

A-G Course Management

Child Development P A/B

Modeled Course Outside District

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> Basic Information

> Description

> Materials

> Review

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Course forwarded to Martha Garcia (magarcia@smjuhsd.org). It has not yet been submitted to UC..  
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▼ General

Edit

Title:	Child Development P A/B
Length of course:	Full Year
Subject area:	College-Preparatory Elective (G) / Interdisciplinary
UC honors designation?	No
<b>School details</b>	
Transcript abbreviations:	Child Dev P A , Child Dev P B
Course learning environment:	Classroom Based
Grade levels:	11th, 12th
<b>Additional details</b>	
Integrated (Academics / CTE)?	Yes: Education
Prerequisites:	None
Co-requisites:	None

▼ Description

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Course overview:

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Child Development is a year-long course that provides students the knowledge and practical skills needed in the care and guidance of children. Students study prenatal development and the developmental ages and stages of children from birth to adolescence. Focus is on the social, emotional, cognitive, and physical development of children, including the influence of heredity and environmental factors. Studies also include safety and emergency procedures, nutrition and health practices, positive interaction and guidance techniques, learning theories, developmentally appropriate practices, and career exploration. Students will use reading, writing, listening, verbal communication, technology, and critical thinking skills in the production of collaborative and individual projects, presentations, essays, reflective writing, quizzes, exams, and the development of a professional portfolio.

Course Units:

Edit

**Unit 1 – The Study of Children**

**Unit Summary**

Students will 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.
- Compare and contrast major theories of learning and human development.
- Identify the developmental stages and principles of child growth in infants, toddlers, and children.

#### Unit Assignment(s)

##### Key Formative Assignments:

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

##### Unit 1-Summative Assignment:

##### Developmental Theorist Research Report

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 use their findings to construct a report using appropriate style format, and a bibliography. They will develop and strengthen writing as needed by planning, revising, editing, or rewriting, focusing on addressing the significance of their assigned theorists. In addition to the written portion of the assignment, students will also include graphic organizers (i.e. Venn diagram, spreadsheets, charts) to evaluate, compare, and contrast the different theories chosen.

#### Unit 2 – Prenatal Development

##### Unit Summary

Students will analyze the stages of pregnancy, from conception through birth, and the implications of environment and heredity on the health and well-being 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.
- Identify and evaluate community resources that provide information and assistance related to pregnancy and prenatal care.

#### Unit Assignment(s)

##### Key Assignments:

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

##### Unit 2-Summative Assignment:

**Pregnancy Journal/Log Power Point**

Students research prenatal development as well as steps the mother can take to encourage a healthy pregnancy, including diet, exercise, and healthy habits. From their research, students 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 at each stage of development. Information will be organized using Power Point (or similar type program) with each month of pregnancy represented on a different slide.

**Unit 3 – Parenting****Unit Summary**

Students understand and interpret the decisions and responsibilities involved in 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.
- 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.

**Unit Assignment(s)****Key Assignments:**

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

**Unit 3-Summative Assignments:****Baby Budget**

Students will explore the financial, emotional, and relational costs of having a child. Students will create a budget charting basic baby needs and associated costs, including doctor visits, daycare, diapers, etc. Students will identify newfound challenges within relationships due to the additional stress, lack of sleep, redistribution of wages, etc. In addition, 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 an infant simulator to mimic the required care of a newborn child. The student will take responsibility for providing daily care for the “baby” for a given time period. Students will log the activity times and general emotions they feel while caring for the child. In addition, students will need to produce a reflective essay on their experience of being a parent. If the student loses points for severe neglect or abuse of their baby, the student must complete a separate research paper on child abuse and neglect.

**Unit 4 – Guidance and Discipline****Unit Summary**

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, self-discipline and respect for oneself and others at different stages of development.
- Understand the different parenting styles and their effects on children.
- 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 self-worth 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.

