

## VALLEY ROP COURSE OUTLINE

|                      |   |            |
|----------------------|---|------------|
| <b>COURSE TITLE:</b> | <b>Careers with Children</b>                      |            |
| <b>VALLEY ROP #:</b> | ECD-4400-ChiCar                                   |            |
| <b>CDE #:</b>        | 1371  |            |
| <b>CBEDS TITLE:</b>  | Careers in Child development                      |            |
| <b>CBEDS #:</b>      | 4400  |            |
| <b>CTE SECTOR:</b>   | Education, Child Development, and Family Services |            |
| <b>CTE PATHWAY:</b>  |   |            |
| <b>JOB TITLES:</b>   | Child Care Workers                                | 39-9011.00 |
|                      | Teacher Assistant                                 | 25-9041.00 |

### **COURSE DESCRIPTION:**

This competency-based yearlong course will develop entry level skills necessary for employment in the area of child care. Students will learn basic principles of child development including prenatal development and physical, social, emotional and intellectual development of the preschool age child. Emphasis will be on child discipline through work in community preschools and a student staffed, on-campus preschool.

**DATE APPROVED:** February 9, 2005  
**REVISED DATE(S):** May 2009 / Nov 2009

**HOURS:** 180 hours (2 Semesters)  
**CREDITS:** 5 per semester

**PREREQUISITES:** None

**GRADE LEVEL:** 11-12

**ARTICULATION(S):** 2+2+2 articulated with Fresno City College and Reedley College

**TEXTBOOKS:** The Developing Child: Holly E. Brisbane,  
Glencoe Publishing, 1997, 7<sup>th</sup> Edition

### **RESOURCES:**

- Textbook
- Case Studies
- Observations of Children
- Student Activity Workbook

## **COURSE COMPETENCIES:**

Upon completion of this course, the student will:

1. Learn and understand the sequence of physical, social, and intellectual development of young children and give examples of each.
2. List the requirements and opportunities for employment in childcare.
3. Identify and describe the needs of children and ways of meeting those needs.
4. Practice the ability to provide safe care of young children in our on-campus preschool.
5. Learn and understand the behavior of humans from birth to adolescence by completing study guides from the textbook.
6. Demonstrate a cooperative attitude towards others and be able to handle simple problems as they arise when working with children.
7. Employ good work habits, acceptable attitudes and a sense of pride in careful, well-planned work.
8. Learn and practice communication skills necessary for working with children and staff in a day care center by listing positive communication techniques.
9. Learn how to recognize emergency situations when working with young children and list appropriate responses.
10. List specific safety hazards for children of different ages.
11. Learn the changes parenthood brings and list questions couples should consider before deciding on parenthood.
12. Learn effective techniques for encouraging appropriate behavior of children and list ways to deal with misbehavior.
13. Learn how pregnancy can be prevented by listing effective birth control methods.
14. Learn the alternatives and helpful sources available to pregnant teens and list them.
15. List the three stages of pregnancy and describe prenatal development during each stage.
16. Learn how multiple births occur and discuss possible solutions for infertility.
17. Learn and describe specific types of birth defects and their causes.
18. Learn how birth defects can be diagnosed and prevented.
19. Learn and list the early signs of pregnancy.
20. Learn the importance of nutrition during pregnancy by making a daily menu for a pregnant woman.
21. Learn and list what is to be purchased for a new baby.
22. List and make an outline of the three stages of labor.
23. Describe a newborn's physical changes and appearance at birth.
24. Learn the difference between large and small motor skills and list examples of each.
25. Learn the importance of good nutrition for children and tell how it can be encouraged.
26. Learn the definition of child abuse and why it happens.
27. List the four types of child abuse and give an example of each.
28. Learn and list ways a person can prevent child abuse.
29. Learn the importance of observing young children and complete an observation of a young child.
30. List the guidelines for observing young children.
31. Describe effective plans for organizing an early childhood classroom.
32. Learn and explain how to plan daily schedules and appropriate activities for classes of young children.
33. Create a daily lesson for a preschool class.
34. List and describe a number of specific jobs in the child care field.

