Acknowledgements

Many Family and Consumer Sciences educators from across New York State contributed to the development of the original Child Development curriculum guide. Since then, many efforts have been made to maintain the integrity of the curriculum guide while updating the accompanying learning experiences. This revision brings Child Development and Psychology into alignment with all educational requirements and recommendations at the state and national levels. A special thank you goes to the writing team for their vision in updating this document, as we acknowledge the time, talents, and expertise of all who contributed to the development of this course.

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Foreword

This publication provides guidance to those responsible for planning, implementing, and assessing the commencement level Family and Consumer Sciences Child Development and Psychology course. Family and Consumer Sciences courses are designed to help students become competent, confident, and caring in managing their work, family and community lives. Child Development and Psychology is a cluster level course in the Human Services and Family Studies content area. All Family and Consumer Sciences courses allow students to apply the process skills of communication, leadership, management, and thinking course in an experiential setting. Commencement level Family and Consumer Sciences courses offer minimal duplication among courses and integration of content in an applied context.

Family and Consumer Sciences Core Courses:

- Lifespan Studies
- Food and Nutrition
- Clothing and Textiles
- Housing and Environment

Human Services and Family Studies cluster courses:

- Careers in Human Services
- Child Development and Psychology
- Early Childhood Education Program
- Adolescent Psychology
- Parenting
- Family Dynamics
- Gerontology
- Independent Living

The Child Development and Psychology course may be used to meet the New York State parenting education mandate.

Each Family and Consumer Sciences course promotes student attainment of the commencement level New York State Learning Standards in Family and Consumer Sciences and New York State Learning Standards in Career Development and Occupational Studies. Performance objectives and supporting competencies are based on the National Learning Standards in Family and Consumer Sciences.

Family and Consumer Sciences education is one of the disciplines covered by the Career and Technical Education (CTE) umbrella. As such, Commissioner’s Regulations and NYSED policies developed for CTE programs and students apply to Family and Consumer Sciences.
Message to the Teacher

The Child Development and Psychology course will provide students with a broad foundation of the knowledge, skills, and attitudes necessary to promote quality growth and development of children in family, school, community, and workplace settings. Students will also explore the personal characteristics necessary for successful careers in the child development and psychology field. This course invites all students to apply the process skills of communication, leadership, management, and thinking. The integration of these process skills into each of the content topics is a fundamental component of the Child Development and Psychology course. The content topics in the Child Development and Psychology course are aligned with the commencement level New York State Learning Standards for Family and Consumer Sciences and Career Development and Occupational Studies. In addition, they are aligned with the National Learning Standards for Family and Consumer Sciences.

This document serves as curricular guidance for Child Development and Psychology courses delivered statewide. This course was designed as a 20-week course, though schools may wish to extend the time to 40 weeks. If Child Development and Psychology is offered without initial completion of the Lifespan Studies Core course, the breadth of content topics included may be addressed best in a 40-week time frame. No matter how many courses a school offers in the Human Services and Family Studies cluster, it is strongly recommended that students have the opportunity to observe and interact with children in formal and informal settings. Learning experiences must be hands-on, engaging, and involve application of information and skills to real-life situations.

Teachers of Child Development and Psychology may wish to investigate aligning Family and Consumer Sciences courses with those at the college level. Many schools have partnered with area colleges to offer students rigorous college credit-bearing courses within their high school departments.

Students live in a rapidly changing and increasingly complex world. Our students are future family, community and career leaders, and citizens. As citizens of tomorrow, they need to be able to synthesize information, utilize prior knowledge, work cooperatively, and apply critical thinking skills as they progress along their divergent paths. As Family and Consumer Sciences teachers our charge is to empower students by engaging them in experiential activities that will guide them into the future.
Curriculum Overview — Child Development and Psychology

1. What is the prerequisite?

The Lifespan Studies Core course is a suggested prerequisite for all cluster-level courses in Human Services and Family Studies. Child Development and Psychology was designed as a 20-week course, though schools may wish to extend the time to 40 weeks. If Child Development and Psychology is offered without initial completion of the Lifespan Studies Core course, the breadth of content topics included may be addressed best in a 40-week time frame.

2. Who can teach the Child Development and Psychology course?

All Family and Consumer Sciences courses must be taught by a certified Family and Consumer Sciences teacher. Certified Family and Consumer Sciences educators may also teach the Careers and Financial Management course required for Career and Technical Education majors. That ½ unit course can be combined with one of the four core Family and Consumer Sciences courses for a full credit in CTE.

3. How is the Child Development and Psychology course organized?

The Child Development and Psychology course is divided into 10 content topics:

- Introduction to Child Development and Psychology (IC)
- Observing Children (OC)
- Child, Family, and Community Connections (CFC)
- Prenatal Development (PR)
- Postnatal Period (PO)
- Infancy (IN)
- Toddlerhood (T)
- Preschool (PS)
- School Age (SA)
- Special Challenges for Children (SC)

Each content topic is introduced with an Essential Question which will allow the students to focus on the process skills involved. This is followed by:

- The Standards Connections
- Key Ideas
- A Rationale
- Performance Objectives and Supporting Competencies

The process skills of communication, leadership, management, and thinking which have been studied in depth in Home and Career Skills are not to be taught separately but rather applied throughout the course using the focus of essential questions.
4. How does the Child Development and Psychology curriculum relate to the Learning Standards?

This course is a vehicle through which the commencement level New York State Learning Standards for Family and Consumer Sciences (Personal Health and Fitness, A Safe and Healthy Environment, and Resource Management) can be attained. It also addresses the New York State Commencement Level Learning Standards for Career and Occupational Studies (Career Development, Integrated Learning, Universal Foundation Skills, Career Majors- Human and Public Services).

Standards delivered in the academic disciplines of Math, Science, Technology, English Language Arts, Social Studies, Languages Other Than English and the Arts are supported by the Child Development and Psychology course as it provides real-world opportunities to apply the key ideas and skills taught in those disciplines.

The Child Development and Psychology course may also be used to fulfill the New York State parenting mandate. Child Development and Psychology content topics align with the National Standards for Family and Consumer Sciences.

5. Why is it important for students to enroll in Child Development and Psychology?

All students are members of current and future families. Understanding the dynamics of relationships is a key to a successful future in home, school, community, and workplace settings. Employers stress the importance of employees demonstrating personal and interpersonal skills in the workplace.

The Human Services and Family Studies field is an important component of the economy of New York State and provides many opportunities for employment. This course will help students explore career opportunities in the field of child development and help them develop skills needed for employment.

6. What instructional strategies best support student learning in Child Development and Psychology?

The purpose of instructional strategies is to deliver the New York State Learning Standards in Family and Consumer Sciences and Career Development and Occupational Studies. Teachers should select strategies and sample tasks that are aligned with the key ideas and performance indicators for each standard. To be most effective, learning experiences must be hands-on, engaging, and involve application of information and skills to real-life situations. Child Development and Psychology should be taught using an experiential approach. Guidelines for laboratory facilities and equipment can be accessed in the Family and Consumer Sciences Facilities Guide at [http://www.emsc.nysed.gov/cte/facse/fcfacilities.htm](http://www.emsc.nysed.gov/cte/facse/fcfacilities.htm).

7. How can special needs students succeed in Child Development and Psychology?

Family and Consumer Sciences educators acknowledge the need to differentiate instruction, recognize multiple intelligences, and maximize the strengths of varied learning styles to accommodate all students. This can be accomplished through a variety of alternative instructional and assessment strategies. Information on adapting space and equipment for special needs students can be found in the Family and Consumer Sciences Facilities Guide at [http://www.emsc.nysed.gov/cte/facse/fcfacilities.htm](http://www.emsc.nysed.gov/cte/facse/fcfacilities.htm).
8. How can student achievement of the New York State Family and Consumer Sciences Learning Standards through the Child Development and Psychology course be assessed?

