

## VALLEY ROP COURSE OUTLINE

<b>COURSE TITLE:</b>	<b>Child Development</b>	
<b>VALLEY ROP #:</b>	ECD-4400-ChiDev	
<b>CDE #:</b>	3017	
<b>CBEDS TITLE:</b>	Careers in Child development	
<b>CBEDS #</b>	4400	
<b>CTE SECTOR:</b>	Education, Child Development, and Family Services	
<b>CTE PATHWAY:</b>	Child Development	
<b>JOB TITLES:</b>	Child Care Workers	39.9011.00
<b>(ONET #s)</b>	Preschool Teachers	25.2011.00

### **COURSE DESCRIPTION:**

The students will be introduced to understanding children and parenting leading them toward the capacity to work with children in a day care or preschool facility, and eventually into public service agencies. Students will learn the implications of the environment and heredity on the health and well being of a child, understand the importance of studying child growth and development, and learn to assist children to adapt to major life changes. Students will learn the value and methods of providing children with appropriate play learning activities.

<b>DATE APPROVED</b>	August 2006
<b>REVISED DATE(S):</b>	May 2009 /Nov 2009
<b>HOURS:</b>	180
<b>CREDITS:</b>	10 per year
<b>PREREQUISITES:</b>	None
<b>GRADE LEVEL:</b>	11-12
<b>TEXTBOOKS:</b>	<i>The Developing Child</i> , Glenco/McGraw Hill Publishers, 2000 (ISBN 0-02-642708-7)
<b>RESOURCES:</b>	<i>Parent's Magazine, Child Magazine, Parenting Magazine</i>

## **COURSE COMPETENCIES:**

Upon completion of this course, the student will:

- Understand the decisions and responsibilities involved in parenting in various cultures.
- Understand the stages of pregnancy, from conception through birth.
- Understand the impact of environment and heredity on the health and well being of a child.
- Understand the importance of studying child growth and development from infancy through adolescence.
- Understand the value and methods of providing infants, children, and adolescents with play and developmentally appropriate learning activities.
- Understand the adjustments needed to adapt to major life changes throughout the adolescent human life cycle.
- Understand the importance of wellness and safety to individual and family health and well-being.
- Become familiar with the variety of childcare facilities and philosophies.
- Become aware of employment and education opportunities in Child Care Services.
- Develop an employment portfolio.
- Enhance academic and career preparation knowledge along with learning the skills related to the Child Development Pathway as identified in the CTE Standards.
- Gain knowledge of Child Development and Guidance Standards including:
  - Responsibilities of Parents
  - Prenatal Development
  - Studying and Understanding Children
  - Guidance and Discipline
  - Play and Learning
  - Changes that Affect Children
  - Health and Safety

## **INSTRUCTIONAL METHODS:**

- Cooperative Work Projects
- Discussions
- Lecture
- Journals
- Scenarios

## **EVALUATION METHODS:**

Assessment opportunities, which allow continuous evaluation of students' progress, will be embedded throughout the course and should be a learning experience. All students will be expected to achieve mastery of all topics; often, demonstrations of mastery will occur in a public forum. The following strategies, which include both formal and informal assessment techniques will include, but are not limited to:

- Employment Portfolio
- Written Exams
- Participation
- Cooperative Work Projects
- Individual Projects
- Homework
- Simulated School Daycare in Class ("PlaySchool")

