

CBE

Competency-Based Education

COURSE OUTLINE

COURSE NO.: **62-50-60 (Ad. Ed. #28-06-50)**

NEW: February/2008

TITLE: **SOCIAL AND HUMAN SERVICES ASSISTANT**

JOB TITLE: Social and Human Services Assistant

CAREER PATHWAY: Family and Human Services

O*NET-SOC CODE: 21-1093.00

CREDITS: 15

HOURS: 180

CBED TITLE: Family and Human Services

CBEDS NO.: 4451

COURSE DESCRIPTION:

This competency-based course prepares students to assist professionals in delivering client services in the fields of psychology, rehabilitation, and social work. This course includes the identification, procurement, and delivery of social and community services and benefits; and the development, organization and administration of programs that prevent and/or resolve problems relating to substance abuse, human relationships, rehabilitation, and adult daycare. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

PREREQUISITES:

None

This course can not be repeated once a student receives a Certificate of Completion.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Division of Adult and Career Education
Regional Occupational Centers and Programs
adultinstruction.org

COURSE OUTLINE COMPETENCY-BASED COMPONENTS

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components (*Education Code Section 52506*). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements (EC 52504; 5CCR 10508 [b]):

Course Outline Components

Location

GOALS AND PURPOSES

Cover

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES

pp. 1-11

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition and in competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

INSTRUCTIONAL STRATEGIES

p. 13

Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Older Adults, Programs for Adults with Disabilities.

COURSE OUTLINE COMPETENCY-BASED COMPONENTS (continued)

Course Outline Components	Location
UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT	Cover
<i>The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be such that it ensures the student will learn at an optimum level.</i>	pp. 1-11
Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.	
EVALUATION PROCEDURES	p. 13
<i>The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.</i>	
Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, simulations), paper and pencil exams, and standardized tests.	
REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT	Cover
<i>After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.</i>	

ACKNOWLEDGMENTS

The contributions of DENA BLOOMGARDEN, JONATHAN, CHAIKITTIRATTANA, CHAD COSTELLO, FRANCINE L. DeFRANCE, BETTY DOBBS, MICHELLE LEWELLEN, COLLETE LEGRANDE, GUSTAVO LOERA, ANNA LUTY, MITCH MAKI, CHRISTIAN MALDONADO, CAROL MATHESON, THERESA NGUYEN, JUDY PEARLMAN, and GRACIELA VASQUEZ in writing this competency-based course are gratefully acknowledged. Recognition is also given to FRED PRINZ for academically integrating this curriculum.

TESSIE CASTILLO
Curriculum Advisor
Career Technical Education

JUDY DELA TORRE
Advisor
Education, Child Development, and Family Services Careers

ISABEL VAZQUEZ
Director
Career Technical Education

APPROVED:

ED MORRIS
Interim Assistant Superintendent
Division of Adult and Career Education

**Competency-Based Components with the Academic Core Content Standards
for the SOCIAL AND HUMAN SERVICES ASSISTANT Course**

Competency Areas, Statements and Minimal Competencies	English-Language Arts Content Standards	Mathematics Content Standards	Science Content Standards	History-Social Science Content Standards
<p>A. ORIENTATION</p> <p>Know and apply classroom policies and procedures; study the background and trends in the social and human service field.</p> <ol style="list-style-type: none"> 1. Discuss class policies and procedures. 2. Define <i>social and human service</i>. 3. Discuss the development of the social and human service field. 4. Discuss the future of the social and human service field. <p>(1 hour)</p>	<p>R1.1, W/O1.1-1.3, L/S 1.1, 1.3 - 1.7, 1.9, 1.11, 2.2a-c, e-f, 2.3c, e-f, 2.5a-d</p> <p>R1.1, 1.3, W 1.1, 1.2, 2.3f, 2.6a-c, W/O 1.1- 1.4, L/S1.3, 1.11, 2.2 f, 2.3c, e, 2.6a-c</p> <p>R1.1, W/O1.1-1.3, L/S 1.1, 1.3 - 1.7, 1.9, 1.11, 2.2a-c, e-f, 2.3c, e-f, 2.5a-d</p> <p>"</p>	<p>N/A</p> <p>"</p> <p>"</p> <p>"</p>	<p>Investigation & Experimentation1c</p> <p>"</p> <p>"</p> <p>"</p>	<p>N/A</p> <p>Economics12.4.2</p> <p>"</p> <p>"</p>
<p>B. WORKPLACE SAFETY AND SECURITY</p> <p>Learn the importance of understanding regulations, liabilities, and responsibilities regarding workplace safety and security.</p> <ol style="list-style-type: none"> 1. Discuss the safety rules established by the following bodies: <ol style="list-style-type: none"> a. the agency's management, b. city governments c. state governments d. the federal government 2. Discuss sanitation laws established by the following bodies: <ol style="list-style-type: none"> a. the agency's management, b. city governments c. state governments d. the federal government 3. Discuss maintenance requirements established by the following bodies: <ol style="list-style-type: none"> a. the agency's management, b. city governments c. state governments d. the federal government 4. Discuss the effects of relevant information and sound individual judgment in determining whether events or processes comply with the following: <ol style="list-style-type: none"> a. management laws b. governmental laws c. regulations d. standards 	<p>R1.1, W/O1.1-1.3, L/S 1.1, 1.3 - 1.7, 1.9, 1.11, 2.2a-c, e-f, 2.3c, e-f, 2.5a-d (1a</p> <p>"</p> <p>"</p> <p>" (2a</p> <p>"</p> <p>"</p> <p>" (3a</p> <p>"</p> <p>"</p> <p>" (4a</p> <p>"</p> <p>"</p> <p>"</p>	<p>Algebra24.2-3, Geometry3.0 (1a</p> <p>"</p> <p>"</p> <p>" (2a</p> <p>"</p> <p>"</p> <p>" (3a</p> <p>"</p> <p>"</p> <p>" (4a</p> <p>"</p> <p>"</p> <p>"</p>	<p>Biology1f, 9a, d, 10a, d,IE1c-d , Chemistry2a-b, h, 3g, 4a-c, 5a, d, g, 10a-b, Earth Science4c, 8b, Physics1b-h, k, 3a, 5c, e, h (1a</p> <p>"</p> <p>"</p> <p>Bio10a, d, IE1c-d (2a</p> <p>"</p> <p>"</p> <p>" (3a</p> <p>"</p> <p>"</p> <p>Chem3g, IE1c-d, Phys1b-h (3a</p> <p>"</p> <p>"</p> <p>"</p> <p>IE1c-d (4a</p> <p>"</p> <p>"</p>	<p>Econ12.4.2 (1a Econ12.4.2, History12.1.6, 12.4.1, 12.7.3-5, 7</p> <p>"</p> <p>"</p> <p>" (2a</p> <p>"</p> <p>"</p> <p>" (3a</p> <p>"</p> <p>"</p> <p>Econ12.4.2 (4a Econ12.4.2, Hist12.1.6, 12.4.1, 12.7.3-5, 7</p> <p>"</p> <p>"</p>

**Competency-Based Components with the Academic Core Content Standards
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Competency Areas, Statements and Minimal Competencies	English-Language Arts Content Standards	Mathematics Content Standards	Science Content Standards	History-Social Content Standards
<p>B. WORKPLACE SAFETY AND SECURITY –cont.</p> <p>5. Determine the process of submitting emergency and accident reports to the proper authorities.</p> <p>6. Identify the relevant equipment to comply with:</p> <p>a. local security operations for the protection of:</p> <p>i. people</p> <p>ii. data</p> <p>iii. property</p> <p>iv. institutions</p> <p>b. state security operations for the protection of:</p> <p>i. people,</p> <p>ii. data</p> <p>iii. property</p> <p>iv. institutions</p> <p>c. national security operations for the protection of:</p> <p>i. people,</p> <p>ii. data</p> <p>iii. property</p> <p>iv. institutions</p> <p>7. Identify the relevant policies to comply with:</p> <p>a. local security operations for the protection of:</p> <p>i. people</p> <p>ii. data</p> <p>iii. property</p> <p>iv. institutions</p> <p>b. state security operations for the protection of:</p> <p>i. people</p> <p>ii. data</p> <p>iii. property</p> <p>iv. institutions</p> <p>c. national security operations for the protection of:</p> <p>i. people</p> <p>ii. data</p> <p>iii. property</p> <p>iv. institutions</p>	<p>R1.1, W/O1.1-1.3, L/S 1.1, 1.3, 1.6, 1.9, 1.11, 2.2a-b, e-f, 2.3c, 2.6a-c (5)</p> <p>R1.1, W1.1, 1.2, 2.3a-f, W/O1.1-1.3, L/S 1.1, 1.3 - 1.7, 1.9, 1.11, 2.2f, 2.3c, e- f, 2.6a-c (6ai)</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>“ (6bi)</p> <p>“</p> <p>“</p> <p>“ (6ci)</p> <p>“</p> <p>“ (6ci)</p> <p>“</p> <p>“</p> <p>“ (7ai)</p> <p>“</p> <p>“</p> <p>“ (7bi)</p> <p>“</p> <p>“ (7bi)</p> <p>“</p> <p>“</p> <p>“ (7ci)</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p>	<p>N/A (5)</p> <p>Alg24.2-3, Geom3.0 (6ai)</p> <p>“</p> <p>“</p> <p>“ (6bi)</p> <p>“</p> <p>“</p> <p>“ (6ci)</p> <p>“</p> <p>“</p> <p>“ (7ai)</p> <p>“</p> <p>“</p> <p>“ (7bi)</p> <p>“</p> <p>“</p> <p>“ (7ci)</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p>	<p>IE1c (5)</p> <p>IE1a, c-d, Phys1b-h (6ai)</p> <p>IE1c-d</p> <p>IE1a, c-d, Phys1b-h</p> <p>“</p> <p>“ (6bi)</p> <p>IE1c-d</p> <p>IE1a, c-d, Phys1b-h</p> <p>“</p> <p>“ (6ci)</p> <p>IE1a, c-d</p> <p>IE1a, c-d, Phys1b-h</p> <p>“</p> <p>“</p> <p>IE1a, c-d (7ai)</p> <p>“</p> <p>“</p> <p>“ (7bi)</p> <p>“</p> <p>“</p> <p>“ (7ci)</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p>	<p>Econ12.4.2 (5)</p> <p>Econ12.4.2, Hist12.1.6, 12.4.1, 12.7.3-5, 7 (6ai)</p> <p>“</p> <p>“</p> <p>“ (6bi)</p> <p>“</p> <p>“</p> <p>“ (6ci)</p> <p>“</p> <p>“</p> <p>“ (7ai)</p> <p>“</p> <p>“</p> <p>“ (7bi)</p> <p>“</p> <p>“</p> <p>“ (7ci)</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p>

