



Regional Occupational Program

Child Development Careers 2026-2027

Education Pathway

COURSE DESCRIPTION

This competency-based course provides training for entry-level positions in the childcare and education industries. This course is designed to prepare students to pursue a career in childcare and development for infants, toddlers, and early education. Students study child growth and development, safety and emergency procedures, nutrition and health practices, positive interaction, and guidance techniques, learning theories, and developmentally appropriate practices and curricular activities. Students apply this knowledge in various early childhood programs, such as public and private preschools, family day-care settings, recreational facilities, and other educational settings. Students who complete the course may qualify for the CTC Child Development Assistant Permit. A Child Development Assistant Permit authorizes the holder to care for and assist in the development and instruction of children in childcare and preschool programs under the supervision of a credentialed Child Development Teacher. This program also prepares students for post-secondary options in education. For additional information go to www.ctc.ca.gov.

Course Information

Course Length:	1 Year
Prerequisite:	None
Course Level:	Concentrator
UC:	No
Articulated:	No
Industry Cert.:	Yes. CTC Child Development Permit
Industry Sector:	Education, Child Development, and Family Services
Pathway:	Education
CALPADS:	7530

O*Net SOC Codes

39-9011	Childcare Workers
25-2011	Preschool Teacher, Except Special Education
39-9011.01	Nannies

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 25/26 Education Child Development & Family Services Advisory
[Advisory Minutes](#)

Child Development Careers

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>

n. Demonstrate cyber ethics, cyber safety, and cybersecurity.					
o. Assess the potential impact of preventative physical and mental health measures on workplace safety.					

Child Development Careers Units of Instruction

7. Organizational and Workplace Standards	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. Recognize the essential aspects of the early childhood education, child development industry and the industry’s role in state and local economies.</p> <p>b. Describe the organizational structures in early childhood education and child development.</p> <p>c. Identify career opportunities in the child development field.</p> <p>d. Explain the effect of the childcare and development and/or educational industry has on state and local economies.</p> <p>e. Research the functions and roles of the various types of careers within the childcare and development industry.</p> <p>f. Explain the reasons TB testing and fingerprinting are required before becoming employed in the child development field.</p> <p>g. Describe the various levels of the Child Development Permit (CDP) Teaching Credential and identify other licenses and certifications that may apply to child development.</p> <p>h. Identify and practice professionalism appropriate for childcare and educational settings.</p> <p>i. Compare and contrast the organizational structures of the various types of early childhood programs.</p> <p>j. Name the three types of center sponsorship.</p> <p>k. Identify the indicators of child abuse or neglect and the responsibilities of staff as mandated reporters.</p> <p>l. Explain types of liability as a childcare provider.</p> <p>m. Research laws associated with the operation of childcare and educational facilities.</p> <p>n. Describe the basic structure of public education in California, pre-kindergarten through elementary school.</p> <p>o. Explain standards of confidentiality.</p>	<u>C1.1</u> <u>C1.2</u> <u>C1.4</u> <u>C3.2</u> <u>C3.3</u> <u>C11.3</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u> <u>WS</u> <u>11-12.7</u>	
8. Developmental Stages of the Child	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. Explain important elements of a child’s physical, cognitive, emotional, and social growth and development for ages of 0-3 months, 4-6 months, 7-12 months, 1-2 years, 2-3 years, 3-4 years, and 4-5 years.</p> <p>b. Explain how the stages of child development influence instructional planning and teaching.</p> <p>c. Describe the physical, cognitive, and social-emotional development of infants, toddlers, and</p>	<u>C5.1</u> <u>C5.2</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u> <u>WS</u> <u>11-12.7</u>	

