



Regional Occupational Program

Early Childhood Development 2025-2026

Child Development Pathway

COURSE DESCRIPTION

Early Childhood Development provides students with specific training for occupations as a pre-school teacher, infant teacher, before and after school care teacher, family day care provider, foster care parent, teacher aide, camp counselor and recreation aide. Instruction includes child development, learning environment design, behavior management, working with special needs, child health and safety, trends in education, multicultural education principles, instructional strategies, curriculum and lesson plans, and laws and regulations relating to early childhood education services. Career preparations standards, which include basic academic, communication, and interpersonal and problem-solving skills are integrated throughout the course. Students may have the opportunity to train in an early childhood education facility and apply knowledge and skills.

Course Information

Course Length:	2 Years
Prerequisite:	Childcare Occupations
Course Level:	Capstone
UC:	No
Articulated:	No
Industry Cert.:	No
Industry Sector:	Education, Child Development, & Family Services
Pathway:	Child Development
CALPADS:	7511

O*Net SOC Codes

25-2011	Preschool Teachers, Except Special Education
39-9011	Childcare Workers
39-9032	Recreation Workers
25-9042	Teaching Assistants, Preschool, Elementary, Middle, and Secondary School, Except Special Education

Legend

CTE - PS	CTE Pathway Standards
CRP	Career Ready Practices
CTE - AS	CTE Anchor Standards
CCSS	Common Core State Standards
ISTE	International Society for Technology in Education

Includes updates from the 24/25 Education Child Development & Family Services Advisory
[Advisory Minutes](#)

Early Childhood Development: Child Development

Course Orientation

- a. Discuss objectives for this course, including competencies, teacher expectations, classroom policies, and procedures.
- b. Identify and discuss the acquisition of transferable skills (communication, collaboration, creativity, and critical thinking) and their importance to being college and career ready and for future personal and professional success.
- c. Review objectives, competencies, and course syllabus.
- d. Discuss student and teacher expectations, including behavior, class rules, appropriate dress, pre-course knowledge, and grading policies, including enrollment and attendance requirements and procedures, and classroom/school safety and disaster procedures.
- e. Discuss next steps in course sequence related to the career pathway, the need for reinforcement of basic skills, transferrable skills, and postsecondary and career options.
- f. Discuss the Big Six: Career Ready Essentials and the Standards for Career Ready Practice as they relate to this course, all aspects of the industry sector, and being college and career ready.

Big Six: Career Ready Essentials

1. Effective Communication	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ol style="list-style-type: none"> a. Demonstrate effective verbal communication and conflict resolution skills. b. Use the writing process to develop written communication with the appropriate tone, organization, and format for the identified audience. c. Explain the effect of interpersonal skills on one's ability to communicate effectively and develop relationships. d. Describe the impact of ineffective communication on business relationships. e. Analyze the impact of vocabulary, body language, and tone on verbal communication. f. Demonstrate active listening skills. g. Accurately interpret industry-specific written communication. h. Model responsible and effective use of various communication technologies. i. Identify valid and reliable digital reference and resource materials. j. Gather information from multiple digital sources to compare and contrast, synthesize, and summarize. k. Identify and use appropriate communication and collaboration technologies. l. Utilize technology to problem solve, accomplish tasks, and to produce or publish products. 		<u>1</u> <u>2</u> <u>11</u>	<u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u> <u>SLS</u> <u>11-12.2</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u> <u>WS</u> <u>11-12.7</u> <u>11-12.6</u>	<u>1b,c</u> <u>2c</u> <u>3b,c</u> <u>5c</u> <u>6b,c,d</u>
2. Collaboration, Creativity, and Critical Thinking	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ol style="list-style-type: none"> a. Demonstrate critical thinking skills for a variety of purposes and in different settings. b. Collaborate to reach consensus on an identical objective through the sharing of knowledge, tasks, and learning. c. Discuss the importance of the critical thinking process to real-world applications. 		<u>2</u> <u>4</u> <u>5</u> <u>7</u>	<u>2</u> <u>3</u> <u>4</u> <u>5</u>	<u>LS</u> <u>9-10</u> <u>11- 12.6</u>	<u>1c</u> <u>3c,d</u> <u>4a-d</u> <u>5c,d</u>

