

**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, Program Development and First Aid/CPR.

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 first quarter, twice per week during second and third quarter, and once per week in the fourth quarter. During this release time, students train within the community at child care 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 1<sup>st</sup> year course before taking 2<sup>nd</sup> year course**

**8. Date of revision: November 2016**

**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.

<b>CAREER PREPARATION STANDARDS</b>		<b>Class CC/CVE Standards</b>
<b>I.</b>	<p><b>WORKPLACE BASIC SKILLS &amp; BEHAVIORS</b>  <i>(MVROP ESLR #1)</i>            Apply skills learned in class.</p> <p>Analyze information and make decisions.</p> <p>Communicate verbally and in writing.</p> <p>Work independently and as a team member in a diverse workplace.</p> <p>Work reliably, responsibly, and ethically.</p>	<p>Integrated throughout            course</p> <hr/>
<b>II.</b>	<p><b>CAREER TECHNICAL SKILLS</b>  <i>(MVROP ESLR #2).</i>            Use appropriate technology.</p> <p>Office management, Computer, MS. Word E-mailing            Use of Internet            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.</p>	<p>Integrated throughout            course</p> <hr/>
<b>III.</b>	<p><b>JOB EMPLOYMENT SKILLS</b>  <i>(MVROP ESLR #3)</i>            Develop a plan to achieve career goals.            rank job preferences            compute a salary range on which to live            prepare a teaching portfolio  <b>Obtain resources on stipends and early childhood resources</b>            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</p>	<p><b>Class CC/CVE Standards</b>            Integrated            Though out course</p>

Demonstrate an awareness of the importance of lifelong learning.

**CONTENT AREA SKILLS**

<b>IV.</b>	<b>YOU-WORKING WITH YOUNG CHILDREN</b> <i>(MVR0P ESLR #2)</i> Explain how social and economic changes will increase the need for child care services. Describe career opportunities in the early childhood field.  <b>Describe the Matric permit system</b>  List responsibilities of the early childhood teacher <b>and diversity of cultures</b> Explain how certain personal characteristics can help early childhood teachers care for and educate young children. <b>Explain and contrast custodial, developmental, and comprehensive child care</b> <b>Describe what the training and education requirements are for careers in the childcare field</b> <b>Explain and analyze the need for stability in child care</b>  <b>List the rewards and drawbacks of working in the childcare field</b>	10	8
<b>V.</b>	<b>TYPES OF EARLY CHILDHOOD PROGRAMS</b> <i>(MVR0P ESLR #2)</i> List and describe the various types of early childhood programs available to parents and their children. Explain the advantages & disadvantages of each type of program.  Name the three types of center sponsorship.  Explain steps a parent may take in choosing quality childcare.  List the components of center accreditation.	10	8
<b>VI.</b>	<b>OBSERVING CHILDREN: A TOOL FOR ASSESSMENT</b> <i>(MVR0P ESLR #2)</i> List purposes of assessment.  Contrast initial assessment and ongoing assessment.  List the factors to consider in choosing a method of assessment.  List the advantages and disadvantages of various assessment tools.  Compile a list of contents for a child’s portfolio.  Summarize guidelines for observing children.	<b>Class</b> 10	<b>CC/CVE</b> 8
		<b>Standards</b>	