<p>children.</p> <p>d. Describe the characteristics of language development for ages of 0-3 months, 4-6 months, 7-12 months, 1-2 years, 2-3 years, 3-4 years, and 4-5 years.</p> <p>e. Explain language acquisition strategies and support for bilingual learners.</p> <p>f. Compare and contrast growth mindsets and fixed mindsets.</p> <p>g. Define the benefits of parental involvement to the development of a child’s physical, intellectual, emotional, and social growth and development.</p> <p>h. Describe potential health concerns for each age group.</p> <p>i. Explain moral development during childhood.</p> <p>j. Summarize how a teacher can plan programs and relate to each age group in developmentally appropriate ways.</p> <p>k. Explain how the development of each age group affects the role of the educator.</p>					
<p>9. Communication and Behavior</p>	<p>CTE - PS</p>	<p>CRP</p>	<p>CTE - AS</p>	<p>CCSS</p>	<p>ISTE</p>
<p>a. Know and understand how effective communications and guidance influences children’s behavior.</p> <p>b. Describe how to help children develop a positive self-image and self-esteem and develop self-discipline and respect for oneself and others.</p> <p>c. Communicate and interact effectively with families and communities.</p> <p>d. Identify positive solutions to common behavioral problems.</p> <p>e. Communicate with children in a clear and positive manner appropriate to each age group.</p> <p>f. Define the types of positive guidance techniques that are used in various ages and stages of a child’s development.</p> <p>g. List the types of stressors that cause behavioral problem.</p> <p>h. Guide children as they learn appropriate social-emotional skills.</p> <p>i. Summarize ways to promote a positive self-concept in each child.</p> <p>j. List the guidelines and explain the reasons for establishing and enforcing behavior limits.</p> <p>k. Practice strategies for building relationships with all stakeholders.</p>	<p>C6.1</p> <p>C6.2</p> <p>C6.3</p> <p>C6.4</p> <p>C6.5</p>	<p>1</p> <p>2</p> <p>5</p> <p>7</p> <p>8</p> <p>12</p>	<p>1</p> <p>2</p> <p>5</p> <p>7</p> <p>8</p> <p>119-10</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>9-10</p> <p>11-12.1</p> <p>11-12.1d</p>	
<p>10. Health and Safety</p>	<p>CTE - PS</p>	<p>CRP</p>	<p>CTE - AS</p>	<p>CCSS</p>	<p>ISTE</p>
<p>a. Describe guidelines for providing a safe and healthy environment for children.</p> <p>b. Explain the principles and practices of good nutrition, health, and safety for infants and children.</p> <p>c. Recognize, describe, and report signs and symptoms of illness, injury, discomfort, or special needs in infants, toddlers, and children.</p> <p>d. Describe guidelines for promoting children’s safety.</p> <p>e. Outline the procedures for treating poisonings.</p> <p>f. Recognize the signs of child neglect and abuse.</p>	<p>C4.2</p> <p>C4.4</p> <p>C8.3</p>	<p>1</p> <p>2</p> <p>5</p> <p>6</p> <p>11</p>	<p>1</p> <p>2</p> <p>5</p> <p>6</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>RSTS</p> <p>9-10</p>	

<ul style="list-style-type: none"> g. Describe the possible environmental and biological factors that influence good health in children. h. Identify various injuries and outline procedures for treating them. i. Recognize the typical hazards at the worksite and know the procedures and practices that contribute to a safe and healthy environment. j. Demonstrate how and when to use certified first aid, cardiopulmonary resuscitation (CPR), and other emergency procedures. k. Apply appropriate sanitation, health, and hygiene procedures for preventing the spread of infection and illness. 				11-12.4	
11. Nutrition	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Explain the purpose of a nutrition program and plan healthful meals and snacks for children. b. 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. c. List goals for a good nutrition program. d. List steps for controlling the spread of foodborne illnesses. e. Explain the importance of a healthy diet. f. Identify the nutritional needs of children and the allergies commonly associated with food. g. Describe and detect nutrition-related disorders and diseases that can result from a poor diet. h. Identify two systems useful in planning healthy meals and snacks. i. Plan nutritious and appealing meals and snacks for children. 	C8.4 C8.5	<u>1</u> <u>2</u> <u>5</u> <u>6</u> <u>10</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>6</u> <u>11</u>	LS 9-10 11-12.6 WS 11-12.7 RSTS 9-10 11-12.4	
12. Curriculum and Learning Theories	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Know and understand the principles of developmental theories and how it relates to curriculum development and lesson planning. b. Design lesson plans based on curricular standards. c. Describe the areas and principles of development. d. Describe the importance of brain research when planning instruction. e. Explain the historical influences on educating children. f. Summarize how theories about development can be used as practical guides to early care and education. g. Compare and contrast the developmental theories of Erikson, Piaget, Vygotsky, and Gardner. h. Explain the components of a lesson plan. i. Describe instructional strategies and techniques across 3 age groups. 	C7.1 C7.3 C7.5 C7.7	<u>1</u> <u>2</u> <u>4</u> <u>5</u> <u>11</u> <u>12</u>	<u>1</u> <u>2</u> <u>4</u> <u>5</u> <u>11</u>	LS 9-10 11-12.6 WS 11-12.6 11-12.7	