Students should be assessed on a regular basis. All students can demonstrate the acquisition of skills learned and apply those to real-world situations through the use of:

- Authentic assessments
- Laboratories
- Tests and quizzes
- Projects
- Observations
- Public speaking
- Written reflections
- Portfolios

9. How does Child Development and Psychology support positive youth development?

Family, Career and Community Leaders of America (FCCLA) is an integral part of Family and Consumer Sciences education and an essential element in a complete Family and Consumer Sciences program. FCCLA is chartered by New York State, and is an ideal vehicle for realizing positive youth development. FCCLA is the only student organization of its kind focusing on family issues. FCCLA in secondary education Family and Consumer Sciences programs can be organized as a co-curricular and/or extra-curricular activity. The wide range of diverse activities, projects, programs, leadership opportunities, and service learning experienced through FCCLA complement and augment the content topics of the Family and Consumer Sciences curricula.
Course: Child Development and Psychology

Content Topics:

A. Introduction to Child Development and Psychology (IC)
   1. Benefits of Studying Children
   2. Cultural and Historical Perspectives of Child Development and Psychology
   3. Principles of Growth and Development
   4. Research and Theories of Child Development and Psychology
   5. Career Paths in Child Development and Psychology
   6. Current Issues, Events, and Technological Advances

B. Observing Children (OC)
   1. Purpose of Observing
   2. Types and Techniques of Observing
   3. Scientific Research Method and Collection of Data
   4. Using Data to Understand and Guide Development

C. Child, Family, and Community Connections (CFC)
   1. Impact of Family
   2. Parenting Roles, Responsibilities, and Practices
   3. Child Care Options
   4. Support Systems and Resources
   5. Current Issues, Events, and Technological Advances

D. Prenatal Development (PR)
   1. Biological Processes
   2. Genetics and Environmental Factors
   3. Stages of Prenatal Development
   4. Current Issues, Events, and Technological Advances

E. Postnatal Period (PO)
   1. Newborn Characteristics and Abilities
   2. Neonatal Assessment
   3. Needs of the Newborn and Family Members
   4. Current Issues, Events, and Technological Advances

F. Infancy (IN)
   1. Growth and Development
   2. Developmentally Appropriate Care and Practices
   4. Current Issues, Events, and Technological Advances
G. Toddlerhood (T)
   1. Growth and Development
   2. Developmentally Appropriate Care and Practices
   4. Current Issues, Events, and Technological Advances

H. Preschool (PS)
   1. Growth and Development
   2. Developmentally Appropriate Care and Practices
   4. Current Issues, Events, and Technological Advances

I. School Age (SA)
   1. Growth and Development
   2. Developmentally Appropriate Care and Practices
   4. Current Issues, Events, and Technological Advances

J. Special Challenges for Children (SC)
   1. Children in Crisis
   2. Exceptional Children
   3. Current Issues, Events, and Technological Advances

Appendices
   Appendix A - Best Practices Rubric and Template
   Appendix B - Compilation of Performance Objectives and Supporting Competencies
   Appendix C - Home and Career Skills Process Skills
A. Introduction to Child Development and Psychology (IC)  What knowledge of child psychology and development do I need in order to foster optimum growth and development of children and to be successful in this career field?

Standards Connections
Introduction to Child Development and Psychology supports the NYS Family and Consumer Sciences Learning Standards 1 – Personal Health and Fitness and 2 – A Safe and Healthy Environment; and NYS Career Development and Occupational Studies Standards 1 – Career Development, 3a – Universal Foundation Skills and 3b – Career Majors (Human and Public Services)

Rationale
The purpose of this content topic is to introduce students to the broad field of child development and psychology. Students will identify the characteristics of the developmental areas (physical, intellectual [cognitive], social, emotional, and moral) and stages (prenatal, postnatal, infancy, toddlerhood, preschool, and school age) of childhood. Students will also explore the influence cultural, historical, and theoretical perspectives have had on child growth and development. In addition, students will have the opportunity to examine the wide variety of career paths in child development and psychology, and to identify the knowledge and skills necessary for success within the field. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to child development and psychology.

Key Ideas
NYS FACS 1 - Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.
NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.
NYS CDOS 1 - Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.
NYS CDOS 3a1 - Basic Skills
NYS CDOS 3a5 - Technology
NYS CDOS 3a6 - Managing Information
NYS CDOS 3b Human and Public Services 4 - Human Growth and Development
NYS CDOS 3b Human and Public Services 6 - Safety
NYS CDOS 3b Human and Public Services 7 - Thinking/Problem Solving
NYS CDOS 3b Human and Public Services 9 - Wellness

Performance Objectives and Supporting Competencies for Introduction to Child Development and Psychology

Introduction to Child Development and Psychology Performance Objective 1
IC.1 Summarize the benefits of studying children
IC.1.1. Explain the purpose of research and study in the child development and psychology field
IC.1.2. Determine how studying children benefits children, families, communities, and our global society

IC.1.3. Discuss the concept of career paths in the child development and psychology field

**Introduction to Child Development and Psychology Performance Objective 2**

**IC.2 Investigate how child growth and development is influenced by cultural and historical perspectives**

**IC.2.1.** Examine the effects of gender, ethnicity, and culture on a child’s growth and development

**IC.2.2.** Determine the impact of societal, environmental, economic, and political forces on child growth and development

**IC.2.3.** Identify important historical perspectives that have influenced the understanding of child growth and development

**Introduction to Child Development and Psychology Performance Objective 3**

**IC.3 Analyze the principles of growth and development**

**IC.3.1.** Examine characteristics of and interrelationships among children’s physical, intellectual (cognitive), social, emotional, and moral growth and development

**IC.3.2.** Investigate the impact of genetics and environment on child growth and development

**IC.3.3.** Identify the typical stages of childhood as being prenatal, postnatal, infancy, toddlerhood, preschool, and school age

**IC.3.4.** Describe how brain research impacts current knowledge of child growth and development

**IC.3.5.** Describe the concept of “developmental milestones” as those developmental events that typically occur during each stage of childhood

**IC.3.6.** Describe the concept of “developmentally appropriate care and practices” as including but not limited to the current care, interaction, and activities that best optimize the growth and development of a child

**IC.3.7.** Analyze how characteristics of growth and development may differ among children in the same stage of childhood, and the relationship of these differences to the selection of developmentally appropriate practices

**IC.3.8.** Analyze ways in which children’s health, safety, and nutrition affect their development and learning

**IC.3.9.** Identify strategies that contribute to constructive, supportive, positive, and productive relationships with children

**IC.3.10.** Examine the role of nurturance on child growth and development

**IC.3.11.** Recognize the importance of play in promoting the growth and development of children

**IC.3.12.** Examine the role of informal and formal support systems in meeting the needs of children

**Introduction to Child Development and Psychology Performance Objective 4**

**IC.4 Analyze leading theories and research in the field of child development and psychology**

**IC.4.1.** Discuss the purpose of conducting research in the field of child development and psychology
IC.4.2. Examine leading theories and their implications for educational and child care practices
IC.4.3. Examine the relative merits of opposing points of view regarding leading theories of child development and psychology
IC.4.4. Assess common practices and emerging research about child development and psychology
IC.4.5. Project the impact of future technological advances on the study of child development and psychology

Introduction to Child Development and Psychology Performance Objective 5

IC.5 Identify and investigate the knowledge, skills, attitudes, and training required for careers in the child development and psychology field
IC.5.1. Analyze career paths within the child development and psychology field
IC.5.2. Determine the roles and functions of individuals engaged in child development and psychology-related careers
IC.5.3. Assess personal qualities related to career suitability
IC.5.4. Determine the legal and ethical impact of technological advances on the study of child development and psychology
IC.5.5. Examine education and training requirements for careers in the child development and psychology field
IC.5.6. Identify opportunities for employment and entrepreneurial endeavors
IC.5.7. Identify professional standards and practices related to careers in the child development and psychology field
IC.5.8. Identify federal, state, and local policies, regulations, and laws related to careers in the child development and psychology field
IC.5.9. Examine the impact of child development and psychology-related careers on local, state, national, and global economies

Introduction to Child Development and Psychology Performance Objective 6

IC.6 Analyze the impact current issues, events, and technological advances have on the child development and psychology field
IC.6.1. Examine the influence of local, state, national, and global issues and events on the study of child development and psychology
IC.6.2. Examine how technology has impacted the study of child development and psychology
IC.6.3. Analyze the impact of local, state, and federal standards, policies, regulations, and laws on the study of child development and psychology
B. Observing Children (OC)  How can I apply the scientific research method and use a variety of observation techniques to better understand and promote the growth and development of children?

### Standards Connections

Observing Children supports the NYS Family and Consumer Sciences Learning Standards 1 – Personal Health and Fitness, 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies Standards 1 – Career Development, 3a – Universal Foundation Skills and 3b – Career Majors (Human and Public Services).

### Rationale

The purpose of this content topic is to understand the benefits of observing children. Students will apply the scientific method and use a variety of observation procedures to gain an in-depth understanding of child growth and development. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the observation of children.

### Key Ideas

- **NYS FACS 1** - Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

- **NYS FACS 2** - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

- **NYS FACS 3** - Students will understand and be able to manage personal resources of talent, time, energy and money, to make effective decisions in order to balance their obligations to work, family and self. They will know and access community resources.

