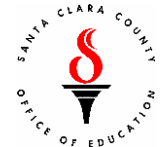




**SANTA CLARA COUNTY OFFICE OF EDUCATION
SANTA CLARA COUNTY REGIONAL OCCUPATIONAL PROGRAM
NORTH & SOUTH
Serving Santa Clara and San Benito Counties**



1. COURSE TITLE – CAREER TECHNICAL EDUCATION PATHWAY/SECTOR

Developmental Psychology of Children – Child Development / Education, Child Development & Family Services

2. CBEDS TITLE

Childcare and Development

3. CBEDS NUMBER

4400

4. JOB TITLES

O*NET	TITLE
25-9041.00	Tutor/Teacher Assistant/ Teacher Aide
25-2011.00	Teacher, Early Childhood Development
68038	Nursery School Attendant, Child Care Attendant (School)
62041	Children’s Tutor, Child Monitor
27311	Recreation Leader
7311	Camp Counselor
31303	Pre-school Teacher
31304	Kindergarten Teacher

5. COURSE DESCRIPTION

This course is a study of the developmental stages of children from conception, including the principal theories of development and their application. The goal of this course is to provide students with an understanding of child growth and development. Issues of awareness and respect for diversity, gender equity and academic core skills reinforcement are integral components of instruction throughout the curriculum.

6. HOURS

Classroom Theory/Applied	240
Community Classroom/Coop Voc Ed	140
TOTAL HOURS	380

7. RECOMMENDED PREREQUISITE

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

**8. DATE REVISED February 3, 2005
UPDATED January 11, 2008**

B. Career Technical Skills						
Class Hours	CC/CVE Hours	CONTENT AREA SKILLS	Foundation Standards	Mention - M Reinforced - R Taught - T	CTE Pathway Standards	Mention - M Reinforced - R Taught - T
20		I. Major Theories	* See attached pages that follow			
		A. Students will demonstrate an understanding of major theories of child development by: <ol style="list-style-type: none"> 1. Describing the areas and characteristics of development 2. Researching various developmental theorists 3. Describing the influence of developmental theorists including Piaget, Erickson, Freud, Vygotsky and Montessori 				
25		II. History of Education and Child Development				
		A. Students will demonstrate an understanding of the history of education and child development by: <ol style="list-style-type: none"> 1. Completing time-line charts and researching significant events in the history of the education of young children 2. Demonstrating an awareness of changing family patterns such as single parenting and employed mothers 3. Demonstrating an understanding local, state, and federal programs 				
15		III. Prenatal Development				
		A. Students will demonstrate an understanding of various aspects of prenatal development including conception to birth, genetic factors influencing development and environmental influences by: <ol style="list-style-type: none"> 1. Researching and reporting on current data 2. Creating timelines chronicling development 3. Interviewing medical personnel and expectant parents 4. Successfully completing class assignments, tests and/or instructor evaluation. 				

Career Technical Skills						
Class Hours	CC/CVE Hours	CONTENT AREA SKILLS	Foundation Standards	Mention - M Reinforced - R Taught - T	CTE Pathway Standards	Mention - M Reinforced - R Taught - T
15		IV. Birth and the Newborn	* See attached pages that follow			
		A. Students will demonstrate an understanding of various aspects of child development from Birth to Newborn by: 1. Researching and reporting on the birth process Researching and reporting on Newborn abilities and reflexes Demonstrating an understanding of Developmental Scales				
20	15	V. Physical Development				
		A. Students will demonstrate an understanding of various aspects of the child’s physical development by: 1. Observing and evaluating children at various stages 2. Noting basic sequences and patterns 3. Discussing factors affecting body growth and development 4. Developing a resource guide for age appropriate activities for children				
40	20	VI. Cognitive Development				
		A. Students will demonstrate an understanding of various aspects of the child’s cognitive development including: 1. Explanations of Perceptual Development 2. Basic sensory skills 3. Complex Perceptual Skills 4. Measuring Intellectual Power 5. Influence of heredity and environment 6. Piaget’s theory of development				

