

CTE Standards Unpacking
Human Development: Preschool to School Age

Course: Human Development: Preschool to School Age

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 childcare 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.

Career Cluster: Education and Training, Human Services

Prerequisites: Recommended Human Development: Prenatal to Toddlers

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.

INDICATOR #HDPS 1: Analyze principles of growth and development of preschool through school-aged children.		
SUB-INDICATOR 1.1 (Webb Level: 4): Apply concepts from human development theories to the preschool through school-aged children.		
SUB-INDICATOR 1.2 (Webb Level: 4): Analyze physical, social, emotional, cognitive development of preschool and school-aged children.		
Knowledge (Factual): Theorists and theory - Erikson, Piaget, Bandura, Vygotsky Define terms: - culture - socio-cultural - Fine vs gross motor skills School readiness - Past vs current	Understand (Conceptual): Human development theory applies to current child development practices. It is important to assess students emotional, physical, social and intellectual development to determine school readiness. Observing children helps us gain a deeper understanding of developmental needs. In	Skills (Application): Chart age appropriate developmental milestones according to theory. Observe development in age appropriate facilities. Compare human development theories with current societal practices and conditions. Research cultural

		<p>backgrounds and compare perspectives of preschool to school age children.</p> <p>Develop a school readiness assessment that measures physical, social, emotional and intellectual development.</p>
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Benchmarks

Students will be assessed on their ability to:

- Identify human development theorists and theories
- Apply human development theory to explain and understand personal preschool to school age.
- Critique human development theories and consider current relevance.
- Evaluate observations of preschool and school age children.
- Research developmental characteristics and skills that define school readiness.

Academic Connections

ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):

1. ELA Reading Standards for Informational Text:

*RI.9-12: Indicators 1-5

2. ELA Writing Standards:

*W. 9-12: Indicators 1- 9

3. ELA Speaking and Listening Standards:

*SL. 9-12: Indicators 1-6

<http://doe.sd.gov/octe/documents/ccELA 612.pdf>

Sample Performance Task Aligned to the Academic Standard(s):

*Research paper or multi-media presentation/project :
 -human development theories
 -theorists
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*Compare/contrast paper or multimedia presentation theorists and/or theories

*Works cited page and in-text citations for all informational writing

*Narrative/personal reflection on own development: normal vs abnormalities, self-diagnose based on theories

*Paper/project/presentation defending/denying if well-known theories are still relevant today

	<p>*research/analyze case studies of developmental norms vs abnormalities</p> <p>*Create a personal timeline charting developmental milestones from their own youth</p> <p>*develop an assessment for school readiness, test out, reflect on the process, share results in a written/multimedia project</p>
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<p>INDICATOR #HDPS 2: Analyze conditions that influence growth and development.</p>		
<p>SUB-INDICATOR 2.1 (Webb Level: 3): Examine the effects of culture, environment, and inherited influences on growth and human development.</p>		
<p>SUB-INDICATOR 2.2 (Webb Level: 4): Analyze the effects of life events.</p>		
<p>SUB-INDICATOR 2.3 (Webb Level: 4): Analyze geographic, legislative, and global influences on growth and development.</p>		
<p>Knowledge (Factual):</p> <p>Multi-cultural information - guest speakers from organizations, agencies</p> <p>Global economy info.</p> <p>Current events</p> <p>Federal Poverty Guidelines</p> <p>Effects of Poverty</p> <p>Food deserts</p> <p>Rural vs urban</p>	<p>Understand (Conceptual):</p> <p>Cultural diversity, environmental factors and inherited traits impact growth and development.</p> <p>Life events influence human growth and development.</p> <p>It is important to understand the differences between rural and urban environments and their impact on development.</p> <p>Political and global issues affect an individual's development.</p>	<p>Skills (Application):</p> <p>Compare and contrast child development practices from different cultures.</p> <p>Create a life event timeline</p> <p>Discuss the impact that a major life event would have on the timeline.</p> <p>Participate in a poverty simulation</p>

<p>Current documentaries about the impact of poverty</p>		
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Benchmarks

Students will be assessed on their ability to:

- Assess how culture, environment, and inherited traits influence growth and human development.
- Interpret the impact of live events on growth and human development.
- Compare and contrast rural versus urban opportunities for children.
- Analyze how the political and global landscape impacts development.

