

CHILD DEVELOPMENT

Curriculum Content Frameworks

Please note: All assessment questions will be taken from the knowledge portion of these frameworks.

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CHILD DEVELOPMENT

Grade Levels: 9, 10, 11, 12
Course Code: 493020

Prerequisite: Foundation

Course Description: Child Development focuses on skills needed to guide the physical, intellectual, emotional, and social development of children. Emphasis is given to the development of competencies related to the study of children, pregnancy and prenatal development, birth and the newborn, types of growth and development, stages of growth and development, rights and responsibilities of parents and children, needs of children, factors influencing the behavior of children, children with special needs, coping with crises, the effects of technology on child development, and careers related to the area of child development. Upon completion of this course, the student should be prepared to care for and guide the development of a child through all stages of growth—within a family, as a child-care professional, or in other experiences with children.

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Unit 1: The Study of Children

Hours: 5

Terminology: Adolescence, Child development, Emotional development, Environment, Freud (Sigmund), Heredity, Individual life cycle, Infancy, Intellectual development, Montessori (Maria), Montessori school, Moral development, Observation, Physical development, Piaget (Jean), Preschooler, School age, Social development, Theory, Toddler

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
1.1 Define terms related to the study of children	1.1.1 Use terms in context	Foundation	Reading	Analyzes and applies what has been read to a specific task [1.3.2]	
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]	
1.2 State characteristics of development a. Similar for everyone b. Builds on earlier learning c. Proceeds at individual rate d. Different areas are interrelated e. Continuous throughout life	1.2.1 Apply characteristics in real-life scenarios	Foundation	Reading	Comprehends written information for main ideas [1.3.7]	
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]	
1.3 Name reasons for studying child development	1.3.1 Determine goals for the study of child development	Foundation	Reading	Applies information and concepts derived from printed materials [1.3.3]	
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]	
1.4 Identify five basic areas of child development • Physical • Emotional • Social • Intellectual • Moral	1.4.1 Given a list of stages, provide an example of basic areas of child development	Foundation	Reading	Comprehends written specifications and applies them to a task [1.3.9]	
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]	
1.5 Identify stages in the individual life cycle with the correct age • Infancy • Toddler • Preschool • School age • Adolescence	1.5.1 Construct a chronological timeline of the basic stages of development	Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]	
			Writing	Organizes information into an appropriate format [1.6.10]	

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
1.6 Describe influences of heredity and environment	1.6.1 Categorize a list of heredity and environmental influences	Foundation Thinking	Reading Problem Solving	Applies information and concepts derived from printed materials [1.3.3] Demonstrates logical reasoning in reaching a conclusion [4.4.2]	
1.7 Designate guidelines for observing children	1.7.1 Research methods used for studying children (include objective vs. subjective observations)	Foundation Thinking	Reading Writing Problem Solving	Comprehends written information and applies it to a task [1.3.8] Analyzes data, summarizes results, and makes conclusions [1.6.2] Draws conclusions from observations, evaluates conditions, and gives possible solutions [4.4.5]	
1.8 Describe the contributions of various child development theorists • Erikson • Freud • Maslow • Montessori • Piaget • Skinner	1.8.1 Categorize a list of theories with the theorists	Foundation Thinking	Reading Reasoning	Applies information to new situations [1.3.5] Comprehends ideas and concepts related to child development theories [4.5.2]	

Unit 2: Pregnancy and Prenatal Development

Hours: 15

Terminology: Abstinence, Amniocentesis, Amniotic fluid, Birth defect, Cerebral palsy, Chromosomes, Chronic villi sampling, Cleft palate, Conception, Cystic fibrosis, Dominant genes, Down syndrome, Fetal Alcohol Syndrome (FAS), Fertility, Genes, Genetic counseling, Hydrocephalus, Infertility, Maternity leave, Miscarriage, Muscular dystrophy, Ovum, Paternity leave, Period of embryo, Period of fetus, Period of zygote, Phenylketonuria, Placenta, Pregnancy, Prenatal, Recessive genes, Sickle cell anemia, Sperm, Spina bifida, Sexually transmitted disease (STD), Stillbirth, Tay-Sachs disease, Ultrasound, Umbilical cord, Uterus

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do		What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.1 Define terms related to pregnancy and prenatal development	2.1.1 Use terms in context	Foundation	Reading	Analyzes and applies what has been read to a specific task [1.3.2]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
2.2 List early signs of pregnancy <ul style="list-style-type: none"> • Breast tenderness • Fatigue • Frequent urination • Lower back pain • Missed period • Nausea 	2.2.1 Discuss the importance of early and regular medical care during pregnancy	Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]
			Writing	Summarizes written information [1.6.17]
2.3 Explain physical changes to the mother during pregnancy <ol style="list-style-type: none"> a. Changes in digestive system b. Increase in size of breasts and abdomen d. Pressure on the bladder b. Skin stretching 	2.3.1 Model physical changes using a pregnancy simulator or other available resources 2.3.2 Research methods of coping with physical changes during pregnancy	Foundation	Speaking	Adapts presentation to audience [1.5.1] Participates in conversation, discussion, and group presentations [1.5.8]
			Writing	Summarizes written information [1.6.17]
2.4 Name discomforts and complications of pregnancy <ol style="list-style-type: none"> a. Blurred vision b.. Early, sudden gush of liquid c. Severe vomiting d. Swelling e. Vaginal bleeding 	2.4.1 Research complications of pregnancy	Foundation	Speaking	Applies/Uses technical terms as appropriate to audience [1.5.2]
		Thinking	Knowing How to Learn	Uses available resources to acquire new skills or improve skills [4.3.4]