Career Technical Skills						
Class Hours	CC/CVE Hours	CONTENT AREA SKILLS	Foundation Standards	Mention - M Reinforced - R Taught - T	CTE Pathway Standards	Mention - M Reinforced - R Taught - T
		<p>B. Based on their knowledge of cognitive development students will:</p> <ol style="list-style-type: none"> 1. Create art experiences which promote social, emotional and intellectual growth 2. Develop guidelines for storytelling and socio-dramatic play 3. Explain activities that help children develop manuscript writing skills 4. Provide activities that promote math experiences 5. Develop ways to teach social studies concepts through age appropriate lessons 6. Demonstrate music and movement activities suitable for each developmental level 				
15	10	VII. Language Development				
		<p>A. Students will demonstrate an understanding of various aspects of the child’s language development by:</p> <ol style="list-style-type: none"> 1. Describing the stages of language development 2. Observing grammar development 3. Researching the influence of environment, socioeconomic status and culture 4. Evaluating individual differences 5. Developing timelines depicting typical language and grammar development 				
15	10	VIII. Self-concept and Personality Development				
		<p>A. Students will demonstrate an understanding of various aspects of the child’s personality development by:</p> <ol style="list-style-type: none"> 1. Debating the influence of genetic and environmental factors 2. Researching and completing posters depicting Psychoanalytic theories 3. Describing developmental patterns 4. Comparing individual Differences 5. Discussing gender and sex-role concepts 				

Career Technical Skills						
Class Hours	CC/CVE Hours	CONTENT AREA SKILLS	Foundation Standards	Mention - M Reinforced - R Taught - T	CTE Pathway Standards	Mention - M Reinforced - R Taught - T
10	10	IX. Development of Social Relationships				
		A. Students will demonstrate an understanding of the development of the child’s social relationships by: <ol style="list-style-type: none"> 1. Researching attachment theory 2. Attending presentations regarding Parent/Child bonding 				
15	15	X. Impact of Families, School and Culture				
		A. Students will demonstrate an understanding of the impact of families, school and culture on the development of the young child including: <ol style="list-style-type: none"> 1. Parent-child relationships 2. Family types 3. Birth order and development 4. Effects of family stress, abuse and neglect 5. How cultural differences affect communication within families and communities 6. How to be effective in communicating with families and communities 				
10		XI. Atypical Development				
		A. Students will demonstrate an understanding of various aspects of atypical development including: <ol style="list-style-type: none"> 1. Gifted and talented 2. Physical or emotional handicap 3. Specific needs 				
10	15	XII. Establishing Guidelines				
		A. Students will apply learning theories by: <ol style="list-style-type: none"> 1. Developing guidelines for appropriate classroom rules and behavior based on learning theories 2. Reacting to stressful situations in the classroom and designing problem-solving strategies 				

Career Technical Skills						
Class Hours	CC/CVE Hours	CONTENT AREA SKILLS	Foundation Standards	Mention - M Reinforced - R Taught - T	CTE Pathway Standards	Mention - M Reinforced - R Taught - T
10	15	XIII. Creating a Safe and Healthy Environment				
		A. Students will create a safe environment by: <ol style="list-style-type: none"> 1. Describing and following procedures related to safety, including emergency and disaster preparedness plans 2. Recognizing items needed for first aid and other emergency procedures. 3. Evaluating the facility and making recommendations for the safety and well-being of the children 				
10	10	XIV. Nutrition and Health Practices				
		A. Students will apply nutrition and health practices by: <ol style="list-style-type: none"> 1. Using sanitary procedures in handling, preparing, and serving food 2. Recognizing, describing and reporting signs and symptoms of illness, injury or discomfort in children 3. Assisting in planning and preparing nutritious, age-appropriate snacks 				
10	20	XV. Curriculum Planning				
		A. Students will apply knowledge of learning theory and developmental stages by: <ol style="list-style-type: none"> 1. Discussing curriculum planning in terms of objectives, goals and activities related to developmental stages 2. Working within a group to organize and plan developmentally appropriate activities 3. Listing and explaining various learning styles and learning characteristics 				
240	45	Total Hours				

