

# FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

## ROP Careers with Children

**DATE:** March, 2008

**SUBJECT AREA:** Career Technical Education

**PROPOSED GRADE LEVEL(s):** 11-12

**COURSE LENGTH:** One Year

**GRADING:** A-F or Pass/Fail

**NUMBER OF CREDITS:** 5/Semester

**PREREQUISITES:** Suggested: Developmental Psychology of Children

### **1) COURSE DESCRIPTION:**

Students will learn child development through classroom instruction, while learning the process of observation as well as developing and presenting age appropriate activities to children. Community internships may include placement in preschools, day care centers, infant centers, elementary schools, licensed family day care homes, schools for exceptional children, and recreational setting.

The first semester concentrates on observation in the community classroom. The second semester concentrates on application in the community classroom.

This course prepares students to challenge Early Childhood Education (ECE) courses at the local community colleges. This course is part of the ACE Program at Folsom High, giving students an opportunity to earn college credit through CSUS.

A current TB test is required

### **2) GENERAL GOALS/PURPOSES:**

(Adapted from the FCUSD Mission Statement and Vision Statement)

- The Child Development program will carry high expectations for each student's achievement and success in applying decision-making and problem-solving techniques.
- The Child Development program will provide students with a broad range of rigorous educational opportunities which will enable each individual student the opportunity to reach full potential and successfully meet the demands and opportunities of a highly technological 21<sup>st</sup> century.
- The Child Development program provides students with a core of knowledge and skills that act as a building block for lifelong learning. Students will be exposed to positive attitude and leadership skills, along with character and academic skills necessary to excel in a global arena.
- Families are integral parts of our educational process. In recognition of this important role, family involvement is actively sought, encouraged and welcomed.
- Partnerships with the community and businesses greatly enhance students learning experiences and educational opportunities. It is through these relationships that our students are able to apply their learning to real-world situations. In addition, it is by these means, in conjunction with instruction; students will develop pre-employment skills for jobs in the area of child development and education.
- The Child Development program will provide a classroom environment, which allows students to work at rates and levels commensurate with individual capabilities.
- The Child Development program will assist the student in developing a respect for work, pride in good workmanship, and a desire to develop saleable skills. Our program will provide intellectual and practical experiences in which the student can expect a high degree of success to maximize his/her feelings of self-worth and accomplishment.

Students will:

- Understand career paths and strategies for obtaining employment, licensing, and credentialing in the field of child development and how interpersonal and communication skills influence their employability.

- Understand children’s growth and development through observing children and applying knowledge of physical, intellectual, emotional, and social development by creating, teaching, and assessing lesson plans for groups and individuals at their community internships sites.
- Understand and demonstrate principles and practices of good nutrition, health, and safety for infants, toddlers, and children at the work site.
- Understand developmentally appropriate activities for children by planning and implementing a sequence of lessons at their internships sites, as well as understanding the role of teaching materials and resources to enhance classroom instruction.
- Understand and implement operational procedures in various child development and education facilities according to industry standards.
- Examine the special challenges that some children face and how the needs of these children can be met.

### **3) STUDENT READING COMPONENT:**

*Foundation Standards 2.1 Reading*, including but not limited to:

Specific applications of Reading Comprehension standards (grades nine and ten): (2.1-2.3);

Specific applications of Reading Comprehension standards (grades eleven and twelve): (2.3)

### **4) STUDENT WRITING COMPONENT:**

*Foundation Standards 2.2 Writing*, including but not limited to:

Specific applications of Writing Application standards (grade eight): (2.5) a., b.