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<p>B. WORKPLACE SAFETY AND SECURITY –cont.</p> <p>8. Identify the relevant procedures to comply with:</p> <p>a. local security operations for the protection of:</p> <p>i. people</p> <p>ii. data</p> <p>iii. property</p> <p>iv. institutions</p> <p>b. state security operations for the protection of:</p> <p>i. people</p> <p>ii. data</p> <p>iii. property</p> <p>iv. institutions</p> <p>c. national security operations for the protection of:</p> <p>i. people,</p> <p>ii. data</p> <p>iii. property</p> <p>iv. institutions</p> <p>9. Identify the relevant strategies to comply with:</p> <p>a. local security operations for the protection of:</p> <p>i. people</p> <p>ii. data</p> <p>iii. property</p> <p>iv. institutions</p> <p>b. state security operations for the protection of:</p> <p>i. people</p> <p>ii. data</p> <p>iii. property</p> <p>iv. institutions</p> <p>c. national security operations for the protection of:</p> <p>i. people</p> <p>ii. data</p> <p>iii. property</p> <p>iv. institutions</p> <p>10. Comply with the proper workplace procedures.</p> <p>(15 hours)</p>	<p>R1.1, W1.1, 1.2, 2.3a-f, W/O1.1-1.3, L/S 1.1, 1.3 - 1.7, 1.9, 1.11, 2.2f, 2.3c, e- f, 2.6a-c (8ai)</p> <p>“</p> <p>“</p> <p>“</p> <p>“ (8bl)</p> <p>“</p> <p>“ (8bl)</p> <p>“</p> <p>“</p> <p>“ (8ci)</p> <p>“</p> <p>“</p> <p>“</p> <p>“ (9ai)</p> <p>“</p> <p>“</p> <p>“ (9bl)</p> <p>“</p> <p>“</p> <p>“ (9ci)</p> <p>“</p> <p>“</p> <p>“ (10)</p>	<p>Alg24.2-3, Geom3.0 (6ai) (8ai)</p> <p>“</p> <p>“</p> <p>“ (8bl)</p> <p>“</p> <p>“</p> <p>“ (8ci)</p> <p>“</p> <p>“</p> <p>“ (9ai)</p> <p>“</p> <p>“</p> <p>“ (9bl)</p> <p>“</p> <p>“</p> <p>“ (9ci)</p> <p>“</p> <p>“</p> <p>“ (10)</p>	<p>Bio10a, IE1a, c-d, Phys1b-h (8ai)</p> <p>Bio10a, IE1a, c-d, Bio10a, IE1a, c-d, Phys1b-h</p> <p>“</p> <p>“ (8bl)</p> <p>“</p> <p>“</p> <p>“ (8ci)</p> <p>“</p> <p>“</p> <p>IE1a, c-d (9ai)</p> <p>“</p> <p>“</p> <p>“ (9bl)</p> <p>“</p> <p>“</p> <p>“ (9ci)</p> <p>“</p> <p>“</p> <p>“ (10)</p>	<p>Econ12.4.2, Hist12.1.6, 12.4.1, 12.7.3-5, 7 (8ai)</p> <p>“</p> <p>“ (8bl)</p> <p>“</p> <p>“</p> <p>“ (8ci)</p> <p>“</p> <p>“</p> <p>“ (9ai)</p> <p>“</p> <p>“</p> <p>“ (9bl)</p> <p>“</p> <p>“</p> <p>“ (9ci)</p> <p>“</p> <p>“</p> <p>“ (10)</p>

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<p>C. EMPLOYABILITY SKILLS</p> <p>Understand effective career strategies for obtaining and maintaining employment in the social and human service field.</p> <ol style="list-style-type: none"> 1. Discuss and demonstrate the following personal and interpersonal skills: <ol style="list-style-type: none"> a. self-control b. high degree of responsibility c. time-management d. integrity e. initiative f. stress- tolerance and management g. adaptability/flexibility h. engage in group problem solving i. positive attitude 2. Discuss and demonstrate the following communication skills: <ol style="list-style-type: none"> a. active listening b. clear and precise writing c. reading comprehension d. oral comprehension e. oral expression f. speech clarity g. speech recognition 3. Discuss and demonstrate acceptance of supervision. 4. Discuss and demonstrate positive response to constructive criticism by modifying/adapting appropriate behavior. 5. Discuss and demonstrate the ability to prioritize tasks and meet deadlines. 6. Discuss and demonstrate the components of true leadership. 7. Discuss and demonstrate the steps to form and maintain constructive and cooperative working relationships with others. 8. Demonstrate ongoing personal and professional development strategies. 9. Demonstrate plans to improve job performance and working relationships. 	<p>R1.1, W/O1.1-1.3, L/S 1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 1.9, 1.11, 2.2a-c, e-f, 2.3a, c-f, 2.5a-d, 2.6a-c (1a</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>“ (1e</p> <p>“</p> <p>“</p> <p>“</p> <p>“ (1i</p> <p>“ (2a</p> <p>“</p> <p>“</p> <p>“ (2e</p> <p>“</p> <p>“</p> <p>“ (3</p> <p>“</p> <p>“ (5</p> <p>“</p> <p>“</p> <p>R1.1, W/O1.1-1.3, L/S 1.1, 1.3, 1.6, 1.9, 1.11, 2.2a-b, e-f, 2.3c, 2.6a-c</p> <p>“</p>	<p>N/A (1a</p> <p>“</p> <p>“</p> <p>“ (1e</p> <p>“</p> <p>“</p> <p>“ (1i</p> <p>“ (2a</p> <p>“</p> <p>“</p> <p>“ (2e</p> <p>“</p> <p>“</p> <p>“ (3</p> <p>“</p> <p>“ (5</p> <p>“</p> <p>“</p> <p>“</p>	<p>IE1c (1a</p> <p>“</p> <p>“</p> <p>“ (1e</p> <p>“</p> <p>“</p> <p>“ (1i</p> <p>“ (2a</p> <p>“</p> <p>“</p> <p>“ (2e</p> <p>“</p> <p>“</p> <p>“ (3</p> <p>“</p> <p>“ (5</p> <p>“</p> <p>“</p>	<p>Econ12.4.2 (1a</p> <p>“</p> <p>“</p> <p>“ (1e</p> <p>“</p> <p>“</p> <p>“ (1i</p> <p>“ (2a</p> <p>“</p> <p>“</p> <p>“ (2e</p> <p>“</p> <p>“</p> <p>“ (3</p> <p>“</p> <p>“ (5</p> <p>“</p> <p>“</p>

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<p>C. EMPLOYABILITY SKILLS – cont.</p> <p>10. Compile a career portfolio with the following documents:</p> <ol style="list-style-type: none"> job application résumé(s) appropriate cover and follow-up correspondence <p>11. Discuss and demonstrate effective interviewing techniques.</p> <p>(18 hours)</p>	<p>W/O1.4, W (11-12) 2.5a-c (10a) R1.1, 2.6, W/O1.1-1.4, W (11-12) 2.5a-c " " (11 W/O1.1-1.3, L/S 1.11, 2.3a-e (11</p>	<p>N/A (10a) " " " (11</p>	<p>N/A (10a) " " " (11</p>	<p>Econ12.4.2 (10a) " " " (11</p>
<p>D. COMPUTER LITERACY</p> <p>Know the importance of existing technology in the social and human service field; adapt to changing technology.</p> <ol style="list-style-type: none"> Discuss and demonstrate the applications of a variety of Microsoft Office programs including the following: <ol style="list-style-type: none"> Microsoft Word Resume Wizard Excel spreadsheets PowerPoint Discuss and demonstrate research skills utilizing search engines including the following: <ol style="list-style-type: none"> ESCO Host Lexis/Nexis Rand Community college on-line catalogues E-journals O*NET Locate job opportunities on the following job search engines: <ol style="list-style-type: none"> www.idealists.org www.opportunityknocks.org www.nonprofitoyster.com www.dotorgjobs.com Post résumé(s) on the following job search engines: <ol style="list-style-type: none"> www.idealists.org www.opportunityknocks.org www.nonprofitoyster.com www.dotorgjobs.com 	<p>R1.1, 2.6, W/O1.1-1.3, L/S 1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 1.9, 1.11, 2.2a-c, e-f, 2.3a, c-f, 2.5a-d, 2.6a-c (1a " " R1.1, W/O1.1-1.3, L/S 1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 1.9, 1.11, 2.2a-c, e-f, 2.3a, c-f, 2.5a-d, 2.6a-c (2a " " " " (2e " " (3a R1.1, W/O1.1-1.3, L/S 1.1, 1.3, 1.6, 1.9, 1.11, 2.2a-b, e-f, 2.3c, 2.6a-c (3a " " " " R1.1, 2.6, W/O1.1-1.4, W (11-12) 2.5a-c (4a " "</p>	<p>Alg24.2-3, Geom3.0 (1a " " " (2a " " " (2e " " (3a " " " (4a " " " " R1.1, 2.6, W/O1.1-1.4, W (11-12) 2.5a-c (4a " "</p>	<p>IE1a, c-d (1a " " " (2a " " " (2e " " (3a " " " (4a " " " "</p>	<p>Econ12.4.2, Hist11.8.7 (1a " " " (2a " " " (2e " " (3a " " " (4a " " " "</p>

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<p>D. COMPUTER LIETERACY – cont.</p> <p>5. Identify and explain how people and information influence an evolving industry.</p> <p>6. Demonstrate the ability to use computers for the following tasks:</p> <ol style="list-style-type: none"> data gathering storage retrieval measurement analysis <p>(18 hours)</p>	<p>R1.1, W1.1, 1.2, 2.3a-f, W/O1.1-1.4, L/S 1.1, 1.3, 1.4, 1.6, 1.7, 1.9, 1.11, 2.2a-f, 2.3c, e (5)</p> <p>R1.1, 2.6, W/O1.1-1.3, L/S 1.1, 1.3, 1.6, 1.9, 1.11, 2.2a-b, e-f, 2.3c, 2.6a-c (6a)</p> <p>“</p> <p>“</p> <p>“</p>	<p>Alg24.2-3, Geom3.0 (5)</p> <p>“ (6a)</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p>	<p>IE1c-d (5)</p> <p>IE1a, c-d (6a)</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p>	<p>Econ12.4.2, Hist11.8.7 (5)</p> <p>“ (6a)</p> <p>“</p> <p>“</p> <p>“</p>
<p>E. RESEARCH AND INFORMATION LITERACY</p> <p>Learn the basics of field-test setting.</p> <ol style="list-style-type: none"> Define <i>field-test setting</i>. Identify social and human service providers by utilizing, <i>at a minimum</i>, the following web pages: <ol style="list-style-type: none"> U.S. Department of Health & Human Services California Department of Social Services Cold call service providers to request services. Locate recent and relevant articles regarding symptoms and diagnoses of the most common public health issues including the following: <ol style="list-style-type: none"> obesity cancer mental health disorders Create a questionnaire to collect data. Create visual aids such as graphs and figures that explain data and key findings. Present recommendations and policy implications based on research. <p>(10 hours)</p>	<p>R1.1, 1.3, W 1.1, 1.2, 2.3f, 2.6a-c, W/O 1.1-1.4, L/S1.3, 1.11, 2.2 f, 2.3c, e, 2.6a-c</p> <p>R1.1, W1.1, 1.2, 2.3a-f, W/O1.1-1.3, L/S 1.1, 1.3 - 1.7, 1.9, 1.11, 2.2f, 2.3c, e- f, 2.6a-c (2a-b)</p> <p>R1.1, W/O1.1-1.3, L/S 1.1, 1.3, 1.6, 1.9, 1.11, 2.2a-b, e-f, 2.3c, 2.6a-c (3)</p> <p>R1.1, W1.1, 1.2, 2.3a-f, W/O1.1-1.3, L/S 1.1, 1.3 - 1.7, 1.9, 1.11, 2.2f, 2.3c, e- f, 2.6a-c (4a-c)</p> <p>R1.1, W1.1, 1.2, 1.9, 2.6a-b, d, W/O1.1-1.4 (5)</p> <p>“</p> <p>R1.1, W1.1, 1.2, 2.3a-f, W/O1.1-1.4, L/S 1.1, 1.3, 1.4, 1.6, 1.7, 1.9, 1.11, 2.2a-f, 2.3c, e</p>	<p>N/A</p> <p>“ (2a)</p> <p>“</p> <p>“ (3)</p> <p>“ (4a)</p> <p>“</p> <p>“ (5)</p> <p>Probability & Statistice8.0</p> <p>Alg24.2-3, Geom3.0</p>	<p>IE1c</p> <p>IE1a, c (2a)</p> <p>“</p> <p>le1c (3)</p> <p>Bio10i, IE1a, c (4a)</p> <p>Bio1b, 10d, Chem8c, IE1a, c</p> <p>Bio9b, e, IE1a, c</p> <p>IE1a, c (5)</p> <p>“</p> <p>IE1a, c-d</p>	<p>Econ12.4.2</p> <p>Econ12.4.2, Hist11.8.7, 12.1.6, 12.4.1, 12.7.3-5, 7 (2a)</p> <p>Econ12.4.2, Hist12.1.6, 12.7.3-5, 7</p> <p>Econ12.4.2 (3)</p> <p>Econ12.4.2, Hist11.8.7 (4a)</p> <p>“</p> <p>“ (5)</p> <p>“</p>

**Competency-Based Components with the Academic Core Content Standards
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Competency Areas, Statements and Minimal Competencies	English-Language Arts Content Standards	Mathematics Content Standards	Science Content Standards	History-Social Science Content Standards
<p>F. COORDINATION OF CLIENT SERVICES</p> <p>Understand the detailed steps in client-service coordination.</p> <ol style="list-style-type: none"> 1. Define <i>client- service coordination</i>. 2. Compile information on each of the following areas by interviewing individual clients and family members: <ol style="list-style-type: none"> a. social history b. educational history c. criminal history d. institutional history e. drug history 3. Observe information about local service agencies and corresponding services. 4. Compile information about local service agencies and corresponding services. 5. Determine a client's eligibility to receive public services. 6. Advise clients regarding the following: <ol style="list-style-type: none"> a. food stamps b. child care c. food purchasing d. money management e. sanitation f. housekeeping 7. Working with another provider and the client, construct a goal plan that outlines strategies for: <ol style="list-style-type: none"> a. rehabilitation b. recovery 8. Working with another provider and the client, construct a goal plan that outlines services for: <ol style="list-style-type: none"> a. rehabilitation b. recovery 9. Working with another provider and the client, implement a goal plan that outlines strategies for: <ol style="list-style-type: none"> a. rehabilitation b. recovery 	<p>R1.1, 1.3, W 1.1, 1.2, 2.3f, 2.6a-c, W/O 1.1-1.4, L/S1.3, 1.11, 2.2 f, 2.3c, e, 2.6a-c W/O1.1, 1.3, L/S 1.11, 2.3a-g (2a</p> <p>"</p> <p>"</p> <p>"</p> <p>" (2e</p> <p>R1.1, W1.1, 1.2, 2.3a-f, W/O1.1-1.3, L/S 1.1, 1.3 - 1.7, 1.9, 1.11, 2.2f, 2.3c, e- f, 2.6a-c (3</p> <p>R1.1, W1.1, 1.2, 1.9, 2.6a-b, d, W/O1.1-1.4</p> <p>R1.1, 2.6, W2.3f, 2.6b (5</p> <p>R1.1, W/O1.1-1.3, L/S 1.1, 1.3, 1.6, 1.9, 1.11, 2.2a-b, e-f, 2.3c, 2.6a-c</p> <p>(6a</p> <p>"</p> <p>"</p> <p>" (6f</p> <p>" (7a</p> <p>"</p> <p>" (8a</p> <p>"</p> <p>"</p> <p>" (6f</p> <p>" (7a</p> <p>"</p> <p>" (8a</p> <p>"</p> <p>" (9a</p>	<p>N/A</p> <p>" (2a</p> <p>"</p> <p>"</p> <p>" (2e</p> <p>" (3</p> <p>"</p> <p>Alg1.0, 1.1, 25.0 (5</p> <p>N/A (6a</p> <p>"</p> <p>"</p> <p>"</p> <p>" (6f</p> <p>" (7a</p> <p>"</p> <p>" (8a</p> <p>"</p> <p>" (9a</p>	<p>IE1c</p> <p>IE1c (2a</p> <p>"</p> <p>"</p> <p>" (2e</p> <p>" (3</p> <p>"</p> <p>IE1a, c (5</p> <p>IE1c (6a</p> <p>"</p> <p>"</p> <p>"</p> <p>" (6f</p> <p>" (7a</p> <p>"</p> <p>" (8a</p> <p>"</p> <p>" (9a</p>	<p>Econ12.4.2</p> <p>" (2a</p> <p>"</p> <p>"</p> <p>" (2e</p> <p>" (3</p> <p>"</p> <p>Econ12.4.2, Hist11.8.7, 12.1.6, 12.4.1, 12.7.3-5, 7 (5</p> <p>Econ12.4.2 (6a</p> <p>"</p> <p>Econ12.4.2</p> <p>"</p> <p>"</p> <p>" (6f</p> <p>" (7a</p> <p>"</p> <p>" (8a</p> <p>"</p> <p>" (9a</p>

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<p>F. COORDINATION OF CLIENT SERVICES – cont.</p> <p>10. Working with another provider and the client, implement a goal plan that outlines services for:</p> <ol style="list-style-type: none"> rehabilitation recovery <p>11. Make a schedule of appointments and outings for clients.</p> <p>12. Create a schedule for transporting clients to appointments and outings.</p> <p>13. Describe how you would liaise appointments and outings for clients.</p> <p>14. Complete the following when providing client-centered services:</p> <ol style="list-style-type: none"> customer needs assessments evaluation of customer satisfaction <p>(45 hours)</p>	<p>R1.1, W/O1.1-1.3, L/S 1.1, 1.3, 1.6, 1.9, 1.11, 2.2a-b, e-f, 2.3c, 2.6a-c (10a “ (11 “ R1.1, W 1.1, 1.2, 2.3b, f, W/O1.1-1.4, L/S1.3, 1.6, 1.9, 1.11, 2.2b, f, 2.3c, e, 2.6a-c R1.1, W1.1, 1.2, 1.9, 2.6a-b, d, W/O1.1-1.4 (14a “</p>	<p>N/A (10a “ “ (11 “ “ “ (14a Alg24.2-3, Geom3.0</p>	<p>IE1c (10a “ “ (11 “ “ “ (14a IE1c-d</p>	<p>Econ12.4.2 s(10a “ “ (11 “ “ (14a “</p>
<p>G. PROVISION OF INTEGRATED SERVICES</p> <p>Know the delivery and coordination of educational, housing, career/vocational, and medical services to clients.</p> <ol style="list-style-type: none"> Define <i>integrated services</i>. Deliver and coordinate the necessary client educational services by facilitating clients’ enrollment (make necessary phone calls, fill out required paperwork, provide transportation and/or directions) in: <ol style="list-style-type: none"> adult education programs trade schools/career, employment, and vocational centers community colleges distance learning programs 	<p>R1.1, 1.3, W 1.1, 1.2, 2.3f, 2.6a-c, W/O 1.1-1.4, L/S1.3, 1.11, 2.2 f, 2.3c, e, 2.6a-c R1.1, W1.1, 1.2, 1.9, 2.6a-b, d, W/O1.1-1.4, L/S 1.1, 1.3, 1.6, 1.9, 1.11, 2.2a-b, e-f, 2.3c, 2.6a-c (2a “ “ “</p>	<p>N/A “ (2a “ “</p>	<p>IE1c “ (2a “ “</p>	<p>Econ12.4.2 “ (2a “ “</p>