C. Expected Student Proficiencies

ATTITUDE AND WORK HABITS

- Works both independently and collaboratively
- Attends regularly and on time
- Practices good safety procedures
- Solves problems, thinks critically and makes good decisions
- Plans work and takes initiative
- Demonstrates leadership and the willingness to help train others

CAREER PREPARATION SKILLS

- Identifies appropriate careers and resources for training
- Demonstrates knowledge of techniques for getting a job

MAJOR THEORIES

- Identifies, describes and interprets the major theories of development including Piaget, Erickson, Freud, Vygotski and Montessori

HISTORICAL DEVELOPMENT

- Describes historical development and current status of group care and education of children including philosophies, goals and practices of quality programs

STAGES OF DEVELOPMENT

- Identifies the stages of prenatal through early childhood development
- Describes the characteristics of normal cognitive and physical development

DEVELOPMENTAL INFLUENCES

- Defines the influence of culture, gender and socio economic status on language, personality and perceptual development

ATYPICAL DEVELOPMENT

- Defines the various forms of atypical development and their characteristics

CLASSROOM APPLICATIONS

- Develops age appropriate curriculum including consideration for safety, health, and classroom management

10. ADDITIONAL RECOMMENDED/OPTIONAL ITEMS

A. **Academic credit:** One and a half years

B. **Other – n/a**

ARTICULATION

Gavilan College

UC APPROVAL

UC approved as “g” elective

INDUSTRY CERTIFICATION

None

C. **Instructional Strategies:**

- Lecture
- Demonstration
- Design problems and vocabulary
- Critical comparison
- Readings
- Project-based learning
- Work-based learning
- Student created, age appropriate lesson plans
- Guest presentations
- Group projects
- Field trips
- Videos
- Internet research
- Peer learning
- Portfolio
- Student designed rubrics
- Observation of Children
- Informational Interviews
- Time Lines and Charts
- Class Discussions and Debates

D. **Instructional Materials:**

Children: The Early Years, Decker, Celia Anita, Goodheart-Willcox, 1990

Working with Young Children, Herr, Judy, Goodheart-Willcox, 2002

11. FOUNDATION (ACADEMIC) STANDARDS ALIGNED**1.0 Academics**

Students understand the academic content required for entry into postsecondary education and employment in the Engineering and Design sector. *(The standards listed below retain in parentheses the numbering as specified in the mathematics, science, history–social science, and visual and performing arts content standards adopted by the State Board of Education.)*

Math Specific applications of Number Sense standards (grade seven):

(1.2) Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers.

(2.5) Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.

Science Specific applications of Investigation and Experimentation standards (grades nine through twelve):

(1.m) Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.

History/Social Science Specific applications of Chronological and Spatial Thinking standards (grades nine through twelve):

(1) Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

(2) Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.

Specific applications of Historical Interpretation standards (grades nine through twelve):

Specific applications of United States History and Geography: Continuity and Change in the Twentieth Century standards (grade eleven):

(11.5.7) Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape.

(11.8.7) Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.

(11.11.3) Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure.

2.0 Communications

Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts. *(The standards listed below retain in parentheses the numbering as specified in the English–language arts content standards adopted by the State Board of Education.)*

Reading

(2.2) Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.

(2.3) Generate relevant questions about readings on issues that can be researched.

Writing

Specific applications of Writing Applications standards (grade eight):

(2.5) Write documents related to career development, including simple business letters and job applications:

a. Present information purposefully and succinctly and meet the needs of the intended audience.

