

MISSION VALLEY REGIONAL OCCUPATION PROGRAM CAREERS IN EDUCATION/ TEACHING 1 COURSE Outline

1. **Course Title:** Careers in Education/ Teaching
2. **CBEDS Title:** Child Care and Development
3. **CBEDS Number:**

Home Economics Related Occupations-4400

4. Job Titles: O*NET Codes

Teacher Assistant	25-9041.00
Preschool Teacher	25-2011.00
Elementary School Teacher	25-2021.00
Middle School Teacher	25-2022.00
Secondary School Teacher	25-2031.00
Special Education Teacher	25-2041.00
Vocational Education Teacher	25-1194.00
Education Administrator, Elementary & Secondary	11-9032.00

5. Course Description:

This competency-based course prepares students for entry-level positions in childcare programs and to offer students an opportunity to explore the world of teaching. Included in the course are Early Childhood, Safety and Healthy Environments, Guiding Children, Learning Experiences, and Program Development.

Students will receive formal classroom instruction, and on-the-job training at community field sites working with young children. Successful completion may lead to paid positions in the childcare field while attending high school or college. Class meets daily during the first quarter, twice per week during the second and third quarters, and once per week in the fourth quarter. During this release time, students train within the community at childcare centers or elementary school sites. **During the second year class will only meet once a week for the entire year.**

Integrated throughout the course are career preparation standards, which include workplace basic skills and behaviors, career technical skills, and job employment skills.

6. Hours:

Students receive up to **180** hours of classroom instruction and up to **180** hours of work-based learning at community classroom or cooperative vocational education sites. Total program is **360** hours.

7. Prerequisites:

Clear TB Test

Eighth Grade reading & writing level or above

Students must complete 1st year course before taking 2nd year course

8. **Date of revision: November 2023**

9. **Abbreviations:**

CC = Community Classroom

(unpaid, on-the-job, training experience at business sites)

CVE = Cooperative Vocational Education

(paid, on-the-job, training experience at business sites)

9. Course Outline:

Upon successful completion of this course, students will be able to demonstrate the following skills necessary for entry-level employment.

	CAREER PREPARATION STANDARDS	Class CC/CVE
I.	WORKPLACE BASIC SKILLS & BEHAVIORS	Integrated throughout course
	A Apply skills learned in class.	
	B Analyze information and make decisions.	
	C Communicate verbally and in writing.	
	Work independently and as a team member in a diverse workplace.	
	Work reliably, responsibly, and ethically.	
II.	CAREER TECHNICAL SKILLS	Integrated throughout course
	A Use appropriate technology.	
	Office management,	
	Computer, MS. Word	
	E-mailing	
	Use of Internet	
	B Understand and practice occupational safety standards. (<i>See Part 2</i>)	
	First Aid training	
	CPR training	
	Demonstrate an awareness of how a business or industry functions.	
III.	JOB EMPLOYMENT SKILLS	Class CC/CVE Integrated Through out course
	A Develop a plan to achieve career goals.	
	rank job preferences	
	compute a salary range on which to live	
	prepare a teaching portfolio	
	Obtain resources on stipends and early childhood resources	
	Use effective job search strategies.	
	compile a resume	
	write a letter of application, list various methods for seeking employment	
	list questions to ask during an interview	
	explain the basic interviewing process	
	discuss illegal questions and how to respond to them	
	C Demonstrate an awareness of the importance of lifelong learning.	

CONTENT AREA SKILLS

IV.	YOU-WORKING WITH YOUNG CHILDREN	10	8
	<p>A Explain how social and economic changes will increase the need for childcare services.</p> <p>B Describe career opportunities in the early childhood field.</p> <p>C Describe the Matric permit system</p> <p>D List responsibilities of the early childhood teacher and diversity of cultures</p> <p>E Explain how certain personal characteristics can help early childhood teachers care for and educate young children.</p> <p>F Explain and contrast custodial, developmental, and comprehensive child care</p> <p>G Describe what the training and education requirements are for careers in the childcare field</p> <p>H Explain and analyze the need for stability in child care</p> <p>I List the rewards and drawbacks of working in the childcare field</p>		
V.	TYPES OF EARLY CHILDHOOD PROGRAMS	10	8
	<p>A List and describe the various types of early childhood programs available to parents and their children.</p> <p>B Explain the advantages & disadvantages of each type of program.</p> <p>C Name the three types of center sponsorship.</p> <p>D Explain steps a parent may take in choosing quality childcare.</p> <p>E List the components of center accreditation.</p>		
VI.	OBSERVING CHILDREN: A TOOL FOR ASSESSMENT	Class 10	CC/CVE 8 s
	<p>A List purposes of assessment.</p> <p>B Contrast initial assessment and ongoing assessment.</p> <p>C List the factors to consider in choosing a method of assessment.</p> <p>D List the advantages and disadvantages of various assessment tools.</p> <p>E Compile a list of contents for a child's portfolio.</p> <p>F Summarize guidelines for observing children.</p> <p>G Recognize and be able to make objective observations</p>		
VII.	UNDERSTANDING CHILDREN - BIRTH TO AGE TWO	10	8
	<p>A Describe the areas and characteristics of development.</p> <p>B Chart the physical development of children in the first two years after birth.</p> <p>C Describe how children develop cognitively in the first two years after birth.</p> <p>D Explain how children in the first two years after birth develop socially and emotionally.</p>		

