

Child Development

Levels:	Grades 9-12
Units of Credit:	0.50 to 1.00
CIP Code:	20.0102
Core Code:	34-01-00-00-020
Prerequisite:	None
Skill Test:	# 320

COURSE DESCRIPTION

This course provides students with an understanding of the aspects of human growth and development. Parenting skills are developed as positive guidance techniques and child-related issues are studied. Learning activities, observation techniques, and lab experiences in working with young children may be included. Student leadership (FCCLA) may be an integral part of the course.

NOTE: By Utah State law, parental or guardian consent is required for a student to participate in human sexuality instruction. State policy states that instruction includes the importance of marriage and the family, abstinence from sexual activity before marriage, and fidelity after marriage. Consult the local school district on its policy regarding the teaching of human sexuality and district approved instructional materials.

CORE STANDARDS, OBJECTIVES, AND INDICATORS

STANDARD 1

Students will evaluate parenting roles and responsibilities.

Objective 1: Recognize the characteristics and responsibilities of parenting.

- a. Identify the importance of children in society.
- b. Evaluate the rights of children and parents and the nature of parenting responsibilities. (physical, nurturing, and guidance)
- c. Recognize that early childhood experiences impact individuals as adults.
- d. Evaluate factors to consider in determining personal preparedness for parenthood. (i.e., biological, social, emotional, financial, educational)
- e. Discuss ways parenting skills can be developed.
- f. Evaluate the demands and rewards of parenting.

Objective 2: Explain the importance of nurture and nature.

- a. Discuss nature (heredity) and its implications.
- b. Evaluate the impact of nurturing upon all aspects of development.

STANDARD 2

Students will identify growth and development.

(Objectives may be integrated into each developmental age under standards 4 and 5.)

Objective 1: Identify generalizations of growth and development.

- a. Identify and define the basic concepts of growth and development.
- b. Define and identify physical, cognitive, social, emotional and moral development.
- c. Describe the interrelationships between physical, social, emotional, moral, and cognitive aspects of development.

Objective 2: Identify the characteristics of selected developmental theories.

- a. Recognize that the study of child development is based on research. (Erickson, Piaget and others)

STANDARD 3

Students will identify characteristics of prenatal care, pregnancy and childbirth.

Objective 1: Discuss the importance of early prenatal and on-going prenatal care.

- a. Identify the role of appropriate nutrition and weight gain on prenatal development.
- b. Identify the role of folic acid in the prevention of neural tube defects.
- c. Identify heredity and environmental factors influencing birth defects (Down's syndrome, PKU, muscular dystrophy, fetal alcohol syndrome, neural tube defects, cleft palate/cleft lip, club hand/foot) and what can be done to prevent them.

Objective 2: Identify heredity and environmental factors influencing birth defects.

- a. Specify lifestyle factors that minimize environmental birth defects. (drugs, alcohol, tobacco)

Objective 3: Explain the characteristics of pregnancy.

- a. Analyze the health risk of teen pregnancy.
- b. Explain ovulation and conception. (ovum, ovary, fallopian tubes, uterus, uterine lining)
- c. Identify the early signs and symptoms of pregnancy.
- d. Identify common discomforts occurring during pregnancy.
- e. Identify potential pregnancy complications. (toxemia/pre-eclampsia, miscarriage, stillbirth, premature, low birth weight)

Objective 4: Identify characteristics of prenatal development and childbirth.

- a. Outline the stages occurring during prenatal development. (zygote, embryo, fetus)
- b. Define and discuss prenatal terminology. (umbilical cord, placenta, amniotic fluid, amniotic sac, uterus)
- c. Identify the prenatal development occurring during each trimester.
- d. Discuss multiple births. (identical and fraternal)

Objective 5: List the sequential events in the childbirth process.

- a. Define childbirth terms. (show, crowning, episiotomy, etc.)
- b. Describe the delivery process.
- c. Discuss delivery options (vaginal, natural, with epidural, c-section)
- d. Describe possible complications that may occur during childbirth.

STANDARD 4

Students will explain the growth and development of the newborn and infant.

Objective 1: Describe the growth and development of the newborn and infant.