<ul style="list-style-type: none"> j. Summarize the importance of assessment in curriculum planning and the purpose of student assessments. k. Describe factors to consider in developmentally appropriate curriculum planning. l. Illustrate the use of themes as a basis for planning curriculum. m. Use the basic components of effective standards-based lesson plans appropriate for varying ages, learning styles, and diverse cultural backgrounds and abilities to write lesson plans. n. Identify relevant curriculum standards and their significance to student success and demonstrate their use in instruction. 					
<p>13. Programs: Infants and Toddlers, School Age and Special Needs Children</p>	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Describe basic program models used for each age group and how they are used to develop age-appropriate programs. b. Evaluate the importance of learning environments, experiences, and interactions and their connections to each stage of physical, intellectual, social, and emotional development. c. List the characteristics of a nurturing infant-toddler caregiver. d. State guidelines for proper infant toddler care. e. Design functional and developmentally appropriate infant and toddler environments. f. Evaluate various types and sources of quality developmentally appropriate materials and supplies. g. Plan curriculum for infants and toddlers. h. Describe the three basic program models used in school-age childcare. i. Identify the characteristics of an effective teacher in a school-age childcare environment. j. Discuss how to arrange indoor and outdoor space in a school-age childcare environment. k. Explain ways to assess children’s interests for curriculum planning. l. List the components of a typical daily schedule in a school-age childcare program. m. Contribute to the development of an Individualized Education Plan (IEP) for a child with special needs. n. Develop individualized learning objectives and teaching strategies for a child. o. Explain the role of the teacher in working with children who have special needs. p. 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. q. Describe research/evidence-based practices for the inclusion of children with special needs. r. Explain the special needs children who are gifted and how these needs can be met. 	<p>C5.4 C7.2 C10.1 C11.4</p>	<p>1 2 4 5 10 11 12</p>	<p>1 2 4 5 10 11</p>	<p>LS 9-10 11-12.6 WS 11-12.6 11-12.7</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

C. Education Pathway

C1.1 Identify the effect of the education industry on state and local economies.

C1.2 Describe the basic structure of public education in California (e.g., prekindergarten through grade twelve, community college, the California State University, the University of California), as well as private institutions.

C1.4 Explain the differences in organizational structures at educational facilities, including relationships and interactions among personnel.

C3.2 Identify the indicators of child abuse and neglect and the role of the mandated reporter.

C3.3 Locate and understand the credentialing requirements for teachers of students in prekindergarten through community college.

C4.2 Recognize the typical hazards at the work site and know the procedures and practices that contribute to a safe and healthy environment.

C4.4 Demonstrate how to use certified first aid, cardiopulmonary resuscitation (CPR), and other emergency procedures.

C5.1 Identify how typical and common atypical developmental patterns affect the educational progress of children and adolescents.

C5.2 Explain the role of family involvement in the physical, intellectual, emotional, and social development of children and adolescents.

C5.4 Assess and evaluate evidence-based educational practices for the inclusion of children and adolescents with special needs.

C6.1 List common behavior problems, possible causes, and develop potential positive solutions.

C6.2 Define the types of positive guidance techniques that are used in various ages and stages of a child's development.

C6.3 Demonstrate how to support the development of a positive self-image and self-esteem as well as independence and respect for oneself and others.

C6.4 Practice strategies for building relationships and effective classroom management, including appropriate guidance and discipline.

C6.5 Develop strategies for building relationships with all stakeholders.

C7.1 Identify relevant curriculum standards and demonstrate their use in instruction.

C7.2 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.

C7.3 Understand the types, important elements, and purposes of student assessments.

C7.5 Use the basic components of effective standards-based lesson plans appropriate for varying ages, learning styles, and diverse cultural backgrounds and abilities to write lesson plans.

C7. Identify relevant curriculum standards, their significance to student success, and demonstrate their use in instruction.

C8. Apply appropriate sanitation, health, and hygiene procedures for preventing the spread of infections and illnesses and for responding to allergic reactions.

C8.4 Research the nutritional needs of children and the allergies commonly associated with food.

C8.5 Detect common indicators of nutrition-related disorders and diseases.

C10.1 Evaluate various types and sources of quality, developmentally appropriate materials, and equipment.

C11.3 Explain how to help the teacher with student instruction, assessment, and confidentiality.

C11.4 Analyze a variety of individual and group teaching strategies and learning theories that promote effective learning.

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.