

Coastline ROP – Career Technical Education

CHILD DEVELOPMENT

INDUSTRY SECTOR: Education, Child Development and Family Services Sector

PATHWAY: Child Development

CALPADS TITLE: Intermediate Child Development (Concentrator)

CALPADS CODE: 7510

HOURS:

Total	Classroom	Laboratory/CC/CVE
180	180	0

JOB TITLE	O*NET CODE	JOB TITLE	O*NET CODE
Kindergarten Teachers, Except Special Education	25-2012.00	Childcare Workers	39-9011.00
Special Education Teachers, Preschool	25-2051.00	Child, Family, and School Social Workers	21-1021.00
Preschool Teachers, Except Special Education	25-2011.00	Education Administrators, Preschool and Childcare Center/Program	11-9031.00

COURSE DESCRIPTION:

Introduce students to the major psychosocial, cognitive, and physical developmental milestones for children, both typical and atypical, from conception through early adolescence. Emphasis on major theories of development and their application including the influence of biological and environmental factors. Students will observe children, evaluate individual differences, and analyze characteristics of development at various stages.

A-G APPROVAL: G

ARTICULATION: None

DUAL ENROLLMENT: None

PREREQUISITES: None

METHODS OF INSTRUCTION

- Direct instruction
- Group and individual applied projects
- Multimedia
- Demonstration
- Field trips
- Guest speakers

STUDENT EVALUATION:

- Student projects
- Written work
- Exams
- Observation record of student performance
- Completion of assignments

INDUSTRY CERTIFICATION:

- None

RECOMMENDED TEXTS:

- Child Growth and Development OER

PROGRAM OF STUDY

Grade	Fall	Spring	Year	Course Type	Course Name
					Child Development

I.	INTRODUCTION AND ORIENTATION	CR	Lab/ CC	Standards
	<ul style="list-style-type: none"> • Demonstrate awareness of course objectives and competencies • Demonstrate understanding of course requirements and student expectations • Demonstrate awareness of the industry standards and career opportunities 	3	0	Academic: LS: 11-12.1 CTE Anchor: Career Planning and Management: 3.2 Responsibility and Flexibility: 7.3, 7.4 CTE Pathway: A1.3, A1.6
II.	MAJOR THEORIES OF CHILD DEVELOPMENT AND LEARNING	CR	Lab/ CC	Standards
	<ul style="list-style-type: none"> • Identify major theorists, including Piaget, Erikson, Maslow, and Vygotsky • Describe the principles that underlie child development • Differentiate periods of human development • Evaluate issues in development • Distinguish the different methods of research • Explain what a theory is • Compare and contrast different theories of child development 	20	0	Academic: LS: 11-12.1, 11-12.2, 11-12.3, 11-12.6 RSIT: 11-12.1, 11-12.2, 11-12.3, 11-12.4 RLST: 11-12.2, 11-12.3, 11-12.4 WS: 11-12.1 LS: LS2, LS2.D CTE Anchor: Communications: 2.1, 2.3, 2.4, 2.5, 2.6 Technology: 4.3 Problem Solving and Critical Thinking: 5.1 Leadership and Teamwork: 9.3 Technical Knowledge and Skills: 10.1 CTE Pathway: A5.2, A7.6
III.	CONCEPTION, PRENATAL DEVELOPMENT, AND BIRTH	CR	Lab/ CC	Standards
	<ul style="list-style-type: none"> • Identify biological and environmental influences on prenatal development • Describe the prenatal development process, including genetics, from the moment of conception through delivery • Recognize risk factors to prenatal development and birth • Describe approaches to childbirth and the labor and delivery process 	20	0	Academic: LS: 11-12.1, 11-12.2, 11-12.3, 11-12.6 RLST: 11-12.2 WS: 11-12.1, 11-12.2 CTE Anchor: Communications: 2.1, 2.3, 2.4, 2.5, 2.6 Problem Solving and Critical Thinking: 5.1