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<p>G. PROVISION OF INTEGRATED SERVICES – cont.</p> <p>3. Deliver and coordinate the necessary client career/vocational services by:</p> <ul style="list-style-type: none"> a. administering a career/vocational assessment b. aiding client in determining short-term and long-term vocational goals c. utilizing computer technology and search engines to: <ul style="list-style-type: none"> i. explore career opportunities and projected trends ii. investigate required education, training and experience iii. develop a career advancement plan d. examining aptitudes related to career options e. relating client’s characteristics and interests to educational and workforce opportunities f. teaching client how to create and develop a resume g. maintaining client’s personalized employment support plans h. simulating interviewing process for client i. assessing benefit packages with clients j. determining and directing client to resources to acquire additional skills k. explaining the effects of working on SSI or SSDI payments to clients <p>4. Deliver and coordinate the necessary client housing services by:</p> <ul style="list-style-type: none"> a. administering housing assessments b. compiling a “housing search check list” c. researching and assessing available housing options d. transporting or arranging transportation for clients to view potential housing e. assisting clients in the process of applying for rental/lease f. liaising between clients and landlords regarding rental agreements, maintenance agreements and security deposits <p>5. Deliver and coordinate the necessary client medical services by:</p> <ul style="list-style-type: none"> a. booking appointments for clients with doctors b. procuring client transportation to medical appointments c. assisting clients in designing procedures to ensure medication compliance d. documenting all communication with physicians and caretakers <p>(45 hours)</p>	<p>R1.1, W/O1.1-1.3, L/S 1.1, 1.3, 1.6, 1.9, 1.11, 2.2a-b, e-f, 2.3c, 2.6a-c (3a-b)</p> <p>R1.1, 2.6, W/O1.1-1.3, L/S 1.1, 1.3, 1.6, 1.9, 1.11, 2.2a-b, e-f, 2.3c, 2.6a-c (3ci-iii)</p> <p>R1.1, W1.1, 1.2, 2.3a-f, W/O1.1-1.4, L/S 1.1, 1.3, 1.4, 1.6, 1.7, 1.9, 1.11, 2.2a-f, 2.3c, e (3d)</p> <p>“ (3e)</p> <p>R1.1, 2.6, W/O1.1-1.4, W (11-12) 2.5a-c</p> <p>R1.1, W1.1, 1.2, 1.9, 2.6a-b, d, W/O1.1-1.4</p> <p>W/O1.1-1.3, L/S 1.11, 2.3a-e</p> <p>R1.1, W1.1, 1.2, 2.3a-f, W/O1.1-1.4, L/S 1.1, 1.3, 1.4, 1.6, 1.7, 1.9, 1.11, 2.2a-f, 2.3c, e (3j)</p> <p>R1.1, W/O1.1-1.4, L/S 1.1, 1.3, 1.6, 1.9, 1.11, 2.2a-b, e-f, 2.3c, 2.6a-c (4a)</p> <p>R1.1, 2.6, W1.1, 1.2, 2.3f, 2.6a-b, d, W/O1.4</p> <p>R1.1, 2.6, W1.1, 1.2, 2.3a-f, W/O1.1-1.4, L/S 1.1, 1.3, 1.4, 1.6, 1.7, 1.9, 1.11, 2.2a-f, 2.3c, e</p> <p>R1.1, W/O1.1-1.4, L/S 1.1, 1.3, 1.6, 1.9, 1.11, 2.2a-b, e-f, 2.3c, 2.6a-c (4e-5c)</p> <p>R1.1, 2.6, W1.1, 1.2, 1.9, 2.6a-b, d, W/O1.1-1.4</p>	<p>N/A (3a)</p> <p>“</p> <p>“ (3ci)</p> <p>“</p> <p>Alg24.2-3, Geom3.0 (3d)</p> <p>“ (3e)</p> <p>N/A</p> <p>“</p> <p>Alg24.2-3, Geom3.0</p> <p>“ (3j)</p> <p>N/A (4a)</p> <p>“</p> <p>“</p> <p>“ (4e)</p> <p>“</p> <p>“ (5a)</p> <p>“</p> <p>“</p> <p>“</p>	<p>IE1c (3a)</p> <p>“</p> <p>IE1a, c (3ci)</p> <p>“</p> <p>“ (3d)</p> <p>“ (3e)</p> <p>IE1c</p> <p>“</p> <p>IE1a, c-d</p> <p>IE1c-d (3j)</p> <p>“</p> <p>IE1c (4a)</p> <p>IE1a, c</p> <p>IE1c</p> <p>“ (4e)</p> <p>“ (5a)</p> <p>“</p> <p>“</p>	<p>Econ12.4.2 (3a)</p> <p>“</p> <p>Econ12.4.2, Hist11.8.7 (3ci)</p> <p>“</p> <p>“</p> <p>Econ12.4.2 (3d)</p> <p>“ (3e)</p> <p>Econ12.4.2, Hist11.8.7</p> <p>Econ12.4.2</p> <p>“</p> <p>“ (3j)</p> <p>Econ12.4.2 (4a)</p> <p>Econ12.4.2, Hist11.8.7</p> <p>“</p> <p>Econ12.4.2</p> <p>Econ12.4.2, Hist11.8.7 (4e)</p> <p>Econ12.4.2, Hist12.1.6, 12.7.3-5, 7</p> <p>Econ12.4.2(5a)</p> <p>“</p> <p>Econ12.4.2, Hist11.8.7</p>

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<p>H. RECORDS MANAGEMENT</p> <p>Learn records management through proper and complete documentation of interventions, assessments, progress notes, outcome data, and personal service time.</p> <ol style="list-style-type: none"> 1. Define <i>records management</i>. 2. Discuss the liabilities encumbered with poor records management in the social and human service field. 3. Complete a service plan for each client. 4. Keep records of the following data: <ol style="list-style-type: none"> a. basic information b. copies of medical/medicare coverage c. client photo d. assessments e. goal-planning paperwork f. progress notes g. outcome data 5. Maintain client personalized employment support plans. 6. Maintain client insurance and billing records by: <ol style="list-style-type: none"> a. completing progress notes covering the following for each intervention with a client: <ol style="list-style-type: none"> i. purpose ii. action iii. outcome iv. plan b. submitting progress reports each month in a timely manner c. completing an "incidence report" and filing it with the appropriate department 7. Ensure all records are kept confidential and secured. 8. Destroy records in accordance to local and federal statutes. <p>(18 hours)</p>	<p>R1.1, 1.3, W 1.1, 1.2, 2.3f, 2.6a-c, W/O 1.1-1.4, L/S1.3, 1.11, 2.2 f, 2.3c, e, 2.6a-c R1.1, W/O1.1-1.3, L/S 1.1, 1.3 - 1.7, 1.9, 1.11, 2.2a-c, e-f, 2.3c, e-f, 2.5a-d R1.1, 2.6, W1.1, 1.2, 1.9, 2.6a-b, d, W/O1.1-1.4 " (4a " " " " " (6b " " (4e " " (5 " (6ai " " " (6b " " (7 " " (5 " (6ai " " " (6b " R1.1, W/O1.1-1.3, L/S 1.1, 1.3, 1.6, 1.9, 1.11, 2.2a-b, e-f, 2.3c, 2.6a-c (7 "</p>	<p>N/A " " " (4a " " " (4e " " (5 " (6ai " " " (6b " " (7 " " " (6b " " (7 " " " (6b " " "</p>	<p>IE1c " IE1a, c " (4a " " " (4e " " (5 " (6ai " " " (6b " " (7 IE1c</p>	<p>Econ12.4.2 " Econ12.4.2, Hist11.8.7 " (4a " " " (4e " " (5 " (6ai " " " (6b " " (7 Econ12.4.2, Hist12.1.6, 12.4.2, 12.7.3-5, 7</p>

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<p>I. ADVOCACY AND CAMPAIGNS</p> <p>Understand the crucial role of advocacy and campaigns in the social and human service field.</p> <ol style="list-style-type: none"> 1. Define the following: <ol style="list-style-type: none"> a. <i>principled negotiation</i> b. <i>advocacy</i> c. <i>grass-root campaign</i> 2. Discuss and demonstrate principled negotiation. 3. Discuss and participate in an advocacy activity including one of the following: <ol style="list-style-type: none"> a. attendance at a public rally b. interviewing a local official 4. Visit an agency and replicate its design by showing the following skills: <ol style="list-style-type: none"> a. creating a mission statement b. drafting a request for funding c. identifying a problem or need in the community d. determining a target population to serve e. articulating strategies for change f. projecting expected change g. providing supporting evidence 5. Discuss and organize grass-root campaigns for the appropriate community organizations or agencies. 6. Discuss and demonstrate goal-directed behavior during advocacy and campaign activities. 7. Discuss and demonstrate leadership qualities during advocacy and campaign activities. <p>(10 hours)</p>	<p>R1.1, 1.3, W 1.1, 1.2, 2.3f, 2.6a-c, W/O 1.1-1.4, L/S1.3, 1.11, 2.2 f, 2.3c, e, 2.6a-c(1a-c</p> <p>R1.1, W/O1.1-1.3, L/S 1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 1.9, 1.11, 2.2a-c, e-f, 2.3a, c-f, 2.5a-d, 2.6a-c (2</p> <p>“ (3a</p> <p>W/O1.1-1.3, L/S 1.11, 2.3a-e</p> <p>R1.1, 2.6, W1.1, 1.2, 1.9, 2.6a-b, d, W/O1.1-1.4 (4a</p> <p>“</p> <p>R1.1, W/O1.1-1.3, L/S 1.1, 1.3, 1.6, 1.9, 1.11, 2.2a-b, e-f, 2.3c,2.6a-c</p> <p>“</p> <p>R1.1, 2.6, W/O1.1-1.3, L/S 1.1, 1.3, 1.6, 1.9, 1.11, 2.2a-b, e-f, 2.3c, 2.6a-c (4e</p> <p>R1.1, W/O1.1-1.3, L/S 1.1, 1.3, 1.6, 1.9, 1.11, 2.2a-b, e-f, 2.3c, 2.6a-c</p> <p>“</p> <p>R1.1, 2.6, W1.1, 1.2, 2.3a-f, W/O1.1-1.4, L/S 1.1, 1.3, 1.4, 1.6, 1.7, 1.9, 1.11, 2.2a-f, 2.3c, e</p> <p>R1.1, W/O1.1-1.3, L/S 1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 1.9, 1.11, 2.2a-c, e-f, 2.3a, c-f, 2.5a-d, 2.6a-c (5-7</p>	<p>N/A (1a</p> <p>“</p> <p>“</p> <p>“ (2</p> <p>“ (3a</p> <p>“</p> <p>“ (4a</p> <p>“</p> <p>“ (4e</p> <p>Alg24.2-3, Geom3.0</p> <p>“ (5</p> <p>“</p>	<p>IE1a, c (1a</p> <p>“</p> <p>“</p> <p>“ (2</p> <p>“ (3a</p> <p>“</p> <p>“ (4a</p> <p>“</p> <p>“</p> <p>“ (4e</p> <p>IE1a, c-d</p> <p>IE1a, c (5</p> <p>“</p> <p>“</p>	<p>Econ12.4.2 (1a</p> <p>“</p> <p>“ (2</p> <p>“ (3a</p> <p>“</p> <p>Econ12.4.2, Hist1.8.7 (4a</p> <p>“</p> <p>Econ12.4.2</p> <p>“</p> <p>Econ12.4.2, Hist1.8.7 (4e</p> <p>Econ12.4.2</p> <p>Econ12.4.2, Hist1.8.7</p> <p>Econ12.4.2 (5</p> <p>“</p> <p>“</p>