<ul style="list-style-type: none"> d. Evaluate the impact of creative thinking on problem solving and innovation in real-world applications. e. Compile work that demonstrates the process used to (elaborate, refine, analyze) evaluate original ideas and maximize creative efforts. f. Apply divergent and convergent thinking to the development of an original idea or solution. g. Examine real-world limits to adopting ideas. h. Demonstrate creative thinking (preparation, insight, evaluation, elaboration, and communication) to create a new idea or concept. i. Assume shared responsibility for collaborative work, and value the individual contributions made by each team member. j. Evaluate evidence, arguments, claims, and beliefs to identify connections. k. Identify bias, prejudice, propaganda, self-deception, distortion, and misinformation. l. Produce intellectual, informational, or material products that serve an authentic purpose. m. Work effectively and respectfully with those from diverse backgrounds or cultures. n. Demonstrate respect, trust, commitment, and the ability to compromise in collaborative projects. 		<u>9</u> <u>10</u> <u>11</u>	<u>7</u> <u>8</u> <u>9</u> <u>11</u>	<u>SLS</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u> <u>11-12.2</u> <u>WS</u> <u>11-12.7</u> <u>11-12.6</u>	<u>6c</u> <u>7b,c,d</u>
3. Leaders and Teams: Roles and Responsibilities	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Determine the individual and team members' roles and responsibilities. b. Demonstrate leadership skills and qualities (i.e., reliability, negotiation skills, initiative, positive reinforcement, recognition of others' efforts, problem-solving skills, conflict resolution, and delegation). c. Explain the importance of technical, social, and communication skills to team success. d. Compare and contrast leadership styles and their effectiveness in various situations. e. Organize and delegate responsibilities in a team setting to encourage ideas, perspectives, and contributions from all team members. f. Develop a strong sense of team identity by brainstorming solutions, volunteering, assisting others, practicing respect and courtesy, and taking initiative. g. Examine situations in which a follower becomes the leader. h. Describe twenty-first-century skills required across all occupations. i. Identify and discuss the characteristics of a successful team (i.e., leadership, cooperation, and effective decision-making). j. Leverage social and cultural differences to increase innovation and quality of work. 		<u>7</u> <u>8</u> <u>9</u>	<u>3</u> <u>7</u> <u>8</u> <u>9</u> <u>11</u>	<u>SLS</u> <u>11-12.2</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u> <u>WS</u> <u>11-12.6</u>	<u>7a,c</u>
4. Legal, Ethical, and Environmental Considerations	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate industry specific ethical and legal practices. b. Identify eco-friendly industry specific practices and resources. c. Identify local, state, and federal regulatory agencies, entities, laws, and regulations. 		<u>5</u> <u>7</u> <u>8</u>	<u>3</u> <u>5</u> <u>7</u>	<u>WS</u> <u>11-12.6</u> <u>11-12.7</u>	<u>2a,b</u> <u>3a,b</u> <u>5c</u>

<ul style="list-style-type: none"> d. Identify discrimination based on race, nationality, religion, gender, age, disability, or sexual orientation. e. Summarize the ethical and legal implications of workplace discrimination and harassment. f. Explain the concept of corporate citizenship. g. Examine an employer's role in protecting the health and welfare of employees, the community, and the environment. h. Analyze current environmental laws and regulations and their impact on industry. i. Compare and contrast both society's and industry's impact on the environment. 		<u>12</u>	<u>8</u> <u>9</u> <u>11</u>	<u>SLS</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u> <u>11-12.2</u>	<u>6c</u>
5. Personal Growth and Career Planning	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate continued personal development and growth. b. Develop and manage a personal growth and career plan. c. Explain the relationship between sound financial habits and financial security. d. Create and manage a personal financial plan. e. Demonstrate initiative in achieving personal and professional goals. f. Apply time management strategies to meet deadlines. g. Demonstrate a growth mindset through flexibility and a positive attitude. h. Select and demonstrate appropriate job-search and retention techniques. i. Demonstrate strategies to prepare for employment. j. Demonstrate interpersonal skills appropriate for the workplace. k. Elaborate on the importance of perseverance to personal and professional success. l. Discover personal career interests, aptitudes, and skills. 		<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>6</u>	<u>2</u> <u>3</u> <u>4</u> <u>7</u> <u>8</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u> <u>SLS</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u> <u>11-12.2</u> <u>WS</u> <u>11-12.6</u>	<u>1a</u> <u>3a,c</u> <u>4d</u> <u>6a,d</u> <u>7b</u>
6. Workplace Safety and Personal Wellness	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate proper industry specific safe work practices to prevent injury or illness. b. Assess the potential impact of goal setting on personal and professional success. c. Describe the role of security and emergency procedures in workplace safety. d. Describe the effect of preventative measures on emergencies in the workplace. e. Identify and describe the causes, prevention, and treatment of common accidents. f. Identify local, state, and federal agencies that regulate workplace safety. g. Explain the role of the California Occupational Safety and Health Administration (Cal-OSHA) and the Environmental Protection Agency (EPA). h. Discuss the basics of system operations. i. Demonstrate the proper use of personal protective equipment (PPE). j. Explain the purpose of and accurately interpret a Safety Data Sheet (SDS). k. Identify hazardous materials and chemicals. l. Demonstrate proper procedures to respond to work-related accidents and injuries. m. Describe how ergonomics, housekeeping, and maintenance are related to accidents and injuries. 		<u>2</u> <u>5</u> <u>6</u> <u>8</u> <u>12</u>	<u>2</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>10</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u> <u>WS</u> <u>11-12.7</u> <u>11-12.6</u> <u>SLS</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u>	<u>1a,d</u> <u>2a,d</u> <u>5b</u>