#### Unit Assignment(s)

##### Key Formative Assignments:

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

##### Unit 4-Summative Assignment:

##### Parenting Styles Presentation

Students will work in groups to create a presentation highlighting the four main parenting styles- Authoritarian, Authoritative, Permissive, and Uninvolved. Students will research each parenting style, including the positives and negatives of each and the typical outcome of each style. Groups will create a presentation that consists of examples of each parenting style. The examples may come from literature, television, movies, theater, or pop culture. Students will present each of their four examples to the class, without telling them which style is represented in each clip. The class will then identify which parenting style is represented in each clip/example.

#### Unit 5 – Family and Life Challenges

##### Unit Summary

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, but not limited to, 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 adolescents' 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.

- 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.

#### Unit Assignment(s)

##### Key Formative Assignments:

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

##### Unit 5-Summative Assignment:

###### Stress Brochure

Using the Publisher program, or similar application, 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 support for families. The brochure must include graphics and readable font on each panel.

#### Unit 6 – Learning and Play Development

##### Unit Summary

###### 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.

#### Unit Assignment(s)

##### Key Formative Assignments:

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

##### Unit 6-Summative Assignments:

###### 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 level of development. Students will give recommendations on the educational value of the toy as well as the enjoyment of the toy for the child.

**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, Piaget's 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 age appropriate and suitable for the school setting. Manipulatives, 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.

**Unit 7- Health and Safety of Children****Unit Summary**

Students will learn about health and safety issues that commonly affect children and the steps caregivers can take to ensure a child's safety.

- Understand the importance of regular doctor and dental visits.
- Recognize and understand signs, symptoms, and treatments of common childhood illnesses and diseases.
- Understand and practice basic First Aid techniques and emergency treatments, including the Heimlich Maneuver and Cardiopulmonary Resuscitation (CPR).

**Unit Assignment(s)****Key Formative Assignments:**

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

**Unit 7-Summative Assignment:****CPR/First Aid Training**

Students will participate in a CPR/First Aid Training course, such as ProTrainings. Students will complete the course and pass a comprehensive test given at the end of the on-line style course to prove comprehension of the material presented. Students will receive a certificate acknowledging their completion of the course and passing the exam.

**Unit 8 - Careers Working with Children****Unit Summary**

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 self-confidence, 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.

**Unit Assignment(s)**

**Key Formative Assignments:**

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

**Unit 8-Summative Assignment:**

**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 create a presentation with information regarding their chosen career. Students will include salary, working hours, required education or experience, positives and negatives of the career, short-term and long-term goals required to successfully pursue this career, and occupational outlook.

▼ **Materials**

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**Textbooks**

Title	Author(s)	Publisher	Edition/Year	Website	Primary?
The Developin...	Holly E. Brisbane	Glencoe/McGr...	2nd/2008	mheducation.c...	true
Families Today	Connie R. Sasse	Glencoe/McGr...	2009	mheducation.c...	false

▼ **Course Author**

**Email**

**First Name**

**Last Name**

**Title**

Phone

8059252567

Phone Extension

3608

Add another author

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**SMJUHSD – Career Technical Education**

**CHILD DEVELOPMENT P A/B**

**INDUSTRY SECTOR:** Education, Child Development and Family Services Sector

**PATHWAY:** Education

**CALPADS TITLE:** Advanced Education (Capstone)

**CALPADS CODE:** 7531

**HOURS:**

Total	Classroom	Laboratory/CC/CVE
160	120	40

JOB TITLE	O*NET CODE	JOB TITLE	O*NET CODE
Preschool Teachers, Except Special Education	25-2011.00	Teaching Assistants, All Other	25-9049.00
Education Administrators, Preschool and Childcare Center/Program	11-9031.00	Elementary School Teachers, Except Special Education	25-2021.00
Kindergarten Teachers, Except Special Education	25-2012.00	Childcare Workers	39-9011.00

**COURSE DESCRIPTION:**

Child Development is a year-long course that provides students the knowledge and practical skills needed in the care and guidance of children. Students study prenatal development and the developmental ages and stages of children from birth to adolescence. Focus is on the social, emotional, cognitive, and physical development of children, including the influence of heredity and environmental factors. Studies also include safety and emergency procedures, nutrition and health practices, positive interaction and guidance techniques, learning theories, developmentally appropriate practices, and career exploration. Students will use reading, writing, listening, verbal communication, technology, and critical thinking skills in the production of collaborative and individual projects, presentations, essays, reflective writing, quizzes, exams, and the development of a professional portfolio.