Academic Connections

ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):

1. ELA Reading Standards for Informational Text:

*RI.9-12: Indicators 1-5

2. ELA Writing Standards:

*W. 9-12: Indicators 1- 9

3. ELA Speaking and Listening Standards:

*SL. 9-12: Indicators 1-6

http://doe.sd.gov/octe/documents/ccELA_612.pdf

Sample Performance Task Aligned to the Academic Standard(s):

*Create an on-line scavenger hunt about current events related to culture influences on children.

*Create an informational flyer describing the benefits and adverse effects of technology use by young children.

*Create a life event time line and discuss the impact that a major life event would have on the time line.

*Research paper or multi-media presentation/project :

- child development stages from preschool to school age children
- development stages and cultural factors
- dangers of technology and childhood development
- physical, emotional, social, and intellectual development of preschool age to school age children

	<p>-rural vs urban influences on child development</p> <p>-poverty and its influences on development</p> <p>*View case studies of preschool and school age development, analyze and assess best practices</p> <p>*Find pre/school age child to assess, assess their developmental level, reflect on the process, make recommendations to help if behind in the developmental process</p> <p>*self-assess/write about socio-cultural, inherited, or environmental factors that Influenced personal infant and toddler development, use research and interviews with parents</p> <p>*compare/contrast cultural perspectives/backgrounds with classmates</p> <p>*Create a personal timeline charting developmental milestones from their own youth</p> <p>*develop an assessment for school readiness, implement,, reflect on the process, share results in a written/multimedia project</p> <p>*write about significant life events that could impact the natural/normal development of a child</p> <p>*reflect on experience in a poverty simulation activity, address how it impacts development</p>
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<p>INDICATOR #HDPS 3: Analyze strategies that promote growth and development of preschool through school-aged children.</p>		
<p>SUB-INDICATOR 3.1 (Webb Level: 4): Create and maintain a safe and healthy learning environment for preschool through school-aged children.</p>		
<p>SUB-INDICATOR 3.2 (Webb Level: 4): Design strategies that promote physical, social, emotional and cognitive development.</p>		
<p>SUB-INDICATOR 3.3 (Webb Level: 4): Connect with support systems that provide for services for caregivers for preschoolers and school-aged children.</p>		
<p>Knowledge (Factual):</p> <p>State standards for issues like staff/child ratio, playground safety, spacing of cribs and sleeping areas, sanitation procedures, and overall quality of care.</p> <p>Nutrition information such as necessary calories, Federal School lunch guidelines, food allergies</p> <p>Federal guidelines for activity and balancing calorie intake and output.</p> <p>State mandatory reporting for childcare workers - signs of abuse and neglect.</p> <p>Information about recommended immunization schedules</p> <p>Information about how kids learn at certain ages,</p>	<p>Understand (Conceptual):</p> <p>It is important to identify safety concerns for preschool through school age children.</p> <p>Healthy eating habits are critical for overall health in growth and development.</p> <p>Safety, health and proper sanitation practices are imperative for overall wellness.</p> <p>There are legal consequences for parents and caregivers in regards to child abuse.</p> <p>Developmentally appropriate activities facilitate the social, emotional, physical and intellectual development of preschool through school age children.</p> <p>There are many community services available to assist preschool to school age</p>	<p>Skills (Application):</p> <p>Evaluate items for safety concerns (cribs, car seats, toys, etc.)</p> <p>Plan and implement an activity with a preschool or school-aged child.</p> <p>Research child abuse and neglect.</p> <p>Create a publication for parents of preschool to school age children.</p> <p>Create a resource/product about services available.</p>

