

EDUCATIONAL SERVICES

Course of Study Information Page

Course Title:	Child Development (#0581)	
Rationale:	Through understanding principles of human growth and development, basic human needs, and individual needs of children, the student should acquire a better understanding of self, a greater tolerance of individual differences, and a specific concern for environments conducive to the maximum development of children.	
Course Description:	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 a child development laboratories, public and private preschools, family day-care settings, and recreational facilities.	
How Does This Course Align with or Meet State and District Content Standards	This course meets standards and is aligned with State and National Family and Consumer Science Standards.	
Length of Course:	1 Year or 1 Term at UMHS	
Grade Level:	9-12	
Credit:	<input checked="" type="checkbox"/> Number of units: <u>10</u>	<input type="checkbox"/> College Prep
	<input checked="" type="checkbox"/> Meets graduation requirements <input type="checkbox"/> Request for UC "a-g" requirements	<input checked="" type="checkbox"/> Elective <input checked="" type="checkbox"/> Career Technical
Prerequisites:	Student Interest	
Department(s):	Home Economics Career and Technology (HECT) Family and Consumer Science (FACS) Education, Child Development, and Family Services Sector Child Development Pathway	
District Sites:	EDHS, ORHS, PHS, UMHS	
Board of Trustees Adoption Date:	April 14, 2009	
Textbooks / Instructional Materials	Children The Early Years , Goodheart-Willcox Company, Inc., Celia Decker, 2006 – 6 th Edition, ISBN: 978-1-59070-546-9	
Date Adopted by the Board of Trustees:	June 23, 2009	

Course description that will be in the Course Directory:

This course will prepare individuals to understand the physical, mental, emotional, and social growth and development of children, as well as their care and guidance for future careers with children and/or parenting. Competencies achieved in this course may lead to enrollment in ROP Careers with Children.

Essential Career Skills Gained By Units

Studying and Understanding Children

- Ability to compare various theories pertaining to human growth and development

Responsibilities in Parenting

- Knows cultural differences that affect parenting
- Knows different care giving options

Prenatal Development

- Knows the stages of prenatal development and childbirth
- Knows how individuals are genetically unique
- Knows cost and procedures of reproductive procedures
- Knows community resources related to pregnancy

Child Growth and Development

- Ability to identify the developmental areas, stages and principles of growth
- Ability to observe and study children's behavior and interpret findings

Guidance and Discipline

- Knows various approaches to child guidance and its effect on self-worth
- Ability to use positive reinforcement with children in different situations

Health and Safety

- Ability to supply safety and sanitation procedures to prevent childhood illnesses and accidents
- Knows how to plan and evaluate a balanced diet for a child
- Ability to evaluate a child's environment for health and safety and provide recommendations for improvement
- Knows community agencies that provide health care services to children

Play and Learning

- Knows the purpose of play and can plan activities that promote a child's physical, social, emotional and intellectual development
- Ability to evaluate facilities, equipment, and materials for their contribution to a child's development
- Knows how to help children with special needs

Changes That Affect Children

- Knows the life cycle and how children might respond to changes in it
- Knows difference between how infants, children and adolescents respond to different crisis'

Careers Related to Child Development

- Ability to identify characteristics of effective education professionals
- Knows job expectations and procedures for apply and obtaining a educational related career

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UNIT/STANDARD # : ECDFS – F10.3 Studying and Understanding Children

LEARNING OUTCOME : Students understand the importance of studying child growth and development from infancy through adolescence.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Students understand the importance of studying child growth and development from infancy through adolescence.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <ul style="list-style-type: none"> ➤ Suitcase Assignment; learning about self helps to understand childhood growth and self. ➤ Exploring effects of birth order ➤ Developmental Theorist Project: Power Point, Posters, Presentations ➤ Child Observations: In class and outside of class-record and reflect ➤ Videos(ex: 100 Years of Parenting) 	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <ul style="list-style-type: none"> ➤ Completed Child Observation and Reflection ➤ Student Presentations ➤ Quizzes and Tests ➤ In-Class Project Based Activities 	<p>4. What will we do if students do not learn?(Outline the planned intervention strategies)</p> <ul style="list-style-type: none"> ➤ Evaluate student learning ➤ Re-teach areas of weakness ➤ Video/Computer learning ➤ Alternate internet sources ➤ More time on tests ➤ Use of the learning resource center ➤ Tutorial time ➤ After school tutoring ➤ Contact parents/counselors ➤ Extended time on projects <p>5. What will we do if students already know it?</p> <p>Extended learning opportunities</p>

Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

California Department of Education: Child Development Pathway – Consumer and Family Studies Standards (ECDFS)

ECDFS – F10.3.1 Explain the benefits of studying child development

ECDFS – F10.3.3 Analyze the effects of heredity and environment on the physical, social, emotional, and intellectual development of children.

ECDFS – F10.3.5 Identify and compare various theories regarding human growth and development.

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UNIT/STANDARD # : ECDFS-F10.1 Responsibilities in Parenting

LEARNING OUTCOME : Students understand the decisions and responsibilities involved in parenting in various cultures.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Students understand the decisions and responsibilities involved in parenting in various cultures.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <ul style="list-style-type: none"> ➤ Guest Speakers ➤ Observation ➤ Interview ➤ Evaluating personal development as related to responsible parenting ➤ Analyze parenting styles ➤ Cultural Heritage Project ➤ Caregiver options: observe and evaluate sites, costs and practices 	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <ul style="list-style-type: none"> ➤ Observation write-ups and reflections ➤ Role playing ➤ Student presentations ➤ Activity based projects ➤ Quizzes/Tests 	<p>4. What will we do if students do not learn?(Outline the planned intervention strategies)</p> <ul style="list-style-type: none"> ➤ Evaluate student learning ➤ Re-teach areas of weakness ➤ Individual instruction ➤ Learning Center assistance ➤ After school help/ tutoring ➤ More time on tests ➤ Use of the learning resource center ➤ Tutorial time ➤ After school tutoring ➤ Contact parents/counselors ➤ Extended time on projects <p>5. What will we do if students already know it?</p> <ul style="list-style-type: none"> ➤ Computer research ➤ Extended learning opportunities

Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

California Department of Education: Child Development Pathway – Consumer and Family Studies Standards (ECDFS)

- F10.1.1 Analyze factors to consider when determining readiness for parenting and identify parenting responsibilities.
- F10.1.2 Describe parenting skills that contribute to the optimum development of children through meeting their physical, emotional, social, and intellectual needs.
- F10.1.3 Analyze the major decisions, changes, and adjustments required of parents.
- F10.1.4 Describe and evaluate the responsibilities, styles, and strategies of parenting.
- F10.1.5 Describe cultural influences on parenting.
- F10.1.6 Evaluate care giving options.

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UNIT/STANDARD #: ECDFS-F10.2 Prenatal Development
LEARNING OUTCOME : Students 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.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Students 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.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <ul style="list-style-type: none"> ➤ Guest Speakers (ex: Labor Delivery Nurse, OB/GYN, Sutter Hospital Neonatal Care Unit) ➤ Jigsaw Stages of Gestation (Effects of mother and fetus) ➤ Pregnancy Rotation-Activity stations ➤ Video (ex: Miracle of Life) ➤ Examine community resources for awareness 	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <ul style="list-style-type: none"> ➤ Reflections ➤ Evaluate teaching of jigsaw ➤ Evaluate worksheets ➤ Rubrics for activity based projects ➤ Quizzes/Tests 	<p>4. What will we do if students do not learn? (Outline the planned intervention strategies)</p> <ul style="list-style-type: none"> ➤ Evaluate student learning ➤ Re-teach areas of weakness ➤ One on one instruction ➤ Allow use of technology ➤ More time on tests ➤ Use of the learning resource center ➤ Tutorial time ➤ After school tutoring ➤ Contact parents/counselors ➤ Extended time on projects <p>5. What will we do if students already know it?</p> <ul style="list-style-type: none"> ➤ Students teach other students

Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

California Department of Education: Child Development Pathway – Consumer and Family Studies Standards (ECDFS)

F10.2.1 Summarize the stages of prenatal development and childbirth.

F10.2.2 Analyze the effects of prospective parents' nutrition, health, medical care, heredity, environment, and lifestyle on prenatal development.