- **NYS CDOS 1** - Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

- **NYS CDOS 3a1** - Basic Skills
- **NYS CDOS 3a2** - Thinking Skills
- **NYS CDOS 3a5** - Technology
- **NYS CDOS 3a6** - Managing Information
- **NYS CDOS 3a7** - Managing Resources
- **NYS CDOS 3a8** - Systems

- **NYS CDOS 3b Human and Public Services**
  - 4 - Human Growth and Development
  - 7 - Thinking/Problem Solving
  - 9 - Wellness
Performance Objectives and Supporting Competencies for Observing Children

Observing Children Performance Objective 1
OC.1 Analyze the role of observation in optimizing the growth and development of children
   OC.1.1. Explain the importance of observation in promoting the growth and development of children

Observing Children Performance Objective 2
OC.2 Determine a variety of assessment methods used to observe and interpret child growth and development
   OC.2.1. Compare subjective and objective interpretations
   OC.2.2. Identify current valid and reliable methods of observation and explain the purpose of each

Observing Children Performance Objective 3
OC.3 Apply the scientific research method in the collection of data pertinent to child development
   OC.3.1. Examine the components of the scientific research method
   OC.3.2. Explain specific guidelines to follow when observing children
   OC.3.3. Demonstrate appropriate observation techniques
   OC.3.4. Collect and record data

Observing Children Performance Objective 4
OC.4 Use observational data to document and promote child growth and development
   OC.4.1. Consider cultural and environmental influences and individual differences when assessing children’s development
   OC.4.2. Interpret and analyze the data collected in order to draw conclusions and make predictions about development
   OC.4.3. Discuss using data to formulate a plan that will optimize development of children
C. Child, Family, and Community Connections (CFC)  

What roles do parents, family, and community resources play in promoting the well being of children?

**Standards Connections**

Child, Family, and Community Connections supports the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies Standards 1 – Career Development, 3a – Universal Foundation Skills and 3b – Career Majors (Human and Public Services)

**Rationale**

The purpose of this content topic is to understand the impact of parenting, family, and community resources on promoting child growth and development. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to child, family, and community connections.

**Key Ideas**

NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy and money, to make effective decisions in order to balance their obligations to work, family and self. They will know and access community resources.

NYS CDOS 1 - Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

NYS CDOS 3a1 - Basic Skills  
NYS CDOS 3a2 - Thinking Skills  
NYS CDOS 3a3 - Personal Qualities  
NYS CDOS 3a4 - Interpersonal Skills  
NYS CDOS 3a5 - Technology  
NYS CDOS 3a6 - Managing Information  
NYS CDOS 3a7 - Managing Resources  
NYS CDOS 3a8 - Systems

NYS CDOS 3b Human and Public Services  
1 - Ethical/Legal Responsibilities  
NYS CDOS 3b Human and Public Services  
4 - Human Growth and Development  
NYS CDOS 3b Human and Public Services  
5 - Interpersonal Dynamics  
NYS CDOS 3b Human and Public Services  
7 - Thinking/Problem Solving  
NYS CDOS 3b Human and Public Services  
8 - Personal Resource Management
Performance Objectives and Supporting Competencies for Child, Family, and Community Connections

Child, Family, and Community Connections Performance Objective 1
CFC.1 Evaluate the significance of family and its impact on the well being of children
  CFC.1.1. Examine family as the basic unit of society
  CFC.1.2. Determine the role of family in teaching culture, traditions, and societal expectations to children
  CFC.1.3. Examine the role of family in developing independence, interdependence, and commitment of family members in order to enhance the development of children
  CFC.1.4. Discuss how family structure may influence the roles and responsibilities of parents and children
  CFC.1.5. Discuss the value of effective communication and teamwork skills within the family to promote child growth and development
  CFC.1.6. Examine how the well being of children is affected by the management of family resources including but not limited to: time, energy, and finances
  CFC.1.7. Explain the value of family members modeling respect for diversity with sensitivity to bias, gender, equity, age, culture, ethnicity, ideas, and perspectives
  CFC.1.8. Determine how cultural, societal, environmental, economic, and political forces on families impact the growth and development of children

Child, Family, and Community Connections Performance Objective 2
CFC.2 Evaluate how parenting roles, responsibilities, and practices impact the well being of children
  CFC.2.1. Determine the impact of parenting practices on children, families, and society
  CFC.2.2. Analyze the roles and responsibilities of effective parenting
  CFC.2.3. Discuss the rewards, challenges, and situational stressors of parenting
  CFC.2.4. Evaluate the ways that children affect the social, emotional, and financial resources of families
  CFC.2.5. Examine factors to consider when assessing one’s readiness for parenthood
  CFC.2.6. Examine what personal knowledge, skills, attitudes, and situational factors enhance or limit one’s ability to meet the responsibilities of parenting
  CFC.2.7. Explain cultural differences in roles and responsibilities of parenting
  CFC.2.8. Discuss how historical and current parenting philosophies and emerging research influence parenting practices
  CFC.2.9. Identify strategies for providing constructive, supportive, positive, and productive relationships with children
  CFC.2.10. Discuss the importance of utilizing positive effective techniques for managing children’s behavior during different stages of childhood
  CFC.2.11. Determine factors that contribute to healthy and unhealthy relationships with children
CFC.2.12. Discuss the effects on parents who care for both their children and their aging parents
CFC.2.13. Discuss contradictions that exist about balancing work and family and practices and conditions that currently exist in society
CFC.2.14. Analyze strategies to manage multiple individual, family, career, and community roles and responsibilities
CFC.2.15. Discuss how societal, environmental, economic, and political issues and events impact parenting across the ages and stages of childhood

Child, Family, and Community Connections Performance Objective 3
CFC.3 Explore child care options that promote child growth and development
CFC.3.1. Determine conditions necessary to promote a child’s health, safety, and positive development
CFC.3.2. Determine criteria for selecting quality substitute care for children
CFC.3.3. Examine the implications child development theories have for educational and child care practices
CFC.3.4. Discuss how developmental issues and concerns related to children impact the selection of childcare
CFC.3.5. Explain how to access credible and appropriate childcare in the community
CFC.3.6. Review current laws and policies related to childcare

Child, Family, and Community Connections Performance Objective 4
CFC.4 Examine resources of formal and informal support available to children and families
CFC.4.1. Discuss how providing for the needs and enhancing the lives of children demonstrates teamwork among the family, school, and community
CFC.4.2. Discriminate between situations that require parent and/or family intervention and those situations that require professional assistance
CFC.4.3. Discuss the importance of informal networking opportunities in providing support and assistance to children and families
CFC.4.4. Examine local, state, and federal agencies that provide assistance to children and families
CFC.4.5. Determine how to assess and access current, relevant, credible, and appropriate resources to support children and families

Child, Family, and Community Connections Performance Objective 5
CFC.5 Analyze the impact current issues, events, and technological advances have on children and families
CFC.5.1. Explain the factors that affect one’s perception of the roles and responsibilities of parenting
CFC.5.2. Identify concerns common to parenting and develop techniques to effectively assess and address these concerns
CFC.5.3. Analyze the impact local, state, and federal standards, policies, regulations, and laws have on children and families
CFC.5.4. Examine the influence local, state, national, and global issues and events have on today’s children and families
CFC.5.5. Identify and project the impact of technological advances on children and families
D. Prenatal Development (PR)  What are the key factors that impact prenatal growth and development?

**Standards Connections**
Prenatal Development supports the NYS Family and Consumer Sciences Learning Standards 1 – Personal Health and Fitness, 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies Standards 1 – Career Development, 3a – Universal Foundation Skills and 3b – Career Majors (Human and Public Services)

**Rationale**
The purpose of this content topic is to provide the foundation for understanding prenatal growth and development. Students will gain an understanding of developmental milestones during each of the stages of prenatal development. Students will also examine the impact of biological and environmental factors on the unborn child. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the study of prenatal development.

**Key Ideas**
NYS FACS 1 - Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.
NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.
NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy and money, to make effective decisions in order to balance their obligations to work, family and self. They will know and access community resources.
NYS CDOS 1 - Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.
NYS CDOS 3a1 - Basic Skills
NYS CDOS 3a2 - Thinking Skills
NYS CDOS 3a3 - Personal Qualities
NYS CDOS 3a4 - Interpersonal Skills
NYS CDOS 3a5 - Technology
NYS CDOS 3a6 - Managing Information
NYS CDOS 3a7 - Managing Resources
NYS CDOS 3a8 - Systems
NYS CDOS 3b Human and Public Services
  1 - Ethical/Legal Responsibilities
NYS CDOS 3b Human and Public Services
  3 - Sanitation
NYS CDOS 3b Human and Public Services
  4 - Human Growth and Development
Performance Objectives and Supporting Competencies for Prenatal Development

Prenatal Development Performance Objective 1

PR.1 Analyze factors related to the beginning of the parenting process
   PR.1.1. Examine biological processes related to prenatal development, birth, and health of the child and mother
   PR.1.2. Examine the emotional factors related to prenatal development and birth, and their impact on the overall health of the parents and child

Prenatal Development Performance Objective 2

PR.2 Analyze conditions that influence prenatal growth and development
   PR.2.1. Investigate the impact of genetics and environment on prenatal growth and development
   PR.2.2. Identify the dangers posed by exposure to environmental hazards during pregnancy
   PR.2.3. Explain the causes, treatments and impact of birth defects on the child, family, and society

Prenatal Development Performance Objective 3

PR.3 Describe prenatal growth and development
   PR.3.1. Describe the health and nutrition requirements during pregnancy
   PR.3.2. Analyze strategies that promote optimal prenatal growth and development
   PR.3.3. Investigate health care options during pregnancy and birth
   PR.3.4. Describe prenatal and maternal developmental benchmarks during each trimester

Prenatal Development Performance Objective 4

PR.4 Analyze the impact current issues, events, and technological advances have on prenatal growth and development
   PR.4.1. Identify concerns common to prenatal development and develop techniques to effectively assess and address these concerns
   PR.4.2. Examine the effects life events have on one or more aspects of prenatal growth and development
   PR.4.3. Examine the influence local, state, national, and global issues and events have on prenatal growth and development
   PR.4.4. Examine implications of alternatives to biological parenthood
PR.4.5. Analyze the impact local, state, and federal standards, policies, regulations, and laws have on prenatal growth and development

PR.4.6. Determine legal and ethical implications of technological advances utilized during the prenatal period

PR.4.7. Identify and project the impact future technological advances may have on prenatal growth and development
E. Postnatal Period (PO)  What are the characteristics, abilities, and needs of a newborn and how are they assessed?