- a. Identify the physical characteristics and needs of the newborn.
- b. Explain the Apgar test and scale.
- c. Identify the function of fontanelles.
- d. Discuss feeding options and practices of the newborn.
- e. Define bonding and discuss the importance of the bonding process after delivery.
- f. Identify common newborn reflexes. (rooting, startle/moro, babinski, grasping, tonic neck, etc.)

Objective 2: Describe the growth and development of the infant.

- a. Identify the sequence of physical development of the infant.
- b. Identify the height and weight gains during the first year of life.
- c. Describe the emotional and social development of the infant.
- d. Define and discuss stranger anxiety and separation anxiety.
- e. Describe Erickson's stage of trust vs. mistrust.
- f. Describe the ways infants learn through their senses.
- g. Define and discuss object permanence.
- h. Examine the reasons for infant crying and how to meet those needs.
- i. Examine shaken baby syndrome and its ramifications.
- j. Describe sudden infant death syndrome (SIDS) and prevention strategies.
- k. Evaluate developmentally appropriate learning activities and materials for infants.

Objective 3: Evaluate appropriate learning activities based on the growth and development of infants.

STANDARD 5

Students will explain the growth and development of toddlers and preschoolers.

Objective 1: Describe the growth and development of the toddler.

- a. Describe the physical characteristics and skills of toddlers.
- b. Discuss the role of nutrition in the physical development.
- c. Discuss readiness for appropriate toileting practices.
- d. Describe the social and emotional characteristics of toddlers.
- e. Discuss the importance of autonomy for a toddler's development.
- f. Describe language development during the toddler stage.
- g. Discuss the types and role of play for toddler age children.
- h. Evaluate developmentally appropriate learning activities and materials for toddlers.

Objective 2: Evaluate appropriate learning activities based on the growth and development of toddlers.

Objective 3: Describe the growth and development of the preschooler.

- a. Describe the physical characteristics and skills of the preschooler.
- b. Identify the large and small motor skills developed.
- c. Describe the social and emotional characteristics of the preschooler.
- d. Discuss the development of social skills learned during the preschool years.
- e. Describe the cognitive development of the preschooler.
- f. Discuss the importance of literacy in cognitive development.
- g. Describe the development of understanding between reality and fantasy.
- h. Discuss the types and role of play for preschool age children.
- i. Discuss how to teach moral behavior to the preschooler.
- j. Evaluate developmentally appropriate learning activities and materials for preschoolers.

Objective 4: Evaluate appropriate learning activities based on the growth and development of preschoolers.

STANDARD 6 Students will practice age-appropriate positive guidance techniques and strategies for coping with challenging situations.

(Objectives may be integrated into each developmental age under standards 4 and 5.)

Objective 1: Analyze appropriate positive discipline/guidance techniques.

- a. Distinguish between punishment and discipline/guidance techniques.
- b. Discuss reasons and guidelines for setting limits.
- c. Compare natural and logical consequences.
- d. Discuss guidelines for redirection and time out.
- e. Practice infant age-appropriate positive guidance techniques.
- f. Practice toddler age-appropriate positive guidance techniques.
- g. Practice preschool age-appropriate positive guidance techniques.

Objective 2: Practice and/or identify infant, toddler, and preschool age-appropriate positive guidance techniques.

Objective 3: Describe challenging situations and the skills needed to cope.

- a. Identify and discuss challenging situations and signs of stress in children. (biting, crying, power struggles, handicaps, grief, divorce, illness, etc.)
- b. Identify coping strategies.
- c. Discuss childhood fears and strategies to deal with fears.
- d. List and define the types of abuse. (emotional, physical, sexual, neglect)
- e. Discuss reporting procedures for abuse and identify available local resources.

STANDARD 7

Students will examine issues related to the health and wellness of children.

(Objectives may be integrated into each developmental age under standards 4 and 5.)

Objective 1: Identify health and wellness considerations for infants through preschoolers.

- a. Identify signs and symptoms of childhood illnesses.
- b. Describe common childhood immunizations. (MMR, DTP, HIB, hepatitis B, chicken pox, polio)

Objective 2: Identify safety consideration for infants through preschoolers.

- a. Discuss the importance of car seats.
- b. List appropriate child proofing strategies.