<p>n. Demonstrate cyber ethics, cyber safety, and cybersecurity.</p> <p>o. Assess the potential impact of preventative physical and mental health measures on workplace safety.</p>					
Early Childhood Development: Child Development					
7. Work Based Learning	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. Demonstrate knowledge of the professional standards and expected behaviors customary throughout the education field.</p> <p>b. Discuss proper procedures for attendance, absence notification, and absence reporting.</p> <p>c. Discuss the importance of appropriate appearance and professional dress.</p> <p>d. Explain the importance of legal requirements, such as TB Testing, and fingerprinting as terms of employment.</p> <p>e. Discuss why the principles of positive interactions, guidance, and discipline are important in the workplace.</p> <p>f. Explain how to help the teacher with student instruction, assessment, and confidentiality.</p> <p>g. Identify and follow operational procedures and organizational policies at early childhood education facilities.</p>	<p>A1.5</p> <p>A2.0</p> <p>A6.0</p> <p>A12.0</p>	<p><u>1</u></p> <p><u>2</u></p> <p><u>5</u></p>	<p><u>1</u></p> <p><u>2</u></p> <p><u>5</u></p> <p><u>11</u></p>	<p>LS</p> <p>9-10</p> <p>11-12.6</p> <p>WS</p> <p>11-12.7</p>	
8. Historical Roots of Early Childhood Education	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. Demonstrate understanding of the major learning theories and curriculum models and evaluate their application in early childhood education programs.</p> <p>b. Describe the curriculum and the pedagogies of Johann Heinrich Pestalozzi, Friedrich Froebel, Maria Montessori, and Rudolf Steiner.</p> <p>c. Explain the history of early childhood education focusing on:</p> <ul style="list-style-type: none"> • Infant schools in 1800's • Wisconsin Constitutional Amendment • Headstart <p>d. Describe the historical significance of the National Association of the Education of Young Children (NAEYC) to early childhood development.</p>	<p>A7.6</p>	<p><u>1</u></p> <p><u>2</u></p> <p><u>11</u></p>	<p><u>1</u></p> <p><u>2</u></p> <p><u>11</u></p>	<p>LS</p> <p>9-10</p> <p>11-12.6</p>	
9. Early Childhood Education Careers	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. Demonstrate knowledge of the education and training requirements for careers within the Early Childhood Education field.</p> <p>b. Describe personal qualifications, interests, aptitudes, knowledge, and skills in early childhood education careers in the following setting:</p> <ul style="list-style-type: none"> • Public and private early childhood education programs, • Family-day care settings 	<p>A1.4</p>	<p><u>1</u></p> <p><u>2</u></p> <p><u>11</u></p>	<p><u>1</u></p> <p><u>2</u></p> <p><u>11</u></p>	<p>LS</p> <p>9-10</p> <p>11-12.6</p>	

<ul style="list-style-type: none"> • Recreational facilities • Pre-K • Transitional kindergarten/Kindergarten • Elementary School <p>c. Identify and explain educational requirements and responsibilities for each of California’s early childhood teaching levels.</p>					
<p>10. Types of Programs and Services</p>	<p>CTE - PS</p>	<p>CRP</p>	<p>CTE - AS</p>	<p>CCSS</p>	<p>ISTE</p>
<p>a. Demonstrate knowledge of early education programs and the characteristics, accreditation, and licensing requirements.</p> <p>b. Describe the unique characteristics of the Montessori planes of development.</p> <p>c. Summarize the role of the teacher in a Reggio Emilia program.</p> <p>d. Compare and contrast the High Scope program with Reggio Emilia and Montessori programs.</p> <p>e. Describe the philosophy and role of the teacher of the Bank Street model.</p> <p>f. Describe the benefits and requirements of the Headstart program.</p> <p>g. Explain how for profit, nonprofit, parent cooperative, university/college affiliated early childhood education programs are financed.</p> <p>h. Compare home and center based early childhood education programs.</p>	<p>A3.0 A3.1 A7.6</p>	<p>1 2 5 11</p>	<p>1 2 5 11</p>	<p>LS 9-10 11-12.6 WS 11-12.7</p>	
<p>11. Infant and Toddler Learning and Development</p>	<p>CTE - PS</p>	<p>CRP</p>	<p>CTE - AS</p>	<p>CCSS</p>	<p>ISTE</p>
<p>a. Demonstrate knowledge of the four learning and development domains for infants, toddlers, and young children, and their milestones.</p> <p>b. Describe the physical developmental stages of the brain and its relationship to cognition and language development.</p> <p>c. Describe social emotional, language, cognitive and perceptual/motor development milestones of children at 8 months, 18 months, 36 months, and 48 months.</p> <p>d. Explain the phases or stages of language development.</p> <p>e. Discuss how issues such as diversity, family, and culture influence the development of children.</p> <p>f. Evaluate the importance of learning environments, experiences, and interactions and their connections to each stage of physical, intellectual, social, and emotional development.</p> <p>g. Identify how typical and common atypical developmental patterns affect the educational progress of children.</p> <p>h. Explain the role of family involvement in the physical, intellectual, emotional, and social development of children.</p> <p>i. Identify factors in heredity, biological, family, culture, diversity, economic, abilities, and environment that may influence the development of infants, toddlers, and children.</p>	<p>A5.0 A5.1 A5.2 A5.3 A5.6</p>	<p>1 2 5 11</p>	<p>1 2 5 11</p>	<p>LS 9-10 11-12.6 WS 11-12.7</p>	

<ul style="list-style-type: none"> j. Explain the stages of how children develop friendships and relationships with their peers. k. Define and explain the components of physical development. l. Identify the milestones of fine and gross motor skills and the ages they typically occur. 					
12. Learning Theories	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate knowledge of the important learning theories key to early childhood development and education. b. Describe Piaget’s theory of cognitive development. c. Explain Vygotsky’s sociocultural theory of development. d. Illustrate Bronfenbrenner’s bioecological theory of development. e. Discuss Erikson’s theory of psychosocial development as it relates to Early Childhood Education. f. Explain Deprivation and Growth Needs as defined by Maslow’s Hierarchy of Human Needs. 	A7.6	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	LS 9-10 11-12.6 WS 11-12.7	
13. Curriculum and Lesson Planning	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate knowledge about the importance of planning, observation, and individualization in curriculum development and lesson planning. b. Describe the principles of brain-based learning as it applies to lesson planning. c. Discuss the importance of learning goals for lessons, curriculum and play areas that support academic, social emotional and perceptual/motor development. d. Design appropriate lessons that apply each of the five steps in lesson planning: 1. Planning 2. Implementation 3. Observation 4. Reflection 5. Individualization e. Discuss the importance of designing curriculum and lesson plans that meet the needs of individual and the group of children. f. Describe key components of developmentally appropriate curriculum in each of the following areas: indoor/outdoor, quiet/active, individual, and small group/large group, large muscle/small muscle, and child-initiated and staff-initiated activities. g. Discuss how relevant curriculum standards are used throughout the curriculum. h. Identify language acquisition strategies that support for English Language Learners. i. Describe how math, science and technology can be integrated into lessons and play appropriately to the children age and development levels. 	A8.1 A8.3 A8.4	<u>1</u> <u>2</u> <u>5</u> <u>10</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	LS 9-10 11-12.6 WS 11-12.7	
14. Instructional Strategies	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate understanding about the importance of age and developmentally appropriate instructional strategies for individuals and groups. b. Describe appropriate teaching techniques and interaction styles for working with children of varying ages, learning styles, and cultural backgrounds. c. Discuss strategies for providing instructional assistance to small and large learning groups. 	A7.3 A7.4	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	LS 9-10 11-12.6 WS 11-12.7	

<ul style="list-style-type: none"> d. Discuss the importance of critical thinking, and problem-solving strategies and activities for cognitive development. e. Explain how the use of a dramatic tone and interactive reading strategies keep students engaged. f. Discuss the importance of pre-school schedule that incorporates a balance of child-initiated and adult led activities. g. Describe key concepts, skills and vocabulary that build on what the children are already doing. h. Classify multiple ways of promoting children’s learning at different developmental stages and ages by using the continuum of teaching behaviors from directive to nondirective. 					
15. Play and Learning Activities	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate understanding about how play facilitates cognitive, social, emotional, language, physical, and creative development in children. b. Discuss how circle time activities such as reading a book, doing demonstrations, and singing songs build a sense of community in the classroom. c. Describe how to plan and lead large and small group activities. d. Explain how children can develop motor skills through creative movement activities. e. Explain how music and creative art activities are used in the classroom for fun and to spark learning. f. Describe ways to promote conversation, introduce vocabulary and social behavior. g. Discuss the importance of transitioning from one activity to another with songs and chants. h. Discuss strategies for gross motor development, social development and reinforce academics. i. Identify play activities that link to language arts, literacy, math, technology, social science, music, art, and science. 	A12.4 A12.5	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	LS 9-10 11-12.6 WS 11-12.7	
16. Instructional Materials and Manipulatives	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate understanding of how teaching materials and resources enhance classroom, as well as well as indoor and outdoor learning environments. b. Describe how the appropriate and current and emerging instructional technology and equipment support learning. c. Identify and describe the various types and sources of quality, age-appropriate, and developmentally appropriate materials, and equipment. d. Describe the process for developing quality teaching materials and resources for classroom instruction. e. Discuss how instructional aids such as manipulatives are used in classroom instruction and play time. f. Identify equipment and materials appropriate for outdoor learning activities and 	A11.0 A11.1 A11.2 A11.3	<u>1</u> <u>2</u> <u>5</u> <u>10</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	LS 9-10 11-12.6 WS 11-12.7	

explorations. g. Develop age-appropriate and developmentally appropriate teaching materials and resources.					
17. Learning Environments	CTE - PS	CRP	CTE - AS	CCSS	ISTE
a. Demonstrate understanding about strategies that promote productive interaction among children and adults to create a positive atmosphere and sense of community.	A6.5 A7.0	<u>1</u> <u>2</u>	<u>1</u> <u>2</u>	LS 9-10 11-12.6	
b. Describe the key classroom learning areas and the contribution of each to the development of toddlers and young children.	A7.1 A7.2	<u>5</u> <u>11</u>	<u>5</u> <u>11</u>		
c. Discuss strategies that can be used to promote independence and personal and social competence in children.	A7.5 A12.1			WS 11-12.7	
d. Discuss how labeling and organizing materials can promote child responsibility and independence.					
e. Describe ways an early childhood classroom design facilitates traffic flow around essential learning areas.					
18. Multicultural Education	CTE - PS	CRP	CTE - AS	CCSS	ISTE
a. Demonstrate understanding about the importance of building cultural awareness and multiethnic perspectives in early education learning environments.	A5.3 A5.7 A7.4	<u>1</u> <u>2</u> <u>5</u>	<u>1</u> <u>2</u> <u>5</u>	LS 9-10 11-12.6	
b. Integrate cultural perspectives, materials, and experience to teach educational skills.		<u>8</u> <u>11</u> <u>12</u>	<u>8</u> <u>11</u>		
c. Identify and discuss how using ethnic materials to teach basic skills enhances student's ethnic identity.				WS 11-12.7	
d. Discuss interdisciplinary concepts using comparative and multiethnic perspectives.					
e. Discuss the importance of considering differences in ethnicity, language, gender, socioeconomic status, and sexual orientation in planning instruction.				SLS 11-12.1b	
f. Explain how activities with parents demonstrate respect for customs of different cultures.					
19. Working with Children with Special and Exceptional Needs	CTE - PS	CRP	CTE - AS	CCSS	ISTE
a. Demonstrate knowledge of evidence-based educational practices for the inclusion of children with special needs in an early child program.	A5.4 A9.5	<u>1</u> <u>2</u> <u>5</u> <u>8</u> <u>11</u> <u>12</u>	<u>1</u> <u>2</u> <u>5</u> <u>8</u> <u>11</u>	LS 9-10 11-12.6	
b. Identify resources and agencies that provide services for special needs of children and their families.				WS 11-12.7	
c. Discuss possible accommodations and modifications for the inclusion of children with special needs.					
d. Describe instructional strategies, practices, and programs designed to meet the needs of gifted and talented children.				SLS 11-12.1b	
e. Describe how to differentiate instruction and modify learning areas to meet the needs of disabled, cognitively challenged, and gifted children.					
f. Explain the importance of the inclusion of infants, toddlers, and children with special needs					

<p>in early childhood programs.</p> <p>g. Understand the processes, implementations, and educator responsibilities of individualized education programs (IEPs) and Section 504 plans of the Rehabilitation Act and the Americans with disabilities Act.</p> <p>h. Explain the impact of the Individuals with Disabilities Education Act (IDEA) on special education.</p> <p>i. Define and describe characteristics of various Autism spectrum disorders.</p> <p>j. Identify and describe the uses of assistive technology devices can be used to increase, maintain, or improve functional capabilities of a child with a disability.</p>					
<p>20. Observation and Assessment</p>	<p>CTE - PS</p>	<p>CRP</p>	<p>CTE - AS</p>	<p>CCSS</p>	<p>ISTE</p>
<p>a. Demonstrate understanding about the importance of age and developmentally appropriate instructional strategies for individuals and groups.</p> <p>b. Demonstrate understanding about the importance of observational assessments and its relationship to individualized planning.</p> <p>c. Discuss observation techniques and how to evaluate individual differences.</p> <p>d. Explain how to make proper adjustments to instruction based on observational data.</p> <p>e. Discuss why it is important to listen carefully to children’s words and language to access understanding and language development.</p> <p>f. Discuss children’s body language as a barometer to identify emotional tone and frustration levels.</p> <p>g. Compare and contrast the types, important elements, and purposes of assessments.</p> <p>h. Explain the process of assessment for early identification of remedial needs or other interventions.</p> <p>i. Describe the important elements and processes for collecting and recording observational data.</p>	<p>A5.5 A8.2</p>	<p>1 2 5 11</p>	<p>1 2 5 11</p>	<p>LS 9-10 11-12.6 WS 11-12.7</p>	
<p>21. Guidance and Behavior Management</p>	<p>CTE - PS</p>	<p>CRP</p>	<p>CTE - AS</p>	<p>CCSS</p>	<p>ISTE</p>
<p>a. Demonstrate knowledge about the importance of helping children develop a positive self-image, self-esteem, and to develop self-discipline and respect for oneself and others.</p> <p>b. Discuss effective communication strategies appropriate to each age group of children.</p> <p>c. Identify the types of stressors that cause behavioral problems in children.</p> <p>d. Define the types of positive guidance techniques that are used in various ages and stages of a child’s development.</p> <p>e. Discuss the use of positive behavior intervention strategies by teaching children the proper way to behave before behavior problems arise.</p> <p>f. Explain the importance of building positive relationships between the caregiver, children, and families to provide effective guidance and discipline.</p>	<p>A6.1 A6.2 A6.3 A6.4</p>	<p>1 2 5 11</p>	<p>1 2 5 11</p>	<p>LS 9-10 11-12.6 WS 11-12.7</p>	

