



Department of Teaching & Learning
Parent/Student Course Information

Introduction to Child Care Occupations
(HE 8283)
One-half Credit, One Semester
Grades 9-12

Counselors are available to assist parents and students with course selections and career planning. Parents may arrange to meet with the counselor by calling the school's guidance department.

COURSE DESCRIPTION

Students learn fundamental skills necessary for successful employment. Students identify career possibilities, explore characteristics of professional childcare providers, develop schedules and plan curriculums appropriate for developmental stages which promote a healthy and safe environment for children.

CERTIFICATION

Workplace Readiness Skills for the Commonwealth Examination (for those students who have successfully taken Parenting and Child Development)

STUDENT ORGANIZATION

FCCLA – Family, Career and Community Leaders of America

FCCLA is a national career and technical student organization that promotes personal growth and leadership through Family and Consumer Sciences education. As part of the FACS curriculum, the FCCLA framework helps students develop character, think creatively and critically, and prepare for careers through practical knowledge and specific skills.

PREREQUISITE

Psychology I **or** Introduction to Parenting and Child Development

OPTIONS FOR NEXT COURSE

Independent Living

Virginia Teachers for Tomorrow I

Early Childhood Education (Technical and Career Education Center)

REQUIRED STUDENT TEXTBOOK

Child Care Today, 2016

COMPETENCIES FOR INTRODUCTION TO CHILD CARE OCCUPATIONS

Demonstrating Professional Competencies

- 1 Demonstrate positive work ethic.
- 2 Demonstrate integrity.
- 3 Demonstrate teamwork skills.
- 4 Demonstrate self-representation skills.
- 5 Demonstrate diversity awareness.
- 6 Demonstrate conflict-resolution skills.
- 7 Demonstrate creativity and resourcefulness.
- 8 Demonstrate effective speaking and listening skills.
- 9 Demonstrate effective reading and writing skills.
- 10 Demonstrate critical-thinking and problem-solving skills.
- 11 Demonstrate healthy behaviors and safety skills.
- 12 Demonstrate an understanding of workplace organizations, systems, and climates.
- 13 Demonstrate lifelong-learning skills.
- 14 Demonstrate job-acquisition and advancement skills.
- 15 Demonstrate time-, task-, and resource-management skills.
- 16 Demonstrate job-specific mathematics skills.
- 17 Demonstrate customer-service skills.
- 18 Demonstrate proficiency with technologies common to a specific occupation.
- 19 Demonstrate information technology skills.
- 20 Demonstrate an understanding of Internet use and security issues.
- 21 Demonstrate telecommunications skills.
- 22 Demonstrate workplace safety.

Examining All Aspects of an Industry

- 23 Examine aspects of planning within an industry/organization.
- 24 Examine aspects of management within an industry/organization.
- 25 Examine aspects of financial responsibility within an industry/organization.
- 26 Examine technical and production skills required of workers within an industry/organization.
- 27 Examine principles of technology that underlie an industry/organization.
- 28 Examine labor issues related to an industry/organization.
- 29 Examine community issues related to an industry/organization.
- 30 Examine health, safety, and environmental issues related to an industry/organization.

Addressing Elements of Student Life

- 31 Identify the purposes and goals of the student organization.
- 32 Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult.
- 33 Demonstrate leadership skills through participation in student organization activities, such as meetings, programs, and projects.
- 34 Identify Internet safety issues and procedures for complying with acceptable use standards.

Exploring Work-Based Learning

- 35 Identify the types of work-based learning (WBL) opportunities.
- 36 Reflect on lessons learned during the WBL experience.
- 37 Explore career opportunities related to the WBL experience.
- 38 Participate in a WBL experience, when appropriate (optional).

Balancing Work and Family

- 39 Analyze the meaning of work and the meaning of family.
- 40 Compare how families affect work life and how work life affects families.
- 41 Identify management strategies for balancing work and family roles.

Exploring Early Childhood Education

- 42 Differentiate among the types of early childhood education programs.
- 43 Analyze the relationships, roles, and partnerships among the child, parent, and early childhood professional.
- 44 Identify cultural, religious, family, and environmental factors that affect a child's development.
- 45 Investigate federal, state, and other regulatory agencies monitoring the early childhood education industry.

Exploring Early Childhood Education Careers

- 46 Compile a list of careers related to the early childhood education industry.
- 47 Identify roles and responsibilities of an entry-level early childhood education professional.
- 48 Investigate the education/training requirements of identified careers in early childhood education.
- 49 Identify specific entrepreneurial possibilities in early childhood education.
- 50 Analyze labor market data about early childhood education and related careers (optional).
- 51 Analyze the career lattice in the early childhood education industry that progresses from entry-level to professional positions.
- 52 Interview an early childhood education professional (optional).
- 53 Identify the ages and stages of development of infants, toddlers, preschoolers, school-age children, and children with exceptional needs.
- 54 Identify developmental observation methods using data collection tools (online).
- 55 Identify steps to ensure bias-free observations.
- 56 Identify developmentally appropriate practices that support and maximize development and learning for all children.
- 57 Describe the responsibilities of being a mandated reporter of child abuse and/or neglect.