**Standards Connections**
Postnatal Period supports the NYS Family and Consumer Sciences Learning Standards 1 – Personal Health and Fitness, 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies Standards 1 – Career Development, 3a – Universal Foundation Skills and 3b – Career Majors (Human and Public Services)

**Rationale**

The purpose of this content topic is to recognize the characteristics and abilities of the newborn. Students will recognize the value of proper physical and emotional care of the newborn and family. Current issues on this topic will be explored and discussed. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the study of postnatal development.

**Key Ideas**

NYS FACS 1 - Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy and money, to make effective decisions in order to balance their obligations to work, family and self. They will know and access community resources.

NYS CDOS 1 - Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

NYS CDOS 3a1 - Basic Skills
NYS CDOS 3a2 - Thinking Skills
NYS CDOS 3a3 - Personal Qualities
NYS CDOS 3a4 - Interpersonal Skills
NYS CDOS 3a5 - Technology
NYS CDOS 3a6 - Managing Information
NYS CDOS 3a7 - Managing Resources
NYS CDOS 3a8 - Systems

NYS CDOS 3b Human and Public Services
  1 - Ethical/Legal Responsibilities
  3 - Sanitation
NYS CDOS 3b Human and Public Services
  4 - Human Growth and Development
Performance Objectives and Supporting Competencies for Postnatal Period

Postnatal Period Performance Objective 1
  PO.1 Describe the newborn’s physical characteristics and abilities after birth
     PO.1.1. Describe a newborn’s appearance
     PO.1.2. Identify and describe involuntary reflexes

Postnatal Period Performance Objective 2
  PO.2 Describe the process of neonatal assessment
     PO.2.1. Describe various hospital tests and procedures that occur after birth

Postnatal Period Performance Objective 3
  PO.3 Describe the needs and care of the newborn and family members
     PO.3.1. Explain the value of bonding and attachment
     PO.3.2. Describe the emotional challenges and needs of family members
     PO.3.3. Analyze the physical and dietary needs of the newborn and mother

Postnatal Period Performance Objective 4
  PO.4 Analyze the impact current issues, events, and technological advances have on the postnatal period
     PO.4.1. Identify concerns common to newborns and their families during the postnatal period and develop techniques to effectively assess and address these concerns
     PO.4.2. Examine the effects of life events on postnatal care and on the growth and development of the newborn
     PO.4.3. Examine the influence local, state, national, and global issues and events have on the newborn’s growth and development during the postnatal period
     PO.4.4. Analyze the impact local, state, and federal standards, policies, regulations, and laws have on the newborn’s growth and development during the postnatal period
     PO.4.5. Determine legal and ethical implications technological advances have when utilized during the postnatal period
     PO.4.6. Identify and project the impact future technological advances may have on the growth and development of the newborn
**F. Infancy (IN)**  What principles of growth and development and developmentally appropriate practices do I need to know in order to foster optimal growth and development of infants?

### Standards Connections

Infancy supports the NYS Family and Consumer Sciences Learning Standards 1 – Personal Health and Fitness, 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies Standards 1 – Career Development, 3a – Universal Foundation Skills and 3b – Career Majors (Human and Public Services)

### Rationale

The purpose of this content topic is to identify the developmental needs of infants. Students will explore methods of meeting these developmental needs by learning how to provide a nurturing environment for infants. Students will also examine and utilize strategies that promote optimal growth and development of infants. In addition, this content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the study of infants.

### Key Ideas

- **NYS FACS 1** - Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

- **NYS FACS 2** - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

- **NYS FACS 3** - Students will understand and be able to manage personal resources of talent, time, energy and money, to make effective decisions in order to balance their obligations to work, family and self. They will know and access community resources.

- **NYS CDOS 1** - Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

- **NYS CDOS 3a1** - Basic Skills
- **NYS CDOS 3a2** - Thinking Skills
- **NYS CDOS 3a3** - Personal Qualities
- **NYS CDOS 3a4** - Interpersonal Skills
- **NYS CDOS 3a5** - Technology
- **NYS CDOS 3a6** - Managing Information
- **NYS CDOS 3a7** - Managing Resources
- **NYS CDOS 3a8** - Systems

- **NYS CDOS 3b Human and Public Services**
  1 - Ethical/Legal Responsibilities
  3 - Sanitation
  4 - Human Growth and Development
Performance Objectives and Supporting Competencies for Infancy

Infancy Performance Objective 1
IN.1 Explain the principles of growth and development of infants
IN.1.1. Identify the characteristics of and the interrelationship among the physical, intellectual (cognitive), social, emotional, and moral development of infants
IN.1.2. Identify developmental milestones that typically occur during infancy
IN.1.3. Identify typical variations in the development of infants
IN.1.4. Describe benchmark warnings that may indicate developmental delays during infancy
IN.1.5. Review the theories of development as they relate to infants

Infancy Performance Objective 2
IN.2 Demonstrate developmentally appropriate practices to utilize when caring for infants
IN.2.1. Identify the features of developmentally appropriate care of infants
IN.2.2. Identify and demonstrate various ways of nurturing and bonding with infants
IN.2.3. Explain how to appropriately care for infants based on their development
IN.2.4. Identify developmentally appropriate activities and practices that promote optimal growth and development of infants
IN.2.5. Implement developmentally appropriate strategies based on constructive, supportive, positive, and productive interactions with infants

Infancy Performance Objective 3
IN.3 Describe the standards for promoting the health and safety of infants
IN.3.1. Identify infants’ nutritional needs and guidelines for food selection
IN.3.2. Compare different nutritional sources and methods for feeding infants
IN.3.3. Explain how to create an environment that promotes nutritious eating patterns for infants
IN.3.4. Investigate current infant nutrition issues and concerns such as food allergies
IN.3.5. Describe medical, health, and safety practices to follow in order to prevent illnesses and injuries and to maintain the overall wellness of infants
IN.3.6. Examine the role of support systems in meeting infants’ growth and developmental needs
Infancy Performance Objective 4
**IN.4** Analyze the impact current issues, events, and technological advances have on infants

**IN.4.1.** Investigate and discuss current infant issues and concerns including but not limited to securing quality substitute care

**IN.4.2.** Analyze the impact local, state, and federal standards, policies, regulations, and laws have on infants and their families

**IN.4.3.** Examine how local, state, national, and global issues and events influence infants’ development

**IN.4.4.** Examine how media and technological advances impact infants and families

**IN.4.5.** Determine the legal and ethical implications technological advances have on the growth and development of infants

**IN.4.6.** Project the impact future technological advances may have on the growth and development of infants
G. Toddlerhood (T) What principles of growth and development and developmentally appropriate practices do I need to know in order to foster optimal growth and development of toddlers?

Standards Connections
Toddlerhood supports the NYS Family and Consumer Sciences Learning Standards 1 – Personal Health and Fitness, 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies Standards 1 – Career Development, 3a – Universal Foundation Skills and 3b – Career Majors (Human and Public Services)

Rationale
The purpose of this content topic is to identify the developmental needs of toddlers. Students will explore methods of meeting these developmental needs by utilizing strategies that promote optimal growth and development of toddlers. In addition, this content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the study of toddlers.

Key Ideas
NYS FACS 1 - Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy and money, to make effective decisions in order to balance their obligations to work, family and self. They will know and access community resources.