Specific applications of Writing Strategies and Applications standards (grades nine and ten):

(1.3) Use clear research questions and suitable research methods (e.g., library, electronic media,

personal interview) to elicit and present evidence from primary and secondary sources.
 (1.4) Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).
 (1.6) Integrate quotations and citations into a written text while maintaining the flow of ideas.
 (1.6) Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).
 (2.5) Write job applications and résumés:
 a. Provide clear and purposeful information and address the intended audience appropriately.
 c. Modify the tone to fit the purpose and audience.
 d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.

Written & Oral English Language Conventions

Specific applications of English Language Conventions standards (grades nine and ten):
 (1.2) Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).
 (1.3) Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.
 (1.4) Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.
 (1.5) Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.

Listening & Speaking

Specific applications of Listening and Speaking Strategies and Applications standards (grades nine and ten):
 (1.1) Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.

3.0 CAREER PLANNING & MANAGEMENT

Students understand how to make effective decisions, use career information, and manage personal career plans:

- 3.1 Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.
- 3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.
- 3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.
- 3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.
- 3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.
- 3.6 Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio.

4.0 TECHNOLOGY

Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:

- 4.1 Understand past, present, and future technological advances as they relate to a chosen pathway.
- 4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.
- 4.3 Understand the influence of current and emerging technology on selected segments of the economy.
- 4.4 Use appropriate technology in the chosen career pathway.

5.0 PROBLEM SOLVING & CRITICAL THINKING

Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques:

- 5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
- 5.2 Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components.
- 5.3 Use critical thinking skills to make informed decisions and solve problems.
- 5.4 Apply decision-making skills to achieve balance in the multiple roles of personal, home, work, and community life.

6.0 HEALTH & SAFETY

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

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

7.0 RESPONSIBILITY & FLEXIBILITY

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

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

8.0 ETHICS & LEGAL RESPONSIBILITY

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

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

9.0 LEADERSHIP & TEAMWORK

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

- 9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
- 9.2 Understand the ways in which preprofessional associations, such as FHA-HERO, and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
- 9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.
- 9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
- 9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.

10.0 TECHNICAL KNOWLEDGE & SKILLS

- 10.1 Understand the decisions and responsibilities involved in parenting in various cultures.
- 10.2 Understand the stages of pregnancy, from conception through birth, and the implications

of environment and heredity on the health and well-being of a child.

10.3 Understand the importance of studying child growth and development from infancy through adolescence.

10.4 Understand positive guidance and discipline techniques that promote feelings of selfworth as they apply to the developmental stages of children.

10.5 Understand the value and methods of providing infants, children, and adolescents with play and developmentally appropriate learning activities.

10.6 Understand the process of making consumer decisions, including the comparison of goods and services.

10.7 Understand how to manage financial resources to achieve personal and family goals.

10.8 Understand consumer resources, rights, and responsibilities and their relationship to the various levels of the economy.

10.9 Understand the function of the family as a basic unit of society and the contributions of the family unit to the development of individuals.

10.10 Understand the factors that affect the development of individuals and how to build positive relationships.

10.11 Understand the adjustments needed to adapt to major life changes throughout the human life cycle.

10.12 Understand strategies and resources for managing conflicts and crises.

10.13 Understand the importance of wellness and safety to individual and family health and well-being.

10.14 Understand how to prevent and control infection and disease to produce the optimum health of individuals and families.

10.15 Understand the strategies that enable persons to manage and balance personal, family, and work responsibilities to enhance productivity and attain a quality of life.

10.16 Assess the individual, family, and workplace factors that influence decisions at each stage of the human life cycle.

10.17 Understand how knowledge, skills, attitudes, and behaviors learned in consumer and family studies can be transferred to advanced training and education or to careers related to the Education, Child Development, and Family Services sector.

11.0 DEMONSTRATION & APPLICATION

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

12. A. Child Development Pathway

The Child Development Pathway is designed to prepare students to pursue a career in the field of child care and development for infants, toddlers, and young children.

Students study child growth and development, safety and emergency procedures, nutrition and health practices, positive interaction and guidance techniques, learning theories, and developmentally appropriate practices and curriculum activities.