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
2.5 Identify common birth defects	2.5.1 Research birth defects and develop a presentation including descriptions, symptoms, developmental disabilities, life expectancy, causes, methods of detection, treatments, and rate of occurrences in U.S.	Foundation	Speaking	Applies/Uses technical terms as appropriate to audience [1.5.2]	
		Thinking	Knowing How to Learn	Uses available resources to acquire new skills or improve skills [4.3.4]	
2.6 Describe prenatal tests used to determine health of mother and fetus a. Amniocentesis b. Chronic villi sampling (CVS) c. Ultrasound	2.6.1 Identify risks involved with prenatal tests	Foundation	Science	Describes/Explains scientific principles related to prenatal tests [1.4.13]	
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]	
		Thinking	Decision Making	Demonstrates decision-making skills [4.2.4]	
2.7 List STDs most likely to affect the health of unborn baby and mother a. Chlamydia b. Genital herpes c. Gonorrhea d. HIV/AIDS e. Syphilis	2.7.1 Identify the symptoms and treatment of STDs	Foundation	Science	Describes/Explains scientific principles related to prenatal tests [1.4.13]	
	2.7.2 Describe how STDs affect mother and baby	Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]	
2.8 Describe the three stages of prenatal development • Period of the zygote • Period of the embryo • Period of the fetus	2.8.1 Construct a timeline of the stages of prenatal development showing the changes that occur at each stage	Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]	
			Writing	Organizes information into an appropriate format [1.6.10]	
2.9 Name environmental factors that are harmful to the development of the unborn child • Alcohol • Drugs • Infections such as Rubella • Smoking • Harmful fumes • Paint products • Lead • X-rays	2.9.1 Predict possible outcomes of environmental factors to the development of the unborn child	Foundation	Science	Analyzes environmental issues (ecology, pollution, waste management) [1.6.2]	
			Science	Applies knowledge to complete a task [1.4.3]	

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
2.10 Describe types of care for the mother's and baby's health a. Certified nurse/midwife b. Family practice physicians c. Gynecologists d. Obstetricians	2.10.1 Identify prenatal care needed throughout pregnancy	Foundation	Reading	Applies/Understands technical words that pertain to prenatal care [1.3.6]	
	2.10.2 List factors to consider when choosing a birth attendant	Thinking	Decision Making	Evaluates information/data to make best decision [4.2.5]	
	2.10.3 Plan for the birth of a baby				
2.11 Name risks due to teen pregnancy a. Higher stillbirth rates b. Low birth weight c. Miscarriage b. Premature labor	2.11.1 Compare and contrast teen pregnancy risks with adult pregnancy risks	Foundation	Reading	Distinguishes between fact and opinion [1.3.11]	
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]	
2.12 Discuss cost of teen pregnancies to society a. Abuse b. Food Stamps c. Medicaid d. Neglect e. Quitting school f. WIC	2.12.1 Research the cost of teen pregnancies to Arkansas and Arkansas taxpayers	Foundation	Speaking	Participates in conversation, discussion, and group presentations [1.5.8]	
			Writing	Summarizes written information [1.6.17]	
2.13 Research careers related to pregnancy and prenatal development	2.13.1 Determine competencies for careers related to prenatal development and pregnancy	Foundation	Reading	Uses standard occupational resources [1.3.22]	
		Personal Management	Career Awareness, Development, and Mobility	Explores career opportunities [3.1.6]	

Unit 3: Birth and the Newborn

Hours: 10

Terminology: Afterbirth, Apgar Scale, Bonding, Cervix, Cesarean birth, Colostrum, Delivery, Dilation, Fontanels, Forceps, Labor, Lay-midwife, Nurse-midwife, Obstetrician, Pediatrician, Postnatal, Postpartum, Premature infant, Rooming-in, Uterine contractions, Vagina

CAREER and TECHNICAL SKILLS			ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do			What the Instruction Should Reinforce		
Knowledge	Application		Skill Group	Skill	Description
3.1 Define terms related to birth and the newborn	3.1.1	Use terms in context	Foundation	Reading Writing	Analyzes and applies what has been read to a specific task [1.3.2] Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
3.2 Chart methods of childbirth and characteristics of each	3.2.1	Identify pros and cons of each method	Foundation Thinking	Writing Reasoning	Organizes information into an appropriate format [1.6.10] Sees relationship between two or more ideas, objects, or situations [4.5.5]
3.3 Name signs of beginning labor	3.3.1	Interview a health care provider on the signs of beginning labor	Foundation	Reading Speaking	Comprehends written information for main ideas [1.3.7] Asks questions to obtain information [1.5.4]
3.4 Describe the three stages of labor • Dilation • Delivery • Afterbirth	3.4.1	Interview a health care provider on the stages of labor	Foundation	Reading Speaking	Comprehends Asks questions to obtain information [1.5.4]
3.5 State characteristics of newborns	3.5.1	Chart the changes that babies undergo as a result of vaginal birth	Foundation	Science Speaking	Constructs a model to depict basic concept of characteristics of newborns [1.4.11] Participates in conversation, discussion, and group presentations [1.5.8]
3.6 Describe postnatal care of the newborn, including those with special needs	3.6.1	Interpret elements and the scores of criteria checked on the Apgar exam	Foundation	Reading Science	Comprehends written information and applies it to a task [1.3.8] Describes/Explains scientific principles related to the Apgar Scale [1.4.13]