## **INSTRUCTIONAL METHODS:**

1. Lecture
2. Cooperative group learning
3. Demonstration
4. Guest speakers
5. Multi-media aids
6. Community Classroom
7. On-Campus Preschool

## **EVALUATION METHODS:**

Assessment opportunities, which allow continuous evaluation of students' progress, will be embedded throughout the course and should be a learning experience. All students will be expected to achieve mastery of all topics; often, demonstrations of mastery will occur in a public forum. The following strategies, which include both formal and informal assessment techniques will include, but are not limited to:

1. Projects-(art, science, stories, and educational games)
2. Chapter tests and quizzes-(t/f, multiple choice, fill-in, and short answer)
3. Semester final-(t/f, multiple choice, fill-in, and short answer)
4. Case studies-(real-life family cases)
5. Chapter questions and problems-(short answer and definitions)
6. Oral Presentations-(children's art, stories, games, and science activities)
7. Reports-(written observation of children)
8. Class participation-(attendance, discussions, group participation, and hands on participation with children)
9. Community Classroom Evaluation

## **KEY ASSIGNMENTS:**

### **Baby Book:**

Students will create a baby book. Design a unique baby book that chronicles a child's growth and development. It will include growth events such as first hair cut, cut first tooth, began to crawl, walk, talk, etc. The book can be based on a child of his/her own, close friend, or relative.

### **Birthday Party:**

Students will plan birthday parties. Planning will include a theme, type of party, and invitees. The students will identify where the party will be held, when it is to be held, the menu, games, décor, etc. Two parties from the parties submitted will be selected to be implemented during the school preschool session.

### **Resource List:**

Students will create a list of resources that will be shared by all students to contact the following assistance and/or agencies relative to child development:

|                                       |                                |
|---------------------------------------|--------------------------------|
| Prenatal Care                         | Contraceptive Info             |
| Financial Assistance/Infant Formula   | Parenting Skills               |
| Quality Childcare                     | Childcare Financial Assistance |
| "Stay in School" Financial Assistance | Teenage Residential Assistance |
| Continuing Education                  | Baby Immunizations/"Well Baby" |
| Sick Baby Assistance                  | Child Support Assistance       |

These resources will be compiled and self-published as a resource for students.

**PlaySchool:**

A school daycare simulated environment will be created in the classroom, called PlaySchool. Children will be brought into the classroom for a two-month period, twice a week. The students will be responsible for creating a lesson plan and carrying out the lessons. The lessons will include age-appropriate group activities for the children to participate in. These lessons and activities will be peer critiqued.

**Research Project on Childhood Diseases:**

The students will research childhood diseases to include but not be limited to measles, mumps, rubella, and chickenpox. The research should include diseases that are not common due to childhood vaccines. The report will include sections pertaining to what impact vaccines have on health and longevity of children's lives. The written report will be submitted for grading as well as presented orally to the class at large.

**Empathy Belly:**

The students will experience pregnancy through the use of a simulated last trimester belly. Students will be assigned the belly to wear over a period of time. The students will then report on how "being pregnant" affected them p [physically and mentally]. The focus of the assignment is to prevent teen pregnancy.

**Ready or Not Tot Baby Simulators:**

Students will be assigned to care for a simulated tot baby for 32 to 48 hours. The tot baby is programmed with realistic events that students must respond to appropriately. The focus is on how demanding and time consuming parenting is. Oral and written reporting is required.