Students apply this knowledge in a variety of early childhood programs, such as child development laboratories, public and private preschools, family day-care settings, and recreational facilities. Students completing the program may apply for the Child Development Assistant Permit from the California Commission on Teacher Credentialing.

A1.0 Students understand the essential aspects of the child care and development industry and the industry's role in state and local economies:

A1.1 Understand the effect of the child care and development industry on state and local economies.

A1.2 Know the legislative, economic, and social trends that affect the child care and

development industry.

A1.3 Know the organizational structures in child care and development facilities.

A1.4 Know the functions and roles of the various careers in the child care and development industry.

A1.5 Understand the interdependence of various career roles and how those roles contribute to the success of the child care and development program or work site.

A1.6 Understand the legislative, economic, and social trends that affect the child care and development industry.

A1.7 Understand the components of professionalism and how to practice professional behaviors.

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

A2.1 Know the operational procedures at various types of facilities and explain their importance to the success of the organization.

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

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

A2.4 Understand appropriate business systems that help with billing, ordering, budgeting, and collecting fees.

A2.5 Explain the workforce management strategies that are effective for planning, making decisions, sharing responsibility, and negotiating.

A3.0 Students understand child care and development standards, licensing, regulations, and codes:

A3.1 Know the standards and licensing regulations for child care facilities.

A3.2 Understand the educational and industry-related requirements for child care facilities staff.

A3.3 Understand how local, state, and federal laws and regulations for child care facilities are enforced by regulatory agencies.

A3.4 Know the health, safety, regulatory, and procedural requirements for the work site.

A3.5 Understand the employer and employee responsibilities for complying with laws and regulations affecting the needs, interests, and rights of young children.

A3.6 Know the indicators of child abuse or neglect and the responsibilities of staff as mandated reporters.

A4.0 Students understand and apply critical safety, emergency, and disaster procedures at the work site:

A4.2 Know the staff procedures, duties, and responsibilities related to safety, emergency, and disaster preparedness plans.

A4.4 Understand the typical hazards at the work site and know procedures and practices that contribute to a safe and healthy environment.

A5.0 Students understand important elements of a child's physical, intellectual, emotional, and social growth and development:

A5.1 Understand the biological and environmental factors that influence the development of infants, toddlers, and children.

A5.2 Know the developmental stages of infants, toddlers, and children.

A5.3 Understand the ways in which diversity, family, and culture influence the development of children.

A5.4 Relate the importance of learning environments, experiences, and interactions

and their connections to each stage of physical, intellectual, social, and emotional development.

A5.5 Understand the importance of including infants, toddlers, and children with special needs.

A5.6 Relate the benefits of parental involvement to the development of a child's physical, intellectual, emotional, and social growth and development.

A6.0 Students understand and apply the principles of positive interactions, guidance, and discipline in the workplace:

A6.1 Know how to help children develop a positive self-image and self-esteem and develop self-discipline and respect for oneself and others.

A6.2 Understand the importance of building positive relationships between the caregiver, children, and families to provide effective guidance and discipline.

A6.3 Know the elements of positive guidance and discipline techniques that are based on the stages of children's development.

A6.4 Determine practical strategies for finding solutions to common behavioral problems.

A6.5 Understand the staff's role in making adjustments to the environment that promote a child's independence and personal and social competence.

A7.0 Students understand and apply the essential components of an effective learning environment for the early childhood classroom:

A7.1 Understand the major learning theories and curriculum models and evaluate their application in early childhood education programs.

A7.2 Know the components of an effective learning environment that reflects children's interests and developmental needs.

A7.3 Know the early childhood education classroom learning areas and the contribution of each to the development of children.

A7.4 Know multiple ways of promoting children's learning at different developmental stages and ages by using the continuum of teaching behaviors from directive to nondirective.

A7.5 Use appropriate teaching techniques and interaction styles for working with children of varying ages, learning styles, and cultural backgrounds.

