

ag CTE Child Development

Connecting Waters Charter School (053706)

Basic Course Information

Abbreviations:

Abbreviation	Course code
a-g CTE Child Development A	7E0390 CTE
a-g CTE Child Development B	7E0391 CTE

Length of course: Full Year (2 semesters; 3 trimesters; 4 quarters)

Subject area:

Subject area	Discipline
College-Preparatory Elective ("g")	History / Social Science

UC honors designation: No

Grade Levels: 11th

Course learning environment: Classroom

Is this course an integrated course? Yes

Course Description

Overview:

Child Development is a course that provides students a yearlong study of the skills and aptitudes where students learn and apply theoretical knowledge and practical skills in the development, care and guidance, of children including cultural diversity, and careers with children. Students study prenatal and the developmental ages and stages of children throughout the lifespan. Focus is on the emotional, social, cognitive, and physical development and the influence of heredity and environmental factors. Studies also include 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 read, research, analyze, and explore child growth and development, positive guidance and teaching strategies, health and safety standards, nutrition, and Development and Family Service careers. Students will use analytical reading, writing, listening, verbal communication and critical thinking skills in the production of oral presentations with the use of technology, collaborative and individualized curriculum research, essays, reflective writing, and quizzes, exams and develop professional portfolios.

Prerequisites: None

Corequisites: None

Course content:

Unit 1 – The Study of Children

Students understand the importance of studying child growth and development, intellectual, emotional, and social growth through the lifespan. Students will identify and apply major accepted theories and principles within the realm of Child Development. Students learn about developmental theorists and their application as it relates to child learning, growth and development. Students will learn and understand aspects that affect the development of individuals and how to build positive relationships. Students will explore various ages and stages of development within the context of physical, social, emotional, and cognitive development.

- Analyze the effects of heredity and environment on the physical, social, emotional, and intellectual development of children.
- Identify factors that contribute to the optimal development of children.
- Identify and compare various theories regarding human growth and development.
- Observe and study children's behavior and interpret findings.
- Research and compare and contrast major theories of learning and human development.
- Identify the developmental stages and principles of child growth in infants, toddlers, and children.

Key Assignments:

Students will complete weekly homework and classroom assignments as a formative assessment to reinforce the conceptual understanding and acquisition of child development components of the curriculum. Students will maintain a portfolio with evidence of the key assignments for end of the year authentic summative assessment.

Unit 1: Research Paper

Students will be assigned a variety of developmental theorists, including, but not limited to, Piaget, Erikson, Maslow, Vygotsky, Kohlberg, Freud, Pavlov, Gardner, Skinner, and Smilansky. Students will conduct internet and textbook research to identify key concepts within each theory.

Students will write a 1000 word paper including graphic representation, appropriate MLA style writing, and a bibliography. They will develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing the significance of their assigned theorists.

Power Point

Individually or in pairs, students will choose one of their research papers and create a PowerPoint presentation to present to the class with the intent of teaching the class about a specific theorist. Through additional class assignments (i.e. Venn diagram, spreadsheets, charts) students will evaluate, compare and contrast the different theories presented.

Unit 2 – Prenatal Development

Students analyze the stages of pregnancy, from conception through birth, and the implications of

environment and heredity on the health and wellbeing of the mother and child.

- Summarize the stages of prenatal development and childbirth.
- Analyze the effects of prospective parents' nutrition, health, medical care, heredity, environmental factors, and lifestyle on prenatal development.
- Discuss physical and emotional changes that occur during normal and at-risk pregnancy.
- Analyze how individuals are genetically unique.
- Examine the methods, costs, ethics, and risk of reproductive procedures.
- Identify and evaluate community resources that provide information and assistance related to pregnancy and prenatal care.

Key Assignments:

Students will complete weekly homework and classroom assignments as a formative assessment to reinforce the conceptual understanding and acquisition of child

development components of the curriculum. Students will maintain a portfolio with evidence of the key assignments for end of the year authentic summative assessment.

Unit 2:

Prenatal Journal/Log

Each student will be assigned a birth defect and a maternal age that they simultaneously research along with the progress of prenatal development. As their introduction, the student will develop a mother's or father's character and take into consideration the lifestyle and effects the parent's age has on the pregnancy. From the research, they produce a month-by-month journal/log that details the fetal growth and development, changes in the mother, the prenatal care necessary, and images of the fetus. Students will conclude the project with a writing assignment illustrating the outcomes of the pregnancy, identifying physical, emotional, and social impact of the assigned birth defect.