## **COURSE OUTLINE:**

<b>Unit of Instruction</b>	<b>Estimated Hours</b>
<b>Introduction to Course</b>	4
<ul style="list-style-type: none"><li>• Reasons for study children</li><li>• Childhood in the past</li><li>• Major Theorists</li><li>• Characteristics of development</li></ul>	
<b>Parenthood</b>	9
<ul style="list-style-type: none"><li>• Parenting responsibilities</li><li>• Financial, emotional, and health considerations</li><li>• Teenage parenthood</li></ul>	
<b>Prenatal Development</b>	6
<ul style="list-style-type: none"><li>• Causes, testing, prevention of birth defects</li><li>• Genetic counseling</li><li>• Conception and stages of prenatal development</li></ul>	
<b>Preparing for Birth</b>	4
<ul style="list-style-type: none"><li>• Care of mother</li><li>• Emotional adjustments of both parents</li><li>• Equipment and basic baby supplies</li><li>• Childbirth options</li></ul>	
<b>Baby's Arrival</b>	4
<ul style="list-style-type: none"><li>• Stages of labor; delivery</li><li>• Newborn care and needs</li><li>• Fostering parent-child bonding</li></ul>	
<b>Infants—Physical Development</b>	6
<ul style="list-style-type: none"><li>• Patterns—growth and proportion</li><li>• Development of senses and motor skills</li><li>• Nutritional concerns</li><li>• Sleep habits</li><li>• Holding, feeding, diapering, bathing, dressing</li></ul>	
<b>Infants—Emotional &amp; Social Development</b>	9
<ul style="list-style-type: none"><li>• Nurturing environment; building self-concept</li><li>• Learned behavior</li><li>• Personality</li></ul>	
<b>Infants—Intellectual Development</b>	9
<ul style="list-style-type: none"><li>• Piaget's Cognitive Learning</li><li>• Enhancement of intellectual growth</li><li>• Safe and appropriate toys for infants</li></ul>	
<b>Toddlers—Physical Development</b>	10
<ul style="list-style-type: none"><li>• Changes in height, weight, posture, proportion</li><li>• Appropriate meals</li><li>• Tooth development and care</li><li>• Self-help clothing</li><li>• Small and large motor skills</li></ul>	

<b>Toddlers—Emotional &amp; Social Development</b>	10
<ul style="list-style-type: none"> <li>• Handling fears, negativism, temper</li> <li>• Learning to play well with others</li> <li>• (parallel/cooperative)</li> <li>• Effective discipline</li> <li>• Self control</li> </ul>	
<b>Toddlers—Intellectual Development</b>	12
<ul style="list-style-type: none"> <li>• Methods of learning; developing concepts</li> <li>• Safe and appropriate toys</li> <li>• Language development and speech patterns</li> </ul>	
<b>Preschoolers—Physical Development</b>	6
<ul style="list-style-type: none"> <li>• Good nutrition</li> <li>• Self-care habits and routines</li> <li>• Thumb sucking and bed wetting concerns</li> </ul>	
<b>Preschoolers—Emotional &amp; Social Development</b>	10
<ul style="list-style-type: none"> <li>• General patterns of development</li> <li>• Relationship to family</li> <li>• Sense of right and wrong</li> <li>• Stress, competition, fears, jealousy</li> </ul>	
<b>Preschoolers—Intellectual Development</b>	10
<ul style="list-style-type: none"> <li>• Characteristics of development</li> <li>• Learning from daily experiences</li> <li>• Learning disabilities</li> </ul>	
<b>Health and Safety</b>	10
<ul style="list-style-type: none"> <li>• Safety hazards</li> <li>• First aid</li> <li>• Immunizations and health checkups</li> <li>• Emergency situations</li> <li>• Hygiene Needs</li> </ul>	
<b>Childhood Diseases</b>	12
<ul style="list-style-type: none"> <li>• Chronic</li> <li>• Illness</li> <li>• Infectious</li> <li>• Daily wellness check</li> </ul>	
<b>Playschool for 3-5 Year Olds</b>	25
<ul style="list-style-type: none"> <li>• Observations and notes</li> <li>• Planning lessons and creative activities</li> <li>• Evaluations</li> </ul>	
<b>Careers in Child Development</b>	6
<ul style="list-style-type: none"> <li>• Private preschools</li> <li>• Church-related</li> <li>• Government-sponsored childcare programs</li> <li>• Parent cooperatives</li> <li>• School-age programs</li> <li>• Family childcare</li> </ul>	
<b>Employment Skills</b>	8
<ul style="list-style-type: none"> <li>• Personal Qualifications</li> <li>• Preparing portfolio</li> <li>• Career ladder</li> </ul>	
<b>Total</b>	<b>180 Total Hours</b>