- A-G APPROVAL:** No
- ARTICULATION:** None
- DUAL ENROLLMENT:** None
- PREREQUISITES:** None

## **METHODS OF INSTRUCTION**

- Direct instruction
- Group and individual applied projects
- Multimedia
- Demonstration
- Guest speakers

## **STUDENT EVALUATION:**

- Student projects
- Written work
- Exams
- Observation record of student performance
- Completion of assignment

## **INDUSTRY CERTIFICATION:**

- CPR/First Aid Certification

## **RECOMMENDED TEXTS:**

- The Developing Child

## **PROGRAM OF STUDY**

<b>Grade</b>	<b>Fall</b>	<b>Spring</b>	<b>Year</b>	<b>Course Type</b>	<b>Course Name</b>
11, 12				Concentrator	Relationships and Family Health
11, 12				Capstone	Child Development P A/B

I.	THE STUDY OF CHILDREN	CR	Lab/ CC	Standards
	<p>1. Students will 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.</p> <ol style="list-style-type: none"> <li>1. Analyze the effects of heredity and environment on the physical, social, emotional, and intellectual development of children.</li> <li>2. Identify factors that contribute to the optimal development of children.</li> <li>3. Identify and compare various theories regarding human growth and development.</li> <li>4. Observe and study children’s behavior and interpret findings.</li> <li>5. Compare and contrast major theories of learning and human development.</li> <li>6. Identify the developmental stages and principles of child growth in infants, toddlers, and children.</li> </ol>	15	5	<p><b>Academic:</b>            WS: 11-12.5,            11-12.6, 11-12.9            LS: LS3, LS3.A,            LS3.B</p> <p><b>CTE Anchor:</b>            Communications:            2.4            Technology: 4.1,            4.3            Responsibility and            Flexibility: 7.2, 7.4            Technical            Knowledge and            Skills: 10.7            Demonstration and            Application: 11.5</p> <p><b>CTE Pathway:</b>            C5.1, C5.2, C5.3,            C5.4</p>
II.	PRENATAL DEVELOPMENT	CR	Lab/ CC	Standards
	<p>1. Students will analyze the stages of pregnancy, from conception through birth, and the implications of environment and heredity on the health and well-being of the mother and child.</p> <ul style="list-style-type: none"> <li>• Summarize the stages of prenatal development and childbirth.</li> <li>• Analyze the effects of prospective parents’ nutrition, health, medical care, heredity, environmental factors, and lifestyle on prenatal development.</li> <li>• Discuss physical and emotional changes that occur during normal and at-risk pregnancy.</li> <li>• Analyze how individuals are genetically unique.</li> <li>• Identify and evaluate community resources that provide information and assistance related to pregnancy and prenatal care.</li> </ul>	15	5	<p><b>Academic:</b>            LS: LS3, LS3.A,            LS3.B</p> <p><b>CTE Anchor:</b>            Communications:            2.4            Technology: 4.1,            4.3            Technical            Knowledge and            Skills: 10.6            Demonstration and            Application: 11.5</p> <p><b>CTE Pathway:</b>            C5.3, C8.2, C8.5</p>
III.	PARENTING	CR	Lab/ CC	Standards
	<p>1. Students understand and interpret the decisions and responsibilities involved in parenting and family communications which build and maintain relationships.</p> <ul style="list-style-type: none"> <li>• Analyze factors to consider when determining readiness for parenting in various cultures.</li> <li>• Describe parenting skills that contribute to the optimum development of children through meeting their physical, emotional, social, and intellectual needs.</li> <li>• Analyze the major decisions, changes, and adjustments required of parenting.</li> <li>• Describe and evaluate the responsibilities, styles, and strategies of parenting.</li> <li>• Evaluate care giving options.</li> <li>• Understand the role of parental involvement in the physical, intellectual, emotional, and social development of children and</li> </ul>	15	5	<p><b>Academic:</b>            LS: 11-12.2            WS: 11-12.4,            11-12.5</p> <p><b>CTE Anchor:</b>            Communications:            2.4            Technology: 4.1,            4.3            Responsibility and            Flexibility: 7.2, 7.4            Technical            Knowledge and            Skills: 10.5, 10.15            Demonstration and</p>