	E	Identify child development theorists		
	F	Describe three types of temperament		
	G	Explain how temperament affects personality development		
	H	Explain trust versus mistrust		
	I	Explain the use of positive touch		
	J	Explain why two-year-olds can be particularly challenging		
	K	Identify ways to promote responsibility with toddlers		
	L	Explain the impact of play on social development		
VIII.		UNDERSTANDING TWO AND THREE YEAR OLDS	10	8
		Describe the physical, cognitive, and social-emotional development of two-year-olds.		
	B	Explain how three-year-olds develop physically, cognitively, socially, and emotionally.		
	C	Relate how the development of two and three-year-olds will affect your role as a teacher.		
	D	Explain the impact of role models on children		
	E	Explain the impact of play on social development		
	F	Explain the role of accomplishments in developing self-esteem		
	G	Explain the importance of preventing stereotypes		
IX.		UNDERSTANDING FOUR AND FIVE YEAR OLDS	10	8
	A	Describe the physical, cognitive, and social-emotional development of four and five year olds.		
	B	Explain how you as a teacher can plan programs and relate to four and five year olds in developmentally appropriate ways.		
	C	Explain how self-esteem effects development		
			Class	CC/CVE s
	D	Explain the impact of play on social development		
	E	Explain the importance of preventing stereotypes		
	F	Explain the importance of helping children cope with typical fears		
X.		MIDDLE CHILDHOOD	10	8
		Describe the physical, cognitive, and social-emotional development of school-age children.		
	B	Summarize potential health concerns of middle childhood.		
	C	Explain moral development during childhood.		
	D	Explain how self-esteem affects development		
	E	Explain the impact of peer pressure		
	F	Explain the importance of peer interactions		
	G	Compare and contrast friendship among preschoolers to that of school-age children		
	H	Analyze the impact of puberty, competition, fears, stress, and rules on school-age children		
	I.	Explain how to respond to potentially alarming situations in middle childhood		
	J.	Describe how to prevent negative effects on emotional development		

XI.	PREPARING THE ENVIRONMENT	10	8
	<ul style="list-style-type: none"> A Explain the value of planned indoor and outdoor space. B Name the basic activity areas in a center, along with the functions of each area. C List criteria to consider when choosing playroom furniture and color schemes. D Summarize factors that affect the organization of space in a center. E Organize basic activity areas of the classroom and outdoor play yard. F Design an outdoor play area for different age groups 		
XII.	SELECTING TOYS, EQUIPMENT, AND EDUCATIONAL MATERIALS	10	8
	<ul style="list-style-type: none"> A. Explain guidelines for selecting developmentally appropriate toys, equipment, and educational materials. B. Describe safety factors to consider when purchasing toys and play yard equipment. C. Explain how to report unsafe toys and equipment to the appropriate agencies. D. List sources and methods for purchasing toys and equipment. E Research what toy modifications may be needed for children with disabilities F Explain the importance of choosing appropriate cultural items 		
	G Explain the importance of teaching children the proper way to take care of toys	Class	CC/CVE
XIII.	PROMOTING CHILDREN'S SAFETY	10	8
	<ul style="list-style-type: none"> A List objectives for maintaining a safe environment for children. B Describe guidelines for promoting children's safety. C Name the types of fires and then fire extinguishers used to fight them. D Outline the procedures for treating poisonings. E Recognize the signs of child abuse. F Teach children how to resist child abuse. G Explain types of liability as a childcare provider. 		
XIV.	PLANNING NUTRITIOUS MEALS AND SNACKS	10	8
	<ul style="list-style-type: none"> A List goals for a good nutrition program. B Explain the importance of a healthy diet. C Describe nutritional problems that can result from a poor diet. D Name the food groups in the Food guide Pyramid and the main nutrients they supply. E Plan nutritious and appealing meals and snacks form children. 		