**Recognize and be able to make objective observations**

<b>VII.</b>	<b>UNDERSTANDING CHILDREN - BIRTH TO AGE TWO</b> (MVR0P ESLR #2)	10	8
	Describe the areas and characteristics of development.		
	Chart the physical development of children in the first two years after birth.		
	Describe how children develop cognitively in the first two years after birth.		
	Explain how children in the first two years after birth develop socially and emotionally.		
	<b>Identify child development theorists</b>		
	<b>Describe three types of temperament</b>		
	<b>Explain how temperament affects personality development</b>		
	<b>Explain trust versus mistrust</b>		
	<b>Explain the use of positive touch</b>		
	<b>Explain why two year olds can be particularly challenging</b>		
	<b>Identify ways to promote responsibility in toddlers</b>		
	<b>Explain the impact of play on social development</b>		
<b>VIII.</b>	<b>UNDERSTANDING TWO AND THREE YEAR OLDS</b> (MVR0P ESLR #2)	10	8
	Describe the physical, cognitive, and social-emotional development of two year olds.		
	Explain how three year olds develop physically, cognitively, socially, and emotionally.		
	Relate how the development of two and three year olds will affect your role as a teacher.		
	<b>Explain the impact of role models on children</b>		
	<b>Explain the impact of play on social development</b>		
	<b>Explain the role of accomplishments in developing self- esteem</b>		
	<b>Explain the importance of preventing stereotypes</b>		
<b>IX.</b>	<b>UNDERSTANDING FOUR AND FIVE YEAR OLDS</b> (MVR0P ESLR #2)	10	8
	Describe the physical, cognitive, and social-emotional development of four and five year olds.		
	Explain how you as a teacher can plan programs and relate to four and five year olds in developmentally appropriate ways.		

		Class	CC/CVE	Standards
	<b>Explain how self esteem effects development</b>			
	<b>Explain the impact of play on social development</b>			
	<b>Explain the importance of preventing stereotypes</b>			
	<b>Explain the importance of helping children cope with typical fears</b>			
<b>X.</b>	<b>MIDDLE CHILDHOOD</b> (MVR0P ESLR #2) Describe the physical, cognitive, and social-emotional development of school-age children. Summarize potential health concerns of middle childhood.  Explain moral development during childhood.	10	8	
	<b>Explain how self esteem effects development</b>			
	<b>Explain the impact of peer pressure</b>			
	<b>Explain the importance of peer interactions</b>			
	<b>Compare and contrast friendship among preschoolers to that of school – age children</b>			
	<b>Analyze the impact of puberty, competition, fears, stress and rules on school age children</b>			
	<b>Explain how to respond to potentially alarming situations in middle childhood</b>			
	<b>Describe how to prevent negative effects on emotional development</b>			
<b>XI.</b>	<b>PREPARING THE ENVIRONMENT</b> (MVR0P ESLR #2) Explain the value of planned indoor and outdoor space.  Name the basic activity areas in a center, along with the functions of each area. List criteria to consider when choosing playroom furniture and color schemes. Summarize factors that affect the organization of space in a center.  Organize basic activity areas of the classroom and outdoor play yard.	10	8	
	<b>Design an outdoor play area for different age groups</b>			
<b>XII.</b>	<b>SELECTING TOYS, EQUIPMENT, AND EDUCATIONAL MATERIALS</b> (MVR0P ESLR #2)	10	8	

Explain guidelines for selecting developmentally appropriate toys, equipment, and educational materials.  
 Describe safety factors to consider when purchasing toys and play yard equipment.  
 Explain how to report unsafe toys and equipment to the appropriate agencies.  
 List sources and methods for purchasing toys and equipment.

**Research what toy modifications may be needed for children with disabilities**  
**Explain the importance of choosing appropriate cultural items**

**Class CC/CVE Standards**

<b>XIII.</b>	<p><b>Explain the importance of teaching children the proper way to take care of toys</b>  <b>PROMOTING CHILDREN’S SAFETY</b>  <i>(MVROP ESLR #1)</i>          List objectives for maintaining a safe environment for children.</p> <p>Describe guidelines for promoting children’s safety.</p> <p>Name the types of fires and then fire extinguishers used to fight them.</p> <p>Outline the procedures for treating poisonings.</p> <p>Recognize the signs of child abuse.</p> <p>Teach children how to resist child abuse.</p> <p>Explain types of liability as a child care provider.</p>	10	8
<b>XIV.</b>	<p><b>PLANNING NUTRITIOUS MEALS AND SNACKS</b>  <i>(MVROP ESLR #2)</i>          List goals for a good nutrition program.</p> <p>Explain the importance of a healthy diet.</p> <p>Describe nutritional problems that can result from a poor diet.</p> <p>Name the food groups in the Food guide Pyramid and the main nutrients they supply.          Plan nutritious and appealing meals and snacks form children.</p>	10	8
<b>XV.</b>	<p><b>GUIDING CHILDREN’S HEALTH</b>  <i>(MVROP ESLR #2)</i>          Develop a workable health policy for a childcare center.</p>	10	8

- List steps for controlling the spread of food-borne illnesses.
- Explain the importance of first aid training.
- Identify various injuries and outline procedures for treating them.
- Explain how to care for children who become ill while in your care.
- Describe your responsibility when caring for children with special illnesses.