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
3.7 List basic needs of newborns	3.7.1 Determine ways to meet basic needs of newborns	Foundation	Reading	Applies information and concepts derived from printed materials [1.3.3]	
		Thinking	Knowing How to Learn	Applies new knowledge and skills to determine ways to meet the needs of newborns [4.3.1]	
3.8 State benefits of bonding	3.8.1 Compare and contrast a newborn's bonding with siblings and with parents	Foundation	Reading	Comprehends written information for main ideas [1.3.7]	
		Thinking	Creative Thinking	Makes connections between seemingly unrelated ideas [4.1.6]	
3.9 List equipment and supplies needed to care for newborns	3.9.1 Research financial costs of equipment and supplies needed to care for newborns	Foundation	Arithmetic/ Mathematics	Applies addition, subtraction, and division to real-world situations [1.1.1]	
			Reading	Comprehends written specifications and applies them to a task [1.3.9]	
3.10 Name specific care techniques for newborns	3.10.1 Demonstrate correct care techniques for newborns	Foundation	Reading	Analyzes what has been read and applies it to a task [1.3.2]	
		Thinking	Knowing How to	Uses available resources to apply new skills [4.3.6]	
3.11 List physical and emotional changes in the mother during the postpartum period	3.11.1 Develop an information sheet for parents of newborns	Foundation	Reading	Applies information and concepts derived from printed materials [1.3.3]	
		Thinking	Creative Thinking	Prepares presentation based on subject research, interviews, surveys [4.1.10]	
3.12 Name careers related to birth, newborn, or postnatal period	3.12.1 Determine competencies for careers related to birth, newborn, or postnatal period	Foundation	Reading	Uses standard occupational resource materials [1.3.22]	
		Personal Management	Career Awareness, Development, and Mobility	Explores career opportunities [3.1.6]	

Unit 4: The First Year

Hours: 8

Terminology: Attention span, Cause and effect, Colic, Cradle cap, Crib death, Developmental delays, Diaper rash, Failure to thrive, Hand-eye coordination, Large motor skills, Neurons, Object permanence, Perception, Personality, Primary teeth, Repetition, Sensory-motor skills, Sudden Infant Death Syndrome (SIDS), Stranger anxiety, Teething, Temperament, Weaning

CAREER and TECHNICAL SKILLS			ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do			What the Instruction Should Reinforce		
Knowledge	Application		Skill Group	Skill	Description
4.1 Define terms related to the first year	4.1.1	Use terms in context	Foundation	Reading Writing	Analyzes and applies what has been read to a specific task [1.3.2] Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
4.2 Name developmental needs during the first year in each of these areas <ul style="list-style-type: none">• Physical• Intellectual• Emotional• Social	4.2.1	Give examples of ways to meet developmental needs during the first year	Foundation	Reading	Applies information and concepts derived from printed materials [1.3.3]
	4.2.2	Complete a project using FCCLA STAR events guidelines for Illustrated Talk	Thinking	Speaking Knowing How to Learn	Organizes ideas and communicates oral messages to listeners [1.5.7] Applies new knowledge and skills regarding developmental needs of the first year [4.3.1]
4.3 Designate milestones of physical development during the first year	4.3.1	Categorize the developmental milestones to the correct month of the first year	Foundation	Reading	Applies information and concepts derived from printed materials [1.3.3] Uses graphs/charts to obtain factual information [1.3.21]
4.4 Name three basic patterns of physical development <ul style="list-style-type: none">• Head to foot• Near to far• Simple to complex	4.4.1	Provide examples of the three basic patterns of physical development	Foundation	Reading	Adjusts reading strategy to purpose and type of reading (skimming and scanning) [1.3.1] Applies information and concepts derived from printed materials [1.3.3]
4.5 Name ways to promote physical development during the first year	4.5.1	Plan an environment that promotes physical development during the first year	Foundation Thinking	Reading Creative	Comprehends written information and applies it to a task [1.3.8] Combines ideas or information in a new way [4.1.2]
4.6 Describe daily care routines for feeding, bathing, dressing and diapering an infant	4.6.1	Demonstrate how to handle a newborn safely using an infant simulator or other resources	Foundation	Reading	Applies information to job performance [1.3.4] Applies information to new situations [1.3.5]