Analyzing Healthy and Safe Environments for Children

- 58 Describe the needs of children at various ages regarding space, equipment, materials management, and room or area arrangement.
- 59 Design an indoor and/or outdoor learning environment (optional).
- 60 Develop a list of general health practices for adults and children in an early childhood education program.
- 61 Identify safety hazards and ways to protect children from them.
- 62 Identify components of healthy snacks for young children.
- 63 Identify the characteristics of a healthy child and behavioral/physical symptoms of selected childhood illnesses/diseases (optional).
- 64 Compile a list of community health, counseling, and emergency resource agencies (optional).

Identifying Individual Characteristics and Skills Necessary for Career Success

- 65 Describe ethical issues pertaining to employment in the early childhood development profession.
- 66 Develop a skills profile for a selected job involving children (optional).
- 67 Analyze personal interests, abilities, skills, and dispositions.
- 68 Determine the characteristics and skills necessary to obtain and maintain successful employment in careers involving children.
- 69 Practice pre-employment skills (optional).
- 70 Complete an observation, shadowing, or internship experience in an early childhood education (optional).

Aaron C. Spence, Ed.D., Superintendent
Virginia Beach City Public Schools
2512 George Mason Drive, Virginia Beach, VA 23456-0038

Produced by the Department of Teaching and Learning.
For further information, please call (757) 263-1070.

Notice of Non-Discrimination Policy

Virginia Beach City Public Schools does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation/gender identity, pregnancy, childbirth or related medical condition, disability, marital status, age, genetic information or veteran status in its programs, activities, employment, or enrollment, and provides equal access to the Boy Scouts and other designated youth groups. School Board policies and regulations (including, but not limited to, Policies 2-33, 4-4, 5-7, 5-19, 5-20, 5-44, 6-33, 6-7, 7-48, 7-49, 7-57 and Regulations 4-4.1, 4-4.2, 5-44.1, 7-11.1, 7-17.1 and 7-57.1) provide equal access to courses, programs, enrollment, counseling services, physical education and athletic, vocational education, instructional materials, extracurricular activities and employment.

Title IX Notice: Complaints or concerns regarding discrimination on the basis of sex or sexual harassment should be addressed to the Title IX Coordinator, at the VBCPS Office of Student Leadership, 641 Carriage Hill Road, Suite 200, Virginia Beach, 23452, (757) 263-2020, Mary.Dees@vbschools.com (student complaints) or the VBCPS Department of School Leadership, 2512 George Mason Drive, Municipal Center, Building 6, Virginia Beach, Virginia, 23456 (757) 263-1088, Elizabeth.Bryant@vbschools.com (employee complaints). Additional information regarding Virginia Beach City Public Schools' policies regarding discrimination on the basis of sex and sexual harassment, as well as the procedures for filing a formal complaint and related grievance processes, can be found in School Board Policy 5-44 and School Board Regulations 5-44.1 (students), School Board Policy 4-4 and School Board Regulation 4-4.3 (employees), and on the School Division's website at [Diversity, Equity and Inclusion/Title IX](#). Concerns about the application of [Section 504 of the Rehabilitation Act](#) should be addressed to the Section 504 Coordinator/Executive Director of Student Support Services at (757) 263-1980, 2512 George Mason Drive, Virginia Beach, Virginia, 23456 or the Section 504 Coordinator at the student's school. For students who are eligible or suspected of being eligible for special education or related services under IDEA, please contact the Office of Programs for Exceptional Children at (757) 263-2400, Plaza Annex/Family and Community Engagement Center, 641 Carriage Hill Road, Suite 200, Virginia Beach, VA 23452.

The School Division is committed to providing educational environments that are free of discrimination, harassment, and bullying. Students, staff, parents/guardians who have concerns about discrimination, harassment, or bullying should contact the school administration at their school. Promptly reporting concerns will allow the school to take appropriate actions to investigate and resolve issues. School Board Policy 5-7 addresses non-discrimination and anti-harassment, Policy 5-44 addresses sexual harassment and discrimination based on sex or gender. Policy 5-36 and its supporting regulations address other forms of harassment.

Alternative formats of this publication which may include taped, Braille, or large print materials are available upon request for individuals with disabilities. Call or write The Department of Teaching and Learning, Virginia Beach City Public Schools, 2512 George Mason Drive, P.O. Box 6038, Virginia Beach, VA 23456-0038. Telephone 263-1070 (voice); fax 263-1424; 263-1240 (TDD) or email at Kathleen.Vuono@vbschools.com.

vbschools.com
your virtual link to Hampton Roads' largest school system



No part of this publication may be produced or shared in any form without giving specific credit to Virginia Beach City Public Schools.

August 2021