SUGGESTED INSTRUCTIONAL MATERIALS AND OTHER RESOURCES

TEXTBOOKS

Hughs, R. and Weinstein, D. (2000) Best Practices in Psychosocial Rehabilitation. International Association of Psychosocial Rehabilitation Services, Maryland

Ragins, M. (2002) A Road to Recovery. National Mental Health Association of Greater Los Angeles, California

Rosenberg, M. (2005) Nonviolent Communication: A Language of Life. PuddleDancer Press, California

TRAININGS:

Deegan, P. Hearing Voices: A Simulation to Increase Empathy and Understanding

RESOURCES

Advisory committee members

Chad Costello -- Director of Public Policy, National Mental Health Association of Greater Los Angeles

Christian Maldonado – Personal Service Contract for Long Beach Transitional Age Youth

John Travers – Substance Abuse Counselor, the Wellness Center, Long Beach

WEBSITES

California Home page

www.ca.gov

Department of Public Social Services

www.ladpss.org

U.S. Department of Health & Human Services

www.hhs.gov

Offices of Human Services Policy

http://aspe.hhs.gov/_office_specific/hsp.cfm

California Department of Social Services

<http://www.dss.cahwnet.gov/cdssweb/default.htm>

California Health & Human Services Code of Regulations

www.dmh.ca.gov/admin/regulations/docs/2006EditionFullText/toc_Regulations.pdf

TEACHING STRATEGIES AND EVALUATION

METHODS AND PROCEDURES

- A. Demonstrations
- B. Drill involving teacher and class as a group
- C. Student practice in small groups
- D. Dramatizations and learning games and songs
- E. Visual aids
- F. Interaction into deaf community

EVALUATION

- A. Individual skills examinations
- B. Teacher observation
- C. Teacher-prepared tests based on the competencies in this course outline

Statement of Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.

CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS

The Education, Child Development, and Family Services sector is composed of four career pathways: Child Development, Consumer Services, Education, and Family and Human Services. The high staffing needs and growing emphasis on improving education will create exciting career opportunities in those fields. The Child Development Pathway provides students with the skills and knowledge they need to pursue careers in child care and related fields, and the Education Pathway emphasizes the preparation of students to become teachers. The Consumer Services Pathway gives students the employment and management skills needed in careers helping consumers. Students pursuing careers in the Family and Human Services Pathway learn the skills they need for careers related to family and social services. The standards are designed to integrate academic and career technical concepts. The components of the pathways support classroom and laboratory instruction or provide supervised, work-based learning experiences and leadership development.

FOUNDATION STANDARDS

1.0 Academics

Students understand the academic content required for entry into postsecondary education and employment in the Education, Child Development, and Family Services sector.

(The standards listed below retain in parentheses the numbering as specified in the mathematics, science, and history–social science content standards adopted by the State Board of Education.)

1.1 Mathematics

Specific applications of Number Sense standards (grade seven):

- (1.1) Read, write, and compare rational numbers in scientific notation (positive and negative powers of 10) with approximate numbers using scientific notation.
- (1.2) Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers.
- (1.3) Convert fractions to decimals and percents and use these representations in estimations, computations, and applications.
- (1.4) Differentiate between rational and irrational numbers.
- (1.5) Know that every rational number is either a terminating or a repeating decimal and be able to convert terminating decimals into reduced fractions.
- (1.6) Calculate the percentage of increases and decreases of a quantity.
- (1.7) Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest.

Specific applications of Mathematical Reasoning standards (grade seven):

- (1.1) Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.
- (2.1) Use estimation to verify the reasonableness of calculated results.
- (2.2) Apply strategies and results from simpler problems to more complex problems.
- (2.3) Estimate unknown quantities graphically and solve for them by using logical reasoning and arithmetic and algebraic techniques.
- (2.4) Make and test conjectures by using both inductive and deductive reasoning.
- (2.5) Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.
- (2.6) Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.
- (2.7) Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.
- (2.8) Make precise calculations and check the validity of the results from the context of the problem.
- (3.1) Evaluate the reasonableness of the solution in the context of the original situation.

(3.2) Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.

(3.3) Develop generalizations of the results obtained and the strategies used and apply them to new problem situations.

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

(1.1) Students use properties of numbers to demonstrate whether assertions are true or false.

(13.0) Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.

(24.1) Students explain the difference between inductive and deductive reasoning and identify and provide examples of each.

(24.2) Students identify the hypothesis and conclusion in logical deduction.

(24.3) Students use counterexamples to show that an assertion is false and recognize that a single counterexample is sufficient to refute an assertion.

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

(8.0) Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.

1.2 Science

Specific applications of Investigation and Experimentation standards (grades nine through twelve):

(1.a) Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.

(1.d) Formulate explanations by using logic and evidence.

(1.m) Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.

1.3 History–Social Science

Specific applications of Chronological and Spatial Thinking standards (grades nine through twelve):

(1) Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

(2) Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.

Specific applications of Historical Interpretation standards (grades nine through twelve):

(1) Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.

Specific applications of World History, Culture, and Geography: The Modern World standards (grade ten):

(10.3.5) Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.

(10.10.2) Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.

(10.11) Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).

Specific applications of United States History and Geography: Continuity and Change in the Twentieth Century standards (grade eleven):

(11.5.7) Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape.

(11.8.7) Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.

(11.11.3) Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure.

Specific applications of Principles of Economics standards (grade twelve):

- (12.1) Students understand common economic terms and concepts and economic reasoning.
 - (12.1.1) Examine the causal relationship between scarcity and the need for choices.
 - (12.1.2) Explain opportunity cost and marginal benefit and marginal cost.
 - (12.1.3) Identify the difference between monetary and non-monetary incentives and how changes in incentives cause changes in behavior.
 - (12.1.4) Evaluate the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources.
- (12.2) Students analyze the elements of America's market economy in a global setting.
 - (12.2.1) Understand the relationship of the concept of incentives to the law of supply and the relationship of the concept of incentives and substitutes to the law of demand.
 - (12.2.2) Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.
 - (12.2.3) Explain the roles of property rights, competition, and profit in a market economy.
 - (12.2.4) Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy.
 - (12.2.5) Understand the process by which competition among buyers and sellers determines a market price.
 - (12.2.6) Describe the effect of price controls on buyers and sellers.
 - (12.2.7) Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.
 - (12.2.8) Explain the role of profit as the incentive to entrepreneurs in a market economy.
 - (12.2.9) Describe the functions of the financial markets.
- (12.3) Students analyze the influence of the federal government on the American economy.
 - (12.3.1) Understand how the role of government in a market economy often includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and protecting consumers' rights.
 - (12.3.2) Identify the factors that may cause the costs of government actions to outweigh the benefits.
 - (12.3.3) Describe the aims of government fiscal policies (taxation, borrowing, spending) and their influence on production, employment, and price levels.
 - (12.3.4) Understand the aims and tools of monetary policy and their influence on economic activity (e.g., the Federal Reserve).
- (12.4) Students analyze the elements of the U.S. labor market in a global setting.
 - (12.4.1) Understand the operations of the labor market, including the circumstances surrounding the establishment of principal American labor unions, procedures that unions use to gain benefits for their members, the effects of unionization, the minimum wage, and unemployment insurance.
 - (12.4.2) Describe the current economy and labor market, including the types of goods and services produced, the types of skills workers need, the effects of rapid technological change, and the impact of international competition.
 - (12.4.3) Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.
 - (12.4.4) Explain the effects of international mobility of capital and labor on the U.S. economy.
- (12.6) Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States' borders.
 - (12.6.1) Identify the gains in consumption and production efficiency from trade, with emphasis on the main products and changing geographic patterns of twentieth-century trade among countries in the Western Hemisphere.
 - (12.6.2) Compare the reasons for and the effects of trade restrictions during the Great Depression compared with present-day arguments among labor, business, and political leaders over the effects of free trade on the economic and social interests of various groups of Americans.
 - (12.6.3) Understand the changing role of international political borders and territorial sovereignty in a global economy.
 - (12.6.4) Explain foreign exchange, the manner in which exchange rates are determined, and the effects of the dollar's gaining (or losing) value relative to other currencies.

2.0 Communications

Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts.

(The standards listed below retain in parentheses the numbering as specified in the English–language arts content standards adopted by the State Board of Education.)

2.1 Reading

Specific applications of Reading Comprehension standards (grades nine and ten):

- (2.1) Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.
- (2.2) Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.
- (2.3) Generate relevant questions about readings on issues that can be researched.
- (2.6) Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).
- (2.7) Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

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

- (2.3) Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

2.2 Writing

Specific applications of Writing Applications standards (grade eight):

- (2.5) Write documents related to career development, including simple business letters and job applications:
 - a. Present information purposefully and succinctly and meet the needs of the intended audience.
 - b. Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum).