## CAREER PREPARATION STANDARDS

- A. PERSONAL SKILLS - Students will understand how personal skill development affects their employability. This skill includes positive attitudes, self-confidence, honesty, perseverance, responsibility, initiative, self-discipline, personal hygiene, time management, work ethic, price in work, and dependability.
1. Demonstrate an understanding of classroom policies and procedures.
  2. Identify acceptable work attire.
  3. Establish goals for self-improvement and further education/training.
  4. Prioritize tasks and meet deadlines.
  5. Understand the importance of initiative and leadership.
  6. Understand the importance of lifelong learning in a world of constantly changing technology.
- B. INTERPERSONAL SKILLS - Students will understand key concepts on group dynamics, conflict resolution, and negotiation. This skill includes the ability to work cooperatively, accept supervision, assume leadership roles, and show respect for others. This standard includes an understanding of sexual harassment laws and an appreciation of cultural diversity in the workplace.
1. Identify and discuss behaviors of an effective team.
  2. Explain the central importance of mutual respect in the workplace relations.
  3. Discuss and demonstrate strategies for conflict resolution and negotiation, and explain their importance within the business environment.
  4. Understand laws that apply to sexual harassment in the workplace, and identify tactics for handling harassment situations.
  5. Work cooperatively, share responsibilities, accept supervision and assume leadership roles.
  6. Demonstrate cooperative working relationships and proper etiquette across gender and cultural groups.
- C. THINKING AND PROBLEM-SOLVING SKILLS - Students will exhibit critical and creative thinking skills, logical reasoning, and problem-solving. These skills include applying basic skills in order to calculate, estimate, measure; identify, locate, and organize information/data; interpret and follow directions from manuals, labels, and other sources; analyze and evaluate information and solutions.
1. Recognize the importance of good academic skills and implement a plan for self-improvement as needed.
  2. Read, write, and give directions.
  3. Exhibit critical and creative thinking skills and logical reasoning skills, and employ these skills for problem solving as a team:
    - a. Diagnose the problem, its urgency, and its causes.
    - b. Identify alternatives and their consequences.
    - c. Explore possible solutions.
    - d. Compare/contrast the advantages and disadvantages of alternatives.
    - e. Determine appropriate action(s).
    - f. Implement action(s).
    - g. Evaluate results of action(s) taken.
- D. COMMUNICATION SKILLS - Students will understand principles of effective communication. This standard includes effective oral and written communication, listening skills, following and giving directions, requesting and giving information, asking questions.
1. Use communication concepts in application of skills, techniques, and operations.
    - a. Prepare written material.
    - b. Analyze written material.
  2. Understand and implement written instructions, from technical manuals, written communications, and reference books.
  3. Present a positive image through verbal and nonverbal communication, and understand the power of body language in communication.