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
4.7 Designate milestones of intellectual development during the first year	4.7.1 Categorize the developmental milestones to the correct month of the first year	Foundation	Reading	Analyzes and applies what has been read to a specific task [1.3.2] Uses graphs/charts to obtain factual information [1.3.21]	
4.8 Name types of learning <ul style="list-style-type: none"> • Experimentation • Exploration • Imitation 	4.8.1 Plan learning experiences that demonstrate cause and effect and object permanence	Foundation	Reading	Adjusts reading strategy to purpose and type of reading (skimming and scanning) [1.3.1]	
		Thinking	Creative	Combines ideas or information in a new way [4.1.2]	
4.9 List toys and play equipment suitable for a baby	4.9.1 Plan learning experiences to promote intellectual development during the first year	Foundation	Speaking	Participates in conversation, discussion, and group presentations [1.5.8]	
		Thinking	Creative	Combines ideas or information in a new way [4.1.2]	
4.10 Designate features of safe toys and play equipment for infants	4.10.1 Evaluate safety features of toys	Foundation	Listening	Evaluates oral information/presentation [1.2.2]	
		Thinking	Decision Making	Evaluates information/data to make best decision [4.2.5]	
4.11 Describe milestones of social and emotional development during the first year	4.11.1 Categorize the developmental milestones to the correct month of the first year	Foundation	Reading	Analyzes and applies what has been read to a specific task [1.3.2]	
		Thinking	Problem Solving	Comprehends ideas and concepts related to emotional development during the first year [4.4.1]	
4.12 Discuss fears that are common during the first year	4.12.1 Develop a list of comforting techniques	Foundation	Speaking	Participates in conversation, discussion, and group presentations [1.5.8]	
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]	
4.13 Explain ways infants express emotions <ul style="list-style-type: none"> • Affection • Anger • Delight • Disgust • Distress • Elation • Fear 	4.13.1 Identify the approximate ages at which infants show each of the emotions	Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]	

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.14 Explain personality development during the first year	4.14.1 Plan activities to stimulate emotional and social development during the first year	Foundation	Reading	Comprehends written information for main ideas [1.3.7]
		Thinking	Creative Thinking	Combines ideas or information in a new way [4.1.2]

Unit 5: Children from One to Three

Hours: 8

Terminology: Autonomy, Cooperative play, Developmentally appropriate, Discipline, Guidance, Imitation, Large motor skills, Needs, Negativism, Parallel Play, Positive self concept, Self centered, Self discipline, Separation anxiety, Small motor skills, Socialization, Temper tantrum

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
5.1 Define terms related to children from one to three	5.1.1 Use terms in context	Foundation	Reading	Analyzes and applies what has been read to a specific task [1.3.2]	
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]	
5.2 Designate milestones of physical development for ages one to three	5.2.1 Categorize the milestones of physical development for years one to three	Foundation	Reading	Analyzes and applies what has been read to a specific task [1.3.2]	
				Uses graphs/charts to obtain factual information [1.3.21]	
5.3 Name routines for young children that promote sound physical health such as: a. exercise b. feeding c. hygiene d. sleeping e. toilet training	5.3.1 Demonstrate practices that promote sound physical health and hygiene	Foundation	Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]	
				Participates in conversation, discussion, and group presentations [1.5.8]	
5.4 List ways to provide a safe environment for toddlers (include accident prevention)	5.4.1 Plan a safe environment for toddlers	Foundation	Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]	
		Thinking Skills	Reasoning	Comprehends ideas and concepts related to child development theories [4.5.2]	
5.5 Describe meals suitable for toddlers	5.5.1 Plan a daily menu for a toddler	Foundation	Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]	
		Thinking Skills	Creative Thinking	Uses imagination to create something new [4.1.1]	
5.6 Name features of appropriate clothes for toddlers such as: • comfort • durability • economic factors	5.6.1 Evaluate clothing for toddlers	Foundation	Reading	Comprehends written information for main ideas [1.3.7]	
		Thinking Skills	Decision Making	Evaluates information/data to make best decision [4.2.5]	

What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS			
		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
5.7 List bedtime problems of toddlers and ways to minimize the problems such as: • bedtime routines • comforting fears	5.7.1 Plan a bedtime routine for a toddler	Foundation	Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]	
		Thinking Skills	Creative Thinking	Combines ideas or information in a new way [4.1.2]	
5.8 Explain process of toilet training a. how to handle accidents b. importance of routine c. readiness signs	5.8.1 Develop a brochure about toilet training to assist parents of toddlers	Foundation	Speaking	Participates in conversation, discussion, and group presentations [1.5.8]	
5.9 Designate milestones of intellectual development for ages one to three	5.9.1 Categorize the milestones of intellectual development for ages one to three	Foundation	Reading	Analyzes and applies what has been read to a specific task [1.3.2] Uses graphs/charts/tables to obtain factual information [1.3.21]	
5.10 Identify ways children learn a. directed b. imitation c. incidental d. trial-and-error	5.10.1 Classify the method used to learn using examples in various scenarios	Foundation	Reading	Analyzes and applies what has been read to a specific task [1.3.2]	
		Thinking Skills	Knowing How to Learn	Uses available resources to apply new skills [4.3.6]	
5.11 State ways to promote intellectual development in toddlers including: a. activities b. speech c. toys d. ways to guide learning	5.11.1 Plan learning experiences for a toddler	Foundation	Speaking	Participates in conversation, discussion, and group presentations [1.5.8]	
	5.11.2 Complete a project using FCCLA STAR events guidelines for Focus on Children	Thinking Skills	Creative Thinking	Combines ideas or information in a new way [4.1.2]	
		Foundation	Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]	
5.12 List characteristics of safe, suitable toys for toddlers	5.12.1 Analyze toys for toddlers	Foundation	Reading	Comprehends written information for main ideas [1.3.7]	
		Thinking Skills	Decision Making	Evaluates information/data to make best decision [4.2.5]	
5.13 Designate milestones of emotional and social development for ages one to three	5.13.1 Categorize the emotional and social milestones for ages one to three	Foundation	Reading	Analyzes and applies what has been read to specific task [1.3.2]	
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]	