Specific applications of Writing Strategies and Applications standards (grades nine and ten): (1.3), (1.4), (1.5), (1.6), (1.7), (1.8), (1.9), (2.3) a-f (2.4) d, (2.5) a-d

Specific applications of Writing Strategies and Application standards (grades eleven and twelve): (1.1), (1.3), (1.6), (2.5), (2.6)

*Foundation Standards 2.3 Written and Oral English Language Conventions*, including but not limited to:

Specific applications of English Language Conventions standards (grades nine and ten): (1.1)-(1.5)

### **5) STUDENT ORAL COMPONENT:**

*Foundation Standards 2.3 Listening and Speaking*, including but not limited to:

Specific applications of Listening and Speaking Strategies and Applications standards (grades nine and ten): (1.1), (1.3), (1.7), (2.3) a-f

Specific applications of Speaking Applications standards (grades eleven and twelve): (2.4) b, c, d; (2.5), (2.6), (2.7), (2.8)

### **6) STUDENT MATH COMPONENT:**

*Foundation Standards 1.1. Mathematics*, including but not limited to:

Specific applications of Number Sense standards (grade seven): (1.2), (1.3), (1.6), (1.7)

Specific applications of Mathematical Reasoning standards (grade seven): (1.1), (2.1), (2.2), (2.3), (2.4), (2.5), (2.6), (2.8), (3.1), (3.2)

Specific applications of Algebra I standards (grades eight through twelve): (13.0), (24.2)

Specific applications of Geometry standards (grades eight through twelve): (8.0)

### **7) DETAILED UNITS OF INSTRUCTION:**

#### 1. General workplace skills

- SCANS skills
- Workplace expectations
- Communication in the workplace

#### 2. Effective communication

- Positive communication with children and parents
- Active listening
- Assertive communication

3. Career paths and job seeking strategies
  - Careers related to Child Development and Education
  - Portfolio development
  - Career ladder
4. The child, family, and community
  - Stress in children
  - Community support of families
5. Family roles and responsibilities
  - Parenting roles and responsibilities
  - Parenting styles
  - Nontraditional family structures
  - Management strategies to achieve balance in work, personal and family life
6. Growth and development
  - Developmental patterns and differences among infants, toddlers, and children in the areas of physical development, emotional development, social development, and intellectual development
  - Developmental theorists
  - Hereditary and environmental factors that influence development
7. Positive interaction, guidance, and discipline
  - Positive guidance techniques
  - Self Esteem
  - Solution of behavior problems
8. Health and Safety
  - Safety concerns for each age
  - Health concerns for each age
9. Operational procedures in private businesses
  - Types of daycare opportunities
  - Operational procedures
  - Principles and practices of good nutrition, health, and safety for infants, toddlers, and children
10. Developmentally appropriate activities
  - Lesson planning and teaching
  - Lesson objective writing
  - Activities in the areas of play, language arts, math, science, social science, music, nutrition, and art
  - Activities that promote large and small muscle development
  - Planning education and recreational fieldtrips
11. Licensing regulations and codes
  - Licensing regulations
  - Standards for quality day care
  - Organizing and scheduling daily routines and activities in child care centers
12. Safety, emergency, and disaster procedures
  - Safety procedures
  - Procedures for handling accidents and emergency situations
13. Nutrition
  - Nutritional needs of infants, toddlers, preschoolers, and school age children
  - Effects of poor nutritional habits
  - Nutrition activities for children
  - Meal planning in child care centers
14. Exceptional children
  - Definition of special needs children
  - Providing for the care of children with special needs

**THIS COURSE WILL PREPARE STUDENTS FOR THE CAHSEE AND / OR THE FCUSD EXIT**

**EXAMS:** Writing, Reading, Language Arts, Math, Social Science, Science

**LAB FEE, IF REQUIRED:** None

**SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:**

*Foundation Standards included but not limited to:*

Career Planning and Management: 3.1 – 3.6; Technology: 4.1 – 4.4; Problem Solving and Critical Thinking: 5.1, 5.3, 5.4; Health and Safety: 6.1, 6.2; Responsibility and Flexibility: 7.1 – 7.4; Ethics and Legal Responsibilities: 8.1 - 8.3; Leadership and Teamwork: 9.1 – 9.5 Demonstration and Application 11.0:

*Pathway Standards (Child Development) included but not limited to:*

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 – A1.7

A2.0: Students understand and apply operational procedures and organizational policies at various child care and development facilities: A2.1- A2.5

