

YOSEMITE REGIONAL OCCUPATIONAL PROGRAM

EARLY CHILDHOOD EDUCATION (CHILD CARE AIDE)

CBEDS Code: 4321

JOB TITLES

DOT NO.

Child Care Attendant	355.674-010
Child Day-Care Center Worker	359.677-018

Course description:

This is a program in which the study of child development is combined with work with infants, toddlers, and children in infant/toddler preschool programs and licensed day care settings on a regular basis. It gives students opportunities to develop competence with infants, toddlers, and children and guidelines for understanding the forces that shape human development. Students learn to study their own attitudes toward infants, toddlers, and children, and are able to work competently in a caregiving environment, balancing work, school, and family life. Students completing the course should be equipped with the skills to be hired as aides in a caregiving capacity, whether the children are infants, toddlers or preschoolers.

Recommended Prerequisites: May be taught concurrently with Elementary Education (ROP)

DURATION: 1-2 Semesters/ 180--360 total hours

CREDIT: 5-10 units

SCHOOLS OFFERED: Big Oak Flat; Ceres; Johansen; MCS ROP; Riverbank; Sonora; Turlock

MEETS UNIVERSITY OF CALIFORNIA ENTRANCE REQUIREMENTS: No

MEETS CALIFORNIA STATE UNIVERSITY REQUIREMENTS: No

ARTICULATED WITH POSTSECONDARY INSTITUTIONS:

Instructional Content

Instruction will include:

Student Outcomes

At the end of instruction, the student will be able to:

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Instructional Content	Student Outcomes	Anchor	CTE	CL	CC
<p>1. Regional Occupational Programs (ROP) Policies and Procedures.</p> <p>1. Written and verbal explanations of ROP requirements, procedures, and practices, particularly the Early Childhood Education Program.</p>	<p>Goal: The student will have knowledge of the requirements, procedures, and practices of Regional Opportunity Programs, particularly the Early Childhood Education Program.</p> <p>A. Describe the program requirements for:</p> <ul style="list-style-type: none"> - School attendance - Related classroom instruction - Legal work hours - The plan of training - Employer's evaluations - Responsibility to employer - Informing ROP instructor of absences & schedule changes - Logging work hours - Due dates - Responsibility to school 	1.0 2.0		4	1
<p>2. Career Opportunities in the Child Care Field.</p> <p>1. Personal decision-making process in career planning.</p> <p>2. Identification of careers & career clusters in the field.</p> <p>3. Education & training requirements, personal qualifications needed in the field.</p> <p>4. Assessment of interests, values and skills, and their relation to career planning.</p> <p>5. How to identify career objectives and develop a career plan.</p> <p>6. Transferable skills.</p>	<p>Goal: The student will be able to analyze career opportunities in the child care and guidance, management, and services field in relation to interests, skills, education, training required, and employment opportunities.</p> <p>A. Explore & apply the personal decision-making process in relation to career planning.</p> <p>B. Identify careers & career clusters related to childcare & guidance, management, & services occupations.</p> <p>C. Describe education or training requirements & personal qualifications needed by employees in a variety of childcare & guidance, management, & services occupations.</p> <p>D. Assess interests, values, & skills and relate them to selected careers and career clusters in childcare & guidance, management, and services.</p> <p>E. Identify career objectives & develop a career plan for preparation & advancement in the field.</p> <p>F. Analyze childcare & guidance, management, and services skills that are transferable to other occupational fields.</p>	3.0 11.0 10.8		6-10	4
<p>3. Employment skills, knowledge, & attitudes.</p> <p>1. Job search procedures & resources.</p> <p>2. Behavior, grooming & dress for interviews.</p>	<p>Goal: The student will be able to demonstrate skills, knowledge, & attitudes needed to locate, obtain, & maintain employment in child care & guidance, management, & services occupations.</p> <p>A. Describe job search procedures & resources.</p>	11.0 7.7		10-20	0

