a one-week menu plan.
- In teams of four students will design a 15 point checklist that details proper procedures that foster independent eating practices and hygiene habits.

### Anchor Standards

- 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.
- 6.6 Maintain a safe and healthful working environment.

### Pathway Standards

- A9.0 Practice the principles and practices of good nutrition, health and safety for infants and children.
- A9.4 Communicate 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.

### Common Core Standards

- WS 11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.



**RESOURCES:**

**Resources**

1. Text – Child Care, Chapter 5, pages 106-114
2. Video – “First Aid”



**THEME: UNIT 15. SAFETY PRACTICES**

**ENGAGING TITLE: Avoiding the ouchies**

**ESSENTIAL QUESTION: How do we keep our children safe?**

**INSTRUCTIONAL HOURS: 15 hours CC HOURS: 5 hours**

### Common Core Unit Objective

Students examine and identify requirements and practices used in the early childhood setting: Pediatric First Aid and CPR training.

### Key Assignments

- Using notes from lecture/DVD students will, in small groups, create informational posters showing safety practices required in environments for young children.
- Students will demonstrate skills required for American Heart Association. Pediatric First Aid/CPR Certification.

### Anchor Standards

- 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.
- 6.6 Maintain a safe and healthful working environment.

### Pathway Standards

- A3.0 Summarize child care and development standards, licensing, regulations, and codes, including California Code of Regulations Title 5 and Title 22.
- A3.4 Adhere to the health, safety, regulatory, and procedural requirements for the work site.
- A4.0 Apply critical safety, emergency, and disaster procedures at the work site.
- A4.2 Implement the staff procedures, duties, and responsibilities related to safety, emergency, and disaster preparedness plans.



### Common Core Standards

WS 11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### RESOURCES:

#### Resources

1. AHA – First Aid CPR Materials