F10.2.3 Discuss physical and emotional changes that occur during normal and at-risk pregnancies.

F10.2.4 Analyze how individuals are genetically unique.

F10.2.5 Examine the methods, costs, ethics, and risks of reproductive procedures.

F10.2.6 Identify and evaluate community resources that provide information and assistance related to pregnancy.

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UNIT/STANDARD # : ECDFS-F10.3 Child Growth and Development

LEARNING OUTCOME : Students understand and apply the characteristics of development by ages and stages

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Students understand and apply the characteristics of development by ages and stages</p>	<p>2. Instructional strategies that will be used to engage students.</p> <ul style="list-style-type: none"> ➤ Power Point/Lecture ➤ Group learning ➤ Milestone Development Project (book, poster, game) ➤ Observation of children from various ages/stages ➤ Planning a group activity for children according to age/stage ➤ Jigsaw-presentations of ages/stages 	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <ul style="list-style-type: none"> ➤ Reflections ➤ Rubric for project based activities ➤ Presentation evaluations ➤ Quizzes/Tests 	<p>4. What will we do if students do not learn?(Outline the planned intervention strategies)</p> <ul style="list-style-type: none"> ➤ Evaluate student learning ➤ Re-Teach areas of weakness ➤ One on one instruction ➤ Peer teaching ➤ More time on tests ➤ Use of the learning resource center ➤ Tutorial time ➤ After school tutoring ➤ Contact parents/counselors ➤ Extended time on projects <p>5. What will we do if students already know it?</p> <ul style="list-style-type: none"> ➤ Student teacher ➤ Extra credit opportunities (ex: volunteering in community child centered settings)

Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

California Department of Education: Child Development Pathway – Consumer and Family Studies Standards (ECDFS)

F10.3.2 Identify the developmental areas, stages, and principles of child growth.

F10.3.4 List factors that contribute to the optimal development of children.

F10.3.6 Observe and study children’s behavior and interpret findings.

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UNIT/STANDARD # : ECDFS-F10.4 Guidance and Discipline

LEARNING OUTCOME : Students understand positive guidance and discipline techniques that promote feelings of self-worth as they apply to the developmental stages of children.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Students understand positive guidance and discipline techniques that promote feelings of self-worth as they apply to the developmental stages of children.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <ul style="list-style-type: none"> ➤ Guest Speakers (ex: Mental Health re: Child Abuse) ➤ Reflections on past experiences/personality/self-esteem ➤ Lecture/Video(ex: Spanking Controversy) ➤ Observation ➤ Interview ➤ Role Playing – 3 basic Parenting Discipline Styles ➤ Short story responses to family situations ➤ Practice in childcare or school settings as a student volunteer 	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <ul style="list-style-type: none"> ➤ Evaluation of reflections ➤ Speaker/video notes ➤ Observation reflections ➤ Rubric to evaluate role play ➤ Observation of student interacting with children in the classroom or child care setting ➤ Create a resource book on common behavior problems ➤ Create a brochure on how to have a positive atmosphere in a classroom ➤ Quizzes/Tests 	<p>4. What will we do if students do not learn?(Outline the planned intervention strategies)</p> <ul style="list-style-type: none"> ➤ Evaluate student learning ➤ Re-teach areas of weakness ➤ Allow individual practice with teacher ➤ More time on tests ➤ Use of the learning resource center ➤ Tutorial time ➤ After school tutoring ➤ Contact parents/counselors ➤ Extended time on projects <p>5. What will we do if students already know it?</p> <ul style="list-style-type: none"> ➤ Job shadow opportunity ➤ Extended learning opportunities ➤ Extra Credit Volunteer Opportunities

Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

California Department of Education: Child Development Pathway – Consumer and Family Studies Standards (ECDFS)

F10.4.1 Describe and compare various approaches to child guidance and their effect on self-worth.

F10.4.2 Analyze techniques used to provide positive reinforcement with children in given situations and at various stages of development.

F10.4.3 Describe the relationship of a child's behavior to the commonly accepted principles of growth and development.