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<p>3. Employment skills, knowledge, & attitudes. (Continued) 3. Developing a portfolio, including writing resumes & letters of application; completing application forms. 4. Interviewing techniques & follow-up procedures. 5. Attitudes, behavior, & rules of conduct valued by employers.</p>	<p>B. Describe appropriate behavior, grooming, & dress needed to be successful in an interview. C. Demonstrate ability to complete personal resumes, letters of application, & application forms. D. Demonstrate appropriate interviewing techniques & follow-up procedures. E. Identify & analyze attitudes, behavior, & rules of conduct valued by employers.</p>	<p>Anchor 11.5 2.0 8.0</p>	<p>CTE</p>	<p>CL 10-20</p>	<p>CC 0</p>
<p>4. Academic skills: reading, writing, speaking & listening. 1. Terminology in the childcare & guidance, management, & services field. 2. Reading, writing, & understanding general written materials used in the field. 3. Reading, writing, & understanding specialized written materials used in the field. 4. Effective communications skills.</p>	<p>Goal: The student will be able to use the basic academic skills of reading, writing, speaking, & listening as required in the field of work. A. Read, interpret, & be able to use correct terminology associated with the childcare & guidance, management, & services field. B. Read, interpret, prepare, and/or write notes, letters, employee forms, newspapers, periodicals, reference materials, instructions, employee manuals, & directions. C. Read, interpret, & prepare, as required, specialized forms, charts, graphs, tables, signs, schedules, codes, paychecks, catalogs, & directories. D. Identify & develop good communications skills.</p>	<p>1.0 2.0</p>		<p>3-4</p>	<p>5</p>
<p>5. Academic skills: mathematics. 1. Weighing & measuring materials or objects. 2. Counting money and computing change. 3. Use of support technology, including computers & calculators, in solving mathematical problems.</p>	<p>Goal: The student will be able to use basic academic mathematical skills as required in the field of work. A. Demonstrate the ability to interpret symbols & accurately weigh or measure materials or objects using appropriate tools & equipment. B. Demonstrate the ability to count money & compute correct change. C. Demonstrate the ability to use support technology such as computers & calculators in the solution of mathematical problems.</p>	<p>4.0 1.0</p>		<p>2-4</p>	<p>10-20</p>
<p>6. Basic science concepts. 1. Practical applications of scientific principles in the field of work. 2. Human growth & development. 3. Ecological concepts & processes.</p>	<p>Goal: The student will be able to apply basic concepts of science as necessary in childcare & management. A. Demonstrate an understanding of the practical application of scientific principles to the field of work. B. Describe the growth & development of humans & apply this knowledge to childcare. C. Understand & apply ecological concepts & processes at the work site.</p>	<p>10.6 10.7 10.18 5.3 10.0</p>	<p>C5 – C8</p>	<p>2-4</p>	<p>10-20</p>

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<p>7. Critical thinking skills.</p> <ol style="list-style-type: none"> Steps & procedures to define & clarify issues or problems. Evaluating information to clarify issues & problems, making & justifying a conclusion & subsequent results. 	<p>Goal: The student will be able to apply critical thinking skills to the field of work.</p> <ol style="list-style-type: none"> Describe the steps & procedures involved in defining & clarifying issues or problems. Compare similarities & differences, determine relevant information, & formulate questions in order to clarify issues & problems. Determine whether the information is adequate to justify a conclusion & to predict probable consequences. 	5.0	C10.- C11	4-10	5-10
<p>8. Leadership skills.</p> <ol style="list-style-type: none"> Review characteristics of a good follower & employee. Positive self-concept factors & their relationship to leadership roles. Examine relationship of personal & occupational skills to job success. Examine time management techniques to balance school, work, organizational, & personal responsibilities & the effects on success. 	<p>Goal: The student will develop & demonstrate leadership skills related to childcare education professions.</p> <ol style="list-style-type: none"> Identify the characteristics of a good follower & employee. Identify factors that contribute to a positive self-concept & explain their relationship to assuming leadership roles. Understand the relationship of leadership, citizenship, & occupational skills to job success Understand ways to manage time in order to balance school, work, organizational, & personal responsibilities, & relate this information to job success, career advancement, & leadership. 	9.0	C11.0.	4	3-4
<p>9. Teamwork, sportsmanship, & citizen skills.</p> <ol style="list-style-type: none"> Activities of professional & community organizations in the field of work. Characteristics of successful competitors. Barriers to successful competition. Successful skills in negotiating 	<p>Goal: The student will develop teamwork, sportsmanship, & citizenship skills in classroom activities & will transfer the knowledge & skills learned to work situations</p> <p>Participate in activities of professional & community organizations related to childcare & guidance, management and services occupations.</p> <ol style="list-style-type: none"> Determine characteristics of successful competitors. Identify barriers to successful competition. Identify successful skills for negotiating. 	7.1 9.7 9.2 9.3.		2	4-8
<p>10. Business & social etiquette, interpersonal & communications skills.</p> <ol style="list-style-type: none"> Factors that determine and/or create an image. Business, social & family interaction skills needed by family members, leaders, employees, & employers. Listening, writing, & oral communication skills for personal, organizational, & work-related settings. 	<p>Goal: The student will be able to demonstrate business & social etiquette & interaction skills, & basic academic & communication skills as a family member, leader, citizen & employee/employer.</p> <ol style="list-style-type: none"> List factors that determine and/or can create an image. Identify & demonstrate business, social & family interaction skills needed by family members, leaders, employees & employers. 	2.0 10.14	C6 C9		