<p>gross and fine motor skills, cognitive abilities, etc.</p> <p>Note community services in the area - guest speakers</p>	<p>children.</p>	
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Benchmarks

Students will be assessed on their ability to:

- Distinguish between safe and unsafe environments for preschool to school age children.
- Compare and contrast healthy vs. unhealthy meals and snacks for children.
- Determine proper practices for health, safety and sanitation of preschool to school age children.
- Explain the legal ramifications of child abuse and reporting.
- Design activities that are developmentally appropriate in regards to social, emotional, physical and intellectual development.
- Highlight the importance of support services available in the community.

Academic Connections

ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):

1. ELA Reading Standards for Informational Text:

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2. ELA Writing Standards:

*W. 9-12: Indicators 1- 9

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<http://doe.sd.gov/octe/documents/ccELA 612.pdf>

Sample Performance Task Aligned to the Academic Standard(s):

*Research paper or multimedia project that creates an argument supporting childhood immunizations

*Plan a weekly menu that offers healthy snacks and foods for school age children

*Take an official CPR and first-aid test for certification

*Create a plan for dealing with the top five illnesses/accidents/health emergency situations a preschool/school age student could experience

	<p>*Create a lesson plan that teaches children health, safety and sanitation- may cover all or focus on a few aspects, lesson must focus on a certain age group, and include a developmental learning activity</p> <p>*research paper/multimedia project on community resources available to benefit preschool and school age children</p> <p>*visit local childcare centers to compare and contrast their offerings and benefits, write a review</p> <ul style="list-style-type: none"> -do they meet state and local guidelines? -staff to child ratio-safety measures, etc -food, nutrition guidelines <p>*Reflect on child abuse in child related career fields and legal ramifications</p>
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INDICATOR #HDPS 4: Investigate career paths for working with preschool and school-aged children.

SUB-INDICATOR 4.1 (Webb Level: 3): Explain the roles and functions of individuals engaged in careers working with preschool to school-aged children.

SUB-INDICATOR 4.2 (Webb Level: 2): Summarize knowledge and skills for a career working with children.

Knowledge (Factual):	Understand (Conceptual):	Skills (Application):
Roles and functions of child caregiving <ul style="list-style-type: none"> - Guest speakers from childcare facilities 	Careers in working with preschool and/or school-aged children require specialized knowledge and skills.	Job shadow a career professional working with preschool or school-aged children.

<p>Economics of the childcare profession</p> <p>Requirements of childcare providers</p>	<p>Professional childcare providers and educators need to have a working knowledge of the multiple areas of child development (physical, social, emotional, intellectual).</p>	<p>List the required roles and functions of professional childcare providers.</p>
<p>Benchmarks <i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> • Investigate the roles, functions and other aspects of the childcare profession.. • Research requirements needed for a career working with children. 		
<p><i>Academic Connections</i></p>		
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p> <ol style="list-style-type: none"> 1. ELA Reading Standards for Informational Text: *RI.9-12: Indicators 1-5 2. ELA Writing Standards: *W. 9-12: Indicators 1- 9 3. ELA Speaking and Listening Standards: *SL. 9-12: Indicators 1-6 <p>http://doe.sd.gov/octe/documents/ccELA 612.pdf</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p> <p>*Create a product/presentation/paper that showcases a specific career working with preschool or school-aged children.</p> <p>*Complete a job shadow with someone in the childcare profession, write a personal reflection on the experience</p> <p>*Create a research paper/multimedia project/presentation that focuses on a job within the childcare career area</p> <p>*Reflect on child abuse in child related career fields and legal ramifications</p>	



Additional Resources

Please list any resources (e.g., websites, teaching guides, etc.) that would help teachers as they plan to teach these new standards.

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 Child Called It; Department of Social Services; Community Domestic Abuse Shelter; FCCLA Star Event – Toys That Teach

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 Connections