XV.	GUIDING CHILDREN'S HEALTH	10	8
	<ul style="list-style-type: none"> A Develop a workable health policy for a childcare center. B List steps for controlling the spread of food-borne illnesses. C Explain the importance of first aid training. D Identify various injuries and outline procedures for treating them. E Explain how to care for children who become ill while in your care. F Describe your responsibility when caring for children with special illnesses. G Create a recipe book on healthy snacks and meals 		
XVI.	DEVELOPING GUIDANCE SKILLS	10	8
	<ul style="list-style-type: none"> A Identify goals of effective guidance. B List personality traits of effective early childhood teachers. C Describe principles of direct and indirect guidance. D Explain various techniques for effective guidance. E Summarize ways to promote a positive self-concept in each child. 		
XVII.	GUIDANCE PROBLEMS	10	8
	<ul style="list-style-type: none"> A Identify situations and feelings that cause tension in children. B Describe behavior problems that result from tension. C Guide children as they learn appropriate behavior. 		
XVIII.	ESTABLISHING CLASSROOM RULES	Class 10	CC/CVE 8
	<ul style="list-style-type: none"> A Explain the reasons for having classroom rules. B List guidelines for establishing classroom rules. C Describe methods for enforcing rules. D List useful rules for various classroom areas and activities. 		
XIX.	HANDLING DAILY ROUTINES (MVROP ESLR #2)	10	8
	<ul style="list-style-type: none"> A Explain the importance of a daily schedule. B Guide children successfully through the daily routines of dressing and undressing, eating, napping, toileting, and cleanup. C Explain the use of transition techniques to move smoothly from one activity to another. 		
XX.	THE CURRICULUM (MVROP ESLR #2)	10	8
	<ul style="list-style-type: none"> A Develop program goals. B Indicate who is involved in curriculum development. C Cite the importance of assessment in curriculum planning. D. Explain the content and process-centered approach to curriculum development. E. Describe factors to consider in curriculum planning. F. Illustrate the use of themes as a basis for planning curriculum. G. Write a block plan and lesson plan for one week of a program. 		

XXI.	GUIDING ART, BLOCKBUILDING, AND SENSORY EXPERIENCES (MVROP ESLR #2)	10	8
	<ul style="list-style-type: none"> A. Explain how art experiences promote physical, social, emotional, and cognitive growth. B. Describe techniques for guiding art experiences. C. List the stages of art skill development. D. Compile a list of art supplies needed for a well-stocked classroom. E. Plan a variety of art, block-building, sensory, and woodworking activities suitable for young children. 		
XXII.	GUIDING STORYTELLING EXPERIENCES (MVROP ESLR #2)	10	8
	<ul style="list-style-type: none"> A. Explain the advantages of storytelling. B. List the four types of children's books. C. Discuss the process of choosing children's books. D. Outline the steps to follow when reading aloud to children. E. Explain a variety of storytelling methods. F. List the available resources in the public library 		
XXIII.	GUIDING PLAY AND PUPPETRY EXPERIENCES (MVROP ESLR #2)	10	8
	<ul style="list-style-type: none"> A. Describe the stages of play. B. Explain the stages of material use in play. C. Summarize the benefits of socio-dramatic play. D. Prepare the classroom environment and guide socio-dramatic play activities. E. Summarize the benefits of puppetry experiences. F. Make and use three types of puppets. G. Write and tell a puppet story. 	Class	CC/CVE
XXIV.	GUIDING MANUSCRIPT WRITING (MVROP ESLR #2)	10	8
	<ul style="list-style-type: none"> A. Define manuscript writing. B. List reasons for encouraging the development of writing skills in preschool settings. C. Explain activities that help children develop writing skills. D. Make letters following the Zaner-Bloser writing system. E. Outline the sequence children follow in learning alphabet letters. F. Discuss guidelines for helping children develop writing skills. 		
XXV.	GUIDING MATH EXPERIENCES	10	8
	<ul style="list-style-type: none"> A. List objectives of early math experiences. B. Use two basic assessments to determine math skills of children. C. Recognize a variety of items that can be used to promote math experiences. D. Identify math experiences that promote the development of key math concepts. E. Design math experiences that stress specific math concepts. 		