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<p>10. Business & social etiquette, interpersonal & communications skills (Continued)</p> <p>4. Developing & writing news articles. 5. Developing & delivering oral presentations.</p>	<p>C. Exhibit listening, writing, & oral communication skills for personal, organizational, & work-related settings. D. Write news articles about childcare & guidance, management, & services occupations. E. Develop & deliver oral presentations about childcare & guidance, management, & services occupations.</p>	Anchor	CTE	CL 4-10	CC 2-4
<p>11. The management process & utilization of resources to balance aspects of life.</p> <p>1. Management & the management process and the relation to balancing personal, home, & work life. 2. Community resources & support & networking resources available. 3. Identifying potential personal resources to manage personal, home, & work life. 4. Multiple role individuals assume to balance personal, home, & work life. 5. Responsibilities in different roles. 6. Role expectations by society, family, & self.</p>	<p>Goal: The student will be able to apply and examine management process to the utilization of resources in order to balance personal, home, & work life.</p> <p>A. Define management & the management process as they relate to balancing personal, home, & work life. B. Identify & utilize community resources & support & networking sources in order to balance personal, home & work life. C. List & analyze potential personal resources that can be used to help manage personal, home, & work life. D. Identify various multiple role individuals must assume in order to balance personal, home, & work life. E. Identify responsibilities as they relate to different roles. F. Examine & evaluate role expectations of society, family, & self.</p>	3.0 10.5 10.13	C1 C3 C9	2	1
<p>12. Problem solving techniques.</p> <p>1. Identification of potential stress & crisis situations. 2. Signs & symptoms of stress. 3. Analysis of job dictates personal & family needs, values, & goals.</p>	<p>Goal: The student will be able to apply effective problem solving techniques to personal, home, & work situations.</p> <p>A. Identify potential stress & crisis situations that could affect an individual's personal, family, or work life. B. List signs & symptoms of stress caused by personal, family, school, or work problems. C. Analyze job dictates personal & family needs, values, & goals.</p>	5.0	C,9	1	3
<p>13. Child care facilities regulations/requirements; work site rules & policies.</p> <p>1. Standards & regulations/requirements for child care facilities/staff/students. 2. Child care center reporting regulations/requirements & procedures dealing with child health, safety, & abuse.</p>	<p>Goal: The student will be able to comply with regulations/requirements established for child care facilities & follow rules & policies of the work site as required in the field of work.</p> <p>A. Identify standards & regulations for child care facilities/staff/students. B. Observe child care center reporting regulations & procedures dealing with child health, safety, & abuse.</p>	8.2 6.2	C1 C3	3-5	5

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<p>13. Child care facilities regulations/requirements; work site rules & policies. (Continued) 3. Work site policies regarding parent-staff conferences. 4. Local, state, and Federal regulations/requirements placed on childcare facilities/staff/students.</p>	<p>C. Follow work site policies regarding parent-staff conferences. D. Understand all local, state, & Federal regulations/requirements placed on childcare facilities/staff/students, including TB skin tests & fingerprinting.</p>	<p>Anchor</p>	<p>CTE</p>	<p>CL</p>	<p>CC</p>
<p>14. Infant & child development. 1. Observing, recording, & reporting behavior of infants & children. 2. Physical developmental patterns & differences among infants & children. 3. Social development stages of infants & children. 4. Development of sound emotional health. 5. Stages of intellectual development. 6. Language acquisition process & language development sequence. 7. Effect of environmental factors on infant & child development. 8. Effect of hereditary factors on infant & child development.</p>	<p>Goal: The student will facilitate physical, intellectual, social, & emotional development of infants & children as required in the field of work. A. Observe, record, & report behavior of infants & children. B. Describe normal physical developmental patterns & differences among infants & children of various ages. C. Interpret the social development stages shown by infants & children. D. Identify ways to help infants & children develop sound emotional health. E. Explain the stages of intellectual development. F. Describe the process of language acquisition & the sequence of language development. G. Describe environmental factors that can influence the development of infants & children. H. Describe hereditary factors that influence the development of infants & children.</p>	<p>10.6 2.0 10.7 11.5 10.9</p>	<p>C5</p>	<p>1-20</p>	<p>5-20</p>
<p>15. Infants' & children's positive self-concept. 1. Positive guidance & discipline techniques. 2. Preschool routines to develop a respect for self & others. 3. Positive guidance & discipline techniques for different stages of development. 4. Developing self-esteem & a sense of independence in children. 5. Developing a positive self-image.</p>	<p>Goal: The student will be able to provide guidance that promotes infants' & children's positive self-concept as required in the field of work. A. Identify types of positive guidance & discipline techniques. B. Assist children to develop a respect for self & others through preschool routines. C. Use positive guidance & discipline techniques based upon stages of development. D. Assist children to develop self-esteem & a sense of independence through self-help techniques. E. Assist children to develop a positive self-image.</p>	<p>10.8 10.4</p>	<p>C6</p>	<p>5-10</p>	<p>5-10</p>