<ul style="list-style-type: none"> g. Identify and demonstrate the elements of positive guidance and discipline techniques that are based on the stages of children’s development. h. Describe strategies used to intervene and redirect children back to productive play when they are rowdy or destructive. i. Demonstrate specific techniques for guiding behavior such as attention, redirection, ignoring, problem ownership, discussion, time in and time out. j. Identify and explain the individual needs that must be considered in guiding children’s behavior such as health, temperament, attachment disorders special needs. 					
22. Nutrition	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate knowledge about the importance of the principles of good nutrition for young children. b. Discuss the basic nutritional needs of children and the allergies commonly associated with food. c. Describe the proper procedures to follow when preparing and serving nutritional snacks and meals, including those that foster independent eating practices and promote good nutrition and hygiene habits. d. Discuss strategies for sharing nutritional education to children, parents, and staff. e. Identify and describe common indicators of nutrition-related disorders and diseases. 	A9.0 A9.4	<u>1</u> <u>2</u>	<u>1</u> <u>2</u> <u>11</u>	LS 9-10 11-12.6	
23. Licensing, Laws, Policies and Procedures	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate knowledge about childcare and development standards, licensing, regulations, and codes including California Code of Regulations Title 5 and Title 22. b. Describe the impact of the Elementary and Secondary Education Act (ESEA) of 1965 and Title 1 on Early Childhood Education. c. Discuss the educational and industry related requirement for early childhood education facilities and staff. d. Describe the requirements of the Americans with Disabilities Act. e. Compare and contrast the differences and staff requirements of Title 5 and Title 22. f. Understand how local, state, and federal laws and regulations for childcare facilities are enforced by regulatory agencies. g. Summarize the employer and employee responsibilities for complying with laws and regulations affecting the needs, interests, rights, and privacy of young children. h. Discuss child abuse or neglect indicators and the responsibilities of staff as mandated reporters. 	A3.0 A3.1 A3.2 A3.3 A3.5 A3.6	<u>1</u> <u>2</u> <u>5</u> <u>8</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>8</u> <u>11</u>	LS 9-10 11-12.6 WS 11-12.7 SLS 11-12.1b	
24. Health and Safety	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate knowledge about the critical health and safety procedures necessary to ensure the good health and safety of infants and children. 	A4.3 A9.0	<u>1</u> <u>2</u>	<u>1</u> <u>2</u>	LS 9-10	

<ul style="list-style-type: none"> b. Demonstrate how and when to use certified first aid, cardiopulmonary resuscitation (CPR), and other emergency procedures. c. Describe the procedures for preventing the spread of infections and illnesses, including those for food-borne pathogens. d. Describe the signs and symptoms of illness, injury, discomfort, or special needs in infants, toddlers, and children and the appropriate documentation. e. Practice crucial safety and sanitary procedures needed in the classroom to ensure good health. f. Apply appropriate sanitation, health, and hygiene procedures for preventing the spread of infections and illnesses and for responding to allergic reactions. g. Identify various common childhood injuries and outline procedures for treatment. h. Demonstrate the staff procedures, duties, and responsibilities related to safety, emergency, and disaster preparedness plans. 	A9.2 A9.3 A9.5	<u>5</u> <u>11</u>	<u>5</u> <u>11</u>	11-12.6 WS 11-12.7	
25. Parental and Family Involvement and Communication	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate understanding about the importance of parental involvement to the development of a child’s physical, intellectual, emotional, and social growth and development. b. Discuss the benefits of establishing strong relationships with families and communities. c. Explain how positive family–staff relationships and the community contribute to the physical, intellectual, social, and emotional development of the child. d. Describe how language, culture, educational background, and family structures impacts communication within and among families and communities. e. Discuss strategies to use opportunities to build trusting relationships and effective communication with families and others. f. Recognize the factors that influence effective communication between the school and home and how to foster familial involvement. g. Explain issues of diversity and how to exhibit sensitivity to cultural differences. h. Explain the importance of father’s engagement to the development of their young children’s development. i. Explain strategies for effective and timely communication with parents, staff, and community. 	A5.7 A10.1 A10.2 A10.3 A10.4	<u>1</u> <u>2</u> <u>5</u> <u>8</u> <u>11</u> <u>12</u>	<u>1</u> <u>2</u> <u>5</u> <u>8</u> <u>11</u> <u>12</u>	LS 9-10 11-12.6 WS 11-12.7 SLS 11-12.1b	
26. Beyond Family and School	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate knowledge on the importance of advocacy of high-quality programs and services for children and families. b. Discuss the behaviors and resources that foster the health and well-being of individuals and families. c. Describe how to access the special needs of children and identify resources and agencies 	A5.3 A10.3 A10.5	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	LS 9-10 11-12.6 WS	

<p>that provide services.</p> <p>d. Identify and describe community resources that provide aid to families.</p> <p>e. Explain issues of diversity and how to exhibit sensitivity to cultural differences.</p> <p>f. Compare and contrast single-parent families from two-parent families.</p> <p>g. Describe various forms of families and their challenges such as:</p> <ul style="list-style-type: none"> • Children adopted traditionally and in open adoptions. • Same sex parents • Foster care families • Grandparents raising grandchildren. 				11-12.7	
<p>27. Trends in Education Federal and State</p>	<p>CTE - PS</p>	<p>CRP</p>	<p>CTE - AS</p>	<p>CCSS</p>	<p>ISTE</p>
<p>a. Demonstrate knowledge of historical and current federal and state educational trends impact early childhood education.</p> <p>b. Describe the purpose of the Elementary and Secondary Act (ESEA) of 1965.</p> <p>c. Describe the Federal “Every Student Succeeds Act” and explain the key indicators elementary schools must address.</p> <p>d. Explain the details of the Education for All Handicapped Children Act of 1975.</p> <p>e. Explain how the Bilingual Act of 1968, Title VII provides support for English language learners.</p> <p>f. Describe how and who the Migrant Education amendment of 1966 to the ESEA serves.</p> <p>g. Describe how the Indian Education Act of 1972 and its amendment of 1974 addresses the unique needs of American Indian and Alaskan children and adults.</p> <p>h. Describe the characteristics of K-12 Common Core Standards.</p> <p>i. Define and explain the importance of the National Education Goals Panel “Five Essential Domains of School Readiness.</p> <p>j. Explain the importance of California’s Transitional Kindergarten to young children.</p> <p>k. Define California’s Preschool Learning Foundations.</p> <p>l. Describe the impact and importance of Brain Theory trends in early childhood education.</p> <p>m. Demonstrate how technology can provide educational experiences that are developmentally appropriate and are consistent with the abilities, interest, needs and linguistic backgrounds of individual children.</p> <p>n. Summarize how the federal Head Start and Even Start program serves the most disadvantaged children and families in the US.</p>	<p>A3.3</p> <p>A8.4</p> <p>A11.2</p>	<p>1</p> <p>2</p> <p>5</p> <p>8</p> <p>11</p> <p>12</p>	<p>1</p> <p>2</p> <p>5</p> <p>11</p>	<p>LS</p> <p>9-10</p> <p>11-12.6</p> <p>WS</p> <p>11-12.7</p> <p>SLS</p> <p>11-12.1b</p>	