NYS CDOS 1 - Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

NYS CDOS 3a1 - Basic Skills
NYS CDOS 3a2 - Thinking Skills
NYS CDOS 3a3 - Personal Qualities
NYS CDOS 3a4 - Interpersonal Skills
NYS CDOS 3a5 - Technology
NYS CDOS 3a6 - Managing Information
NYS CDOS 3a7 - Managing Resources
NYS CDOS 3a8 - Systems

NYS CDOS 3b Human and Public Services
1 - Ethical/Legal Responsibilities
NYS CDOS 3b Human and Public Services
3 - Sanitation
NYS CDOS 3b Human and Public Services
4 - Human Growth and Development
Performance Objectives and Supporting Competencies for Toddlerhood

Toddlerhood Performance Objective 1
T.1 Explain the principles of growth and development of toddlers
T.1.1. Identify the characteristics and interrelationship among the physical, intellectual (cognitive), social, emotional, and moral development of toddlers
T.1.2. Identify developmental milestones that typically occur during toddlerhood
T.1.3. Identify typical variations in the development of toddlers
T.1.4. Describe benchmark warnings that may indicate developmental delays during toddlerhood
T.1.5. Review the theories of development as they relate to toddlers

Toddlerhood Performance Objective 2
T.2 Demonstrate developmentally appropriate practices to utilize when caring for toddlers
T.2.1. Identify the features of developmentally appropriate care of toddlers including encouraging self-help skills
T.2.2. Implement strategies for constructive, positive, productive, and supportive interactions with toddlers
T.2.3. Identify types of play and developmentally appropriate activities and practices that promote optimal growth and development of toddlers

Toddlerhood Performance Objective 3
T.3 Describe the standards for promoting the health and safety of toddlers
T.3.1. Identify toddlers’ nutritional needs and guidelines for food selection
T.3.2. Describe the medical, health, and safety practices required to prevent illnesses and injuries and to maintain the overall wellness of toddlers
T.3.3. Examine the role of support systems in meeting the growth and developmental needs of toddlers

Toddlerhood Performance Objective 4
T.4 Analyze the impact current issues, events, and technological advances have on toddlers
T.4.1. Investigate and discuss current issues and concerns common to toddlers including but not limited to day care, discipline, tantrums, fears, and toilet training
T.4.2. Develop techniques to effectively assess and address concerns
T.4.3. Analyze the impact local, state, and federal standards, policies, regulations, and laws have on toddlers and their families
T.4.4. Examine how local, state, national, and global issues and events influence toddlers’ development
T.4.5. Examine how media and technological advances impact toddlers and families
T.4.6. Determine the legal and ethical implications technological advances have on the growth and development of toddlers
T.4.7. Project the impact future technological advances may have on the growth and development of toddlers
H. Preschool (PS)  What principles of growth and development and developmentally appropriate practices do I need to know in order to foster optimal growth and development of preschoolers?

**Standards Connections**

Preschool supports the NYS Family and Consumer Sciences Learning Standards 1 – Personal Health and Fitness, 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies Standards 1 – Career Development, 3a – Universal Foundation Skills and 3b – Career Majors (Human and Public Services)

**Rationale**

The purpose of this content topic is to identify the developmental needs of preschoolers. Students will explore methods of meeting these developmental needs by utilizing strategies that promote optimal growth and development of preschoolers. In addition, this content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the study of preschoolers.

**Key Ideas**

NYS FACS 1 - Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy and money, to make effective decisions in order to balance their obligations to work, family and self. They will know and access community resources.

NYS CDOS 1 - Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

NYS CDOS 3a1 - Basic Skills
NYS CDOS 3a2 - Thinking Skills
NYS CDOS 3a3 - Personal Qualities
NYS CDOS 3a4 - Interpersonal Skills
NYS CDOS 3a5 - Technology
NYS CDOS 3a6 - Managing Information
NYS CDOS 3a7 - Managing Resources
NYS CDOS 3a8 - Systems

NYS CDOS 3b Human and Public Services
  1 - Ethical/Legal Responsibilities
NYS CDOS 3b Human and Public Services
  3 - Sanitation
NYS CDOS 3b Human and Public Services
  4 - Human Growth and Development
Performance Objectives and Supporting Competencies for Preschool

Preschool Performance Objective 1
**PS.1**  Explain the principles of growth and development of preschoolers
- **PS.1.1.** Identify the characteristics and interrelationship among the physical, intellectual (cognitive), social, emotional, and moral development of preschoolers
- **PS.1.2.** Identify developmental milestones that typically occur during the preschool years
- **PS.1.3.** Identify typical variations in the development of preschoolers
- **PS.1.4.** Describe benchmark warnings that may indicate developmental delays during the preschool years
- **PS.1.5.** Review the theories of development as they relate to preschoolers
- **PS.1.6.** Examine the effects gender, ethnicity, and personality have on the social development of preschoolers

Preschool Performance Objective 2
**PS.2**  Demonstrate developmentally appropriate practices to utilize when caring for preschoolers
- **PS.2.1.** Recognize the features of a developmentally appropriate routine for preschoolers
- **PS.2.2.** Identify strategies for constructive, positive, productive, and supportive interactions among preschoolers, family members, peers, and other adults
- **PS.2.3.** Identify ways to help a preschoolers prepare for and adjust to a formal learning environment
- **PS.2.4.** Explain ways to enhance preschoolers’ learning by using everyday experiences
- **PS.2.5.** Identify ways to involve preschoolers in activities based on their developmental needs and interests
- **PS.2.6.** Examine the importance of play as a way to enhance physical, intellectual (cognitive), emotional, social, and moral development

Preschool Performance Objective 3
**PS.3**  Describe the standards for the health and safety of preschool age children
- **PS.3.1.** Describe the nutritional, health, and safety practices required to prevent injuries and maintain the overall wellness of preschoolers
- **PS.3.2.** Identify how to interact with preschoolers in ways that promote their self-esteem and autonomy
- **PS.3.3.** Examine the role of support systems in meeting preschoolers’ growth and developmental needs
Preschool Performance Objective 4

PS.4 Analyze the impact current issues, events, and technological advances have on preschoolers and families

PS.4.1. Investigate and discuss current issues and concerns common to preschoolers including but not limited to securing quality preschool education, providing positive guidance, and dealing with fears

PS.4.2. Develop techniques to effectively assess and address concerns

PS.4.3. Analyze the impact local, state, and federal standards, policies, regulations, and laws have on preschoolers and families

PS.4.4. Examine how local, state, national, and global issues and events influence preschoolers’ development

PS.4.5. Examine how media and technological advances impact preschoolers and families

PS.4.6. Determine the legal and ethical implications of technological advances on the growth and development of preschoolers

PS.4.7. Examine global influences on preschoolers and families

PS.4.8. Project the impact future technological advances may have on the growth and development of preschoolers
I. School Age (SA)  What principles of growth and development and developmentally appropriate practices do I need to know in order to foster optimal growth and development of school age children?

### Standards Connections

School Age supports the NYS Family and Consumer Sciences Learning Standards 1 – Personal Health and Fitness, 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies Standards 1 – Career Development, 3a – Universal Foundation Skills and 3b – Career Majors (Human and Public Services)

### Rationale

The purpose of this content topic is to identify the developmental needs of school age children. Students will explore methods of meeting these developmental needs by utilizing strategies that promote school age children’s optimal growth and development of school age children. In addition, this content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the study of school age children.

### Key Ideas

- **NYS FACS 1**: Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

- **NYS FACS 2**: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

- **NYS FACS 3**: Students will understand and be able to manage personal resources of talent, time, energy and money, to make effective decisions in order to balance their obligations to work, family and self. They will know and access community resources.

- **NYS CDOS 1**: Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

- **NYS CDOS 3a1**: Basic Skills
- **NYS CDOS 3a2**: Thinking Skills
- **NYS CDOS 3a3**: Personal Qualities
- **NYS CDOS 3a4**: Interpersonal Skills
- **NYS CDOS 3a5**: Technology
- **NYS CDOS 3a6**: Managing Information
- **NYS CDOS 3a7**: Managing Resources
- **NYS CDOS 3a8**: Systems

- **NYS CDOS 3b**: Human and Public Services
  - 1: Ethical/Legal Responsibilities
  - 3: Sanitation
  - 4: Human Growth and Development
Performance Objectives and Supporting Competencies for School Age

School Age Performance Objective 1

SA.1 Explain the principles of growth and development of school age children

SA.1.1. Identify the characteristics and interrelationship among the physical, intellectual (cognitive), social, emotional, and moral development of school age children

SA.1.2. Identify developmental milestones that typically occur during the school age years

SA.1.3. Identify the developmental changes that typically occur during puberty

SA.1.4. Identify typical variations in the development of school age children

SA.1.5. Describe benchmark warnings that may indicate developmental delays during the school age years

SA.1.6. Review the theories of development as they relate to school age children

SA.1.7. Examine the effects gender, ethnicity, and personality have on the social development of school age children

School Age Performance Objective 2

SA.2 Demonstrate developmentally appropriate practices to utilize when caring for school age children

SA.2.1. Recognize the features of a developmentally appropriate routine for school age children

SA.2.2. Identify strategies for constructive, positive, productive, and supportive interactions among school age children and family members, peers and other adults

SA.2.3. Identify ways to help school age children prepare for and adjust to the formal learning environment of school

SA.2.4. Analyze ways to help school age children learn from everyday experiences

SA.2.5. Identify ways to involve school age children in activities based on their developmental needs and interests

School Age Performance Objective 3

SA.3 Describe the standards for promoting the health and safety of school age children

SA.3.1. Analyze the role nutrition, health care, immunizations, and exercise play in the overall well-being of school age children

SA.3.2. Describe the health and safety practices required to prevent injuries and maintain the overall wellness of school age children

SA.3.3. Identify how to interact with school age children in ways that promote their self-esteem and competence
SA.3.4. Recommend to school age children effective strategies for resolving conflicts with others
SA.3.5. Outline ways that families and caregivers can guide school age children’s moral development
SA.3.6. Examine the role of support systems in meeting school age children’s growth and developmental needs

School Age Performance Objective 4
SA 4 Analyze the impact current issues, events, and technological advances have on school age children and families
SA.4.1. Investigate and discuss current issues and concerns common to school age children including but not limited to securing quality childcare, discipline, peers, and puberty
SA.4.2. Develop techniques to effectively assess and address concerns
SA.4.3. Analyze the impact local, state, and federal standards, policies, regulations, and laws have on school age children and families
SA.4.4. Examine how local, state, national, and global issues and events impact school age children and families
SA.4.5. Examine how media and technological advances impact school age children and families
SA.4.6. Determine the legal and ethical implications of technological advances on the growth and development of school age children
SA.4.7. Project the impact future technological advances may have on the growth and development of school age children
Special Challenges for Children (SC)  What issues and developmental conditions pose challenges to children, and what modifications and services are available to optimize their development?