Unit 3 – Parenting

Students understand and interpret the decisions and responsibilities involved in culturally diverse parenting and family communications which build and maintain relationships..

- Analyze factors to consider when determining readiness for parenting in various cultures.
- Describe parenting skills that contribute to the optimum development of children through meeting their physical, emotional, social, and intellectual needs.
- Analyze the major decisions, changes, and adjustments required of parenting.

- Describe and evaluate the responsibilities, styles, and strategies of parenting.
- Describe cultural diversity and its influences on parenting.
- Evaluate care-giving options.
- Understand the role of parental involvement in the physical, intellectual, emotional, and social development of children and adolescents.
- Analyze how language, culture, and educational backgrounds may affect family structures and communication within and among families and communities.

Key Assignments:

Students will complete weekly homework and classroom assignments as a formative assessment to reinforce the conceptual understanding and acquisition of child development components of the

curriculum. Students will maintain a portfolio with evidence of the key assignments for end of the year authentic summative assessment.

Unit 3:

Baby budget

Individually or in pairs, students will explore the financial, emotional and relational costs of having a child. Students will be given a scenario dictating age, educational level, relationship status, and salary. Based on their given salaries, students will create a budget charting basic baby needs and associated costs; including doctor visits, daycare, diapers, etc. Students will identify new found challenges within relationships due to the additional stress, lack of sleep, redistribution of wages, etc... In addition to the identification, students will identify possible solutions to aid in the given challenges. With the given information students will create a trifold display exhibiting their results.

Baby Think it Over project

Students will use a simulation of sorts to represent a child, preferably a Baby Think It Over mechanical doll or similar simulation. The student will take responsibility for providing daily care for the “baby” for a period of at least 3 days. Students will log the activity times and general emotions they feel as they spend caring for the child. In addition, students will need to produce a reflective essay on their experience of being a parent. If the student losses points for the care or abuse of their baby, the student must do a separate research paper and presentation on child abuse and neglect.

Unit 4 – Guidance and Discipline

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

- Describe and compare various approaches to child guidance and their effects on self worth, selfdiscipline and respect for oneself and others at different stages of development.
- Analyze techniques used to provide positive reinforcement with children in given situations and at various stages of development.
- Describe the relationship of a child’s behavior to the commonly accepted principles of growth and development.
- Analyze the relationship of guidance and communication techniques to the development of selfworth and discipline.
- Identify ways to use opportunities throughout the daily routine to build trusting relationships and effective communication with families and others.
- Describe factors and possible causes that contribute to child abuse and identify those characteristics of the abused and the abuser.
- Identify the importance of building positive relationships between the caregiver, children, and families to provide effective guidance and discipline.
- Identify practical strategies for finding positive solutions to common family stressors, crisis, or behavioral problems.

Key Assignments:

Students will complete weekly homework and classroom assignments as a formative assessment to reinforce the conceptual understanding and acquisition of child development components of the curriculum. Students will maintain a portfolio with evidence of the key assignments for end of the year authentic summative assessment.

Unit 4:

Role Playing Scenario

Independent student volunteers are assigned misbehaviors to portray to the class intermittently through the year. Students will identify the misbehavior, causes of the misbehavior, and the method in which the situation should be handled according to positive guidance and discipline techniques learned within the classroom.

Unit 5 – Influences on Development

Students understand the adjustments needed to adapt to major life changes throughout the human life cycle. Students explore a variety of stresses on the family structure including: birth defects, special needs, single parenting, death, deployment, crisis, addictions and behavioral challenges.

- Identify factors contributing to change in the lives of infants, children, and adolescents and ways in which they might respond to change.
- Analyze how changes and crisis affect infants, children, and adolescents and recommend strategies that help them adapt.
- Explain how role models influence infants, children's, and adolescent's ability to cope.
- Investigate and select community agencies and resources that provide child health care services and information.
- Explain how changes in technology impact children and adolescents and describe methods for managing its appropriate use.

Analyze how individuals are genetically unique.

- Examine the methods, costs, ethics, and risks of reproductive procedures.
- Identify and evaluate community resources that provide information and assistance related to pregnancy.
- Describe and analyze strategies and importance of including, equipment, and techniques for helping children with special needs and agencies who support parents.
- Identify typical and common atypical developmental patterns affect the educational progress of children and adolescents.

Key Assignments:

Students will complete weekly homework and classroom assignments as a formative assessment to reinforce the conceptual understanding and acquisition of child development components of the curriculum. Students will maintain a portfolio with evidence of the key assignments for end of the year authentic summative assessment.