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UNIT/STANDARD # : ECDFS-F10.13 Health and Safety

LEARNING OUTCOME : Students understand the importance of wellness and safety to individual and family health and well-being.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Students understand the importance of wellness and safety to individual and family health and well-being.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <ul style="list-style-type: none"> ➤ Guest Speakers-Health professionals/Child Nutrition Specialist/WIC/Public Safety Officers ➤ Lecture/Video/Notes ➤ Identify factors that create a safe environment to prevent accidents and promote good health at home, childcare centers, playgrounds, and vehicles ➤ Evaluate a child environment for safe practices and make recommendations ➤ Create a poster and give an oral presentation on common childhood illnesses. ➤ Develop a nutritionally balanced diet that is appealing and appropriate for children ➤ Create a chart of common household plants and poisons ➤ Compile a directory of community resources for health and safety/Safety Day 	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <ul style="list-style-type: none"> ➤ Reflective writings ➤ Quizzes/Tests ➤ Charts/Posters, Power Point presentations by students ➤ Preparation of nutritional meals/snacks ➤ Recommended actions by students that follow real-life evaluations of safe circumstances 	<p>4. What will we do if students do not learn?(Outline the planned intervention strategies)</p> <ul style="list-style-type: none"> ➤ Evaluate student learning ➤ Re-teach areas of weakness ➤ Teacher or Learning Center availability as resource ➤ More time on tests ➤ Use of the learning resource center ➤ Tutorial time ➤ After school tutoring ➤ Contact parents/counselors ➤ Extended time on projects <p>5. What will we do if students already know it?</p> <ul style="list-style-type: none"> ➤ Peer Teaching Opportunities ➤ Internet research for extended learning

Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

California Department of Education: Child Development Pathway – Consumer and Family Studies Standards (ECDFS)

F10.13.1 Describe methods for maintaining the health and ensuring the safety of children.

F10.13.2 Analyze and apply safety and sanitation practices that can be used to prevent and treat childhood illnesses and accidents.

F10.13.3 Describe, plan, and evaluate a nutritionally balanced diet which promotes a child's optimum health.

F10.13.5 Evaluate a child's environment for health and safety and recommend improvements.

F10.13.6 Investigate and select community agencies and resources that provide child health care services and information.

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UNIT/STANDARD # : ECDFS-F10.5 Play and Learning

LEARNING OUTCOME : Students understand the value and methods of providing infants, children, and adolescents with play and developmentally appropriate learning activities.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Students understand the value and methods of providing infants, children, and adolescents with play and developmentally appropriate learning activities.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <ul style="list-style-type: none"> ➤ Guest Speakers (ex: Children’s Librarian, Pride & Joy for Special Needs, Occupational Therapist, Moms of Special Needs Children) ➤ Reflection ➤ Lecture/Videos/Notes ➤ Evaluate toys for safety and developmental needs ➤ Children’s literature: choosing and using for developmental needs ➤ Examine teaching styles ➤ Jigsaw teaching peers ➤ Observation of children during play and learning ➤ Plan activities for child focused events (ex: Harvest Festival/Bunny Day/Safety Day) 	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <ul style="list-style-type: none"> ➤ Create examples of different types of learning centers ➤ Develop games or activities that are developmentally appropriate ➤ Reflective writings from Guest Speakers ➤ Rubrics for toy and book evaluations ➤ Student practice using children’s literature ➤ Students formulate and teach a lesson 	<p>4. What will we do if students do not learn?(Outline the planned intervention strategies)</p> <ul style="list-style-type: none"> ➤ Evaluate student learning ➤ Re-teach areas of weakness ➤ Increase opportunity to practice and gain confidence ➤ Progress monitoring ➤ More time on tests ➤ Use of the learning resource center ➤ Tutorial time ➤ After school tutoring ➤ Contact parents/counselors ➤ Extended time on projects <p>5. What will we do if students already know it?</p> <ul style="list-style-type: none"> ➤ Internet Research ➤ Volunteer Opportunities at Child Play and Learning Facilities

Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

California Department of Education: Child Development Pathway – Consumer and Family Studies Standards (ECDFS)

F10.5.1 Identify and describe the purposes of play and learning activities to the physical, social, emotional, and intellectual development of children and adolescents.