Standards Alignment

The curricula have been aligned with the CTE Model Curriculum Standards released in 2013. Each industry sector was updated to meet the increased rigor and relevancy requirements of the Common Core State Standards. The curriculum also includes the new Standards for Career Ready Practices.

Standards for Career Ready Practice

1. *Apply appropriate technical skills and academic knowledge.*
2. *Communicate clearly, effectively, and with reason.*
3. *Develop an education and career plan aligned with personal goals.*
4. *Apply technology to enhance productivity.*
5. *Utilize critical thinking to make sense of problems and persevere in solving them.*
6. *Practice personal health and understand financial literacy.*
7. *Act as a responsible citizen in the workplace and the community.*
8. *Model integrity, ethical leadership, and effective management.*
9. *Work productively in teams while integrating cultural and global competence.*
10. *Demonstrate creativity and innovation.*
11. *Employ valid and reliable research strategies.*
12. *Understand the environmental, social, and economic impacts of decisions.*

CTE Anchor Standards—Common Core English Language Arts Alignment

Anchor Standard 1: Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the industry sector alignment matrix for identification of standards. Note: alignment listed within each sector.

Anchor Standard 2: Communications

Language Standard: Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the (career and college) readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. LS 9-10, 11-12.6

Anchor Standard 3: Career Planning and Management

Speaking and Listening Standard: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SLS 11-12.2

Anchor Standard 4: Technology

Writing Standard: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

Anchor Standard 5: Problem Solving and Critical Thinking

Writing Standard: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow, or broaden the inquiry when appropriate, and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WS 11-12.7

Anchor Standard 6: Health and Safety

Reading Standards for Science and Technical Subjects: Determine the meaning of symbols, keywords, and other domain-specific words and phrases as they are used in a specific scientific or technical context. RSTS 9-10, 11-12.4

Anchor Standard 7: Responsibility and Flexibility

Speaking and Listening Standard: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SLS 9-10, 11-12.1

Anchor Standard 8: Ethics and Legal Responsibilities

Speaking and Listening Standard: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the work. SLS 11-12.1d

Anchor Standard 9: Leadership and Teamwork

Speaking and Listening Standard: Work with peers to promote civil, democratic discussions and decision making; set clear goals and deadlines; and establish individual roles as needed. SLS 11-12.1b

Anchor Standard 10: Technical Knowledge and Skills

Writing Standard: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. WS 11-12.6

Anchor Standard 11: Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the industry-sector anchor standards, pathway standards, and performance indicators in the classroom, laboratory, and workplace settings, and the career technical student organization. Note: no alignment evident for this standard. WS 11-12.6