Specific applications of Writing Strategies and Applications standards (grades nine and ten):

- (1.3) Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.
- (1.4) Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).
- (1.5) Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).
- (1.6) Integrate quotations and citations into a written text while maintaining the flow of ideas.
- (1.7) Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., Modern Language Association Handbook, The Chicago Manual of Style).
- (1.8) Design and publish documents by using advanced publishing software and graphic programs.
- (1.9) Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.
- (2.3) Write expository compositions, including analytical essays and research reports:
 - a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
 - b. Convey information and ideas from primary and secondary sources accurately and coherently.
 - c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
 - d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
 - e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
 - f. Use technical terms and notations accurately.
- (2.4) Write persuasive compositions:
 - a. Structure ideas and arguments in a sustained and logical fashion.
 - b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).
 - c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.
 - d. Address readers' concerns, counterclaims, biases, and expectations.
- (2.5) Write business letters:

- a. Provide clear and purposeful information and address the intended audience appropriately.
- b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
- c. Highlight central ideas or images.
- d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.

Specific applications of Writing Strategies and Applications standards (grades eleven and twelve):

- (1.1) Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.
- (1.3) Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
- (1.6) Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).
- (1.8) Integrate databases, graphics, and spreadsheets into word-processed documents.
- (2.5) Write job applications and résumés:
 - a. Provide clear and purposeful information and address the intended audience appropriately.
 - b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
 - c. Modify the tone to fit the purpose and audience.
 - d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.
- (2.6) Deliver multimedia presentations:
 - a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
 - b. Select an appropriate medium for each element of the presentation.
 - c. Use the selected media skillfully, editing appropriately and monitoring for quality.
 - d. Test the audience's response and revise the presentation accordingly.

2.3 Written and Oral English Language Conventions

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

- (1.1) Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).
- (1.2) Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).
- (1.3) Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.
- (1.4) Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.
- (1.5) Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.

2.4 Listening and Speaking

Specific applications of Listening and Speaking Strategies and Applications standards (grades nine and ten):

- (1.1) Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.
- (1.2) Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event.
- (1.3) Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause.
- (1.7) Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
- (2.3) Apply appropriate interviewing techniques:
 - a. Prepare and ask relevant questions.
 - b. Make notes of responses.
 - c. Use language that conveys maturity, sensitivity, and respect.
 - d. Respond correctly and effectively to questions.
 - e. Demonstrate knowledge of the subject or organization.

- f. Compile and report responses.
 - g. Evaluate the effectiveness of the interview.
- (2.6) Deliver descriptive presentations:
- a. Establish clearly the speaker's point of view on the subject of the presentation.
 - b. Establish clearly the speaker's relationship with that subject (e.g., dispassionate observation, personal involvement).
 - c. Use effective, factual descriptions of appearance, concrete images, shifting perspectives and vantage points, and sensory details.

Specific applications of Speaking Applications standards (grades eleven and twelve):

- (2.4) Deliver multimedia presentations:
- a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
 - b. Select an appropriate medium for each element of the presentation.
 - c. Use the selected media skillfully, editing appropriately and monitoring for quality.
 - d. Test the audience's response and revise the presentation accordingly.

2.5 Understand the importance of effective nonverbal, oral, and written communication skills in getting and keeping a job.

2.6 Use the appropriate vocabulary and specialized terminology of the industry.

2.7 Understand verbal and nonverbal communication and respond appropriately.

2.8 Understand trends and new information by reading and interpreting the professional literature of the professions within a selected career pathway.

3.0 Career Planning and Management

Students understand how to make effective decisions, use career information, and manage personal career plans:

3.1 Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.

3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.

3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.

3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.

3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.

3.6 Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio.

4.0 Technology

Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:

4.1 Understand past, present, and future technological advances as they relate to a chosen pathway.

4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.

4.3 Understand the influence of current and emerging technology on selected segments of the economy.

4.4 Use appropriate technology in the chosen career pathway.

5.0 Problem Solving and Critical Thinking

Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques:

5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.

5.2 Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components.

5.3 Use critical thinking skills to make informed decisions and solve problems.

5.4 Apply decision-making skills to achieve balance in the multiple roles of personal, home, work, and community life.

6.0 Health and Safety

Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials:

6.1 Know the policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.

6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.

7.0 Responsibility and Flexibility

Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:

7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.

7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.

7.3 Understand the need to adapt to varied roles and responsibilities.

7.4 Understand that individual actions can affect the larger community.

8.0 Ethics and Legal Responsibilities

Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms:

8.1 Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.

8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.

8.3 Understand the role of personal integrity and ethical behavior in the workplace.

9.0 Leadership and Teamwork

Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:

9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.

9.2 Understand the ways in which pre-professional associations, such as FHA-HERO, and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.

9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.

9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.

9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.

10.0 Technical Knowledge and Skills (Consumer and Family Studies)

Students understand the essential knowledge and skills common to all pathways in the Education, Child Development, and Family Services sector:

10.1 Understand the decisions and responsibilities involved in parenting in various cultures.

10.2 Understand the stages of pregnancy, from conception through birth, and the implications of environment and heredity on the health and well-being of a child.

10.3 Understand the importance of studying child growth and development from infancy through adolescence.

- 10.4 Understand positive guidance and discipline techniques that promote feelings of self-worth as they apply to the developmental stages of children.
- 10.5 Understand the value and methods of providing infants, children, and adolescents with play and developmentally appropriate learning activities.
- 10.6 Understand the process of making consumer decisions, including the comparison of goods and services.
- 10.7 Understand how to manage financial resources to achieve personal and family goals.
- 10.8 Understand consumer resources, rights, and responsibilities and their relationship to the various levels of the economy.
- 10.9 Understand the function of the family as a basic unit of society and the contributions of the family unit to the development of individuals.
- 10.10 Understand the factors that affect the development of individuals and how to build positive relationships.
- 10.11 Understand the adjustments needed to adapt to major life changes throughout the human life cycle.
- 10.12 Understand strategies and resources for managing conflicts and crises.
- 10.13 Understand the importance of wellness and safety to individual and family health and well-being.
- 10.14 Understand how to prevent and control infection and disease to produce the optimum health of individuals and families.
- 10.15 Understand the strategies that enable persons to manage and balance personal, family, and work responsibilities to enhance productivity and attain a quality of life.
- 10.16 Assess the individual, family, and workplace factors that influence decisions at each stage of the human life cycle.
- 10.17 Understand how knowledge, skills, attitudes, and behaviors learned in consumer and family studies can be transferred to advanced training and education or to careers related to the Education, Child Development, and Family Services sector.

11.0 Demonstration and Application

Students demonstrate and apply the concepts contained in the foundation and pathway standards.

PATHWAY STANDARDS

A. Child Development Pathway

The Child Development Pathway is designed to prepare students to pursue a career in the field of child care and development for infants, toddlers, and young children. 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 curriculum activities. Students apply this knowledge in a variety of early childhood programs, such as child development laboratories, public and private preschools, family day-care settings, and recreational facilities. Students completing the program may apply for the Child Development Assistant Permit from the California Commission on Teacher Credentialing.

A1.0 Students understand the essential aspects of the child care and development industry and the industry's role in state and local economies:

- A1.1 Understand the effect of the child care and development industry on state and local economies.
- A1.2 Know the legislative, economic, and social trends that affect the child care and development industry.
- A1.3 Know the organizational structures in child care and development facilities.
- A1.4 Know the functions and roles of the various careers in the child care and development industry.
- A1.5 Understand the interdependence of various career roles and how those roles contribute to the success of the child care and development program or work site.
- A1.6 Understand the legislative, economic, and social trends that affect the child care and development industry.
- A1.7 Understand the components of professionalism and how to practice professional behaviors.

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

- A2.1 Know the operational procedures at various types of facilities and explain their importance to the success of the organization.

A2.2 Understand the operational policies and procedures related to child care and development program components (e.g., staff-child and staff-parent interaction, physical environment, health, safety, nutrition, and curriculum).

A2.3 Understand the importance of, and procedures for, keeping child and classroom records and documentation.

A2.4 Understand appropriate business systems that help with billing, ordering, budgeting, and collecting fees.

A2.5 Explain the workforce management strategies that are effective for planning, making decisions, sharing responsibility, and negotiating.

A3.0 Students understand child care and development standards, licensing, regulations, and codes:

A3.1 Know the standards and licensing regulations for child care facilities.

A3.2 Understand the educational and industry-related requirements for child care facilities staff.

A3.3 Understand how local, state, and federal laws and regulations for child care facilities are enforced by regulatory agencies.

A3.4 Know the health, safety, regulatory, and procedural requirements for the work site.

A3.5 Understand the employer and employee responsibilities for complying with laws and regulations affecting the needs, interests, and rights of young children.

A3.6 Know the indicators of child abuse or neglect and the responsibilities of staff as mandated reporters.

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

A4.1 Understand the state and federal environmental and safety regulations and the use of material safety data sheets as they relate to the child care and development industry.

A4.2 Know the staff procedures, duties, and responsibilities related to safety, emergency, and disaster preparedness plans.

A4.3 Know how and when to use certified first aid, cardiopulmonary resuscitation (CPR), and other emergency procedures.

A4.4 Understand the typical hazards at the work site and know procedures and practices that contribute to a safe and healthy environment.

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

A5.1 Understand the biological and environmental factors that influence the development of infants, toddlers, and children.

A5.2 Know the developmental stages of infants, toddlers, and children.

A5.3 Understand the ways in which diversity, family, and culture influence the development of children.

A5.4 Relate the importance of learning environments, experiences, and interactions and their connections to each stage of physical, intellectual, social, and emotional development.

A5.5 Understand the importance of including infants, toddlers, and children with special needs.

A5.6 Relate the benefits of parental involvement to the development of a child's physical, intellectual, emotional, and social growth and development.

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

A6.1 Know how to help children develop a positive self-image and self-esteem and develop self-discipline and respect for oneself and others.

A6.2 Understand the importance of building positive relationships between the caregiver, children, and families to provide effective guidance and discipline.

A6.3 Know the elements of positive guidance and discipline techniques that are based on the stages of children's development.

A6.4 Determine practical strategies for finding solutions to common behavioral problems.

A6.5 Understand the staff's role in making adjustments to the environment that promote a child's independence and personal and social competence.

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

A7.1 Understand the major learning theories and curriculum models and evaluate their application in early childhood education programs.

A7.2 Know the components of an effective learning environment that reflects children's interests and developmental needs.

A7.3 Know the early childhood education classroom learning areas and the contribution of each to the development of children.

A7.4 Know multiple ways of promoting children's learning at different developmental stages and ages by using the continuum of teaching behaviors from directive to nondirective.

