

Human Development: Preschool to School Age

Career Cluster	Education and Training
Course Code	19051
Prerequisite(s)	Recommended Human Development: Prenatal to Toddlers
Credit	.5
Program of Study and Sequence	Human Development: Preschool to School Age is a recommended prerequisite for pathway courses such as Teaching and Training as a Profession.
Student Organization	FCCLA
Coordinating Work-Based Learning	CPR, First Aid, Red Cross Babysitting, 4-H “I Have What it Takes to Be Your Babysitter”.
Industry Certifications	None
Dual Credit or Dual Enrollment	TBD
Teacher Certification	Family and Consumer Science Education
Resources	

Course Description:

This course is designed to be project-based in nature. The following topics will be discussed: preschool and school-age theories in practice; growth and development; regulations and opportunities in the child care industry; special topics related to children such as childhood diseases, special needs, and child abuse/neglect; and first aid/emergency training. Students will have the opportunity to work with children in a preschool setting. An experiential learning activity will also be part of the class. This class is designed for students who enjoy working with children.

Program of Study Application

This is one of three Human Development courses in the suggested sequence of Education and Training career cluster. It is recommended that it be preceded by Foundational CTE Courses and Introduction to Education and Training. The course is followed by Teaching and Training as a Profession and Capstone Experience.

Course Standards**Indicator # HDPS 1 Analyze principles of growth and development of preschool through school-aged children.**

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Four	HDPS 1.1 Apply concepts from human development theories to the preschool through school-aged children. <i>Examples:</i> <ul style="list-style-type: none">• Reflect on the impact of developmental theories, utilizing prepared case studies.• Observe children's growth and development in a preschool and/or elementary classroom.	Observation reports; developmental milestones charts; age appropriate facility for observations.
Four	HDPS 1.2 Analyze physical, social, emotional, cognitive development of preschool and school-aged children. <i>Examples:</i> <ul style="list-style-type: none">• Analyze case studies or video clips.• Create a comparison chart/summary of the growth and development of two different age groups.	

Notes:

Indicator # HDPS 2 Analyze conditions that influence growth and development.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Three	HDPS 2.1 Examine the effects of culture, environment, and inherited influences on growth and human development. <i>Examples:</i> <ul style="list-style-type: none"> • Compare and contrast child development practices from different cultures. • Create an on-line scavenger hunt about current events related to culture influences on children. • Invite guest speakers • Create an informational flyer describing the benefits and adverse effects of technology use by young children. 	Guest speakers; multi-cultural agencies or organizations.
Four	HDPS 2.2 Analyze the effects of life events. <i>Examples:</i> <ul style="list-style-type: none"> • Create a life event time line and discuss the impact that a major life event would have on the time line. • Make a documentary on life event impacts. 	Time Toast; Video recording equipment.
Four	HDPS 2.3 Analyze geographic, legislative, and global influences on growth and development. <i>Examples:</i> <ul style="list-style-type: none"> • Compare and contrast rural versus urban opportunities for children. • Create a family calendar of activities in varying communities. • Research the impact of poverty on growth and development of children. • Participate in a poverty simulation. 	Community calendar; Inter-Lakes community action program (ICAP).

Notes:

Indicator # HDPS 3 Analyze strategies that promote growth and development of preschool through school-aged children.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Four	<p>HDPS 3.1 Create and maintain a safe and healthy learning environment for preschool through school-aged children.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Plan and make safe and healthy meals and/or snacks. • Evaluate items for safety concerns (cribs, car seats, toys, etc.) • Complete CPR and/or first aid training. • Develop a logical argument for childhood immunizations. • Propose solutions to scenarios that deal with child care accidents, illnesses and health emergencies. • Practice strategies to teach children health, safety and sanitation habits. • Research child abuse and neglect. 	<p>Certified CPR instructors; Consumer Product Safety Commission; field trips; guest speakers such as a dietician, parents of children with special dietary needs, community health professionals; Read the book <i>Child Called It</i>; Department of Social Services; Community Domestic Abuse Shelter; FCCLA Star Event – Toys That Teach</p>

Four	<p>HDPS 3.2 Design strategies that promote physical, social, emotional and cognitive development.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Create developmentally appropriate activities to enhance each area of growth and development. • Plan and implement an activity with a preschool or school-aged child. • Design a publication for parents of preschoolers or school-aged children. 	
Four	<p>HDPS 3.3 Connect with support systems that provide for services for caregivers for preschoolers and school-aged children.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Create a resource/product about services available. • Invite community panel that represents agencies available for support. • Evaluate childcare facilities within your community. • Invite staff from a childcare facility to discuss their roles and functions within their facility. 	<p>Community Agencies such as Feeding South Dakota; Child Care Facilities; March of Dimes; Boys and Girls Clubs; Women, Infants, and Children; After School Programs; Tutoring Services; National Association for the Education of Young Children; Children's Miracle Network; Child Care Resource Centers; Bright Start; South Dakota Parent Connection.</p>

Notes:

Indicator # HDPS 4 Investigate career paths for working with preschool and school-aged children.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Three	HDPS 4.1 Explain the roles and functions of individuals engaged in careers working with preschool to school-aged children. <i>Examples:</i> <ul style="list-style-type: none"> • Job shadow a career professional working with preschool or school-aged children. • Invite staff from a childcare facility to discuss their roles and functions within their facility. • Create a product that showcases a specific career working with preschool or school-aged children. 	FCCLA Star Event - Career Investigation; SD MyLife
Two	HDPS 4.2 Summarize knowledge and skills for a career working with children. <i>Examples:</i> <ul style="list-style-type: none"> • Research requirements needed for a career working with children. • Share a presentation on selected career. • Interview child care professional 	O-Net; SD Mylife; Child Development Associate (CDA) Resources

Notes: