

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Child Development and Guidance

Date: November 2016

Proposed Grade Level(s): 9-12

Grading: A-F

**CTE Sector/Pathway: Education, Child Development,
and Family Services / Child Development / Introductory Course**

Course Length: 1 year

Subject Area: CTE

Credits: 5 per Semester

Articulation Units: N/A

Prerequisite(s): N/A

Intent to Pursue 'A-G' College Prep Status: Yes

This course outline includes the following (in order):

COURSE DESCRIPTION:

This introductory course prepares students to understand children's physical, mental, emotional, social growth and development as well as provide for their care and guidance. Instruction includes prenatal developments, inherited characteristics, health and safety, guidance and discipline, cultural diversity, child abuse and neglect. This course provides a solid foundation in any career that involves working with children, including childcare and education.

GENERAL GOALS/ESSENTIAL QUESTIONS:

- To foster students' understanding of the benefits of studying child development.
- To promote students' knowledge of the leading theories/theorists in child development.
- To provide students the basis for discovering the role of family and culture in the development of children.
- To enable students to analyze, interpret, and apply the major decisions and responsibilities of parenting.
- To prepare students to effectively guide children's behavior based on current theory and practice.
- To increase students' observational skills as a valuable tool in assessing children's developmental stages.
- To expose students to positive attitude and leadership skills, along with character and academic skills necessary to excel in a global arena through Family, Career, Community Leaders of America, the Career Technical Student Organization (CTSO) for the Child Development pathway.
- To enhance students learning experiences and educational opportunities; allowing students to apply their learning to real-world situations and develop pre-employment skills for jobs in the areas of child development and education by building and fostering partnerships with the community and businesses.
- To provide students with a core of knowledge and skills that act as a building block for lifelong learning.

COMMON CORE STATE STANDARD READING COMPONENT:

Students will be required to read the text Child Development: Early Stages through Age 12, and related materials. Students will be expected to apply reading and class discussion to situations as assigned in class. These assignments will vary in type and format allowing students to satisfy the reading component of the Common Core State Standards.

COMMON CORE STATE STANDARD WRITING COMPONENT:

Students will complete written responses to text readings, situational scenarios, observations, research papers, and note-taking from assigned readings on a regular basis.

COMMON CORE STATE STANDARD SPEAKING AND LISTENING COMPONENTS:

Students will engage in cooperative learning, presentations of research findings and projects, sharing of journal prompts, and peer-teaching.

CTE INDUSTRY SECTOR / PATHWAY / STANDARDS:

Child Development Pathway Standards:

- A5.0 Explain important elements of a child's physical, intellectual, emotional, and social growth and development.
- A5.1 List the biological and environmental factors that influence the development of infants, toddlers, and children.
- A5.2 Describe the developmental stages of infants, toddlers, and children.
- A5.3 Summarize the ways in which diversity, family, and culture influence the development of children.
- A5.4 Understand the importance of including infants, toddlers, and children with special needs.
- A5.5 Analyze the importance of observational assessment and how to link assessment findings to individualized child planning.
- A5.6 Evaluate the importance of learning environments, experiences, and interactions and their connections to each stage of physical, intellectual, social, and emotional development.
- A5.7 Defend the benefits of parental involvement to the development of a child's physical, intellectual, emotional, and social growth and development.

- A8.2 Observe children and document the observations in a factual and anecdotal format tying observations to developmental milestones.

DETAILED UNITS OF INSTRUCTION:

Unit 1: Children in Today's World

Learning about children is the key to learning about ourselves. In this unit, students will begin this journey by studying human growth and development, theories of developments, principles of development as well as observation techniques. Further study will include an introduction to family types, roles of families and culture. Finally, students will consider factors that influence the decision to become a parent.

Unit 2: Prenatal Development and the Newborn

The baby human is a complex being. In this unit, students will examine "normal" development as well as hazards to this development. Students will research ways for parents to prepare for the birth of a child as well as gain an understanding of the birthing process. Finally, students will gain an understanding of how to meet the needs of a newborn as well as the local resources available to new parents both pre- and postnatal.