## **COURSE OUTLINE:**

| <b>Unit of Instruction</b>   | <b>Estimated Hours</b> |
|--|------------------------|
| <b>Orientation</b>   | 10                     |
| <ul style="list-style-type: none"><li>• ROP Policy</li><li>• Introduction to Child Care</li><li>• Qualities of a good childcare worker</li><li>• Getting to know yourself</li><li>• T.B test Clearance</li></ul>   |                        |
| <b>Preschool Activities</b>  | 20                     |
| <ul style="list-style-type: none"><li>• Purpose and organization of children's activities</li><li>• Music</li><li>• Art</li><li>• Science</li><li>• Literature</li><li>• Games</li><li>• Nutrition</li></ul>   |                        |
| <b>Discipline</b>  | 5                      |
| <ul style="list-style-type: none"><li>• Types of discipline</li><li>• Positive discipline statements</li><li>• Handling discipline statements</li></ul>  |                        |
| <b>Orientation to the Preschool or Community Classroom</b>   | 10                     |
| <ul style="list-style-type: none"><li>• Planning for learning<ul style="list-style-type: none"><li>▪ Brainstorm preschool themes</li><li>▪ Assign lab duties</li><li>▪ Guidelines for head teachers</li><li>▪ Physical set-up of lab</li></ul></li><li>• Community Classroom<ul style="list-style-type: none"><li>▪ Teacher assigns work sites</li><li>▪ Schedules</li><li>▪ Responsibilities of community classroom</li><li>▪ Weekly activities</li></ul></li></ul> |                        |
| <b>Preschool Classroom Laboratory of Community Classroom</b>   | 50                     |
| <ul style="list-style-type: none"><li>• Actual experience leading children's activities</li><li>• Experience working as a childcare aide</li></ul>   |                        |
| <b>Planning/Evaluation Preschool or Community Classroom</b>  | 30                     |
| <ul style="list-style-type: none"><li>• Lesson planning/Evaluation</li><li>• Bulletin boards</li><li>• Solving problems in preschool situations</li></ul>  |                        |
| <b>The Development of the 2-5 Year Old</b>   | 20                     |
| <ul style="list-style-type: none"><li>• Physical Development</li><li>• Social Development</li></ul>  |                        |

- Emotional Development
- Intellectual Development

**Illness/Safety** 6

- Recognizing symptoms of illness
- Recognizing hazards in the home and preschool
- Play supervision
- Safe toys/equipment

**Family Crises** 10

- Child Abuse, causes, symptoms, reporting procedure, and treatment/prevention

**Special Education** 2

- Mental Retardation
- Learning Disabilities
- Language Disorders
- Physical Handicaps

**Evaluation** 2

- Final Exam
- Student evaluation
- Community classroom and ROP teacher completion of training plan

**Career Preparations** 15

**Total** **180 Total Hours**

## CAREER PREPARATION STANDARDS

- A. **PERSONAL SKILLS** - Students will understand how personal skill development affects their employability. This skill includes positive attitudes, self-confidence, honesty, perseverance, responsibility, initiative, self-discipline, personal hygiene, time management, work ethic, price in work, and dependability.
1. Demonstrate an understanding of classroom policies and procedures.
  2. Identify acceptable work attire.
  3. Establish goals for self-improvement and further education/training.
  4. Prioritize tasks and meet deadlines.
  5. Understand the importance of initiative and leadership.
  6. Understand the importance of lifelong learning in a world of constantly changing technology.
- B. **INTERPERSONAL SKILLS** - Students will understand key concepts on group dynamics, conflict resolution, and negotiation. This skill includes the ability to work cooperatively, accept supervision, assume leadership roles, and show respect for others. This standard includes an understanding of sexual harassment laws and an appreciation of cultural diversity in the workplace.
1. Identify and discuss behaviors of an effective team.
  2. Explain the central importance of mutual respect in the workplace relations.
  3. Discuss and demonstrate strategies for conflict resolution and negotiation, and explain their importance within the business environment.
  4. Understand laws that apply to sexual harassment in the workplace, and identify tactics for handling harassment situations.
  5. Work cooperatively, share responsibilities, accept supervision and assume leadership roles.
  6. Demonstrate cooperative working relationships and proper etiquette across gender and cultural groups.
- C. **THINKING AND PROBLEM-SOLVING SKILLS** - Students will exhibit critical and creative thinking skills, logical reasoning, and problem-solving. These skills include applying basic skills in order to calculate, estimate, measure; identify, locate, and organize information/data; interpret and follow directions from manuals, labels, and other sources; analyze and evaluate information and solutions.
1. Recognize the importance of good academic skills and implement a plan for self-improvement as needed.
  2. Read, write, and give directions.
  3. Exhibit critical and creative thinking skills and logical reasoning skills, and employ these skills for problem solving as a team:
    - a. Diagnose the problem, its urgency, and its causes.
    - b. Identify alternatives and their consequences.
    - c. Explore possible solutions.
    - d. Compare/contrast the advantages and disadvantages of alternatives.
    - e. Determine appropriate action(s).
    - f. Implement action(s).
    - g. Evaluate results of action(s) taken.
- D. **COMMUNICATION SKILLS** - Students will understand principles of effective communication. This standard includes effective oral and written communication, listening skills, following and giving directions, requesting and giving information, asking questions.
1. Use communication concepts in application of skills, techniques, and operations.
    - a. Prepare written material.
    - b. Analyze written material.

