



Advanced Child and Human Development Grades 10-12

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Hazelwood School District

Mission Statement

In a culture of **high expectation** and **excellence**, our students will become lifelong learners equipped with 21st Century skills for success as global citizens.

Core Value Statements

- High student achievement based on multiple measures as we prepare students to become global citizens.
- A diverse staff that is caring, culturally competent, well trained, and highly effective in their roles.
- Holding ourselves accountable for a culture of excellence with high standards in both academics and behavior.
- Maintaining fiscal responsibility of the district's assets and resources while utilizing best financial practices.
- A supportive learning environment that fosters healthy socio-emotional development for all students.
- Preparing students with global thinking and skills to make them productive in college, career, and life in the 21st century.
- Community involvement that drives high parental and community/stakeholder engagement, effective partnerships, and positive relationships with informative communication.

Goals

Goal 1 – Improve Student Achievement

Goal 2 – Differentiate and Expand Resources and Services for Students

Goal 3 – Enhance Professional Growth

Goal 4 – Maintain Fiscal Responsibility

Goal 5 – Increase Parent and Community Involvement

Curriculum Overview

Advanced Child and Human Development

Missouri Career Education combines academics and occupational skill training to prepare students of all ages. Training programs are offered in Agriculture, Business, Health Sciences, Family and Consumer Sciences, Skilled Technical Sciences, Technology and Engineering, and Marketing and Cooperative Education. Missouri Career Education prepares Missourians for the 21st century to better serve the needs of students, parents, educators, and employers through challenging, relevant, and accountable programs. Career Clusters provide a way for schools to organize instruction and student experiences around 16 broad categories that encompass virtually all occupations from entry through professional levels. These groupings of occupations are used as an organizing tool for curriculum design, a model for guidance and instruction, and a mechanism for seamless transition from secondary education to postsecondary and/or career. The career cluster of Human services meets the needs of students interested in the career fields of Family and Community Services, Early Childhood Development and Services, Counseling and Mental Health Services, Personal Care Services, and Consumer Services. (<https://dese.mo.gov>)

Advanced Child and Human Development serves as the second course in the Exploring Teaching pathway that prepares students for a career in the Education field. Students will learn various ways to understand how children and adults develop and learn, regardless of their abilities. Students will then use this knowledge in the capstone course, Exploring Teaching. This course will prepare students for the American Association of Family and Consumer Sciences credential titled Early Childhood Education and will be used as the summative assessment for Advanced Child and Human Development.

As part of all of the Family and Consumer Science pathways, the students will be able to take this foundational knowledge and apply it to various career paths within the Human Services cluster. Students in this pathway are encouraged to become members of Family, Career and Community Leaders of America (FCCLA). This is a Department of Elementary and Secondary Education approved Career and Technical Student Organization.

COURSE TITLE: Advanced Child and Human Development

GRADE LEVEL: 10-12

CONTENT AREA: Career and Technical Education

Course Description

Students will study human growth and development theories and research from six years of age through adulthood, focusing on the psychological, sociological, and physiological aspects of development. This course also explores how children's development is organized within different cultural contexts. (Prerequisite: Child Development, Care & Guidance).

Course Rationale

To improve the quality of life for Missouri's children, performance competencies in the Advanced Child and Human Development course taught in Family Consumer Sciences and Human Services Education programs enable students to: construct meaning related to the rights of families and ethical responsibilities of working with children; communicate effectively with family members, child care agencies, and professional service providers; solve problems based upon the developmental needs of children; make decisions that support the sound physical, mental and social development of children; and assess the impact of quality child care on the family and community.

Course Scope and Sequence

Unit 1: Understanding Human Development: 3 class periods (90 minutes)	Unit 2: Analyze Developmental Stages: 9 class periods (90 minutes)	Unit 3: Research and Theories in Educational Development: 4 class periods (90 minutes)
Unit 4: Interaction and Creating Student Activities: 8 class periods (90 minutes)	Unit 5: Balancing Work and Family: 4 class periods (90 minutes)	Unit 6: Establish a Quality Child Care Program: 4 class periods (90 minutes)
Unit 7: Learning Disabilities and Mental Illness: 4 class periods (90 minutes)	Unit 8: Exploring Careers and Leadership Through Professional Organizations and Networking: 4 class periods (90 minutes)	

Course Materials and Resources

- Lifespan Development. 2nd Edition. Sharleen Kato. Goodheart Wilcox.