				Leadership and Teamwork: 9.7 Technical Knowledge and Skills: 10.1, 10.5, 10.6, 10.17 CTE Pathway: A5.1, A5.3, A9.5, A10.3
IV.	INFANT AND TODDLER DEVELOPMENT	CR	Lab/CC	Standards
	<ul style="list-style-type: none"> • Compare the stages of infant development, including cognitive, physical, language, social, and emotional development • Identify common infant reflexes • Summarize the sequence of both fine and gross motor skills • Recognize the developing sensory capacities of infants and toddlers • Explain how to meet the evolving nutritional needs of infants and toddlers • Recognize indicators of healthy and natural brain growth and development • Describe the substages of Piaget's sensorimotor stage • Explain how the social environment affects cognitive development according to Vygotsky's theory • Discuss the progression of language development during the first two years • Compare the theories of language development • Define classical and operant conditioning • Summarize the different types of memory • Classify types of temperament • Discuss the roles of culture and gender in socialization • Describe the sequence of emotional development during the first two years • Compare different theories of attachment and attachment styles • Explain Erikson's stage of trust versus mistrust • Contrast child care options for families • Summarize the different types of memory 	24	0	Academic: LS: 11-12.1, 11-12.2, 11-12.3, 11-12.6 RSIT: 11-12.1, 11-12.2, 11-12.3, 11-12.4 RLST: 11-12.2, 11-12.3, 11-12.4, 11-12.9 WS: 11-12.1, 11-12.2 CTE Anchor: Communications: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 Technology: 4.3 Problem Solving and Critical Thinking: 5.1, 5.4 Technical Knowledge and Skills: 10.1, 10.3, 10.7 Demonstration and Application: 11.5 CTE Pathway: A5.1, A5.2, A5.3, A5.5, A5.6, A5.7, A6.1, A6.2, A6.5, A7.6, A8.2
V.	EARLY CHILDHOOD DEVELOPMENT	CR	Lab/CC	Standards
	<ul style="list-style-type: none"> • Describe the physical changes that occur in early childhood • Explain how to provide healthy nutrition for three to five-year-olds • Summarize how to support the progression of motor skills with age-appropriate activities • Discuss the sleep needs during early childhood and sleep disorders that may affect children • Explain the development behind toilet training and some elimination disorders that children may experience • Recognize the importance of awareness of sexual development in early childhood • Discuss risks to and a variety of ways to promote and protect children's health and safety • Compare and contrast Piaget and Vygotsky's beliefs about cognitive development • Explain the role of information processing in cognitive development 	24	0	Academic: LS: 11-12.1, 11-12.2, 11-12.3, 11-12.6 RSIT: 11-12.1, 11-12.2, 11-12.3, 11-12.4 RLST: 11-12.2, 11-12.4 WS: 11-12.1, 11-12.2 CTE Anchor: Communications: 2.1, 2.2, 2.3, 2.4, 2.5

	<ul style="list-style-type: none"> • Put cognitive and language milestones into the order in which they appear in typically developing children • Describe how preschoolers view themselves • Summarize Erikson's stage of initiative versus guilt • Discuss the progression of social-emotional development during early childhood • Explain how children develop their understanding of gender • Compare and contrast different styles of parenting • Discuss the role of siblings and peers • Describe the types of play • Summarize the influence on social and emotional competence • Identify the effects of stress on three to five-year-olds 			<p>2.0 Problem Solving and Critical Thinking: 5.1 Leadership and Teamwork: 9.6, 9.7 Technical Knowledge and Skills: 10.1, 10.2, 10.2, 10.3, 10.7, 10.8, 10.13 Demonstration and Application: 11.5</p> <p>CTE Pathway: A1.5, A2.3, A3.6, A5.1, A5.2, A5.3, A5.4, A5.5, A5.6, A5.7, A6.1, A6.3, A6.5, A8.2, A9.5</p>
VI.	LEARNING AND PLAY DEVELOPMENT.	CR	Lab/CC	Standards
	<ul style="list-style-type: none"> • Discuss how preschool-aged children understand their worlds • Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests • Discuss how early childhood education supports the development and how our understanding of development influences education • Define characteristics of high-quality child care • Describe autism spectrum disorder, including characteristics and possible interventions • Identify warning signs of atypical development • Determine resources for children needing early intervention services • Discuss successful approaches to presenting cultural diversity in the classroom and preventing individual bias • Observing Children <ul style="list-style-type: none"> • Understand methodology • Compare and contrast objective and subjective reporting • Identify and explain ethical considerations to observations 	20	0	<p>Academic: LS: 11-12.1, 11-12.2, 11-12.3, 11-12.6 RSIT: 11-12.1, 11-12.2, 11-12.3, 11-12.4 RLST: 11-12.2, 11-12.3, 11-12.4 WS: 11-12.1, 11-12.2, 11-12.4</p> <p>CTE Anchor: Communications: 2.1, 2.2, 2.3, 2.4, 2.5 Career Planning and Management: 3.2 Problem Solving and Critical Thinking: 5.1, 5.2, 5.4 Ethics and Legal Responsibilities: 8.3, 8.4, 8.5, 8.6, 8.7 Leadership and Teamwork: 9.6 Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.5, 10.7, 10.8, 10.9 Demonstration and Application: 11.5</p> <p>CTE Pathway: A1.2, A1.5, A1.1, A2.2, A2.3, A5.3, A5.4, A5.5, A5.6,</p>