Unit 3: Infants

Growth and development occurs in three main areas. In this unit, students will examine physical, intellectual and social-emotional development of infants. Students will explore learning theories that seek to explain these

developments. Students will gain an understanding of temperament, attachment behaviors, and self-awareness behaviors of infants.

Unit 4: Toddlers

Growth and development of toddlers is the focus of this unit. Students will examine physical, intellectual and social-emotional development of toddlers, particularly relating to self-worth and self-discipline. Through readings in the text, students will explore the development of language by studying the work of Jean Piaget. Through the study of Erik Erikson, students will understand the stages of personality development.

Unit 5: Preschoolers and School-Age Children

Growth and development of preschoolers are the focus of this unit. Students will examine physical, intellectual and social-emotional development of preschoolers, particularly relating to new thinking skills and intellectual development. Students will explore the development of initiative by studying the work of Erik Erikson as discussed in the text. Students will understand how children this age develop responsibility, learn gender roles and develop friendships.

Unit 6: Guiding and Caring for Children

Middle childhood, children with special needs, changes in the family and careers in child development are the focus of this unit. Students will examine the on-going development of school-age children, including those with special needs. Students will explore the current changes in family structure, dynamics and society. Students will understand child-related career opportunities and begin preparation for such careers.

TEXTBOOKS AND RESOURCE MATERIALS:

Child Development: Early Stages through Age 12 by Celia Anita Decker

Annual Editions 12-13 Child Growth & Development by Junn & Boyatzis

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

Anchor Standards:

1.0 Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Education, Child Development, and Family Services academic alignment matrix for identification of standards.

2.0 Communications

Acquire and accurately use Education, Child Development, and Family Services sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)

- 2.1 Recognize the elements of communication using a sender–receiver model.
- 2.2 Identify barriers to accurate and appropriate communication.
- 2.3 Interpret verbal and nonverbal communications and respond appropriately.
- 2.4 Demonstrate elements of written and electronic communication, such as accurate spelling, grammar, and format.
- 2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- 2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.

3.0 Career Planning and Management

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment with SLS 11-12.2)

- 3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.
- 3.2 Evaluate personal character traits, such as trust, respect, and responsibility, and understand the impact they can have on career success.
- 3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.
- 3.6 Recognize the role and function of professional organizations, industry associations, and organized labor in a productive society.
- 3.9 Develop a career plan that reflects career interests, pathways, and postsecondary options.

4.0 Technology

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Education, Child Development, and Family Services sector workplace environment. (Direct alignment with WS 11-12.6)

- 4.1 Use electronic reference materials to gather information and produce products and services.
- 4.2 Employ Web-based communications responsibly and effectively to explore complex systems and issues.
- 4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.

5.0 Problem Solving and Critical Thinking

Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Education, Child Development, and Family Services sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)

- 5.1 Identify and ask significant questions that clarify various points of view to solve problems.
- 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

7.0 Responsibility and Flexibility

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Education, Child Development, and Family Services sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1)

- 7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- 7.3 Understand the need to adapt to changing and varied roles and responsibilities.
- 7.4 Practice time management and efficiency to fulfill responsibilities.
- 7.5 Apply high-quality techniques to product or presentation design and development.

8.0 Ethics and Legal Responsibilities

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms. (Direct alignment with SLS 11-12.1d)

- 8.6 Adhere to copyright and intellectual property laws and regulations, and use and appropriately cite proprietary information.
- 8.7 Conform to rules and regulations regarding sharing of confidential information, as determined by Education, Child Development, and Family Services sector laws and practices.