Standards Connections
Special Challenges for Children supports the NYS Family and Consumer Sciences Learning Standards 1 – Personal Health and Fitness, 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies Standards 1 – Career Development, 3a – Universal Foundation Skills and 3b – Career Majors (Human and Public Services)

Rationale
The purpose of this content topic is to identify issues, events, and situational stressors that pose challenges to children and their families. Students will identify crises and developmental conditions that impact physical, intellectual (cognitive), social, and emotional challenges for children. Students will also determine what modifications, intervention, and/or professional assistance is available to help optimize the development of children. In addition, this content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the study of special challenges for children.

Key Ideas
NYS FACS 1 - Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy and money, to make effective decisions in order to balance their obligations to work, family and self. They will know and access community resources.

NYS CDOS 1 - Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

NYS CDOS 3a1 - Basic Skills
NYS CDOS 3a2 - Thinking Skills
NYS CDOS 3a3 - Personal Qualities
NYS CDOS 3a4 - Interpersonal Skills
NYS CDOS 3a5 - Technology
NYS CDOS 3a6 - Managing Information
NYS CDOS 3a7 - Managing Resources
NYS CDOS 3a8 - Systems

NYS CDOS 3b Human and Public Services
  1 - Ethical/Legal Responsibilities
NYS CDOS 3b Human and Public Services
  3 - Sanitation
NYS CDOS 3b Human and Public Services
  4 - Human Growth and Development
Performance Objectives and Supporting Competencies for Special Challenges for Children

Special Challenges for Children Performance Objective 1
SC.1  Analyze crisis situations that pose challenges to children and their families
   SC.1.1. Identify human life issues, events, and situational stressors that create crisis
           conditions and pose challenges for children
   SC.1.2. Describe how crisis conditions impact physical, intellectual (cognitive), social,
           and emotional growth and development of children
   SC.1.3. Determine possible actions for managing of crises experienced by children and
           families
   SC.1.4. Determine ways crises are understood and handled in a variety of cultures
   SC.1.5. Discriminate between situations that require parent and/or family intervention and
           those situations that require professional assistance

Special Challenges for Children Performance Objective 2
SC.2  Analyze developmental conditions that pose challenges to children
   SC.2.1. Define “exceptional” children as children who have needs that vary from those of
           typical children
   SC.2.2. Identify examples of exceptional children that include but are not limited to
           children with disabilities and gifted children
   SC.2.3. Determine developmentally appropriate care and practices to optimize growth and
           development of exceptional children
   SC.2.4. Explain current approaches to education for exceptional children
   SC.2.5. Determine effective advocacy strategies for children and families to use when
           facing diverse challenges
   SC.2.6. Determine how exceptional children are understood and cared for in a variety of
           cultures
   SC.2.7. Discriminate between exceptional children who benefit from modifications in
           care by families and those situations that require professional assistance
   SC.2.8. Identify and evaluate external support systems that provide services for
           exceptional children

Special Challenges for Children Performance Objective 3
SC.3  Analyze the impact current issues, events, and technological advances have on
       “exceptional” children
   SC.3.1. Investigate and discuss current issues and concerns common to exceptional
           children and their families
| SC.3.2. | Develop techniques to effectively assess and address concerns |
| SC.3.3. | Analyze the impact local, state, and federal standards, policies, regulations, and laws have on exceptional children and their families |
| SC.3.4. | Examine how local, state, national, and global issues and events impact the growth and development of exceptional children |
| SC.3.5. | Examine how media and technological advances impact exceptional children and their families |
| SC.3.6. | Determine the legal and ethical implications of technological advances on the growth and development of exceptional children |
| SC.3.7. | Project the impact future technological advances may have on the growth and development of exceptional children |
# Appendix A

## FAMILY AND CONSUMER SCIENCES – HIGH SCHOOL COURSES

### BEST PRACTICES RUBRIC

<table>
<thead>
<tr>
<th>Indicators</th>
<th>1 Falls Below Expectations</th>
<th>2 Approaches Expectations</th>
<th>3 Meets Expectations</th>
<th>4 Exceeds Expectations</th>
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</thead>
<tbody>
<tr>
<td>NYS FACS Learning Standards</td>
<td>Does not connect to NYS FACS Learning Standards.</td>
<td>Has limited evidence of connection to 1 NYS FACS Learning Standard.</td>
<td>Adequate evidence of connection to 1 or more NYS FACS Learning Standards.</td>
<td>Evidence of strong connections to 2 or more NYS FACS Learning Standards</td>
</tr>
<tr>
<td>NYS CDOS Learning Standards</td>
<td>Does not connect to NYS CDOS Learning Standards.</td>
<td>Has limited evidence of connection to 1 NYS CDOS Learning Standard.</td>
<td>Adequate evidence of connection to 1 or more NYS CDOS Learning Standard including Standard 3b.</td>
<td>Evidence of strong connections to 2 or more NYS CDOS Learning Standards including Standard 3b.</td>
</tr>
<tr>
<td>NYS Academic Learning Standards</td>
<td>Does not connect to NYS academic Learning Standards.</td>
<td>Has limited evidence of connection to 1 NYS academic Learning Standard.</td>
<td>Adequate evidence of connection to 1 or more NYS academic Learning Standard.</td>
<td>Evidence of strong connections to 2 or more NYS academic Learning Standards.</td>
</tr>
<tr>
<td>Course Content Topics</td>
<td>Does not relate to Content Topics.</td>
<td>Addresses 1 Content Topic.</td>
<td>Integrates 2 Content Topics.</td>
<td>Integrates 3 or more Content Topics.</td>
</tr>
<tr>
<td>Strategy</td>
<td>Instruction is dependent primarily on textbooks, lecture, paper, and pencil. Teacher driven.</td>
<td>Hands-on experiential learning is limited. Minimal student involvement.</td>
<td>Includes 75 percent hands-on experiential learning. Adequate student involvement.</td>
<td>Includes more than 75 percent hands-on experiential learning. Active student engagement. Teacher as facilitator.</td>
</tr>
<tr>
<td>Implementation</td>
<td>Does not flow in a logical sequence. Necessary resources would make implementation difficult.</td>
<td>Follows a logical sequence. Most necessary resources may make implementation difficult.</td>
<td>Follows a logical sequence. Some necessary resources may make implementation difficult.</td>
<td>Follows a logical sequence. All necessary resources make implementation easy.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Cannot be assessed. Or Assessment not included.</td>
<td>Assessment is vaguely related to objectives and competencies.</td>
<td>Assessment relates to objectives and competencies.</td>
<td>Assessment is directly related to objectives and competencies.</td>
</tr>
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CHILD DEVELOPMENT AND PSYCHOLOGY
BEST PRACTICES TEMPLATE

TITLE: ________________________________

CONTENT TOPICS: (Complete all that apply)

Introduction to Child Development and Psychology (IC)
- Performance Objective – IC
  - Supporting Competency – IC

Observing Children (OC)
- Performance Objective – OC
  - Supporting Competency – OC

Child, Family, and Community Connections (CFC)
- Performance Objective – CFC
  - Supporting Competency – CFC

Prenatal Development (PR)
- Performance Objective – PR
  - Supporting Competency – PR

Postnatal Period (PO)
- Performance Objective – PO
  - Supporting Competency – PO

Infancy (IN)
- Performance Objective – IN
  - Supporting Competency – IN

Toddlerhood (T)
- Performance Objective – T
  - Supporting Competency – T

Preschool (PS)
- Performance Objective – PS
  - Supporting Competency – PS

School Age (SA)
- Performance Objective – SA
  - Supporting Competency – SA

Special Challenges for Children (SC)
- Performance Objective – SC
  - Supporting Competency – SC

NYS LEARNING STANDARDS:

Family and Consumer Sciences
1____
2____
3____

Career Development and Occupational Studies
1____
2____
3a____
3b____

CHILD DEVELOPMENT

CONTENT TOPICS:
Introduction ______
Observing Children ______
Connections ______
Prenatal Development ______
Postnatal Period ______
Infancy ______
Toddlerhood ______
Preschool ______
School Age ______
Special Challenges ______

APPLIED PROCESS SKILLS:
Communication ______
Leadership ______
Management ______
Thinking ______

APPLIED ACADEMICS:
Circle Standard Number(s)

ELA  1  2  3  4
MST  1  2  3  4  5  6  7
Soc St  1  2  3  4  5
The Arts  1  2  3  4
LOTE  1  2
Appendix B
CHILD DEVELOPMENT AND PSYCHOLOGY
PERFORMANCE OBJECTIVES AND SUPPORTING COMPETENCIES

A. Introduction to Child Development and Psychology (IC)

IC.1 Summarize the benefits of studying children
IC.1.1. Explain the purpose of research and study in the child development and psychology field
IC.1.2. Determine how studying children benefits children, families, communities, and our global society
IC.1.3. Discuss the concept of career paths in the child development and psychology field

IC.2 Investigate how child growth and development is influenced by cultural and historical perspectives
IC.2.1. Examine the effects of gender, ethnicity, and culture on a child’s growth and development
IC.2.2. Determine the impact of societal, environmental, economic, and political forces on child growth and development
IC.2.3. Identify important historical perspectives that have influenced the understanding of child growth and development

IC.3 Analyze the principles of growth and development
IC.3.1. Examine characteristics of and interrelationships among children’s physical, intellectual (cognitive), social, emotional, and moral growth and development
IC.3.2. Investigate the impact of genetics and environment on child growth and development
IC.3.3. Identify the typical stages of childhood as being prenatal, postnatal, infancy, toddlerhood, preschool, and school age
IC.3.4. Describe how brain research impacts current knowledge of child growth and development
IC.3.5. Describe the concept of “developmental milestones” as those developmental events that typically occur during each stage of childhood
IC.3.6. Describe the concept of “developmentally appropriate care and practices” as including but not limited to the current care, interaction, and activities that best optimize the growth and development of a child
IC.3.7. Analyze how characteristics of growth and development may differ among children in the same stage of childhood, and the relationship of these differences to the selection of developmentally appropriate practices
IC.3.8. Analyze ways in which children’s health, safety, and nutrition affect their development and learning
IC.3.9. Identify strategies that contribute to constructive, supportive, positive, and productive relationships with children
IC.3.10. Examine the role of nurturance on child growth and development
IC.3.11. Recognize the importance of play in promoting the growth and development of children
Examine the role of informal and formal support systems in meeting the needs of children

**IC.4** Analyze leading theories and research in the field of child development and psychology

IC.4.1. Discuss the purpose of conducting research in the field of child development and psychology
IC.4.2. Examine leading theories and their implications for educational and child care practices
IC.4.3. Examine the relative merits of opposing points of view regarding leading theories of child development and psychology
IC.4.4. Assess common practices and emerging research about child development and psychology
IC.4.5. Project the impact of future technological advances on the study of child development and psychology

**IC.5** Identify and investigate the knowledge, skills, attitudes, and training required for careers in the child development and psychology field

IC.5.1. Analyze career paths within the child development and psychology field
IC.5.2. Determine the roles and functions of individuals engaged in child development and psychology-related careers
IC.5.3. Assess personal qualities related to career suitability
IC.5.4. Determine the legal and ethical impact of technological advances on the study of child development and psychology
IC.5.5. Examine education and training requirements for careers in the child development and psychology field
IC.5.6. Identify opportunities for employment and entrepreneurial endeavors
IC.5.7. Identify professional standards and practices related to careers in the child development and psychology field
IC.5.8. Identify federal, state, and local policies, regulations, and laws related to careers in the child development and psychology field
IC.5.9. Examine the impact of child development and psychology-related careers on local, state, national, and global economies

**IC.6** Analyze the impact current issues, events, and technological advances have on the child development and psychology field

IC.6.1. Examine the influence of local, state, national, and global issues and events on the study of child development and psychology
IC.6.2. Examine how technology has impacted the study of child development and psychology
IC.6.3. Analyze the impact of local, state, and federal standards, policies, regulations, and laws on the study of child development and psychology

**B. Observing Children (OC)**

**OC.1** Analyze the role of observation in optimizing the growth and development of children

OC.1.1. Explain the importance of observation in promoting the growth and development of children
OC.2  Determine a variety of assessment methods used to observe and interpret child growth and development
   OC.2.1.  Compare subjective and objective interpretations
   OC.2.2.  Identify current valid and reliable methods of observation and explain the purpose of each

OC.3  Apply the scientific research method in the collection of data pertinent to child development
   OC.3.1.  Examine the components of the scientific research method
   OC.3.2.  Explain specific guidelines to follow when observing children
   OC.3.3.  Demonstrate appropriate observation techniques
   OC.3.4.  Collect and record data

OC.4  Use observational data to document and promote child growth and development
   OC.4.1.  Consider cultural and environmental influences and individual differences when assessing children’s development
   OC.4.2.  Interpret and analyze the data collected in order to draw conclusions and make predictions about development
   OC.4.3.  Discuss using data to formulate a plan that will optimize development of children

C.  Child, Family, and Community Connections (CFC)
   CFC.1  Evaluate the significance of family and its impact on the well being of children
      CFC.1.1.  Examine family as the basic unit of society
      CFC.1.2.  Determine the role of family in teaching culture, traditions, and societal expectations to children
      CFC.1.3.  Examine the role of family in developing independence, interdependence, and commitment of family members in order to enhance the development of children
      CFC.1.4.  Discuss how family structure may influence the roles and responsibilities of parents and children
      CFC.1.5.  Discuss the value of effective communication and teamwork skills within the family to promote child growth and development
      CFC.1.6.  Examine how the well being of children is affected by the management of family resources including but not limited to: time, energy, and finances
      CFC.1.7.  Explain the value of family members modeling respect for diversity with sensitivity to bias, gender, equity, age, culture, ethnicity, ideas, and perspectives
      CFC.1.8.  Determine how cultural, societal, environmental, economic, and political forces on families impact the growth and development of children

   CFC.2  Evaluate how parenting roles, responsibilities, and practices impact the well being of children
      CFC.2.1.  Determine the impact of parenting practices on children, families, and society
      CFC.2.2.  Analyze the roles and responsibilities of effective parenting
      CFC.2.3.  Discuss the rewards, challenges, and situational stressors of parenting
      CFC.2.4.  Evaluate the ways that children affect the social, emotional, and financial resources of families
      CFC.2.5.  Examine factors to consider when assessing one’s readiness for parenthood
CFC.2.6. Examine what personal knowledge, skills, attitudes, and situational factors enhance or limit one’s ability to meet the responsibilities of parenting
CFC.2.7. Explain cultural differences in roles and responsibilities of parenting
CFC.2.8. Discuss how historical and current parenting philosophies and emerging research influence parenting practices
CFC.2.9. Identify strategies for constructive, supportive, positive, and productive relationships with children
CFC.2.10. Discuss the importance of utilizing effective positive techniques for managing children’s behavior during different stages of childhood
CFC.2.11. Determine factors that contribute to healthy and unhealthy relationships with children
CFC.2.12. Discuss the effects on parents who care for both their children and their aging parents
CFC.2.13. Discuss contradictions that exist about balancing work and family and practices and conditions that currently exist in society
CFC.2.14. Analyze strategies to manage multiple individual, family, career, and community roles and responsibilities
CFC.2.15. Discuss how societal, environmental, economic, and political issues and events impact parenting across the ages and stages of childhood

CFC.3 Explore child care options that promote child growth and development
CFC.3.1. Determine conditions necessary to promote a child’s health, safety, and positive development
CFC.3.2. Determine criteria for selecting quality substitute care for children
CFC.3.3. Examine the implications child development theories have for educational and child care practices
CFC.3.4. Discuss how developmental issues and concerns related to children impact the selection of childcare
CFC.3.5. Explain how to access credible and appropriate childcare in the community
CFC.3.6. Review current laws and policies related to childcare

CFC.4 Examine resources of formal and informal support available to children and families
CFC.4.1. Discuss how providing for the needs and enhancing the lives of children demonstrates teamwork among the family, school, and community
CFC.4.2. Discriminate between situations that require parent and/or family intervention and those situations that require professional assistance
CFC.4.3. Discuss the importance of informal networking opportunities in providing support and assistance to children and families
CFC.4.4. Examine local, state, and federal agencies that provide assistance to children and families
CFC.4.5. Determine how to assess and access current, relevant, credible, and appropriate resources to support children and families
CFC.5 Analyze the impact current issues, events, and technological advances have on children and families

CFC.5.1. Explain the factors that affect one’s perception of the roles and responsibilities of parenting
CFC.5.2. Identify concerns common to parenting and develop techniques to effectively assess and address these concerns
CFC.5.3. Analyze the impact local, state, and federal standards, policies, regulations, and laws have on children and families
CFC.5.4. Examine the influence local, state, national, and global issues and events have on today’s children and families
CFC.5.5. Identify and project the impact of technological advances on children and families