				A5.7, A6.4, A6.5, A7.3, A8.2, A10.1, A10.2, A10.5, A11.1, A12.4
VII.	MIDDLE CHILDHOOD DEVELOPMENT	CR	Lab/CC	Standards
	<ul style="list-style-type: none"> • Describe the patterns of physical growth • Summarize nutrition needs • Explain the causes of obesity and the negative consequences of excessive weight gain • Compare and contrast developmental disorders • Summarize several different mental health disorders • Describe what cognitive theorists share about children and their thinking • Explain how intelligence is measured, the tests used to assess intelligence, the extremes in intelligence, and the concern of bias • Describe the information processing theory • Explain several theories of language development • Compare typical language development with language difficulties • Describe the social-emotional theories of development • Examine the importance of positive friendships and peer relationships • Describe self-understanding in childhood • Identify the types of families children are part of • Explain aggression, antisocial behavior, and bullying 	20	0	Academic: LS: 11-12.1, 11-12.2, 11-12.3, 11-12.6 RSIT: 11-12.1 RLST: 11-12.2, 11-12.4 WS: 11-12.1, 11-12.2 CTE Anchor: Communications: 2.1, 2.3, 2.6 Problem Solving and Critical Thinking: 5.1, 5.2, 5.4 Leadership and Teamwork: 9.6 Technical Knowledge and Skills: 10.1, 10.5 CTE Pathway: A5.1, A5.2, A5.3, A5.4, A5.6, A5.7, A6.1, A6.2, A6.3, A6.4, A6.5, A7.6, A9.5, A10.1, A10.2, A10.3, A12.3
VIII.	ADOLESCENCE	CR	Lab/CC	Standards
	<ul style="list-style-type: none"> • Explain the changes in physical growth and brain growth • Compare and contrast different male and female changes that occur during puberty • Summarize adolescent health: sleep, diet, and exercise • Explain the prevalence, risk factors, and consequences of adolescent pregnancy • Describe several mental health issues for teens • Describe Piaget's formal operational stage and the characteristics of formal operational thought • Explain the information processing theory • Describe the strategies for memory storage • Compare Erikson and Marcia's theories • Explain identity and self-concept • Describe antisocial behaviors 	16	0	Academic: LS: 11-12.1, 11-12.2, 11-12.3, 11-12.6 RSIT: 11-12.1, 11-12.2, 11-12.3, 11-12.4 WS: 11-12.1, 11-12.2, 11-12.4 CTE Anchor: Communications: 2.1 Problem Solving and Critical Thinking: 5.1, 5.3, 5.4 Leadership and Teamwork: 9.6 Technical Knowledge and Skills: 10.7

				CTE Pathway: A5.3, A5.6, A5.7, A6.1, A7.1
IX.	EMPLOYMENT LITERACY	CR	Lab/ CC	Standards
	<ul style="list-style-type: none"> Identify available positions in the industry through the use of the Internet Complete an application form correctly Prepare a written resume Participate in a simulated employment interview Prepare a portfolio 	10	0	Academic: LS: 11-12.1 WS: 11-12.1, 11-12.2 CTE Anchor: Communications: 2.4, 2.5 Career Planning and Management: 3.1, 3.2, 3.3, 3.4, 3.5 CTE Pathway: A1.5
X.	PERSONAL SKILLS RELATED TO EMPLOYMENT	CR	Lab/ CC	Standards
	<ul style="list-style-type: none"> Demonstrate promptness, attend class regularly, and follow absence notification procedures Develop and maintain acceptable working relations Demonstrate the ability to manage time wisely Demonstrate a positive and cooperative attitude Demonstrate values of honesty and integrity Demonstrate respect for others Dress professionally according to industry standards Demonstrate appropriate personal hygiene/grooming and dress Demonstrate responsibility by exerting a high level of effort and working toward a goal 	8	0	Academic: LS: 11-12.1 CTE Anchor: Responsibility and Flexibility: 7.3, 7.4, 7.7 Ethics and Legal Responsibilities: 8.2, 8.3, 8.4 CTE Pathway: A1.5
XI.	INTERPERSONAL SKILLS AND GROUP DYNAMICS	CR	Lab/ CC	Standards
	<ul style="list-style-type: none"> Demonstrate the ability to work as a member of a team Identify proper procedures for handling harassment Demonstrate leadership skills by working independently, making appropriate decisions, working well with others, and accepting constructive criticism Demonstrate the ability to accept and work with individuals from various cultures 	5	0	Academic: LS: 11-12.1, 11-12.3 CTE Anchor: Leadership and Teamwork: 9.3, 9.6 CTE Pathway: A2.5
XII.	THINKING AND PROBLEM SOLVING SKILLS	CR	Lab/ CC	Standards
	<ul style="list-style-type: none"> Utilize problem-solving techniques Understand logical reasoning Demonstrate creative thinking Participate in decision making Demonstrate the ability to interpret information correctly 	5	0	Academic: LS: 11-12.1 CTE Anchor: Leadership and Teamwork: 9.3, 9.6 CTE Pathway: A2.5
XIII.	COMMUNICATION SKILLS	CR	Lab/ CC	Standards

	<ul style="list-style-type: none"> • Demonstrate effective verbal and written skills • Read technical journals and write technical reports using appropriate terminology • Listen attentively, follow directions, and relay directions to others • Demonstrate the ability to research and retrieve information 	5	0	<p>Academic: LS: 11-12.1 WS: 11-12.2, 11-12.4, 11-12.7</p> <p>CTE Anchor: Communications: 2.1, 2.3, 2.4, 2.5</p> <p>CTE Pathway: A1.5</p>
--	---	---	---	--