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
5.14 State ways to influence toddlers' emotional and social development such as: a. encourage thinking b. give choices c. redirect the child	5.14.1 Explain general guidance techniques	Foundation	Reading	Analyzes and applies what has been read to a specific task [1.3.2]	
	5.14.2 Role play ways to promote sharing		Speaking	Participates in conversation, discussion, and group presentations [1.5.8]	
5.15 Name common emotions of toddlers such as: • empathy • negativism • self-centeredness	5.15.1 Compare emotional development during the toddlers years to a roller coaster	Foundation	Reading	Draws conclusions from what is read [1.3.12]	
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]	
5.16 List ways toddlers express emotions including: a. affection b. negativism c. temper tantrums	5.16.1 Develop a brochure with techniques for helping toddlers express emotions	Foundation	Reading	Draws conclusions from what is read [1.3.12]	
		Thinking Skills	Creative Thinking	Finds new ways of dealing with existing problems/situations [4.1.5]	
5.17 State ways relationships influence child development including developing self-concept	5.17.1 Analyze effects of relationships on young children	Foundation	Reading	Analyzes and applies what has been read to specific task [1.3.2]	
		Thinking Skills	Reasoning	Uses logic to draw conclusions from available information [4.5.6]	
5.18 Name ways to help young children develop a positive self-concept by responding in a positive way in: • actions • words • attitudes	5.18.1 Examine ways to avoid being overly critical of a child's efforts	Foundation	Reading	Applies information to new situations [1.3.5]	
		Thinking Skills	Creative Thinking	Finds new ways of dealing with existing problems/situations [4.1.5]	
5.19 Designate effective guidance techniques for ages one to three by being: • clear • firm • positive • simple	5.19.1 Critique guidance techniques for toddlers in various scenarios	Foundation	Reading	Distinguishes between fact and opinion [1.3.11]	
		Thinking Skills	Knowing How to Learn	Applies new knowledge and skills to child development [4.3.1]	

Unit 6: Children from Four to Six

Hours: 7

Terminology: Attention Deficit Hyperactivity Disorder (ADHD), Ambidextrous, Conscience, Dexterity, Dramatic play, Dyslexia, Finger plays, Gender identity, Gifted child, Group identification, Intelligence Quotient (IQ), Learning disability, Make-believe play, Moral development, Multiple intelligences, Peers, Permanent teeth, Phoneme, Regression behavior, Sibling

CAREER and TECHNICAL SKILLS			ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do			What the Instruction Should Reinforce		
Knowledge	Application		Skill Group	Skill	Description
6.1 Define terms related to children from four to six	6.1.1 Use terms related to children from four to six		Foundation	Reading	Analyzes and applies what has been read to specific task [1.3.2]
				Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
6.2 Designate milestones of physical development for ages four to six a. height & weight b. motor skills c. proportion d. teeth	6.2.1 Categorize the milestones of physical development for ages four to six		Foundation	Reading	Applies information and concepts derived from printed materials [1.3.3] Uses graphs/charts/tables to obtain factual information [1.3.21]
6.3 State ways to promote physical development for ages four to six including proper nutrition	6.3.1 Identify ways to encourage good nutrition in children from four to six		Foundation	Reading	Analyzes and applies what has been read to specific task [1.3.2]
			Thinking Skills	Problem Solving	Comprehends ideas and concepts related to Child Development [4.4.1]
6.4 Explain ways to help preschoolers develop positive self-care habits	6.4.1 Develop a list of basic rules of cleanliness for ages four to six		Foundation	Reading	Analyzes and applies what has been read to specific task [1.3.2]
			Thinking Skills	Creative Thinking	Combines ideas or information in a new way [4.1.2]
6.5 Designate milestones of intellectual development for ages four to six	6.5.1 Demonstrate techniques to encourage children's interests in reading, art and music		Foundation	Reading	Applies information and concepts derived from printed materials [1.3.3]
			Interpersonal Skills	Leadership	Influences group behavior [2.4.8]
6.6 State ways to stimulate intellectual development for ages four to six including topics such as: a. books b. multiple intelligences c. play materials and activities d. toys	6.6.1 Analyze toys, books, and play materials for preschoolers		Foundation	Reading	Analyzes and applies what has been read to specific task [1.3.2]
	6.6.2 Plan play activities for preschoolers		Thinking Skills	Problem Solving	Comprehends ideas and concepts related to Child Development [4.4.1]
				Creative Thinking	Uses imagination to create something new [4.1.1]

