# Pilot Course Proposal

Submitted by: Kara Crum Building: Lindbergh High School

Proposed Course Title: Health, Safety and Nutrition in ECE (Early Childhood Education)

Grade Level: 10th-12th Department: CTE-Family Consumer Sciences

---

*PLEASE ATTACH THE FOLLOWING:*

**Description of course content and how this course will meet current needs not being met by other courses. Description must also include the needs assessment data.**

This class will introduce students to the implementation of equitable health, safety, and nutrition standards for the growing child in group care. Students will develop the skills necessary to keep children healthy and safe, report abuse & neglect, and connect families to community resources.

This course will follow a sequence of courses within the CTE Family Consumer Science Department. Currently we offer Child Development at all Renton School District high schools. This course will be the second course for students to take, with students having the ability to potentially earn college credit and work towards earning the WA State Short Stack Early Childhood Education Certification.

**Specifically, what will the student know and be able to do as a result of this course?**

Students will be able to demonstrate skills necessary to keep children healthy and safe. This includes gaining knowledge in emergency care of infants/children, describing food programs and practices that support the development of children, evaluating childcare safety policies, understanding the responsibilities of mandated reporters, and demonstrate the ability to work with diverse families in health, nutritional and dental services.

Expected Learning Outcomes: Upon completion of this course, the student will be able to:

1. Demonstrate knowledge of how basic physical, mental health, nutritional, and safety needs that influence the growth and development of each young child are met through environmental and curricular policies and procedures.
2. Demonstrate skills for consistently implementing and evaluating research-based basic health, safety, and nutritional practices and articulate strategies for helping children practice safe behaviors through daily routines and activities.
3. Explain and identify ways to maintain a safe environment including: identifying hazards and risks; conducting regular health and safety assessments consistent with regulations and quality standards; and taking corrective action when necessary.
4. Identify signs and symptoms and emergency treatment options of childhood diseases and those which might indicate physical, sexual and psychological abuse or neglect, and discuss the impact of stress and trauma on children and their families.
5. Identify and describe first aid procedures, emergency response procedures, recordkeeping, communication processes, and related legal, ethical and policy issues related to medical services to families and co-workers.
6. Identify strategies supportive of making food preparation and mealtime a culturally responsive, developmentally appropriate learning experience for each child, including those of diverse abilities.
7. Explain ways to plan culturally responsive, nutritionally sound meals and identify strategies supportive of collaboration with families and health professionals in meeting children's individual health and nutritional needs.
8. Provide examples of effective health and immunization record-keeping systems.

***Upon completion of this course students will be able to meet the following <u>Washington State and National Family, Consumer Science Standards, Grades 6-12</u>***

- **Standard 1**: Analyze career paths within early childhood, education & related services.
- **Standard 2:** Analyze developmentally appropriate and culturally responsive practices to plan for early childhood, education, and services
- **Standard 3:** Demonstrate integration of curriculum and instruction to meet developmental needs and interests of children, youth and adults, considering gender, ethnicity, geographical, cultural, and global influences.
- **Standard 4:** Demonstrate a safe and healthy learning environment for children, youth and adults.
- **Standard 5:** Demonstrate skills for building and maintaining positive collaborative relationships with children, youth and adults in their family and community environments, considering gender, ethnicity, geographical, cultural, and global influences.
- **Standard 6:** Demonstrate professional practices and standards related to working with children, youth and adults, including diverse populations.

**What are the assessments that will be used to determine student achievement of the goals of this course? (Attach to this proposal.)**

1. Health, Safety, & Nutrition Pre/Post Test
2. Each student will be responsible for visiting a playground at a neighborhood park, preschool, or day care center, and will use a playground maintenance checklist to analyze the environment for safety.
3. Each student will plan a lunch and snack menu for children ages 3-5 for one week. Students must follow the Child and Adult Care Food Program (CACFP) requirements.
4. Each student will create a brochure detailing when and how to disinfect items in a childcare facility, when and how to use bleach to disinfect, considerations when using bleach, proper bleach mixing guidelines.
5. Working in small groups, students will brain storm ideas on how to share information with families about health safety and nutritional concerns. Create an informational flyer that defines a health, safety or nutrition issue.
6. Students will conduct individual research on a specific career that focuses within ECE Health, Safety or Nutrition. Examples: childcare cook/chef, playground safety technician, childhood dietician/nutritionist

**Describe how this course will address:**

- **Alignment with Common Core State Standards (CCSS) and/or WA State Essential Academic Learning Requirements (EALRs)**
    - **Common Core State Standards Writing 9-10.2**
        - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. **a**. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. **b.** Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. **c.** Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. **d.** Use precise language and domain-specific vocabulary to manage the complexity of the topic. **e.** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **f.** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

- **Common Core State Standard Writing 11 – 12.2**
    - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. **a.** Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. **b.** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. **c.** Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. **d.** Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. **e**. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **f.** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- **Common Core State Standards Writing 9-10. 4-8,**
    - **4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **5**. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. **7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- **Common Core State Standards Writing 11-12.4-8**
    - **4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience **5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. **7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

- **College and Career Readiness Anchor Standards for Reading – all**

- **Health**
    - Cite evidence from Nutrition Facts labels useful for making informed and healthy choices. H5.N3.HS Analyze trends in portion size as compared to recommended serving sizes.
    - Analyze trends in portion size as compared to recommended serving sizes.
    - Demonstrate how to balance caloric intake with caloric expenditure to maintain, gain or reduce weight in a healthy manner.
    - Predict impact of consuming adequate or inadequate amounts of nutrients
    - Evaluate resources for accessing valid and reliable information, products and services for healthy eating
    - Collaborate with others to advocate for healthy eating at home, in school and in the community.
    - Analyze how community, media and culture influence decision making related to food choices and eating behaviors.
    - Describe how the body's function and composition are affected by food consumption
    - Analyze how healthy eating reduces health risks and promotes growth
    - Apply basic first aid skills
    - Demonstrate CPR & AED procedures
    - Explain how to respond to emergency situations
    - Identify safety precautions for playing and working outdoors
- **Math**
    - Develop understanding of fractions as numbers
    - Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects
- **Technology**
    - 1.d. Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.
    - 3.a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits
    - 3.b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
    - 3.c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
    - 3.d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.
    - 6.a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
    - 7.b. Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