F10.5.2 Identify factors to consider when selecting, purchasing, or creating play and learning materials that are developmentally appropriate for children.

F10.5.3 Evaluate facilities, equipment, and materials for their contribution to a child's development.

F10.5.4 Analyze how the attainment of self-help skills such as hygiene, dressing, food preparation, and household chores contribute to a child's learning and self-concept.

F10.5.5 Describe and analyze strategies, equipment, and techniques for helping children with special needs.

F10.5.6 Describe and demonstrate the caregiver's role in planning, conducting, and evaluating play and learning activities that enhance the development of children and adolescents.

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UNIT/STANDARD #: ECDFS F10.11 Changes That Affect Children

LEARNING OUTCOME: Students understand the adjustments needed to adapt to major life changes throughout the human life cycle.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Students understand the adjustments needed to adapt to major life changes throughout the human life cycle.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <ul style="list-style-type: none"> ➤ Guest Speakers/Psychologist ➤ Explore different crisis that affect children and as a group find ways that would help the child cope. ➤ Group presentations ➤ Read related articles ➤ Explore role models in their own lives. Discuss 	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <ul style="list-style-type: none"> ➤ Oral reports ➤ Debate on topics ➤ Tests/Quizzes ➤ Socratic dialogue about Article ➤ Reflections from guest speaker 	<p>4. What will we do if students do not learn?(Outline the planned intervention strategies)</p> <ul style="list-style-type: none"> ➤ Re-teach areas of weakness ➤ One-on-one instruction ➤ Increase opportunity to practice and gain confidence ➤ Additional time for assignment completion ➤ More time on tests ➤ Use of the learning resource center ➤ Tutorial time ➤ After school tutoring ➤ Contact parents/counselors ➤ Extended time on projects <p>5. What will we do if students already know it?</p> <ul style="list-style-type: none"> ➤ Job shadow opportunity ➤ Extended learning opportunities

Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

California Department of Education: Child Development Pathway – Consumer and Family Studies Standards (ECDFS)

F10.11.1 – Identify factors contributing to change in the lives of infants, children, and adolescents and ways in which they might respond to change.

F10.11.2 - Analyze how changes and crisis affect infants, children, and adolescents and recommend strategies that help them adapt.

F1-.11.3 – Explain how role models influence infants', children's, and adolescents' ability to cope.

F10.11.4 – Explain how changes in technology impact children and adolescents and describe methods for managing its appropriate use.

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UNIT/STANDARD # : F10.12 Careers Related to Child Development and Education

LEARNING OUTCOME : Students will understand careers related to child development and education.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p style="text-align: center;">Students will understand careers related to child development and education.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <ul style="list-style-type: none"> ➤ Observations ➤ Guest speakers ➤ Hands-on experiences working with children ➤ Research careers and then evaluate self to see if they would qualify. ➤ Research training needed for each position. Where they can get the training, how much it will cost, and how long it will take. ➤ Compare training/salary for different jobs. ➤ Jigsaw teaching peers ➤ Read Articles related to careers 	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <ul style="list-style-type: none"> ➤ Oral presentations ➤ Socratic dialogue on articles ➤ Tests/Quizzes ➤ Reflection on guest speakers 	<p>4. What will we do if students do not learn?(Outline the planned intervention strategies)</p> <ul style="list-style-type: none"> ➤ Evaluate student learning ➤ Increase opportunity to practice and gain confidence ➤ One-on-one instructions ➤ Provide a list of websites ➤ More time on tests ➤ Use of the learning resource center ➤ Tutorial time ➤ After school tutoring ➤ Contact parents/counselors ➤ Extended time on projects <p>5. What will we do if students already know it?</p> <ul style="list-style-type: none"> ➤ Job shadow opportunity ➤ Extended learning opportunities

Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

California Department of Education: Child Development Pathway – Consumer and Family Studies Standards (ECDFS)

- 12.1 Identifying characteristics of effective child development and education professionals
- 12.2 Comparing personal interests, aptitudes, and abilities to those required in child development and education careers.
- 12.3 Evaluating career options related to child development and education including labor market projections, education requirements, job responsibilities, salary, benefits, expectations, and working environment.