4. Demonstrate active listening through oral and written feedback.
  5. Give and receive feedback.
  6. Demonstrate assertive communications (both oral and written).
  7. Demonstrate proper etiquette in workplace communications, including an awareness of requisites for international communications (languages, customs, time zones, currency and exchange rates).
  8. Demonstrate writing/editing skills as follows:
    - a. Write, proofread, and edit work.
    - b. Use correct grammar, punctuation, capitalization, vocabulary, and spelling.
    - c. Select and use appropriate forms of technology for communication.
  9. Exhibit a proficiency in the use of reference books.
  10. Research, compose, and orally present information for a variety of business situations utilizing appropriate technology.
- E. OCCUPATIONAL SAFETY - Students will understand occupational safety issues, including the avoidance of physical hazards in the work environment. This includes the safe operation of equipment, proper handling of hazardous materials, appropriate attire and safety accessories, avoidance of physical injuries, interpretation of warning and hazard signs and terminology, and following and understanding safety-related directions.
1. Discuss and implement good safety practices, including the following (if applicable to course):
    - a. interpretation of Material Safety Data Sheets (MSDSs)
    - b. Environmental Protection Agency (EPA)
    - c. Occupational Safety and Health Administration (OSHA)
    - d. American Red Cross Standards (ARC)
    - e. Networking Safety Standards
  2. Apply sound ergonomic principles in organizing one's workspace.
- F. EMPLOYMENT LITERACY - Students will understand career paths and strategies for obtaining employment within their chosen field. This includes traditional job preparation skills, sources of employment information, and interviewing skills, as well as an overview of the industry and an understanding of labor market trends.
1. Explore career opportunities and projected trends; investigate required education, training and experience; and develop an individual education plan.
  2. Identify steps for setting goals and writing personal goals and objectives.
  3. Examine aptitudes related to career options; relate personal characteristics and interests to educational and occupational opportunities.
  4. Develop a career portfolio, including the following documents:
    - a. job application
    - b. resume(s)
    - c. appropriate cover and follow-up correspondence
  5. Identify and demonstrate effective interviewing techniques.
- G. TECHNOLOGY LITERACY - Students will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance. Students should understand the role of technology in their chosen field and should be able to use all appropriate technology. Students should also feel confident in their ability to learn new technology by generalizing from what they know, adapting skills to new situations, and identifying and using sources of information and of further learning.
1. Demonstrate the ability to use personal computers for loading and retrieving data, information gathering, measurements, and writing.
  2. Identify the characteristics and explain the importance of adapting to changes, being flexible, and evaluating goals when working in the industry.
  3. Understand the importance of lifelong learning in adapting to changing technology.
- H. IMPORTANCE OF ETHICS – Students will understand proper ethics in the workplace.
1. Discuss social and ethical responsibilities in the industry.
  2. Demonstrate ethical choices in workplace situations.

## **KEY ASSIGNMENTS:**

### **Baby Book:**

Students will create a baby book. Design a unique baby book that chronicles a child's growth and development. It will include growth events such as first hair cut, cut first tooth, began to crawl, walk, talk, etc. The book can be based on a child of his/her own, close friend, or relative.

### **Birthday Party:**

Students will plan birthday parties. Planning will include a theme, type of party, and invitees. The students will identify where the party will be held, when it is to be held, the menu, games, décor, etc. Two parties from the parties submitted will be selected to be implemented during the school preschool session.

### **Resource List:**

Students will create a list of resources that will be shared by all students to contact the following assistance and/or agencies relative to child development:

Prenatal Care	Contraceptive Info
Financial Assistance/Infant Formula	Parenting Skills
Quality Childcare	Childcare Financial Assistance
"Stay in School" Financial Assistance	Teenage Residential Assistance
Continuing Education	Baby Immunizations/"Well Baby"
Sick Baby Assistance	Child Support Assistance

These resources will be compiled and self-published as a resource for students.

### **PlaySchool:**

A school daycare simulated environment will be created in the classroom, called PlaySchool. Children will be brought into the classroom for a two-month period, twice a week. The students will be responsible for creating a lesson plan and carrying out the lessons. The lessons will include age-appropriate group activities for the children to participate in. These lessons and activities will be peer critiqued.

### **Research Project on Childhood Diseases:**

The students will research childhood diseases to include but not be limited to measles, mumps, rubella, and chickenpox. The research should include diseases that are not common due to childhood vaccines. The report will include sections pertaining to what impact vaccines have on health and longevity of children's lives. The written report will be submitted for grading as well as presented orally to the class at large.

### **Empathy Belly:**

The students will experience pregnancy through the use of a simulated last trimester belly. Students will be assigned the belly to wear over a period of time. The students will then report on how "being pregnant" affected them p [physically and mentally]. The focus of the assignment is to prevent teen pregnancy.

### **Ready or Not Tot Baby Simulators:**

Students will be assigned to care for a simulated tot baby for 32 to 48 hours. The tot baby is programmed with realistic events that students must respond to appropriately. The focus is on how demanding and time consuming parenting is. Oral and written reporting is required.