What the Student Should be Able to Do			What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description	
6.7 Name ways to help children develop readiness for school	6.7.1 Examine/administer school readiness inventory	Foundation	Reading Listening	Analyzes and applies what has been read to specific task [1.3.2] Evaluates oral information/presentation [1.2.2]	
6.8 Designate milestones of emotional and social development for ages four to six a. anger b. fear c. jealousy d. self-confidence	6.8.1 Identify the common emotions of children, ages four to six, and the changing ways they express those emotions	Foundation	Reading Speaking	Applies information and concepts derived from printed materials [1.3.3] Participates in conversation, discussion, and group presentations [1.5.8]	
6.9 Name ways to stimulate emotional and social development for children ages four to six	6.9.1 Describe how beginning school affects a child's emotional and social development	Foundation Thinking Skills	Reading Reasoning	Analyzes and applies what has been read to specific task [1.3.2] See relationship between two or more ideas, objects, or situations [4.5.5]	
6.10 Describe the preschooler's relationships with others	6.10.1 Observe preschoolers' interaction in various settings	Foundation	Reading Listening	Comprehends written information for main ideas [1.3.7] Listens for long-term contexts [1.2.7]	
6.11 Explain ways children develop a sense of right and wrong	6.11.1 Plan ways to help children develop a sense of right and wrong	Foundation Thinking Skills	Reading Creative Thinking	Draws conclusions from what is read [1.3.12] Finds new ways of dealing with existing problems/situations [4.1.5]	
6.12 Name positive guidance techniques for ages four to six	6.12.1 Critique guidance techniques for ages four to six in various scenarios	Foundation Thinking Skills	Reading Knowing How to	Distinguishes between fact and opinion [1.3.11] Applies new knowledge and skills to Child Development [4.3.1]	
6.13 Designate advantages and disadvantages of IQ tests	6.13.1 Compare and contrast the advantages and disadvantages of IQ tests with other tests designed to measure intellectual abilities	Foundation Thinking Skills	Reading Reasoning	Distinguishes between fact and opinion [1.3.11] Uses logic to draw conclusions from available information [4.5.6]	
6.14 Describe effects of learning disabilities and giftedness on school experiences	6.14.1 Compare and contrast the benefits and challenges a student experiences after being labeled "gifted" or "learning disabled"	Foundation Thinking Skills	Reading Reasoning	Comprehends written information and applies it to task [1.3.8] Comprehends ideas and concepts related to Child Development [4.5.2]	
6.15 Name pros and cons of competition among children	6.15.1 Role play the effect of competition among children in various scenarios, showing both advantages and disadvantages	Foundation Thinking Skills	Reading Problem Solving	Draws conclusions from what is read [1.3.12] Draws conclusions from what is read and gives possible solutions [4.4.4]	

Unit 7: Children from Seven to Twelve

Hours: 7

Terminology: Eating Disorder, Gender identity, Growth spurt, Hyperactive, Independence, Peer pressure, Puberty, Role model, Self worth

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge		Application	Skill Group	Skill	Description
7.1	Define terms related to children from seven to twelve	7.1.1 Use terms in context	Foundation	Reading	Analyzes and applies what has been read to specific task [1.3.2]
				Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
7.2	Designate milestones of physical development for ages seven to twelve	7.2.1 Categorize the milestones of physical development for ages seven to twelve	Foundation	Reading	Applies information and concepts derived from printed materials [1.3.3] Uses graphs/charts/tables to obtain factual information [1.3.21]
7.3	State ways to help school-age children meet personal health care needs	7.3.1 Plan ways to encourage self-care habits	Foundation	Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
			Thinking Skills	Problem Solving	Draws conclusions from what is read and gives possible solutions [4.4.4]
7.4	Designate signs of intellectual development for ages seven to twelve	7.4.1 Create a chart of the intellectual characteristics of children seven to twelve	Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]
				Writing	Organizes information into an appropriate format [1.6.10]
7.5	Designate milestones of social and emotional development for ages seven to twelve	7.5.1 Analyze why some children continue to express anger through actions rather than words	Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]
			Thinking Skills	Problem Solving	Draws conclusions from what is read and gives possible solutions [4.4.4]
7.6	State ways to influence social and emotional development for ages seven to twelve	7.6.1 Plan ways to meet social and emotional needs of school-age children	Foundation	Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
			Thinking Skills	Creative Writing	Finds new ways of dealing with existing problems/situations [4.1.5]
7.7	Describe relationships during the school-age period with both friends and family	7.7.1 Develop a list of social skills a person needs in order to make friends	Foundation	Listening	Listens for long-term contexts [1.2.7]
				Reading	Comprehends written information for main ideas [1.3.7]

Glossary

Unit 1: The Study of Children

1. Adolescence – the period of great growth and change between childhood and adulthood
2. Child development – the study of how children grow and change physically, intellectually, emotionally, socially and morally
3. Emotional development – a development process that refers to the ability to experience, express, and control emotions
4. Environment – a person's surroundings and everything in them, including both human and non-human factors
5. Freud, Sigmund – Austrian psychiatrist whose theory states that a person's early emotional experiences affect adult life profoundly
6. Heredity – the sum of all the qualities a person inherits from his or her parents at birth
7. Individual life cycle – a series of stages a person passes through during his or her lifetime. They are: Infancy, Toddler, Preschool, School Age, and Adolescent
8. Infancy – period of childhood from birth up to one year
9. Intellectual development – a developmental process that refers to the growth of the brain and the use of mental skills
10. Montessori, Maria – Italian educator whose theory states children learn best through their senses pursuing their own interests at their own rate
11. Montessori school – a school providing children freedom within limits by a rather structured approach, and a fixed method in which materials are presented
12. Moral development – developmental process that refers to the ability to know right from wrong
13. Observation – an act of recognizing and recording behavior
14. Physical development – a developmental process that refers to the physical growth of a person's body. This growth affects height, weight, and internal body systems.
15. Piaget, Jean – the first to study children in a scientific way; he said that children go through four stages of thinking and should be given learning tasks suitable for each stage
16. Preschooler – period of childhood from three to five years of age
17. School age – a child old enough to attend school. Ages 5-12
18. Social development – a developmental process that refers to the way people relate to others around them
19. Theory – a scientifically acceptable principle followed as the basis of action
20. Toddler – period of childhood from one to three years of age