XXVI.	GUIDING SCIENCE EXPERIENCES	10	8
	<ul style="list-style-type: none"> A. Explain what is meant by the term science. B. Discuss reasons for studying science. C. Outline the procedure for planning science activities. D. List a variety of science activities and sources for supplies. E. Explain the role of the teacher in guiding science experiences. F. Identify methods for developing children's understanding of their senses. G. Name and explain various ways to teach science concepts. 		
XXVII.	GUIDING SOCIAL STUDIES EXPERIENCES (MVROP ESLR #2)	10	8
	<ul style="list-style-type: none"> A. Explain the importance of social studies experiences. B. Outline the role of the teacher in designing and guiding social studies experiences. C. Describe ways to include multicultural, intergenerational, government, ecology, geography, community living, holiday, and current events concepts in the curriculum. 		
XXVIII.	GUIDING FOOD AND NUTRITION (MVROP ESLR #2)	10	8
		Class	CC/CVE
	<ul style="list-style-type: none"> A. Explain the value of food and nutrition experiences. B. Conduct positive food and nutrition experiences for children that promote healthy eating habits. C. Give examples of ways to work with parents to best serve children's nutritional needs. D. List nutritional concepts to teach in early childhood settings. E. Outline the procedure for conducting cooking experiences. F. Select and prepare simple recipes for children to use in early cooking experiences. G. Identify various eating problems encountered in young children. H. Teach children to set a table. 	10	8
XXIX.	GUIDING MUSIC AND MOVEMENT EXPERIENCES (MVROP ESLR #2)	10	8
	<ul style="list-style-type: none"> A. Explain the benefits of music experiences. B. Design a music center. C. Outline the teacher's role in music experiences. D. Name a variety of rhythm instruments. E. Demonstrate the use and purpose of rhythm instruments in the program. F. List considerations for scheduling music activities. G. Plan a variety of music activities. H. Explain how to teach various movement activities. I. Describe movement activities that promote children's development. 		
XXX.	GUIDING FIELD TRIP EXPERIENCES (MVROP ESLR #2)	10	8
	<ul style="list-style-type: none"> A. Describe the importance of field trips. 		

	<ul style="list-style-type: none"> B. Explain points of consideration for first field trip experiences. C. List ways to promote safety on field trips. D. Outline the process for selecting a field trip. E. Explain the types and purposes of theme walks. F. Plan a field trip from pre-trip planning to follow-up activities. 		
XXXI.	PROGRAMS FOR INFANTS AND TODDLERS	10	8
	<ul style="list-style-type: none"> A. List the characteristics of a nurturing infant-toddler caregiver. B. State guidelines for proper infant-toddler care. C. Design functional and developmentally appropriate infant and toddler environments. D. Handle the routines of infants and toddlers. E. Select toys that are safe and developmentally appropriate for infants and toddlers. F. Plan the curriculum for infants and toddlers. G. Maintain the environment to prevent illness. 		
XXXII.	PROGRAMS FOR SCHOOL-AGE CHILDREN	Class 10	CC/CVE 8
	<ul style="list-style-type: none"> A. Describe the three basic program models used in school-age childcare. B. Identify the characteristics of an effective teacher in a school-age program. C. Discuss how to arrange indoor and outdoor space in a school-age childcare environment. D. Explain ways to assess children's interests for curriculum planning. E. List the components of a typical daily schedule in a school-age childcare program. 		
XXXIII.	GUIDING CHILDREN WITH SPECIAL NEEDS	10	8
	<ul style="list-style-type: none"> A. Contribute to the development of an individualized Educational Plan for a child with special needs. B. Develop individualized learning objectives and teaching strategies for a child. C. Explain the role of the teacher in working with children who have special needs. D. Describe methods for identifying and working with special needs that may be encountered in the early childhood program: hearing, speech, language, vision, physical, health, cognitive, and behavioral disorders. E. Describe methods of integrating children with special needs into a typical program. F. Explain the special needs of children who are gifted and how these needs can be met. G. Develop a lesson plan binder for students with special needs 		
XXXIV.	PARENT INVOLVEMENT	10	8
	<ul style="list-style-type: none"> A. List objectives for parent involvement. 		

- B. Cite the advantages and disadvantages of various methods for involving parents in the center.
- C. Describe the importance of a positive caregiver/family alliance.
- D. Design a center newsletter.
- E. Write a letter to parents.
- F. Plan, conduct, and follow up on a parent-teacher conference.
- G. Explain how to conduct a discussion group.
- H. Describe the process of recruiting and orientating parent volunteers.

Total Approved Course Hours

360

10. Additional Items:

a. Articulation:)

Ohlone

Intro to ECS 300 3 units & Work Experience 195 3 units

Mission College 3 units

Chabot College

ECS 64, ECD 95 & 96 6 units

b. Academic Credit:

none

c. Instructional Strategies:

- lecture
- group discussion role-playing
- brainstorming
- projects
- reading assignments
- oral reports
- multi-media
- hands-on practice
- demonstration
- teamwork
- simulation
- small & large group

d. Instructional Materials:

Working With Young Children, 2009, Judy Herr, The Goodheart-Wilcox Company, Inc.

e. Certificate Competency List:

MVROP

Students receive a Completion Certificate upon successful completion of all units and associated test