**Create a recipe book on healthy snacks and meals**

<b>XVI.</b>	<b>DEVELOPING GUIDANCE SKILLS</b> <i>(MVRP ESLR #2)</i> Identify goals of effective guidance. List personality traits of effective early childhood teachers. Describe principles of direct and indirect guidance. Explain various techniques for effective guidance. Summarize ways to promote a positive self-concept in each child.	10	8
<b>XVII.</b>	<b>GUIDANCE PROBLEMS</b> <i>(MVRP ESLR #2)</i> Identify situations and feelings that cause tension in children. Describe behavior problems that result from tension. Guide children as they learn appropriate behavior.	10	8
<b>XVIII.</b>	<b>ESTABLISHING CLASSROOM RULES</b> <i>(MVRP ESLR #2)</i> Explain the reasons for having classroom rules. List guidelines for establishing classroom rules. Describe methods for enforcing rules. List useful rules for various classroom areas and activities.	10	8
<b>XIX.</b>	<b>HANDLING DAILY ROUTINES</b> <i>(MVRP ESLR #2)</i> Explain the importance of a daily schedule. Guide children successfully through the daily routines of dressing and undressing, eating, napping, toileting, and cleanup.	10	8

**Class CC/CVE Standards**

	Explain the use of transition techniques to move smoothly from one activity to another.		
<b>XX.</b>	<b>THE CURRICULUM</b> ( <i>MVROP ESLR #2</i> ) Develop program goals.	10	8
	Indicate who is involved in curriculum development.		
	Cite the importance of assessment in curriculum planning.		
	Explain the content and process-centered approach to curriculum development.		
	Describe factors to consider in curriculum planning.		
	Illustrate the use of themes as a basis for planning curriculum.		
	Write a block plan and lesson plan for one week of a program.		
<b>XXI.</b>	<b>GUIDING ART, BLOCKBUILDING, AND SENSORY EXPERIENCES</b> ( <i>MVROP ESLR #2</i> ) Explain how art experiences promote physical, social, emotional, and cognitive growth. Describe techniques for guiding art experiences.	10	8
	List the stages of art skill development.		
	Compile a list of art supplies needed for a well-stocked classroom.		
	Plan a variety of art, block-building, sensory, and woodworking activities suitable for young children.		
<b>XXII.</b>	<b>GUIDING STORYTELLING EXPERIENCES</b> ( <i>MVROP ESLR #2</i> ) Explain the advantages of storytelling.	10	8
	List the four types of children's books.		
	Discuss the process of choosing children's books.		
	Outline the steps to follow when reading aloud to children.		
	Explain a variety of storytelling methods.		
	<b>List the available resources in the public library</b>		
<b>XXIII.</b>	<b>GUIDING PLAY AND PUPPETRY EXPERIENCES</b> ( <i>MVROP ESLR #2</i> ) Describe the stages of play.	10	8

Explain the stages of material use in play.

Summarize the benefits of socio-dramatic play.

Prepare the classroom environment and guide socio-dramatic play activities.

Summarize the benefits of puppetry experiences.

Make and use three types of puppets.

Write and tell a puppet story.

**XXIV. GUIDING MANUSCRIPT WRITING** 10 8  
*(MVROP ESLR #2)*  
 Define manuscript writing.

List reasons for encouraging the development of writing skills in preschool settings.

Explain activities that help children develop writing skills.

Make letters following the Zaner-Bloser writing system.

Outline the sequence children follow in learning alphabet letters.

Discuss guidelines for helping children develop writing skills.

**XXV. GUIDING MATH EXPERIENCES** 10 8  
*(MVROP ESLR #2)*  
 List objectives of early math experiences.

Use two basic assessments to determine math skills of children.