Unit 2: Pregnancy and Prenatal Development

1. Abstinence – refraining from sexual intercourse until marriage
2. Amniocentesis – a prenatal test using a sample of amniotic fluid to check for birth defects
3. Amniotic fluid – liquid that surrounds and protects the developing baby in the uterus during pregnancy
4. Birth defect – problem's babies are born with which threaten their health or ability to live
5. Cerebral palsy – problems of the motor system that can include lack of coordination, stiffness, jerkiness, difficulty with speech, and paralysis
6. Chromosomes – carry the genes that convey hereditary characteristics
7. Chronic villi sampling – a prenatal test for specific birth defects performed by sampling small amounts of the tissue from the membrane around the fetus
8. Cleft palate – a gap in the upper lip or palate that causes problems with eating, swallowing, speech and appearance
9. Conception – union of an ovum and sperm, resulting in the beginning of a pregnancy
10. Cystic fibrosis – affects the respiratory and digestive systems; many children die before reaching adulthood
11. Dominant genes – the genes that dictate the way a trait is expressed
12. Down syndrome – a group of problems that include mental retardation, problems of the heart, blood and digestive system and poor muscle tone
13. Fetal Alcohol Syndrome (FAS) – a birth defect that occurs because a mother drinks alcohol during pregnancy
14. Fertility – the ability to conceive a child
15. Genes – units that determine inherited characteristics
16. Genetic counseling – medical advice that tells a couple the options and risks of having genetic problems in their children
17. Hydrocephalus – an excess of fluid surrounds the brain, causing brain damage. See also "Spina Bifida"
18. Infertility – the inability to conceive a child
19. Maternity leave – time off from work that allows a mother to give birth, recover, and begin to care for a new baby
20. Miscarriage – the unexpected death of a developing baby before twenty weeks of pregnancy
21. Muscular dystrophy – there are different types that involve a progressive weakness and shrinking of the muscles; the most common form begins between the ages of two and six

22. Ovum – female sex cell, or egg, needed for reproduction
23. Paternity leave – time off from work that allows a father to care for a new baby
24. Period of embryo – the developing baby from the second until the eighth or ninth week of pregnancy
25. Period of fetus – the developing baby from the eighth or ninth week of pregnancy until birth
26. Period of zygote – the developing baby from conception until the second week of pregnancy
27. Phenylketonuria (PKU) – a condition in which the body is unable to process and use a specific protein; mental retardation can result
28. Placenta – a tissue in the uterus of a pregnant woman that brings food and oxygen from the mother's body to a developing baby
29. Pregnancy – the time of life from conception until birth
30. Prenatal – the time before the baby is born
31. Recessive genes – genes that are expressed as a trait only if paired with a matching recessive gene
32. Sickle cell anemia – malformed red blood cells that interfere with the supply of oxygen to all parts of the body which can lead to early death
33. Sperm – the male sex cell needed for reproduction
34. Spina bifida – an incompletely formed spinal cord may lead to stiff joints, difficulty moving the legs, partial paralysis and problems with the kidneys and urinary tract; seventy percent of children with spina bifida also have hydrocephalus, in which an excess of fluid surrounds the brain, causing brain damage
35. Sexually transmitted diseases (STD) – an illness spread from one person to another by sexual contact
36. Stillbirth – the unexpected death of a developing baby after twenty weeks of pregnancy
37. Tay-Sachs disease – lacking a certain chemical in the blood that makes children's bodies unable to process and use fats, which leads to severe brain damage and to death, usually by age four
38. Ultrasound – a prenatal test using sound waves to make a picture of the unborn child
39. Umbilical cord – tube that connects the placenta to the unborn child which nourishes it, gives it oxygen, and takes away wastes
40. Uterus – reproductive organ in a woman in which a baby develops

Unit 3: Birth and the Newborn

1. Afterbirth – the placenta, umbilical cord and amniotic sac that is delivered after the baby
2. Apgar Scale – a rating system that tests a newborn's physical condition
3. Bonding – forming strong emotional ties between individuals
4. Cervix – the lower part of the uterus
5. Cesarean birth – to deliver the baby by making a surgical incision in the mother's abdomen
6. Colostrum – the first milk produced by a woman's breast after childbirth. It is rich in antibodies to protect the child from disease
7. Deliver – the birth of the baby
8. Dilation – the stretching of the cervix to ready it for childbirth
9. Fontanelles – open spaces in a baby's head where the bones have not joined
10. Forceps – specialized tongs or pinchers used in delivery to grasp a baby to aid in delivery
11. Labor – process by which baby gradually moves out of the uterus into the vagina to be born
12. Lay-midwife – a non-medically trained person who helps deliver babies
13. Nurse-midwife – a medically trained person who helps deliver babies
14. Obstetrician – a doctor who specializes in pregnancy and childbirth
15. Pediatrician – a doctor who specializes in the care of children
16. Postnatal – the period of the child after the birth
17. Postpartum – the time for the mother after the baby is born
18. Premature infant – baby born before 37 weeks of development and weighing less than 5 pounds 8 ounces
19. Rooming-in – when the newborn stays in the room with the mother day and night in the hospital
20. Uterine contractions – the muscle walls of the uterus working to expel the baby
21. Vagina – the birth canal that allows the baby to be delivered