A3.0: Students understand child care and developmental standards, licensing, regulations, and codes: A3.1-A3.6

A4.0: Students understand and apply critical safety, emergency, and disaster procedures at the work site: A4.1-4.4

A5.0: Students understand important elements of a child's physical, intellectual, emotional, and social growth and development: A5.1-A5.6

A6.0: Students understand and apply the principles of positive interactions, guidance, and discipline in the workplace: A6.1-A6.5

A7.0: Students understand and apply the essential components of an effective learning environment for the early childhood classroom: A7.1- A7.6

A8.0: Students understand and apply developmentally appropriate practices for curriculum development: A8.1-A8.3

A9.0: Students understand and apply the principles and practices of good nutrition, health, and safety for infants and children: A9.1-A9.5

A10.0: Students understand how to communicate and interact effectively with families and communities: A10.1- A10.5

A11.0: Students understand the role of teaching materials and resources in enhancing classroom instruction in child care and developmental programs: A11.1- A11.3

A12.0: Students understand and support the learning process in an assisting role: A12.1, A12.2, A12.3, A12.5

**DISTRICT ESLRs TO BE ADDRESSED:**

When students complete the Developmental Psychology of Children coursework, they will be exposed to and expected to exhibit modalities of being a successful graduate of Folsom Cordova Unified School District. Our students will be a positive force in our community by learning to be:

**Self-Directed Learners who will:**

- accept responsibility for their own learning by their choice of progressive projects.
- be able to identify their needs and apply appropriate learning strategies to be successful in the completion of their chosen work.
- document work in progress.
- learn to set and reach personal goals.
- be able to apply what they have learned regarding cognitive and physical development of children to real world situations.
- be able to demonstrate the ability to transfer knowledge obtained in the classroom and through coursework or observations to new situations.
- complete independent projects and long term projects with the teacher acting as coach

**Effective Communicators who will:**

- learn to express ideas clearly using correct child developmental psychology terminology.
- actively use verbal, written, artistic, and technological forms of communication.
- successfully convey messages, ideas, creative thoughts, feelings and opinions to instructor and peers.
- listen and respond in a positive manner to critiquing from instructor and peers.
- Communicate with group members while completing assigned projects, successfully complete oral presentations and effectively communicate with children at assigned developmental centers.

**Quality Producers/Performers who:**

- learn to perceive, define and accomplish intended results.
- learn to use appropriate resources, tools, and technology to complete projects.
- create projects that will reflect well thought out questioning and research of the intended topic and that displays originality, creativity, and pride in the final outcome.
- continually assess, evaluate, and adjust personal work on coursework and projects to maintain high individual standards.
- demonstrate the ability to work not only with their peers but independently as well.

**Constructive Thinkers who will:**

- learn to understand, building on prior knowledge and information gained in previous experiences or lessons.
- learn to question, analyze, synthesize and evaluate information, as presented in a variety of media, including but not limited to classroom instruction, hands on application, internet, video and guest speaker presentation.
- select appropriate resources to gather information.
- successfully select and adjust problem-solving strategies.
- analyze case studies and observations; they will creatively solve problems and plan activities for children

**Collaborative Workers who will:**

- successfully and effectively work within an culturally diverse setting
- cooperate with others to initiate, plan and evaluate individual projects.
- be able to cooperatively identify problems and reach consensus and provide adequate solutions.
- contribute time, energy and positive ideas to the classroom as a whole.
- actively and politely listen to others' opinions, ideas and suggested solutions.

**Responsible Citizens who will:**

- contribute positive time, energy and talent to improve the welfare of themselves and others
- abide by classroom, school, and community rules, laws and regulations.
- promote and model effective communication between all instructors and peers of varying backgrounds, lifestyles, and cultures.
- develop and demonstrate habits of personal wellness and safety, while developing a sense of self-discipline.
- demonstrate care, respect, and pride for themselves, their peers, their classroom, their school and their community.