Recognize a variety of items that can be used to promote math experiences.

Identify math experiences that promote the development of key math concepts.

Design math experiences that stress specific math concepts.

**XXVI. GUIDING SCIENCE EXPERIENCES** 10 8  
*(MVROP ESLR #2)*  
 Explain what is meant by the term science.

Discuss reasons for studying science.

Outline the procedure for planning science activities.

List a variety of science activities and sources for supplies.

Explain the role of the teacher in guiding science experiences.

Identify methods for developing children's understanding of their senses.

Name and explain various ways to teach science concepts.

**XXVII. GUIDING SOCIAL STUDIES EXPERIENCES** 10 8  
(MVROP ESLR #2)

Explain the importance of social studies experiences.

Outline the role of the teacher in designing and guiding social studies experiences.

Describe ways to include multicultural, intergenerational, government, ecology, geography, community living, holiday, and current events concepts in the curriculum.

**XXVIII. GUIDING FOOD AND NUTRITION** 10 8  
(MVROP ESLR #2)

Explain the value of food and nutrition experiences.

**Class CC/CVE Standards**  
10 8

Conduct positive food and nutrition experiences for children that promote healthy eating habits.

Give examples of ways to work with parents to best serve children's nutritional needs.

List nutritional concepts to teach in early childhood settings.

Outline the procedure for conducting cooking experiences.

Select and prepare simple recipes for children to use in early cooking experiences.

Identify various eating problems encountered in young children.

Teach children to set a table.

**XXIX. GUIDING MUSIC AND MOVEMENT EXPERIENCES** 10 8  
(MVROP ESLR #2)

Explain the benefits of music experiences.

Design a music center.

Outline the teacher's role in music experiences.

Name a variety of rhythm instruments.

Demonstrate the use and purpose of rhythm instruments in the program.

List considerations for scheduling music activities.

Plan a variety of music activities.

Explain how to teach various movement activities.

Describe movement activities that promote children's development.

**XXX. GUIDING FIELD TRIP EXPERIENCES** 10 8

*(MVROP ESLR #2)*

Describe the importance of field trips.

Explain points of consideration for first field trip experiences.

List ways to promote safety on field trips.

Outline the process for selecting a field trip.

Explain the types and purposes of theme walks.

Plan a field trip from pre-trip planning to follow-up activities.

**XXXI. PROGRAMS FOR INFANTS AND TODDLERS** 10 8

*(MVROP ESLR #2)*

List the characteristics of a nurturing infant-toddler caregiver.

State guidelines for proper infant-toddler care.

Design functional and developmentally appropriate infant and toddler environments.

Handle the routines of infants and toddlers.

Select toys that are safe and developmentally appropriate for infants and toddlers.

Plan the curriculum for infants and toddlers.

Maintain the environment to prevent illness.

**XXXII. PROGRAMS FOR SCHOOL-AGE CHILDREN** 10 8

*(MVROP ESLR #2)*

Describe the three basic program models used in school-age childcare.

Identify the characteristics of an effective teacher in a school-age program.

Discuss how to arrange indoor and outdoor space in a school-age child care environment.

Explain ways to assess children's interests for curriculum planning.

List the components of a typical daily schedule in a school-age child care program.

**XXXIII. GUIDING CHILDREN WITH SPECIAL NEEDS** 10 8  
(MVROP ESLR #2)

Contribute to the development of an individualized Educational Plan for a child with special needs.  
Develop individualized learning objectives and teaching strategies for a child.  
Explain the role of the teacher in working with children who have special needs.  
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.  
Describe methods of integrating children with special needs into a typical program.  
Explain the special needs of children who are gifted and how these needs can be met.  
**Develop a lesson plan binder for students with special needs**

**XXXIV. PARENT INVOLVEMENT** 10 8  
(MVROP ESLR #2)

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

**Total Approved Course Hours**

**360**

**10. Additional Items:**

**a. Articulation:)**

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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	team work
group discussion	role playing
brain storming	simulation
projects	small & large group
reading assignments	
oral reports	
multi-media	
hands-on practice	
demonstration	

**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