Unit 5:

Stress brochure

Students will be creating a published project (ie. imovie and ebook, etc) these brochures to give to a community service organization. Using the Publisher program, students will create a brochure on a researched family stressor. Students may choose topics such as divorce, addiction, special needs, multiple births, blended families, foster care, death, deployment, unemployment, and so forth. The students will identify and define the stressor, the effects on children and family, strategies to manage the issue, a bibliography of sources, and community resources that provide resources for families. The brochure must include graphics and readable font on each panel. After the project has been

assessed the student will donate the brochure to a community resource agency.

Unit 6 – Learning and Play Development

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

- Identify and describe the purposes of play and learning activities to the physical, social, emotional, and intellectual development of infants, children and adolescents.
- Identify factors to consider when selecting, purchasing, or creating play and learning materials that are developmentally appropriate for children.
- Evaluate facilities, equipment, and materials, technology for their contribution to a child's development.
- 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 and self-worth.
- Describe and demonstrate the caregiver's role in planning, conducting, and evaluating play and learning activities that enhance the development of infants, children and adolescents.

Key Assignments:

Students will complete weekly homework and classroom assignments as a formative assessment to reinforce the conceptual understanding and acquisition of child development components of the curriculum. Students will maintain a portfolio with evidence of the key assignments for end of the year authentic summative assessment.

Unit 6:

Toy evaluation

Students will select a toy and evaluate the safety and age appropriate features. They will analyze the materials, durability, function, and purpose in relation to ages and stages and Piaget levels of development. Students should give recommendations of the play and educational value of the toy.

Preschool lesson plan activity

Students shall select or develop and present a song, story, or educational activity 3 to 6 minutes in length suitable for preschool children 3 to 4 years of age. The presentation should be suited to the children's attention span. The student shall prepare and submit a copy of a typed information sheet to the teacher. The information sheet shall include: ages and stages, piagets theory, purpose steps to be followed, resources and/or materials used in the presentation. The presentation and typed information sheet must be the result of the student's own effort. Selection of material and terminology used must be appropriate to the school setting. Each student will be given a five minute preparation period in addition to the presentation time to arrange materials and resources. For this assignment, manipulative, visuals or props (e.g., flannel boards, puppets, or books) must be used. Materials used need not be original but should challenge and stimulate a child's imagination. Techniques, which reflect animation and personal expression, as well as encourage the participation of children, should be used. Students will present this lesson to a small group of preschool aged children, siblings or family members of students would be appropriate participants and record reactions, note findings and any changes recommended.

Unit 7 Careers

Students understand and apply the principles of effective oral, written, and multimedia communication

in a variety of formats and contexts. Students will integrate multiple sources of information from diverse formats to recognize the essential aspects of the early childhood education, childcare, and development industry. Students make effective decisions, use career information, and manage personal career plans. Students understand the strategies that enable persons to manage and balance personal, family, and work responsibilities to enhance productivity and attain a quality of life.

- Exhibit positive attitudes such as selfconfidence, honesty, perseverance, initiative, and self-discipline.
- Explain ways to work cooperatively, share responsibilities, accept supervision, and assume leadership roles.
- Identify the relationship of changing employment trends, societal needs, and economic conditions into career planning to the content areas for consumer and family studies to the home economics related career pathways.
- Describe career pathways and strategies for obtaining employment and advantage in various pathways.
- Research the benefits, educational requirements, and costs of preparing for employment in home economics careers and technology related field included teaching in California.
- Apply job search and acquisition skills such as preparing job applications, resumes, and career portfolios.
- Define and describe employability skills and professionalism and how to practice professional behaviors.
- Analyze the ways in which language, culture, and educational backgrounds effect careers.

Key Assignments:

Students will complete weekly homework and classroom assignments as a formative assessment to reinforce the conceptual understanding and acquisition of child development components of the curriculum. Students will maintain a portfolio with evidence of the key assignments for end of the year authentic summative assessment.

Unit 7:

Career exploration

Student will use the resources available to research various career opportunities from the California Career Resource Network to explore and complete a career interest inventory. The California Career Zone is a web based career exploration system. Students can use the online format or they may download the career workbooks to complete their individual inventory and follow up research of the careers found to fit their work values. Students will further their knowledge through a job shadow / interview experience based on the top found job. Students will create a presentation with information regarding the explored career. Students will include salary, working hours, required education or experience, occupational outlook, career ladder, positives and negatives of the career, long term and short term goals required to successfully pursue this job.

Course Materials

Textbooks

Title	Author	Publisher	Edition	Primary
The Developing Child	Mc-Graw Hill Education	Glencoe/McGraw-Hill	2nd/2008	Yes

