

MISSION TRAILS REGIONAL OCCUPATIONAL PROGRAM

1. **COURSE TITLE:** Occupations with Children
2. **CBEDS TITLE:** Child Care
3. **CBEDS ID#:** 09-001-77
4. **CBEDS CODE:** 4400
5. **JOB TITLES:**

Home Day Care Provider	301.667.010
Child Care Center Worker	359.677.018
Foster Parent	309.677.014
Teacher's Aide/Assistant	099.327.010
Recreation Aide	195.367.030
6. **COURSE DESCRIPTION**

This course provides the training necessary for employments in the child care career occupational area. Economic competency, job readiness, ability to start and run own business, and preparation for related college programs. On-the-job training and related classroom instruction will be provided to meet the competencies performed by childcare personnel in the above listed job title. Students will compile a portfolio which will include resume, cover letter, letters of recommendation, and work samples. Students will receive a certificate upon successful completion of the course.
7. **HOURS:** **up to** 720 Hours
8. **PREREQUISITES:**

~~Must be at least age 16 through adult. Ability to~~
~~communicate in English~~
Child Development 1-2
Child Development 3-4 Recommended
9. **REVISION DATE:** ~~May 11, 2004~~ **June 2, 2008**

COURSE OUTLINE:

a. CONTENT AREA SKILLS:

i. EXPECTED STUDENT OUTCOMES

ii. HOURS OF INSTRUCTION

COURSE OUTLINE

CONTENT AREA SKILLS	EXPECTED STUDENT OUTCOMES	HOURS		
		CL	CC	CP
Instruction will include:	Student will be able to:	CL	CC	CP
1. Career Opportunities a. Types of facilities b. Employment c. Personal qualifications d. Issues/Legislation	1. Differentiate among the various types of facilities, determine the employment opportunities offered by each and describe the personal qualifications needed by child care workers	40 30		
2. Child Care Facility Standards/Policies a. Licensing standards b. Employee policies c. Employee/employer relations d. Observation of children	2. Comply with regulations established for childcare facilities and follow rules and policies of the work site	40 30		
3. Entrepreneurship in Working with Children a. Opportunities for self-employment b. Personal entrepreneurship qualities c. Business Plan d. Community relations e. Community resources	3. Identify opportunities and options for becoming an independent businessperson in child care services.	10		
4. Growth and Development of the young Child: a. Development stages – birth to age five b. Physical development c. Intellectual development d. Emotional development e. Social development f. Language development g. Theories of child development h. Anti-bias curriculum i. Environmental influences j. Exceptional children	4. Facilitate age appropriate physical, intellectual, emotional and social development of children	80		
5. Preschool Curriculum Activities a. Daily routines b. Lesson plan formats	5. Organize and lead activities for children that stimulate their physical, intellectual, emotional and social growth	150 100	50	

<ul style="list-style-type: none"> c. Plan, prepare and lead <ul style="list-style-type: none"> ➤ Language activities ➤ Math activities ➤ Science activities ➤ Movement activities ➤ Art activities ➤ Gross (large) muscle activities ➤ Fine (small) muscle activities ➤ Computer activities ➤ Outdoor activities ➤ Multi-cultural activities d. Teaching techniques e. Interaction with children <ul style="list-style-type: none"> ➤ Demonstrates patience ➤ Respectful to children ➤ Good role model for children ➤ Closely supervises children 				
<p>6. Health/Safety/Nutrition</p> <ul style="list-style-type: none"> a. Basic hygiene needs b. Common Illnesses c. Health/safety practices in school d. First aid for minor situations e. Uses of equipment f. Infant care g. Sanitation procedures h. Blood borne pathogens i. Nutritious snacks/meals j. Mealtime environment 	6. Establish and maintain a safe and healthful environment for the child	-10 30		
<p>7. Guidance of the Young Child</p> <ul style="list-style-type: none"> a. Types of discipline/guidance techniques b. Discipline and stage of development c. Self-help routines 	7. Provide guidance that promotes children's positive self-concept and self-control	20		
<p>8. Employability Skills:</p> <ul style="list-style-type: none"> a. Personal Characteristics b. Sources of job information c. Resumes, applications, interviews d. Written and oral instructions e. Basic skills (math, reading, writing) f. Leadership skills g. Cooperation skills h. Communication skills 	Demonstrate skills needed to locate, obtain, and maintain employment	10		
		360 230		
			-360 280	