A7.6 Know the ways in which classroom environments promote productive interaction among children and adults to create a positive atmosphere and sense of community.

A8.0 Students understand and apply developmentally appropriate practices for curriculum development:

A8.1 Understand the components of a developmentally appropriate curriculum in each area of the balanced, daily routine: indoor/outdoor, quiet/active, individual and small group/large group, large muscle/small muscle, and childinitiated and staff-initiated activities.

A8.2 Plan and conduct activities that reinforce foundation skills, reflect an integrated and emergent curriculum, and support school readiness.

A8.3 Observe children and document the observations in a factual and anecdotal format, tying observations to developmental milestones.

A9.0 Students understand and apply the principles and practices of good nutrition, health, and safety for infants and children:

A9.1 Know the procedures to clean a facility that follow a logical sequence and universal health precautions.

A9.2 Understand the procedures for preventing the spread of infections and illnesses, including those for food-borne pathogens.

A9.3 Understand the appropriate sanitation and hygiene techniques for infants, toddlers, children, and staff.

A9.4 Know the proper procedures to follow when preparing and serving nutritional snacks and meals, including those that foster independent eating practices and promote good nutrition and hygiene habits.

A9.5 Know how to recognize, describe, and report signs and symptoms of illness, injury, discomfort, or special needs in infants, toddlers, and children.

A10.0 Students understand how to communicate and interact effectively with families and communities:

A10.1 Understand the benefits of establishing strong relationships with families and communities.

A10.2 Understand how language, culture, and educational backgrounds may affect family structures and communication within and among families and communities.

A10.3 Know how positive parent-staff relationships, family members, and the community contribute to the physical, intellectual, social, and emotional development of the child.

A10.4 Understand how to use opportunities in the daily routine to build trusting relationships and effective communication with families.

A10.5 Understand how to be an advocate for high-quality programs and services for children and families.

A11.0 Students understand the role of teaching materials and resources in enhancing classroom instruction in child care and development programs:

A11.1 Understand the appropriate uses of current instructional technology and equipment to develop program materials and support learning.

A11.2 Know the various types and sources of quality, age-appropriate, and developmentally appropriate materials and equipment.

A11.3 Know how to select and develop age-appropriate and developmentally appropriate teaching materials and resources.

A12.0 Students understand and support the learning process in an assisting role:

A12.1 Know the strategies for supervising and maintaining a supportive learning environment for infants, toddlers, and children.

A12.2 Understand the established standards and the established procedures in classrooms, libraries, halls, and bathrooms and on the school grounds.

A12.3 Understand the typical learning challenges that students encounter in curricular areas.

A12.4 Implement planned activities to facilitate multidisciplinary learning and reinforce concepts.

A12.5 Understand how to provide instructional assistance to small and large learning groups.

12. C. Education Pathway

The Education Pathway is designed to prepare students for professional or learning support positions in education, prekindergarten through grade twelve. Students study human development; standards, regulations, and codes; positive guidance and counseling techniques; age-appropriate and grade-appropriate learning strategies; learning theories; and standards-based curriculum and instructional design. Students can apply and practice their knowledge and skills at a variety of elementary and secondary education sites.

C1.3 Understand the basic structure of education in California (e.g., prekindergarten through grade twelve, community college, the California State University, the University of California).

- C2.1 Know when and how to use correct procedures at the classroom level (e.g., attendance; observations; evaluations; illness, incident, accident, and injury reports).
- C2.4 Understand the components of professionalism and how to practice professional behaviors.

C3.0 Students understand specific applications of government regulations in the education industry:

- C3.1 Know the critical health and safety procedures that are used at a school site.
- C3.2 Know the indicators of child abuse and neglect and the role of the mandated reporter.
- C3.3 Know the credentialing requirements for teachers of students in prekindergarten through community college.