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16. Activities to simulate physical, intellectual, social, & emotional growth.	Goal: The student will be able to organize, lead, & teach infants & children using activities that stimulate their physical, intellectual, social, & emotional growth as required in the field of work.	Anchor	CTE	CL	CC
<ol style="list-style-type: none"> 1. Planning & implementing a daily schedule for a child care facility. 2. Play activities appropriate for infants & children. 3. Language arts activities. 4. Pre-number & pre-math activities. 5. Using music & movement to enable infants & children to express themselves. 6. Creative art activities based on children's developmental levels. 7. Large & small muscle development. 8. Components of a lesson/activity plan. 9. Assisting teaching staff with instructional tasks. 10. Recreational activities, including nature studies & competitive events. 11. Materials, tools, & equipment used in games & activities. 	<ol style="list-style-type: none"> A. Assist in planning & implementing a daily schedule for a child care facility. B. Plan & conduct play activities appropriate for infants & children. C. Provide a variety of stimulating language arts activities. D. Provide pre-number & pre-math activities. E. Provide experiences through which infants & children can express themselves in music & movement. F. Provide a variety of creative art activities suitable for children's developmental levels. G. Promote both large & small muscle development. H. Identify the components of a lesson/activity plan to be used to conduct a variety of activities for infants and/or children. I. Assist teaching staff with instructional tasks. J. Organize & oversee recreational activities including, but not limited to, nature studies & competitive events. K. Demonstrate & explain materials, tools, & equipment used in games & activities. 	1.0 2.0 11.5 11.0	C10 C7 C12 C5	10-20	40-90
17. Safe & healthful work environment. <ol style="list-style-type: none"> 1. General hygiene needs of infants & children. 2. Safety factors that contribute to a safe environment. 3. Identifying signs of illness or discomfort in infants & children. 	Goal: The student will be able to establish & maintain a safe & healthful environment for infants & children as required in the field of work. <ol style="list-style-type: none"> A. Assist in general hygiene needs of infants & children. B. Identify safety factors that contribute to a safe environment. C. Report signs of illness or discomfort in infants & children. 	6.0	C4 C8	1-3	5-10
18. Safe work habits. <ol style="list-style-type: none"> 1. Safety procedures in the field of work. 2. Procedures for handling accidents & emergency situations. 3. Procedures to reduce & prevent accidents. 	Goal: The student will be able to demonstrate knowledge of safe work habits as required in the field of work. <ol style="list-style-type: none"> A. Follow safety procedures as required in the field of work. B. Describe appropriate procedures for handling accidents & emergency situations. C. Describe and follow procedures to reduce & prevent accidents. 	6.0 8.0	C4	4-10	3-5

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19. Operational procedures. 1. Cleaning & maintenance of work station. 2. Preparation & maintenance of records, correspondence, & forms. 3. Proper use & storage of equipment, tools, & supplies. 4. Reading, writing, & computing skills as needed in the field of work.	Goal: The student will be able to demonstrate knowledge of operational procedures commonly used in childcare & guidance, management, & services occupations. A. Clean & maintain the workstation. B. Demonstrate preparation & maintenance of records, correspondence, & forms. C. Demonstrate proper use & storage of equipment, tools, & supplies. D. Use reading, writing, & computing skills.	Anchor 1.0 6.0 3.3	CTE C4	CL 1-3	CC 1-3
20. Children's nutrition & health habits. 1. Sanitary procedures in handling, preparing, & serving food. 2. Planning, preparing, & serving snacks & meals. 3. Developing snacks & mealtimes that foster independent eating practices & that promote good nutrition & hygiene habits. 4. Bathing, dressing, & feeding infants & children.	Goal: The student will be able to establish, maintain, & promote infants' & children's good nutrition & health habits. A. Demonstrate sanitary procedures in handling, preparing, & serving food. B. Assist in planning, preparing, & serving nutritious snacks & meals. C. Assist in developing snacks & mealtimes that foster independent eating practices & that promote good nutrition & hygiene habits. D. Bathe, dress, & feed infants & children using appropriate safety & sanitation techniques.	6.0 10.7 10.6 10.10	C8	1-10	1-20
21. Personal & physical needs of handicapped infants & children. 1. Personal care, grooming, clothing, transportation, & educational needs of handicapped infants & children. 2. Community resources & services. 3. Prosthetic appliances & other therapeutic equipment. 4. Physical therapy treatments.	Goal: The student will be able to attend to the personal & physical needs of handicapped infants & children as required in the field of work. A. Assist handicapped infants & children with personal care, grooming, clothing, transportation, & educational needs. B. Assist or advise clients regarding the utilization of community resources & services. C. Assist handicapped infants & children as needed with prosthetic appliances & other therapeutic equipment. D. Assisting handicapped infants & children in their physical therapy treatments.	10.14 7.3 6.3 2.0	C5.4	4	1-20