A7.5 Use appropriate teaching techniques and interaction styles for working with children of varying ages, learning styles, and cultural backgrounds.

A7.6 Know the ways in which classroom environments promote productive interaction among children and adults to create a positive atmosphere and sense of community.

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

A8.1 Understand the 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 Plan and conduct activities that reinforce foundation skills, reflect an integrated and emergent curriculum, and support school readiness.

A8.3 Observe children and document the observations in a factual and anecdotal format, tying observations to developmental milestones.

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

A9.1 Know the procedures to clean a facility that follow a logical sequence and universal health precautions.

A9.2 Understand the procedures for preventing the spread of infections and illnesses, including those for food-borne pathogens.

A9.3 Understand the appropriate sanitation and hygiene techniques for infants, toddlers, children, and staff.

A9.4 Know 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 Know how to recognize, describe, and report signs and symptoms of illness, injury, discomfort, or special needs in infants, toddlers, and children.

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

A10.1 Understand the benefits of establishing strong relationships with families and communities.

A10.2 Understand how language, culture, and educational backgrounds may affect family structures and communication within and among families and communities.

A10.3 Know how positive parent-staff relationships, family members, and the community contribute to the physical, intellectual, social, and emotional development of the child.

A10.4 Understand how to use opportunities in the daily routine to build trusting relationships and effective communication with families.

A10.5 Understand how to be an advocate for high-quality programs and services for children and families.

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

A11.1 Understand the appropriate uses of current instructional technology and equipment to develop program materials and support learning.

A11.2 Know the various types and sources of quality, age-appropriate, and developmentally appropriate materials and equipment.

A11.3 Know how to select and develop age-appropriate and developmentally appropriate teaching materials and resources.

A12.0 Students understand and support the learning process in an assisting role:

A12.1 Know the strategies for supervising and maintaining a supportive learning environment for infants, toddlers, and children.

A12.2 Understand the established standards and the established procedures in classrooms, libraries, halls, and bathrooms and on the school grounds.

A12.3 Understand the typical learning challenges that students encounter in curricular areas.

A12.4 Implement planned activities to facilitate multidisciplinary learning and reinforce concepts.

A12.5 Understand how to provide instructional assistance to small and large learning groups.

A12.6 Know how to help the teacher in assessing a child and developing a portfolio.

B. Consumer Services Pathway

The Consumer Services Pathway focuses on a broad-based curriculum designed to prepare students for careers helping customers, including credit counselors, consumer reporters, writers, and consumer affairs directors. Students learn employment and management skills that include business structure; consumer rights and responsibilities; testing and demonstration of products; consumer communications; and energy, environment, and resource management.

B1.0 Students understand important aspects of the consumer services industry and the role of the industry in state, local, and global economies:

B1.1 Know the ways in which national and international policies and procedures affect the daily operations of a consumer services organization.

B1.2 Understand the legislative, economic, and social trends that affect careers in the consumer services industry.

B1.3 Understand the effect of this industry on businesses and the state's economy.

B1.4 Understand the ways in which industries, companies, and agencies provide consumer information and services.

B1.5 Understand the role of consumer affairs personnel in an organization.

B2.0 Students understand the principles of effective workforce and organizational management, including the roles and responsibilities of management and employees:

B2.1 Understand the outcomes of effective management, such as profitability, productivity, consumer and client satisfaction, and business growth.

B2.2 Understand the main workforce management strategies, such as shared responsibilities and negotiation.

B2.3 Understand the interrelationship and interdependence of management and employees as they relate to workforce productivity.

B2.4 Understand common organizational procedures and tools, such as business plans, spreadsheets for payroll and inventories, recordkeeping, and communication with consumers.

B3.0 Students understand the operational procedures and safety practices that are commonly used in the consumer services industry:

B3.1 Know the correct technical terms to describe products, procedures, and equipment specific to the consumer services industry.

B3.2 Understand the procedures for preparing, expediting, and tracking forms needed for requisitioning supplies and materials.

B3.3 Analyze the purpose of and information in material safety data sheets.

B4.0 Students understand essential consumer protection laws and regulations:

B4.1 Understand the evolution of consumer protection legislation.

B4.2 Understand the role of local, state, and national public and private agencies in consumer and business protection.

B4.3 Understand the effects of environmental laws and safety regulations on consumers.

B4.4 Understand the legal implications of a contract and interpret the consequences of consumer actions related to various types of contracts.

B5.0 Students understand consumer rights and responsibilities in the consumer services industry:

B5.1 Understand the various advertising techniques that are used in marketing with respect to consumer rights.

B5.2 Know how individuals can have an effect on the legislative process as it relates to consumer regulations.

B5.3 Analyze the effect of consumer protection laws on the cost and quality of goods and services.

B5.4 Know effective strategies that consumers can use when exercising their rights and accepting their responsibilities.

B5.5 Understand the effects of identity theft on individuals, businesses, and local economies.

B6.0 Students understand the significance of national and international influences, current events, and diversity within the consumer services industry:

B6.1 Understand the national and international issues that affect consumers.

B6.2 Analyze the influence of different global industries, economies, regulations, and political and economic systems on the consumer services industry.

B6.3 Understand how cultural diversity affects consumer services.

B7.0 Students understand customer relationships and their impact on businesses and employees in the consumer services industry:

B7.1 Evaluate the factors that contribute to quality customer relationships.

B7.2 Assess customer needs or desires and recommend products and services.

B7.3 Apply logical, legal, and expedient solutions to consumer concerns.

B7.4 Understand how the customer's point of view and suggestions affect management policies and decisions.

B7.5 Understand how the Internet and new technology improve communication and facilitate business operations.

B7.6 Understand the methods used to establish trust between a client and a customer service employee.

B8.0 Students understand and apply the skills and techniques needed to prepare advertising, public relations, and informational materials for consumers:

B8.1 Know the local, state, national, and international agencies, organizations, and media resources that provide current consumer information.

B8.2 Know how to prepare and deliver materials and presentations that consumers will understand, such as videos, media kits, public service announcements, and fact sheets.

B8.3 Know the tools and techniques used for communicating with consumers, including those used for advertising.

B8.4 Understand how to prepare communications, timelines, agendas, schedules, meeting arrangements, and advertising media for public relations activities.

B8.5 Analyze public relations plans in terms of their effect on customer relations and the operations of an organization.

B9.0 Students understand important consumer programs and services provided by energy, environmental, and resource management businesses:

B9.1 Know how to compare the costs and benefits of consumer programs for consumers, communities, and businesses.

B9.2 Understand the various sources of energy available to consumers and the strategies that improve energy efficiency.

B9.3 Understand residential and commercial waste disposal and recycling issues.

B10.0 Students understand and apply the basic procedures required to research, test, label, and demonstrate products to provide information needed by employees, consumers, and clients:

B10.1 Understand the trends that affect customer demand for products and services.

B10.2 Understand the purpose of market research before a new product or service is developed and introduced.

B10.3 Understand the standard testing procedures and strategies used to analyze data and integrate findings to revise products.

B10.4 Know the industry standards and government regulations that require specific information to be included on labels and care instructions.

B10.5 Compare features, benefits, prices, product information, styles, and performance of goods.

B10.6 Plan, conduct, and evaluate demonstrations that educate consumers and promote a variety of products.

B11.0 Students understand personal financial management and its effects on the economy and career, personal, and family goals:

B11.1 Analyze budgets for a variety of individuals and families in accord with estimated income, needs, desires, goals, and lifestyles.

B11.2 Understand the effects of short-term and long-term financial plans on consumer decisions.

B11.3 Know credit terminology, credit ratings and sources, costs of credit, and risks and benefits of credit.

B11.4 Understand the ways in which to resolve credit issues and explain the effect of credit issues on the consumer and the economy.

B11.5 Understand the costs of bankruptcy to the individual, the consumer, the institution, and the economy.

B11.6 Analyze various types of investments and risk-management programs.

B12.0 Students understand the effect of the U.S. economic system on personal income, financial management, individual and family security, and consumer decisions:

B12.1 Understand the interrelationship between the economy and consumer spending and saving.

B12.2 Understand inflation and recession and how they affect the financial status of individuals and families.

B12.3 Know the services provided by various financial institutions and departments of government.

C. Education Pathway

The Education Pathway is designed to prepare students for professional or learning support positions in education, prekindergarten through grade twelve. Students study human development; standards, regulations, and codes; positive guidance and counseling techniques; age-appropriate and grade-appropriate learning strategies; learning theories; and standards-based curriculum and instructional design. Students can apply and practice their knowledge and skills at a variety of elementary and secondary education sites.

C1.0 Students understand the structure of the education industry and its role in state and local economies:

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

C1.2 Understand the legislative, economic, and social trends that affect the education industry.

C1.3 Understand the basic structure of education in California (e.g., prekindergarten through grade twelve, community college, the California State University, the University of California).

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

C2.0 Students understand and apply operational procedures and organizational policies at various levels in education:

C2.1 Know when and how to use correct procedures at the classroom level (e.g., attendance; observations; evaluations; illness, incident, accident, and injury reports).

C2.2 Know the business procedures related to the acquisition of supplies and collection of fees.

C2.3 Understand the main workforce management strategies in education (e.g., shared responsibility and negotiation).

C2.4 Understand the components of professionalism and how to practice professional behaviors.

C3.0 Students understand specific applications of government regulations in the education industry:

C3.1 Know the critical health and safety procedures that are used at a school site.

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

C3.3 Know the credentialing requirements for teachers of students in prekindergarten through community college.

C4.0 Students understand critical emergency and disaster procedures at a school site:

C4.1 Understand the state and federal environmental and safety regulations and the use of material safety data sheets as they relate to the education industry.

C4.2 Know the staff procedures, duties, and responsibilities related to safety, emergency, and disaster preparedness plans.

C4.3 Know how to use certified first aid, cardiopulmonary resuscitation (CPR), and other emergency procedures.

C4.4 Understand the typical hazards at the work site and know the procedures and practices that contribute to a safe and healthy environment.

C5.0 Students understand important elements of the physical, intellectual, emotional, and social development of children and adolescents:

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

C5.2 Identify factors in heredity, family, culture, and environment that may influence the development of children and adolescents.

C5.3 Understand the role of parental involvement in the physical, intellectual, emotional, and social development of children and adolescents.