2. Understand and implement written instructions, from technical manuals, written communications, and reference books.
  3. Present a positive image through verbal and nonverbal communication, and understand the power of body language in communication.
  4. Demonstrate active listening through oral and written feedback.
  5. Give and receive feedback.
  6. Demonstrate assertive communications (both oral and written).
  7. Demonstrate proper etiquette in workplace communications, including an awareness of requisites for international communications (languages, customs, time zones, currency and exchange rates).
  8. Demonstrate writing/editing skills as follows:
    - a. Write, proofread, and edit work.
    - b. Use correct grammar, punctuation, capitalization, vocabulary, and spelling.
    - c. Select and use appropriate forms of technology for communication.
  9. Exhibit a proficiency in the use of reference books.
  10. Research, compose, and orally present information for a variety of business situations utilizing appropriate technology.
- E. OCCUPATIONAL SAFETY - Students will understand occupational safety issues, including the avoidance of physical hazards in the work environment. This includes the safe operation of equipment, proper handling of hazardous materials, appropriate attire and safety accessories, avoidance of physical injuries, interpretation of warning and hazard signs and terminology, and following and understanding safety-related directions.
1. Discuss and implement good safety practices, including the following (if applicable to course):
    - a. interpretation of Material Safety Data Sheets (MSDSs)
    - b. Environmental Protection Agency (EPA)
    - c. Occupational Safety and Health Administration (OSHA)
    - d. American Red Cross Standards (ARC)
    - e. Networking Safety Standards
  2. Apply sound ergonomic principles in organizing one's work space.
- F. EMPLOYMENT LITERACY - Students will understand career paths and strategies for obtaining employment within their chosen field. This includes traditional job preparation skills, sources of employment information, and interviewing skills, as well as an overview of the industry and an understanding of labor market trends.
1. Explore career opportunities and projected trends; investigate required education, training and experience; and develop an individual education plan.
  2. Identify steps for setting goals and writing personal goals and objectives.
  3. Examine aptitudes related to career options; relate personal characteristics and interests to educational and occupational opportunities.
  4. Develop a career portfolio, including the following documents:
    - a. job application
    - b. resume(s)
    - c. appropriate cover and follow-up correspondence
  5. Identify and demonstrate effective interviewing techniques.
- G. TECHNOLOGY LITERACY - Students will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance. Students should understand the role of technology in their chosen field and should be able to use all appropriate technology. Students should also feel confident in their ability to learn new technology by generalizing from what they know, adapting skills to new situations, and identifying and using sources of information and of further learning.
1. Demonstrate the ability to use personal computers for loading and retrieving data, information gathering, measurements, and writing.

2. Identify the characteristics and explain the importance of adapting to changes, being flexible, and evaluating goals when working in the industry.
  3. Understand the importance of lifelong learning in adapting to changing technology.
- H. IMPORTANCE OF ETHICS – Students will understand proper ethics in the workplace.
1. Discuss social and ethical responsibilities in the industry.
  2. Demonstrate ethical choices in workplace situations.