- **Integration of technology**
    - Computer based assessments
    - Word processing
    - Digital research
    - "Tix Tock Bento Challenge"
    - Using an MLS for work access and completion
- **Infusion of diversity/multicultural perspectives**
    - Particular attention will need to be paid to religion and cultural variations in diet
    - Additional attention will need to be paid to religious and cultural beliefs regarding health and wellness, especially regarding managing disease and immunization
    - Attention will be needed for cultural and religious differences regarding definition abuse and neglect
- **Integration with other subject areas – This class includes content from several other content areas**
    - Mathematics – measurement, addition, calculation of percentages
    - English/ Language Art – reading – specifically non-fiction and research texts, reading graphics including charts, graphs, and diagrams, writing – specifically non-fiction and narratives
    - Science – managing disease and bloodborne pathogens
    - Culinary Arts – understanding and preventing contaminants and foodborne illness
- **Provision of appropriate experiences for learners of varying abilities**
    - To provide for students with limited language proficiency SIOP strategies will be used for the teaching of content-based vocabulary. Materials will also include images and graphics to bolster student understanding
    - For Special Education students, all IEP modifications will be followed. Attempts will be made to provide multimedia and audio versions of materials, and teacher will be accessible for direct instruction and clarification.
    - All students will have access to the text Health, Safety, and Nutrition for the Young Child by Lynn R. Marotz, both for use in class and home.
- **Development of higher-level thinking and processing skills**
    - Students will experience a significant number of simulation where they will be required to "think" their way through for solutions. This includes practicums on infant and toddle CPR and First Aid, menu analysis and creation, and design of suitable and safe learning and growing environments.
    - Students will participate in structure discussions regarding "difficult" topics including the ethics of immunizations, what constitutes child abuse and neglect both here and in multiple cultures, how to improve the overall state of children's health and well-being
    - Students will problem solve solutions "real world" challenges including how to create a healthy diet on a limited budget, providing adequate nutrition and safety in a quickly changing world, and the dangers/benefits of screen time with young children
- **Articulation of scope and sequences across grades K-12. Will this course replace an existing curriculum? If so, which course?**
    - This course will not replace a currently existing course. It will, however, enhance and elaborate on the foundations learned in Family Health and Child Development

- **Current Scope and Sequence**

  Introduction:
  - Children's Well-Being: Growth and Development & Promoting a Healthy Lifestyle

  Unit One: Creating Safe Environments
  - What factors influence childrens' health
  - Safety Policies/guidelines
  - Toys and play structures
  - Emergency/Disaster Preparedness

  Unit Two: Infant Feeding (Safety and Standards)
  - Needs and Brain Development
  - Feeding the infant
  - Introducing solid foods
  - Feeding concerns and safety

  Unit Three: Nutritional Standards and Safety for Toddlers, Preschool and School aged children
  - MyPlate Daily Food Recommendations
  - Food Safety (illnesses, prevention and sanitation)
  - Promoting Healthy Eating Habits
  - Meal/Menu Planning

  Unit Four: Managing Infectious Diseases and Bloodborne Pathogen Certification
  - Universal precautions for handling bodily fluids
  - Immunization
  - Sanitation
  - Stages of Illness

  Unit Five: Understanding Child Abuse and Neglect, Mandated Reporter Training
  - Discipline vs Punishment
  - Types of Abuse and Neglect
  - Shaken Baby Syndrome
  - Reporting Laws

  Unit Six: Infant/Child CPR, Choking and other First-Aid Emergencies
  - Responding to medical emergencies
  - Emergency care vs. first aid care
  - Life threatening conditions
  - Non-life threatening conditions

  Unit Seven: Children with Special Medical Care Needs
  - Medical care of asthma, childhood cancers, diabetes, seizures

- **Statement of impact:**

  Through taking this course students will earn their stackable certification toward their Early Childhood Education Certificate which allow students to gain credits toward a career in Early Childhood Education as well as training and valuable hands-on practice in the areas of Health, Safety, and Nutrition. Additionally, students completing these courses will be readily available and trained to enter the childcare field having already completed necessary requirements. The childcare field is currently significantly lacking in adequate numbers of trained employees including in the Renton community. This course would serve to provide students necessary skills and certifications while filling the current job vacancies locally. According to the Bureau of Labor Statistics Occupational Outlook Handbook, job growth for preschool teachers is expected the be 15% for the next decade which is 3 times the average for all jobs combined.

**Instructional materials and cost (include titles, names of publishers and copyright).**

- Health, Safety and Nutrition for the Young Child (10th edition)
  Author: Lynn R. Marotz, RN, Ph.D.
  Cengage Publishing, 2020

SIGN-OFF FOR PILOT COURSE RECOMMENDATION

| | **Signature** **Date** |
|---|---|
| **1. Department Head (Secondary)** **Accepts ☐ Rejects ☐** | _____ |
| **2. Principal** **Accepts ☐ Rejects ☐** | _____ |
| **3. District Content Facilitator** **Accepts ☐ Rejects ☐** | _____ |
| **4. Curriculum Director** **Accepts ☐ Rejects ☐** | _____ |

**Return original to the Director of Curriculum and Instruction. Copies to Principal and Course Originator.**