Unit 4: The First Year

1. Attention span – the length of time a person can concentrate on any one thing
2. Cause and effect – the idea that one action results in another action or condition
3. Colic – acute abdominal pain caused by abnormal conditions in the bowels
4. Cradle cap – a skin condition in infants in which the scalp develops patches of yellow, crusty scales
5. Crib death – See "Sudden Infant Death Syndrome"
6. Developmental delays – parts of the development that are slower than the average
7. Diaper rash – patches of rough, irritated skin in the diaper area
8. Failure to thrive – a condition in which the baby does not grow and develop properly
9. Hand-eye coordination – the ability to move hands and fingers precisely in relation to what is seen
10. Large motor skills – the use and control of the large muscles of the back, legs, shoulders and arms
11. Neurons – nerve cells
12. Object permanence – the concept in which an infant learns that people or things exist even when they are gone from sight
13. Perception – the ability to learn from the senses
14. Personality – the characteristics that make a person unique
15. Primary teeth – teeth which will begin being replaced at about the age of six
16. Repetition – learning by doing the same task or skill over and over
17. Sensory-motor skills skills that are developed through the interaction of the senses and the environment; sensory information is organized and processed in order to produce the appropriate m
18. Sudden Infant Death Syndrome (SIDS) – when seemingly healthy children between the ages of two weeks and six months suddenly die in their sleep. Also knows as "Crib Death"
19. Stranger anxiety – a baby's fear of unfamiliar people
20. Teething – when a baby begins cutting his or her primary teeth
21. Temperament – a person's style of reacting to the world and relating to others
22. Weaning – the process of changing from drinking from a bottle or the breast to a cup

Unit 5: Children from One to Three

1. Autonomy – being independent
2. Cooperative play – activity in which children actually play with one another
3. Developmentally appropriate – tasks that are suitable to a child given his/her age and interests
4. Discipline – training that corrects, molds, and perfects one actions
5. Guidance – help in learning acceptable behavior
6. Imitation – learning that occurs by watching and copying the actions of others
7. Large motor skills – the use and control of the large muscles of the back, legs, shoulders and arms
8. Needs – something that you have to have in order to live
9. Negativism – the act of being negative, lacking a positive outlook, doing the opposite of what others want
10. Parallel play – activity in which children play side by side
11. Positive self concept – the mental picture you have of yourself as being equal with other people
12. Self centered – thinking about one's own needs and wants before others
13. Self discipline – the ability to direct your own behavior in a responsible way
14. Separation anxiety – a child's fear of being away from parents, familiar caregivers, or the normal environment
15. Small motor skills – an ability that depends on the use and control of the finer muscles of the wrist, finger, and ankles
16. Socialization – the process by which children gradually learn to get along with other people
17. Temper tantrum – a sudden outburst of anger in which children may kick, scream, cry, or hold their breath

Unit 6: Children from Four to Six

1. Attention Deficit Hyperactivity Disorder (ADHD) – a learning disability in which a person is not able to control his or her activity or concentrate for a normal length of time
2. Ambidextrous – ability to use both hands with equal skill
3. Conscience – an inner sense of what is right
4. Dexterity – the skillful use of hands and fingers
5. Dramatic play – play in which children imitate real life situations
6. Dyslexia – a learning disability in which a person is unable to understand printed symbols in a normal way
7. Finger plays – songs or chants with accompanying hand motions
8. Gender identity – recognizing being a boy or a girl
9. Gifted child – a child with unusual intelligence, special artistic talents, and/or the ability to understand relationships and abstract ideas
10. Group identification – a feeling of belonging to a certain group of people
11. Intelligence Quotient (IQ) – a number obtained by comparing a person's intelligence to the scores of others
12. Learning disability – a problem in a person's mental process that prevents learning in a normal way
13. Make-believe play – pretending to be something or someone you are not
14. Moral development – developmental process that refers to the ability to know right from wrong
15. Multiple intelligences – many different ways of using the mind and body to experience the world
16. Peers – the other people in a person's age group
17. Permanent teeth – secondary teeth that replace primary or deciduous teeth
18. Phoneme – the individual sounds in words
19. Regression behavior – reverting to earlier behaviors
20. Sibling – a brother or sister

Unit 7: Children from Seven to Twelve

1. Eating disorder – extreme, unhealthy behavior relating to food, eating and weight
2. Gender identity – recognizing being a boy or a girl
3. Growth spurt – a period of rapid growth in a child
4. Hyperactive – being overly and uncontrollably active
5. Independence – learning to do things on ones own
6. Peer pressure – persuasion to conform to the group and go along with group activities
7. Puberty – the set of changes that gives a child a physically mature body able to reproduce
8. Role model – a person that someone admires and wishes to pattern his or her behavior after
9. Self worth – an individual's measure of how much he or she is valued