9.0 Leadership and Teamwork

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the career technical student organization (FHA-HERO, the California Affiliate of FCCLA). (Direct alignment with SLS 11-12.1b)

- 9.1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.
- 9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills, as applied in groups, teams, and career technical student organization activities.
- 9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.
- 9.4 Explain how professional associations and organizations (such as FHA-HERO) and associated leadership development and competitive career development activities enhance academic preparation, promote career choices, and contribute to employment opportunities.
- 9.5 Understand that the modern world is an international community and requires an expanded global view.
- 9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.
- 9.7 Participate in interactive teamwork to solve real Education, Child Development, and Family Services sector issues and problems.

10.0 Technical Knowledge and Skills

Apply essential technical knowledge and skills common to all pathways in the Education, Child Development, and Family Services sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)

This section is specific to the foundational knowledge and skills required for Consumer and Family Studies.

- 10.1 Interpret and explain terminology and practices specific to the Education, Child Development, and Family Services sector.
- 10.2 Comply with the rules, regulations, and expectations of all aspects of the Education, Child Development, and Family Services sector.
- 10.3 Construct projects and products specific to the Education, Child Development, and Family Services sector requirements and expectations.
- 10.4 Collaborate with industry experts for specific technical knowledge and skills.
- 10.5 Summarize the decisions and responsibilities involved in parenting in various cultures.
- 10.6 Describe and identify the stages of pregnancy, from conception through birth, and the implications of environment and heredity on the health and well-being of a child.
- 10.7 Explain the importance of studying child growth and development from infancy through adolescence.
- 10.8 Explain positive guidance and discipline techniques that promote feelings of self-worth as they apply to the developmental stages of children.
- 10.9 Demonstrate an understanding of the value and methods of providing infants, children, and adolescents with play and developmentally appropriate learning activities.
- 10.13 Recognize the function of the family as a basic unit of society and the contributions of the family unit to the development of individuals.

- 10.21 Demonstrate an understanding of 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

Demonstrate and apply the knowledge and skills contained in the Education, Child Development, and Family Services anchor standards, pathway standards, and performance indicators in classroom, laboratory and workplace settings, and through the career technical student organization (FHA-HERO, the California Affiliate of FCCLA).

- 11.2 Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level.
- 11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.

DISTRICT ESLRS TO BE ADDRESSED:

Students will be:

Self-Directed Learners who:

- accept responsibility for their own learning
- be able to apply what they have learned regarding cognitive and physical development of children to real world situations
- be able to demonstrate the ability to transfer knowledge obtained in the classroom and through coursework or observations to new situations
- complete independent projects with the teacher acting as coach

Effective Communicators who:

- learn to express ideas clearly using correct child developmental psychology terminology
- successfully convey messages, ideas, creative thoughts, feelings and opinions to instructor and peers
- listen and respond in a positive manner to critiquing from instructor and peers
- communicate with group members while completing assigned projects, and successfully completing oral presentations

Quality Producers/Performers who:

- learn to use appropriate resources, tools, and technology to complete projects that reflect well thought out questioning and research of the intended topic and that display originality, creativity, and pride in the final outcome
- continually assess, evaluate, and adjust personal work on coursework and projects to maintain high individual standards
- demonstrate the ability to work not only with their peers but independently

Constructive Thinkers who:

- learn to understand, building on prior knowledge and information gained in previous experiences or lessons
- learn to question, analyze, synthesize and evaluate information
- select appropriate resources to gather information
- successfully select and adjust problem-solving strategies

- analyze case studies and observations

Collaborative Workers who:

- successfully and effectively work within a culturally diverse setting
- cooperate with others to initiate, plan and evaluate individual projects
- be able to cooperatively identify problems and reach consensus and provide adequate solutions
- contribute time, energy and positive ideas to the classroom as a whole
- actively and politely listen to others' opinions, ideas and suggested solutions

Responsible Citizens who:

- contribute positive time, energy and talent to improve the welfare of themselves and others
- abide by classroom, school, and community rules, laws and regulations
- develop and demonstrate habits of personal wellness and safety, while developing a sense of self-discipline
- demonstrate care, respect, and pride for themselves, their peers, their classroom, their school, and their community

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