C4.0 Students understand critical emergency and disaster procedures at a school site:

- C4.1 Understand the state and federal environmental and safety regulations and the use of material safety data sheets as they relate to the education industry.
- C4.2 Know the staff procedures, duties, and responsibilities related to safety, emergency, and disaster preparedness plans.
- C4.3 Know how to use certified first aid, cardiopulmonary resuscitation (CPR), and other emergency procedures.
- C4.4 Understand the typical hazards at the work site and know the procedures and practices that contribute to a safe and healthy environment.

C5.0 Students understand important elements of the physical, intellectual, emotional, and social development of children and adolescents:

- C5.1 Know how typical and common atypical developmental patterns affect the educational progress of children and adolescents.
- C5.2 Identify factors in heredity, family, culture, and environment that may influence the development of children and adolescents.
- C5.3 Understand the role of parental involvement in the physical, intellectual, emotional, and social development of children and adolescents.
- C5.4 Know the best educational practices for the inclusion of children and adolescents with special needs.

C6.0 Students understand the roles of positive interaction, guidance, and discipline in the educational environment:

- C6.1 Understand common behavior problems, possible causes, and potential solutions.
- C6.2 Understand strategies for effective classroom management, including appropriate discipline.
- C6.3 Know the types of positive guidance techniques that are used in various stages of a child's development.
- C6.4 Know how to support the development of a positive self-image and self-esteem as well as independence and respect for oneself and others.

C7.0 Students understand the role and purpose of standards-based instruction and assessment:

- C7.1 Identify relevant curriculum standards and their use in instruction.
- C7.2 Know the basic components of effective standards-based lesson plans appropriate for varying ages, learning styles, and cultural backgrounds.
- C7.3 Use teaching strategies that promote student learning, critical thinking, and problem solving.
- C7.4 Know the types and important elements of student assessments.

C8.0 Students understand and apply basic principles and practices of good nutrition and health for children:

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- C8.1 Know the appropriate procedures for preventing the spread of infections and illnesses and for responding to allergic reactions.
- C8.2 Understand the nutritional needs of children and the allergies commonly associated with food.
- C8.3 Know crucial safety and sanitary procedures to follow in the classroom related to good nutrition and health.
- C8.4 Know the common indicators of nutrition-related disorders and diseases.

C9.0 Students understand how to communicate and interact effectively with families and community groups:

- C9.1 Understand the factors that influence effective communication between the school and home and how to foster parental involvement.
- C9.2 Understand issues of diversity and how to exhibit sensitivity to cultural differences.
- C9.3 Understand the ways in which language, culture, and educational backgrounds may affect communication within and among families and the school.

C10.0 Students understand the process of developing quality teaching materials and resources for classroom instruction:

- C10.1 Understand the appropriate use of current technology to develop instructional materials and support learning.
- C10.2 Know various types and sources of quality, grade-appropriate materials and equipment.
- C10.3 Assess available materials and resources for quality and grade appropriateness.
- C10.4 Develop grade-appropriate instructional materials and resources, including those that augment educational materials adopted by the State Board of Education.

C11.0 Students understand the role of instructional staff in supporting the learning process:

- C11.1 Understand behavior standards expected of students (e.g., in classrooms, libraries, and bathrooms; on the school grounds; and during educational and recreational trips).
- C11.2 Know a variety of individual and group teaching strategies and learning theories that promote effective learning.
- C11.3 Understand the common typical and atypical learning challenges for students in a variety of curricular areas.
- C11.4 Know techniques for providing positive feedback on student work, attendance, and classroom performance.
- C11.5 Understand how to help the teacher with student instruction and assessment.
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LEGEND FOR REFERENCE OF ACADEMIC STANDARDS

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

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

English-Language Arts:

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

CRP: Connections, Relationships,
Proficient

CRA: Connections, Relationships,
Advanced

Mathematics:

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

ELA: English-Language Arts with in VPA

ELA- LRA: Literary Response and Analysis

ELA-WSA: Writing Strategies &
Applications

ELA-WOELC: Written & Oral English
Language Conventions

Sectors

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

Science:

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

History-Social Science:

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

Visual and Performing Arts:

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