COURSE OUTLINE:

b) CAREER PERFORMANCE STANDARDS

- i) EXPECTED STUDENT OUTCOMES
- ii) HOURS OF INSTRUCTION

COURSE OUTLINE

CAREER PERFORMANCE STANDARDS	EXPECTED STUDENT OUTCOMES	HOURS
Instruction will include:	Student will be able to:	
<p>1. Personal Skills</p> <ul style="list-style-type: none"> ▪ Classroom policies & procedures ▪ Ethics <ul style="list-style-type: none"> → Work → Business ▪ Sexual harassment laws ▪ Personal skills, including positive attitude, self-confident, honesty, perseverance & self-discipline ▪ Professional appearance ▪ Time management ▪ Lifelong learning 	<p>1. Understand how personal skill development, including positive attitude, honesty, self-confidence, time management, & other positive traits affect employability.</p> <ul style="list-style-type: none"> ▪ Demonstrate and understand classroom policies & procedures ▪ Define work and business ethics & demonstrate the importance of ethical standards & social responsibilities in the business environment. ▪ Discuss the laws applicable to sexual harassment & discuss tactics for handling harassment situations. ▪ Demonstrate personal skills in class and/or business environment: <ul style="list-style-type: none"> → Positive attitude → Self-confidence → Honesty → Perseverance → Self-discipline ▪ Demonstrate and model personal hygiene and acceptable professional attire ▪ Prioritize tasks and meet deadlines ▪ Explain the importance of lifelong learning 	<p>Integrated in content area skills</p>

CAREER PERFORMANCE STANDARDS	EXPECTED STUDENT OUTCOMES	HOURS
Instruction will include:	Student will be able to:	
<p>2. Interpersonal Skills</p> <ul style="list-style-type: none"> ▪ Group dynamics ▪ Conflict resolution and negotiation ▪ Team work ▪ Etiquette across gender and cultural groups 	<p>2. Understand principles of effective interpersonal skills, including group dynamics, conflict resolution, and negotiation.</p> <ul style="list-style-type: none"> ▪ Identify and explain the key concepts of group dynamics ▪ Discuss and demonstrate the dynamics of conflict resolution and negotiation, and their importance within the business environment ▪ Demonstrate effective teamwork, share responsibilities, accept supervision and assume leadership roles ▪ Demonstrate cooperative working relationships and proper etiquette across gender and cultural groups 	<p>Integrated in content area skills</p>
<p>3. Thinking and Problem-Solving Skills</p> <ul style="list-style-type: none"> ▪ Critical and creative thinking skills ▪ Logical reasoning and problem-solving skills ▪ Numerical estimation, measurement, and calculation ▪ Identify, locate, and organize needed information and propose, evaluate, and select alternative solutions 	<p>3. Understand the importance of critical thinking and problem-solving skills in the workplace.</p> <ul style="list-style-type: none"> ▪ Apply critical and creative thinking skills in a work environment and implement a plan of improvement as needed ▪ Demonstrate logical reasoning and problem solving skills in a work environment ▪ Apply numerical estimation, measurement and calculation skills to business applications including the following: <ul style="list-style-type: none"> → Whole number math → Decimals & fractions → Counting & monetary functions → Use of tables & graphs ▪ Recognize problem situations; identify, locate and organize needed information, and propose, evaluate and select from alternate solutions 	<p>Integrated in content area skills</p>