Unit Objectives

Unit 1

The students will be able to:

1. Identify the main types of Human Development and how it has evolved.
2. Recognize Principles and Theories of growth and development.
3. Understand the benefits of studying Children.
4. Explain the seven basic needs (irreducible needs) of all children to thrive and flourish.

Unit 2

The students will be able to:

1. Analyze abilities and needs of children and their effect on growth and development.
2. Apply knowledge of developmental stages to observation and/or interaction with children.
3. Explore the physical, cognitive development in adolescence and emerging young adult.
4. Explore the psychosocial development of adolescence and emerging young adults.

Unit 3

The students will be able to:

1. Explore different theories of development (e.g., behavioral, social cognitive, constructivist etc.
2. Analyze theorists and apply how these can relate to real life situations.
3. Apply basic theories of educational psychology to enhance student learning.

Unit 4

The students will be able to:

1. Analyze play and its influence on children.
2. Design age appropriate and developmentally appropriate activities that incorporate a learner's language, learning styles, early experiences and cultural values.
3. Demonstrate a variety of teaching methods to meet individual needs of learners.
4. Analyze strategies that promote growth and development of children, youth and adults.

Unit 5

The students will be able to:

1. Examine the five top stressors for couples and families along with coping strategies and the effects on children.
2. Describe community resources available to families.
3. Analyze the skills parents and other adults need to deal with the many crisis facing families and teens today as well as how to balance personal and family life.

Unit 6

The students will be able to:

1. Identify components of a quality child care program and barriers to quality.
2. Describe societal benefits of quality child care programs.
3. Explain the impact of shared responsibilities of quality care and education (parents, teachers, administrators, children, community and government).

Unit 7

The students will be able to:

1. Describe the characteristics of children with physical disabilities, mental and developmental disabilities, attention deficit disorder, autism spectrum disorders, behavior disorders and gifted and talented.
2. Identify the challenges facing families who have children with special needs.
3. Summarize ways that parents and other adults can support a child with special needs.

Unit 8

The students will be able to:

1. Utilize leadership qualities and skills for problem solving and skills needed to maintain success in a job or career field.
2. Utilize FCCLA programs to address child development, care and guidance issues.
3. Analyze career opportunities in the field of working with children by identifying the factors that impact those employment opportunities.

Essential Terminology/Vocabulary

Unit 1: Cognitive development, critical period, culture, environment, ethnic group, extended family, heredity, human development, individual differences, life-span development, maturation, non-normative, normative, nuclear family, physical development, psychosocial development, risk factors, social construction, socio-economic acute medical conditions.

Unit 2: Adolescence, asthma, body image, chronic medical conditions, conceptual knowledge, crisis, crystallized intelligence, declarative knowledge, decoding, deductive reasoning, diabetes, divergent thinking, emerging adulthood, empty nest, executive function, externalizing behaviors, formal operations, fluid intelligence, hypothetical-deductive reasoning, identity, inductive reasoning, industry versus inferiority, intellectual disability, internalizing behaviors, mammography, menopause, metacognition, organization, osteoporosis, primary sex characteristics, procedural knowledge, puberty, resilient children, sandwich generation, secondary sex characteristics, seriation, stress, theory of multiple intelligences, transitive inference, vital capacity.

Unit 3: Behaviorism, classical conditioning, cognitive theories, concrete operational stage, descriptive studies, developmental stages, developmental theories, ecological theory,

ethological theory, formal operations, naturalistic experiments, operant conditioning, psychoanalytic theories, social cognitive theory.

Unit 4: Associative play, collaborative learning, confidentiality, constructive play, cooperative learning, cooperative play, critical thinking, differentiated instructional methods, egocentrism, functional play, instructional methods, instructional strategies, observation, pre-operational stage.

Unit 5: Child neglect, child protection agencies, educational neglect, emotional abuse, emotional neglect, impoverished, mandated reporters, moral neglect, peer abuse, physical abuse, resilient children, sexual abuse, six core strengths, social abuse, verbal abuse.

Unit 6: Accredited programs, center based care, developmentally appropriate practices, early learning standards, family child care, head start programs, in-home child care, lesson plans, Montessori schools, non-for-profit programs, preschool programs, private programs, public programs, SACC programs, work related child care programs.

Unit 7: Accommodations, cultural diversity, developmental disabilities, English Language Learners, exceptional special needs, gifted and talented, inclusion, Individualized Educational Plan, language diversity, learners, mainstreaming, parent educators, psychologist, speech-language specialists.

Unit 8: Abuse, aptitude, career, career pathway, entrepreneur, ethical responsibilities, interview, leadership, professionalism, rights of families, role model.