	<p>adolescents.</p> <ul style="list-style-type: none"> <li>Analyze how language, culture, and educational backgrounds may affect family structures and communication within and among families and communities.</li> </ul>			<p>Application: 11.5</p> <p><b>CTE Pathway:</b> C5.1, C5.2, C5.3, C5.4, C6.1, C6.2, C6.3, C6.4, C6.5</p>
<b>IV.</b>	<b>GUIDANCE AND DISCIPLINE</b>	<b>CR</b>	<b>Lab/CC</b>	<b>Standards</b>
	<p>1. Students understand positive guidance and discipline techniques that promote feelings of self-worth as they apply appropriately to the developmental stages of children.</p> <ul style="list-style-type: none"> <li>Describe and compare various approaches to child guidance and their effects on self-worth, self-discipline and respect for oneself and others at different stages of development.</li> <li>Understand the different parenting styles and their effects on children.</li> <li>Analyze techniques used to provide positive reinforcement with children in given situations and at various stages of development.</li> <li>Describe the relationship of a child's behavior to the commonly accepted principles of growth and development.</li> <li>Analyze the relationship of guidance and communication techniques to the development of self-worth and discipline.</li> <li>Identify ways to use opportunities throughout the daily routine to build trusting relationships and effective communication with families and others.</li> <li>Describe factors and possible causes that contribute to child abuse and identify those characteristics of the abused and the abuser.</li> <li>Identify the importance of building positive relationships between the caregiver, children, and families to provide effective guidance and discipline.</li> <li>Identify practical strategies for finding positive solutions to common family stressors, crisis, or behavioral problems.</li> </ul>	15	5	<p><b>Academic:</b> LS: 11-12.6 WS: 11-12.9</p> <p><b>CTE Anchor:</b> Communications: 2.4 Technology: 4.1, 4.3 Technical Knowledge and Skills: 10.8, 10.14 Demonstration and Application: 11.5</p> <p><b>CTE Pathway:</b> C5.2, C5.3, C5.4, C6.1, C6.2, C6.3, C6.4, C6.5</p>
<b>V.</b>	<b>FAMILY AND LIFE CHALLENGES</b>	<b>CR</b>	<b>Lab/CC</b>	<b>Standards</b>
	<p>1. 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, but not limited to, birth defects, special needs, single parenting, death, deployment, crisis, addictions and behavioral challenges.</p> <ul style="list-style-type: none"> <li>Identify factors contributing to change in the lives of infants, children, and adolescents and ways in which they might respond to change.</li> <li>Analyze how changes and crisis affect infants, children, and adolescents and recommend strategies that help them adapt.</li> <li>Explain how role models influence infants', children's, and adolescents' ability to cope.</li> <li>Investigate and select community agencies and resources that provide child health care services and information.</li> <li>Explain how changes in technology impact children and adolescents and describe methods for managing its appropriate use.</li> <li>Analyze how individuals are genetically unique.</li> <li>Describe and analyze strategies and importance of including, equipment, and techniques for helping children with special needs and agencies who support parents.</li> <li>Identify typical and common atypical developmental patterns affect the educational progress of children and adolescents.</li> </ul>	15	5	<p><b>Academic:</b> LS: 11-12.6 WS: 11-12.4, 11-12.6 WHSST: 11-12.8</p> <p><b>CTE Anchor:</b> Communications: 2.4 Technology: 4.1, 4.3 Technical Knowledge and Skills: 10.15, 10.17 Demonstration and Application: 11.5</p> <p><b>CTE Pathway:</b> C5.2, C5.3, C9.1, C9.2</p>
<b>VI.</b>	<b>LEARNING AND PLAY DEVELOPMENT</b>	<b>CR</b>	<b>Lab/CC</b>	<b>Standards</b>

	<p>1. Students understand the adjustments needed to adapt to major life changes throughout the human life cycle.</p> <ul style="list-style-type: none"> <li>• Identify and describe the purposes of play and learning activities to the physical, social, emotional, and intellectual development of infants, children, and adolescents.</li> <li>• Identify factors to consider when selecting, purchasing, or creating play and learning materials that are developmentally appropriate for children.</li> <li>• Evaluate facilities, equipment, and materials, technology for their contribution to a child's development.</li> <li>• 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.</li> <li>• 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.</li> </ul>	15	5	<p><b>Academic:</b> WS: 11-12.4, 11-12.5, 11-12.6</p> <p><b>CTE Anchor:</b> Communications: 2.4 Technology: 4.1, 4.3 Technical Knowledge and Skills: 10.1, 10.9 Demonstration and Application: 11.5</p> <p><b>CTE Pathway:</b> C3.3, C7.5, C7.6, C7.1, C10.1, C10.2, C10.3, C10.4</p>
<b>VII.</b>	<b>HEALTH AND SAFETY OF CHILDREN</b>	<b>CR</b>	<b>Lab/CC</b>	<b>Standards</b>
	<p>1. Students will learn about health and safety issues that commonly affect children and the steps caregivers can take to ensure a child's safety.</p> <ul style="list-style-type: none"> <li>• Understand the importance of regular doctor and dental visits.</li> <li>• Recognize and understand signs, symptoms, and treatments of common childhood illnesses and diseases.</li> <li>• Understand and practice basic First Aid techniques and emergency treatments, including the Heimlich Maneuver and Cardiopulmonary Resuscitation (CPR).</li> </ul>	15	5	<p><b>Academic:</b> LS: LS3, LS3.A, LS3.B</p> <p><b>CTE Anchor:</b> Communications: 2.4 Technology: 4.1, 4.3 Technical Knowledge and Skills: 10.17, 10.18 Demonstration and Application: 11.5</p> <p><b>CTE Pathway:</b> C4.2, C4.3, C4.4, C8.1, C8.2, C8.3, C8.4, C8.5</p>
<b>VIII.</b>	<b>CAREERS WORKING WITH CHILDREN</b>	<b>CR</b>	<b>Lab/CC</b>	<b>Standards</b>
	<p>1. 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.</p> <ul style="list-style-type: none"> <li>• Exhibit positive attitudes such as self-confidence, honesty, perseverance, initiative, and self-discipline.</li> <li>• Explain ways to work cooperatively, share responsibilities, accept supervision, and assume leadership roles.</li> <li>• 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.</li> <li>• Describe career pathways and strategies for obtaining employment and advantage in various pathways.</li> <li>• Research the benefits, educational requirements, and costs of</li> </ul>	15	5	<p><b>Academic:</b> WS: 11-12.4, 11-12.5, 11-12.6 WHSST: 11-12.8</p> <p><b>CTE Anchor:</b> Communications: 2.4 Career Planning and Management: 3.1, 3.2, 3.3, 3.4, 3.5, 3.9 Technology: 4.1, 4.2, 4.3 Responsibility and Flexibility: 7.2, 7.4, 7.7 Ethics and Legal Responsibilities: 8.4</p>

	<p>preparing for employment in home economics careers and technology related field included teaching in California.</p> <ul style="list-style-type: none"> <li>• Apply job search and acquisition skills such as preparing job applications, resumes, and career portfolios.</li> <li>• Define and describe employability skills and professionalism and how to practice professional behaviors.</li> <li>• Analyze the ways in which language, culture, and educational backgrounds effect careers.</li> </ul>		<p>Leadership and Teamwork: 9.3          Demonstration and Application: 11.2, 11.5  <b>CTE Pathway:</b>          C3.3, C10.1, C10.2, C10.3, C10.4, C11.4, C11.5, C12.1, C12.2, C12.3</p>
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