CAREER PERFORMANCE STANDARDS	EXPECTED STUDENT OUTCOMES	HOURS
Instruction will include:	Student will be able to:	
<p>4. Communication Skills</p> <ul style="list-style-type: none"> ▪ Written communications ▪ Verbal and Nonverbal communications ▪ Active and effective listening ▪ Proper etiquette in business communications ▪ Writing and editing skills ▪ Use of reference material and handbooks ▪ Oral presentations 	<p>4. Understand principles of effective communication.</p> <ul style="list-style-type: none"> ▪ Read and implement written instructions, technical manuals, written communication, and reference books ▪ Present a positive image of verbal and nonverbal communication through use of appropriate methods ▪ Demonstrate active and effective listening skills through verbal, nonverbal and written feedback ▪ Demonstrate proper etiquette in business communications, including an awareness of requisite for international communications (languages, customs, and time zones) ▪ Demonstrate the following writing and editing skills: <ul style="list-style-type: none"> → Use correct grammar, punctuation, capitalization, vocabulary and spelling → Write, proofread and edit → Select and use appropriate forms of communication ▪ Exhibit a proficiency in the use of reference materials such as dictionary, thesaurus, telephone directory, almanac, zip code directory, and office handbooks 	<p>Integrated in content area skills</p>
<p>5. Occupational Safety</p> <ul style="list-style-type: none"> ▪ Good safety practices 	<p>5. Understand occupational safety issues, including avoidance of physical hazards</p> <ul style="list-style-type: none"> ▪ Model and implement good safety practices including: <ul style="list-style-type: none"> → Avoidance and reporting of physical hazards in the work environment → Safe operation of equipment → Proper handling of hazardous materials 	<p>Integrated in content area skills</p>

CAREER PERFORMANCE STANDARDS	EXPECTED STUDENT OUTCOMES	HOURS
Instruction will include:	Student will be able to:	
<p>6. Employment Literacy</p> <ul style="list-style-type: none"> ▪ Expand awareness of career opportunities ▪ Set employment goals and objectives ▪ Aptitudes, personal characteristics and interests ▪ Develop portfolio to C-TAP standards ▪ Develop interviewing techniques 	<p>6. Understand career paths and strategies for obtaining employment.</p> <ul style="list-style-type: none"> ▪ Explore career opportunities and develop a career plan ▪ Identify steps for setting goals and writing personal goals and objectives ▪ Examine aptitudes related to career options; relate personal characteristics and interests to educational and occupational opportunities ▪ Develop a portfolio to include the following: <ul style="list-style-type: none"> → Letter of Introduction → Cover letter → Resume → Thank you letter → Job application → Licenses, Certificates and Awards → Transcripts → Letters of Recommendation → Work Samples 	<p>Integrated in content area skills</p>
<p>7. Technology Literacy</p> <ul style="list-style-type: none"> ▪ Apply Industry specific technology ▪ Use Industry specific software ▪ Demonstrate Keyboarding ▪ Accessing information ▪ Lifelong enhancement of technology skills 	<p>7. Understand and adapt to changing technology.</p> <ul style="list-style-type: none"> ▪ Identify and demonstrate use of appropriate technology ▪ Identify and use industry specific software ▪ Demonstrate proficiency in alphanumeric keyboarding ▪ Input and retrieve information ▪ Understand the importance of lifelong learning in adapting to changing technology 	<p>Integrated in content area skills</p>

10. ADDITIONAL RECOMMENDED /OPTIONAL ITEMS

- a. **ARTICULATION:** in process with Hartnell College

- b. **VOCATIONAL CREDIT:** Yes

- c. **ACADEMIC CREDIT:** No

- d. **INSTRUCTIONAL STRATEGIES:** Community classroom / Lab

- e. **INSTRUCTIONAL MATERIALS:**
Beginning – The Child Care Professional
Glencoe
Advanced -

- f. **CERTIFICATES:**