C5.4 Know the best educational practices for the inclusion of children and adolescents with special needs.

C6.0 Students understand the roles of positive interaction, guidance, and discipline in the educational environment:

C6.1 Understand common behavior problems, possible causes, and potential solutions.

C6.2 Understand strategies for effective classroom management, including appropriate discipline.

C6.3 Know the types of positive guidance techniques that are used in various stages of a child's development.

C6.4 Know how to support the development of a positive self-image and self-esteem as well as independence and respect for oneself and others.

C7.0 Students understand the role and purpose of standards-based instruction and assessment:

- C7.1 Identify relevant curriculum standards and their use in instruction.
- C7.2 Know the basic components of effective standards-based lesson plans appropriate for varying ages, learning styles, and cultural backgrounds.
- C7.3 Use teaching strategies that promote student learning, critical thinking, and problem solving.
- C7.4 Know the types and important elements of student assessments.

C8.0 Students understand and apply basic principles and practices of good nutrition and health for children:

- C8.1 Know the appropriate procedures for preventing the spread of infections and illnesses and for responding to allergic reactions.
- C8.2 Understand the nutritional needs of children and the allergies commonly associated with food.
- C8.3 Know crucial safety and sanitary procedures to follow in the classroom related to good nutrition and health.
- C8.4 Know the common indicators of nutrition-related disorders and diseases.

C9.0 Students understand how to communicate and interact effectively with families and community groups:

- C9.1 Understand the factors that influence effective communication between the school and home and how to foster parental involvement.
- C9.2 Understand issues of diversity and how to exhibit sensitivity to cultural differences.
- C9.3 Understand the ways in which language, culture, and educational backgrounds may affect communication within and among families and the school.

C10.0 Students understand the process of developing quality teaching materials and resources for classroom instruction:

- C10.1 Understand the appropriate use of current technology to develop instructional materials and support learning.
- C10.2 Know various types and sources of quality, grade-appropriate materials and equipment.
- C10.3 Assess available materials and resources for quality and grade appropriateness.
- C10.4 Develop grade-appropriate instructional materials and resources, including those that augment educational materials adopted by the State Board of Education.

C11.0 Students understand the role of instructional staff in supporting the learning process:

- C11.1 Understand behavior standards expected of students (e.g., in classrooms, libraries, and bathrooms; on the school grounds; and during educational and recreational trips).
- C11.2 Know a variety of individual and group teaching strategies and learning theories that promote effective learning.
- C11.3 Understand the common typical and atypical learning challenges for students in a variety of curricular areas.
- C11.4 Know techniques for providing positive feedback on student work, attendance, and classroom performance.
- C11.5 Understand how to help the teacher with student instruction and assessment.

C12.0 Students understand the components of effective after-school and recreational programs for individuals and groups:

- C12.1 Know the purposes of after-school and recreational activities.
- C12.2 Understand the important components and typical age-appropriate or ability appropriate activities of various after-school and recreational programs.
- C12.3 Assess the recreational interests and needs of individuals and groups.

D. Family and Human Services Pathway

Employment growth in the Family and Human Services Pathway will likely be driven by an increasing demand for family assistance. Students learn employment and management skills, such as positive guidance, professional behavior and standards, and laws and regulations related to the field. Students also learn about nutrition, health, and safety.

D1.0 Students understand important aspects of the family and human services industry and the role of the industry in local, state, and global economies:

- D1.1 Understand the legislative, economic, and social trends that have an effect on careers in the family and human services industry.

D1.2 Understand the ways in which agencies and organizations provide family and human services.
D1.3 Understand the role and effect of this industry on individuals, families, and the state's economy.
D1.4 Understand the organizational structure and hierarchy that shows the relationships and interactions among departments in both public and private sectors of this industry.

D2.0 Students understand the principles of effective workforce and organizational management, including the roles and responsibilities of management and employees:

D2.1 Understand the outcomes of effective management, such as profitability, productivity, positive work environment, and client satisfaction.
D2.2 Understand the main workforce management strategies, such as shared responsibilities and negotiation.
D2.3 Understand the interrelationship and interdependence of management and employees as they relate to workforce productivity.
D2.4 Understand common organizational procedures and tools, such as business plans, spreadsheets for payroll and inventories, recordkeeping, and communication with consumers.
D2.5 Know how to identify and gain access to various sources of funding for nonprofit organizations that serve individuals and families.

D3.0 Students understand the facilities and operational procedures used in the family and human services industry:

D3.1 Know the various types of care facilities that promote the independence of clients.
D3.2 Evaluate facilities for the safety and well-being of clients.
D3.3 Know the operational procedures related to quality control, inventory control, maintenance, storage, security, mailing, receiving, billing, and payment.
D3.4 Understand various types of liability, insurance policies, code compliance, service agreements, and contracts.

D4.0 Students understand the laws and regulations that affect providers of family and human services and their clients:

D4.1 Know the local, state, and federal laws, regulations, and agencies established to protect children, adolescents, and adults, including the elderly and other persons with special needs.
D4.2 Know the ways in which local, state, and federal regulations and laws are enforced by regulatory agencies (including the California Occupational Safety and Health Administration, the Americans with Disabilities Act, and the Health Insurance Portability and Accountability Act).
D4.3 Understand the typical policies and procedures established by employers to comply with local, state, and federal regulations and laws.

D5.0 Students understand the stages of human development and the related needs of individuals and families:

D5.1 Understand the characteristics and changing needs of the various stages of development throughout the life span.
D5.2 Know common needs, problems, and adjustments associated with life changes.
D5.3 Understand the behaviors and resources that foster the well-being of individuals and families.
D5.4 Understand the ways in which to enhance the emotional health of individuals and families.
D5.5 Know how to determine the special needs of clients and identify resources and agencies that provide services.

D6.0 Students understand and apply the basic principles that promote health and well-being throughout the life span:

D6.1 Know the strategies that promote good health practices for all ages.
D6.2 Plan and prepare snacks and meals that meet the dietary needs of persons, including those with special dietary needs, by using sanitary and safe food handling procedures.
D6.3 Evaluate foods in terms of their economic and nutritional value.
D6.4 Plan exercise activities that are enjoyable, safe, and appropriate for the individual needs of clients.
D6.5 Know how to recognize and describe signs and symptoms of illness and discomfort.

D7.0 Students understand important safety, emergency, and disaster procedures to use for a variety of populations:

D7.1 Understand how to establish and promote good safety habits for all ages.
D7.2 Know the procedures for basic first aid and cardiopulmonary resuscitation (CPR) for infants, children, and adults.

- D7.3 Understand the causes and prevention of common accidents and injuries.
- D7.4 Know the correct procedures for dealing with emergencies and disasters.
- D7.5 Understand the procedures that prevent the spread of illnesses, infections, and diseases, including blood-borne pathogens.
- D7.6 Understand the specific health considerations of persons with disabilities.

D8.0 Students understand and apply interpersonal skills required to interact effectively with individuals and families:

- D8.1 Know the strategies that promote positive interaction between individuals, families, and agencies.
- D8.2 Understand effective ways to communicate and interact with culturally diverse individuals and families, such as using mediation, conflict resolution, and decision-making skills.
- D8.3 Understand effective ways to teach individuals and families communication, mediation, conflict-resolution, and decision-making skills.

D9.0 Students understand positive guidance and its application in helping individuals and families:

- D9.1 Understand the concept of positive guidance and its benefits to persons across the life span.
- D9.2 Know positive guidance techniques that are appropriate for clients and that promote independence.
- D9.3 Understand possible causes of behavior problems and conflict and suggest solutions, including behavior modification.

D10.0 Students understand and facilitate daily living activities of individuals and families:

- D10.1 Understand the importance of privacy, independence, dignity, confidentiality, and respect for clients.
- D10.2 Understand the importance of personal care and well-being to the physical and emotional health of clients.
- D10.3 Know the various types of disabilities, potential barriers, and types of accommodations needed for clients.
- D10.4 Know the tasks of daily living and the types of assistance persons need with these activities, including assistance for persons with special needs.
- D10.5 Know procedures for shopping, banking, and recordkeeping and other services that will assist clients.
- D10.6 Understand important consumer information, such as comparison shopping, disclosure on labels, warranties and guarantees, consumer fraud and identity theft, consumer redress, and consumer rights and responsibilities.

D11.0 Students understand common problems and crises affecting individuals and families:

- D11.1 Know the signs of emotional and physical abuse, emotional crises, and mental health issues, such as depression, isolation, substance abuse, and stress.
- D11.2 Know how to identify behaviors that require intervention and outside assistance.
- D11.3 Know how to provide the information that individuals and families need to make decisions about seeking professional help.

D12.0 Students understand the importance of social involvement for individuals and families:

- D12.1 Understand the value of social, recreational, and educational activities for all ages.
- D12.2 Know the processes for evaluating the appropriateness of facilities and community resources for social, recreational, and educational activities.
- D12.3 Plan, conduct, and evaluate social, recreational, and educational activities appropriate to the physical, psychological, cultural, and socioeconomic needs of individuals and families.
- D12.4 Recommend appropriate community resources for social, recreational, and educational activities to meet client needs.

COMPETENCY VERIFICATION

Social and Human Services Assistant – Course #: 62-50-60

Course Hours: 180

Course Description

The Division of Adult and Career Education’s Career Pathway for Family and Human Services offers this competency-based course that prepares students to assist professionals in delivering client services in the fields of psychology, rehabilitation, and social work. This course includes the identification, procurement, and delivery of social and community services and benefits; and the development, organization and administration of programs that prevent and/or resolve problems relating to substance abuse, human relationships, rehabilitation, and adult daycare. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

This certificate verifies that the student has met the minimal competencies in the following areas:

- ORIENTATION
- WORKPLACE SAFETY AND SECURITY
- EMPLOYABILITY SKILLS
- COMPUTER LITERACY
- RESEARCH AND INFORMATION LITERACY
- COORDINATION OF CLIENT SERVICES
- PROVISION OF INTEGRATED SERVICES
- RECORDS MANAGEMENT
- ADVOCAY AND CAMPAIGNS

Division of Adult and Career Education’s Mission Statement:

We are an adult and career education system whose mission is to provide the diverse population we serve with quality lifelong educational opportunities that will empower each student to contribute to and benefit from an ever-changing society.