CTE Model Curriculum Standards—Industry Sectors and Pathways

Education, Child Development, and Family Services

A. Child Development Pathway

- A1.4 *Research the functions and roles of the various careers in the childcare and development industry.*
- A1.5 *Identify the components of professionalism and how to practice professional behaviors.*
- A2.0 *Identify and apply operational procedures and organizational policies at various early childhood education, childcare, and development facilities.*
- A3.0 *Summarize childcare and development standards, licensing, regulations, and codes, including California Code of Regulations Title 5 and Title 22.*
- A3.1 *Recognize the standards and licensing regulations for childcare facilities.*
- A3.2 *Identify the educational and industry-related requirements for childcare facilities staff.*
- A3.3 *Understand how local, state, and federal laws and regulations for childcare facilities are enforced by regulatory agencies.*
- A3.5 *Summarize the employer and employee responsibilities for complying with laws and regulations affecting the needs, interests, and rights of young children.*
- A3.6 *Detect the indicators of child abuse or neglect and the responsibilities of staff as mandated reporters.*
- A4.3 *Demonstrate how and when to use certified first aid, cardiopulmonary resuscitation (CPR), and other emergency procedures.*
- A5.0 *Explain important elements of a child’s physical, intellectual, emotional, and social growth and development.*
- A5.1 *List the biological and environmental factors that influence the development of infants, toddlers, and children.*
- A5.2 *Describe the developmental stages of infants, toddlers, and children.*
- A5.3 *Summarize the ways in which diversity, family, and culture influence the development of children.*
- A5.4 *Understand the importance of including infants, toddlers, and children with special needs.*
- A5.5 *Analyze the importance of observational assessment and how to link assessment findings to individualized child planning.*
- A5.6 *Evaluate the importance of learning environments, experiences, and interactions and their connections to each stage of physical, intellectual, social, and emotional development.*
- A5.7 *Defend the benefits of parental involvement to the development of a child’s physical, intellectual, emotional, and social growth and development.*
- A6.0 *Employ the principles of positive interactions, guidance, and discipline in the workplace.*
- A6.1 *Describe how to help children develop a positive self-image and self-esteem and develop self-discipline and respect for oneself and others.*
- A6.2 *Use the importance of building positive relationships between the caregiver, children, and families to provide effective guidance and discipline.*
- A6.3 *Diagram the elements of positive guidance and discipline techniques that are based on the stages of children’s development.*
- A6.4 *Identify practical strategies for finding positive solutions to common behavioral problems.*
- A6.5 *Plan and demonstrate how the staff can adjust the environment to promote a child’s independence and personal and social competence.*
- A7.0 *Compare and apply the essential components of an effective learning environment for the early childhood classroom.*
- A7.1 *Describe the components of an effective learning environment that reflects children’s interests and developmental needs.*
- A7.2 *Identify the early childhood education classroom learning areas and the contribution of each to the development of children.*
- A7.3 *Classify multiple ways of promoting children’s learning at different developmental stages and ages by using the continuum of teaching behaviors from directive to nondirective.*
- A7.4 *Demonstrate appropriate teaching techniques and interaction styles for working with children of varying ages, learning styles, and cultural backgrounds.*
- A7.6 *Research and present the major learning theories and curriculum models and evaluate their application in early childhood education programs.*

- A8.1 *Develop components of a developmentally appropriate curriculum in each area of the balanced daily routine: indoor/outdoor, quiet/active, individual, and small group/large group, large muscle/small muscle, and child-initiated and staff-initiated activities.*
- A8.2 *Observe children and document the observations in a factual and anecdotal format tying observations to developmental milestones.*
- A8.3 *Integrate language acquisition strategies and support for English-language learners.*
- A8.4 *Plan and conduct activities that reinforce foundation skills, reflect an integrated and emergent curriculum, and support school readiness.*
- A9.0 *Practice the principles and practices of good nutrition, health, and safety for infants and children.*
- A9.2 *Practice the procedures for preventing the spread of infections and illnesses, including those for food-borne pathogens.*
- A9.3 *Use the appropriate sanitation and hygiene techniques for infants, toddlers, children, and staff.*
- A9.4 *Communicate the proper procedures to follow when preparing and serving nutritional snacks and meals, including those that foster independent eating practices and promote good nutrition and hygiene habits.*
- A9.5 *Recognize, describe, and report signs and symptoms of illness, injury, discomfort, or special needs in infants, toddlers, and children.*
- A10.1 *Name the benefits of establishing strong relationships with families and communities.*
- A10.2 *Interpret how positive family–staff relationships, family members, and the community contribute to the physical, intellectual, social, and emotional development of the child.*
- A10.3 *Compare and contrast how language, culture, and educational backgrounds may affect family structures and communication within and among families and communities.*
- A10.4 *Devise ways to use opportunities throughout the daily routine to build trusting relationships and effective communication with families and others.*
- A10.5 *Advocate for high-quality programs and services for children and families.*
- A11.0 *Identify teaching materials and resources that enhance classroom instruction and indoor and outdoor learning in early childhood education, childcare, and development programs.*
- A11.1 *Select and develop age-appropriate and developmentally appropriate teaching materials and resources.*
- A11.2 *Use the appropriate and current instructional technology and equipment to develop program materials and support learning.*
- A11.3 *Evaluate the various types and sources of quality, age-appropriate, and developmentally appropriate materials, and equipment.*
- A12.0 *Illustrate how to support the learning process in an assisting role.*
- A12.4 *Implement planned activities to facilitate multidisciplinary learning and reinforce concepts.*
- A12.5 *Differentiate how to provide instructional assistance to small and large learning groups.*

ISTE Standards for Students

1. Empowered Learner- Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.

a) Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.

b) Students build networks and customize their learning environments in ways that support the learning process.

c) Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways

d) Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

2. Digital Citizen- Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.

a) Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.

b) Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.

c) Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

d) Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

3. Knowledge Constructor- Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

a) Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

b) Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.

c) Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

d) Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.

4. Innovative Designer- Students use a variety of technologies within a design process to identify and solve problems creating new, useful, or imaginative solutions.

a) Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems.

b) Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.

c) Students develop, test, and refine prototypes as part of a cyclical design process.

d) Students exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.

5. Computational Thinker- Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

a) Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models, and algorithmic thinking in exploring and finding solutions.

b) Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.

c) Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.

d) Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

6. Creative Communicator- Students communicate clearly and express themselves creatively for a variety of purposes using platforms, tools, styles, formats, and digital media appropriate for their goals.

a) Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

b) Students create original works or responsibly repurpose or remix digital resources into new creations.

c) Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.

d) Students publish or present content that customizes the message and medium for their intended audiences.

7. Global Collaborator- Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

a) Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

b) Students use collaborative technologies to work with others, including peers, experts, or community members, to examine issues and problems from multiple viewpoints.

c) Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

d) Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.