D. Prenatal Development (PR)

PR.1 Analyze factors related to the beginning of the parenting process

PR.1.1. Examine biological processes related to prenatal development, birth, and health of the child and mother
PR.1.2. Examine the emotional factors related to prenatal development and birth, and their impact on the overall health of the parents and child

PR.2 Analyze conditions that influence prenatal growth and development

PR.2.1. Investigate the impact of genetics and environment on prenatal growth and development
PR.2.2. Identify the dangers posed by exposure to environmental hazards during pregnancy
PR.2.3. Explain the causes, treatments and impact of birth defects on the child, family, and society

PR.3 Describe prenatal growth and development

PR.3.1. Describe the health and nutrition requirements during pregnancy
PR.3.2. Analyze strategies that promote optimal prenatal growth and development
PR.3.3. Investigate health care options during pregnancy and birth
PR.3.4. Describe prenatal and maternal developmental benchmarks during each trimester

PR.4 Analyze the impact current issues, events, and technological advances have on prenatal growth and development

PR.4.1. Identify concerns common to prenatal development and develop techniques to effectively assess and address these concerns
PR.4.2. Examine the effects life events have on one or more aspects of prenatal growth and development
PR.4.3. Examine the influence local, state, national, and global issues and events have on prenatal growth and development
PR.4.4. Examine implications of alternatives to biological parenthood
E. Postnatal Period (PO)

PO.1 Describe the newborn’s physical characteristics and abilities after birth
   PO.1.1. Describe a newborn’s appearance
   PO.1.2. Identify and describe involuntary reflexes

PO.2 Describe the process of neonatal assessment
   PO.2.1. Describe various hospital tests and procedures that occur after birth

PO.3 Describe the needs and care of the newborn and family members
   PO.3.1. Explain the value of bonding and attachment
   PO.3.2. Describe the emotional challenges and needs of family members
   PO.3.3. Analyze the physical and dietary needs of the newborn and mother

PO.4 Analyze the impact current issues, events, and technological advances have on the postnatal period
   PO.4.1. Identify concerns common to newborns and their families during the postnatal period and develop techniques to effectively assess and address these concerns
   PO.4.2. Examine the effects of life events on postnatal care and on the growth and development of the newborn
   PO.4.3. Examine the influence local, state, national, and global issues and events have on the newborn’s growth and development during the postnatal period
   PO.4.4. Analyze the impact local, state, and federal standards, policies, regulations, and laws have on the newborn’s growth and development during the postnatal period
   PO.4.5. Determine legal and ethical implications technological advances have when utilized during the postnatal period
   PO.4.6. Identify and project the impact future technological advances may have on the growth and development of the newborn

F. Infancy Performance (IN)

IN.1 Explain the principles of growth and development of infants
   IN.1.1. Identify the characteristics of and the interrelationship among the physical, intellectual (cognitive), social, emotional, and moral development of infants
   IN.1.2. Identify developmental milestones that typically occur during infancy
   IN.1.3. Identify typical variations in the development of infants
   IN.1.4. Describe benchmark warnings that may indicate developmental delays during infancy
   IN.1.5. Review the theories of development as they relate to infants

IN.2 Demonstrate developmentally appropriate practices to utilize when caring for infants
   IN.2.1. Identify the features of developmentally appropriate care of infants
   IN.2.2. Identify and demonstrate various ways of nurturing and bonding with infants
   IN.2.3. Explain how to appropriately care for infants based on their development
   IN.2.4. Identify developmentally appropriate activities and practices that promote optimal growth and development of infants
   IN.2.5. Implement developmentally appropriate strategies based on constructive, supportive, positive, and productive interactions with infants
IN.3  Describe the standards for promoting the health and safety of infants
IN.3.1. Identify infants’ nutritional needs and guidelines for food selection
IN.3.2. Compare different nutritional sources and methods for feeding infants
IN.3.3. Explain how to create an environment that promotes nutritious eating patterns for infants
IN.3.4. Investigate current infant nutrition issues and concerns such as food allergies
IN.3.5. Describe medical, health, and safety practices to follow in order to prevent illnesses and injuries and to maintain the overall wellness of infants
IN.3.6. Examine the role of support systems in meeting infants’ growth and developmental needs

IN.4  Analyze the impact current issues, events and technological advances have on infants
IN.4.1. Investigate and discuss current infant issues and concerns including but not limited to securing quality substitute care
IN.4.2. Analyze the impact local, state, and federal standards, policies, regulations, and laws have on infants and their families
IN.4.3. Examine how local, state, national, and global issues and events influence infants’ development
IN.4.4. Examine how media and technological advances impact infants and families
IN.4.5. Determine the legal and ethical implications technological advances have on the growth and development of infants
IN.4.6. Project the impact future technological advances may have on the growth and development of infants

G. Toddlerhood Performance (T)
T.1  Explain the principles of growth and development of toddlers
T.1.1. Identify the characteristics and interrelationship among the physical, intellectual (cognitive), social, emotional, and moral development of toddlers
T.1.2. Identify developmental milestones that typically occur during toddlerhood
T.1.3. Identify typical variations in the development of toddlers
T.1.4. Describe benchmark warnings that may indicate developmental delays during toddlerhood
T.1.5. Review the theories of development as they relate to toddlers

T.2  Demonstrate developmentally appropriate practices to utilize when caring for toddlers
T.2.1. Identify the features of developmentally appropriate care of toddlers including encouraging self-help skills
T.2.2. Implement strategies for constructive, positive, productive, and supportive interactions with toddlers
T.2.3. Identify types of play and developmentally appropriate activities and practices that promote optimal growth and development of toddlers

T.3  Describe the standards for promoting the health and safety of toddlers
T.3.1. Identify toddlers’ nutritional needs and guidelines for food selection
T.3.2. Describe the medical, health, and safety practices required to prevent illnesses, injuries and to maintain the overall wellness of toddlers
T.3.3. Examine the role of support systems in meeting the growth and developmental needs of toddlers

T.4 Analyze the impact current issues, events, and technological advances have on toddlers
T.4.1. Investigate and discuss current issues and concerns common to toddlers including but not limited to day care, discipline, tantrums, fears, and toilet training
T.4.2. Develop techniques to effectively assess and address concerns
T.4.3. Analyze the impact local, state, and federal standards, policies, regulations, and laws have on toddlers and their families
T.4.4. Examine how local, state, national, and global issues and events influence toddlers’ development
T.4.5. Examine how media and technological advances impact toddlers and families
T.4.6. Determine the legal and ethical implications technological advances have on the growth and development of toddlers
T.4.7. Project the impact future technological advances may have on the growth and development of toddlers

H. Preschool (PS)
PS.1 Explain the principles of growth and development of preschoolers
PS.1.1. Identify the characteristics and interrelationship among the physical, intellectual (cognitive), social, emotional, and moral development of preschoolers
PS.1.2. Identify developmental milestones that typically occur during the preschool years
PS.1.3. Identify typical variations in the development of preschoolers
PS.1.4. Describe benchmark warnings that may indicate developmental delays during the preschool years
PS.1.5. Review the theories of development as they relate to preschoolers
PS.1.6. Examine the effects gender, ethnicity, and personality have on the social development of preschoolers

PS.2 Demonstrate developmentally appropriate practices to utilize when caring for preschoolers
PS.2.1. Recognize the features of a developmentally appropriate routine for preschoolers
PS.2.2. Identify strategies for constructive, positive, productive, and supportive interactions among preschoolers, family members, peers, and other adults
PS.2.3. Identify ways to help a preschoolers prepare for and adjust to a formal learning environment
PS.2.4. Explain ways to enhance preschoolers’ learning by using everyday experiences
PS.2.5. Identify ways to involve preschoolers in activities based on their developmental needs and interests

PS.3 Describe the standards for the health and safety of preschool age children
PS.3.1. Describe the nutritional, health, and safety practices required to prevent injuries and maintain the overall wellness of preschoolers
PS.3.2. Identify how to interact with preschoolers in ways that promote their self-esteem and autonomy
PS.3.3. Examine the role of support systems in meeting preschoolers’ growth and developmental needs
PS.4 Analyze the impact current issues, events, and technological advances have on preschoolers and families
PS.4.1. Investigate and discuss current issues and concerns common to preschoolers including but not limited to securing quality preschool education, providing positive guidance, and dealing with fears
PS.4.2. Develop techniques to effectively assess and address concerns
PS.4.3. Analyze the impact local, state, and federal standards, policies, regulations, and laws have on preschoolers and families
PS.4.4. Examine how local, state, national, and global issues and events influence preschoolers’ development
PS.4.5. Examine how media and technological advances impact preschoolers and families
PS.4.6. Determine the legal and ethical implications of technological advances on the growth and development of preschoolers
PS.4.7. Examine global influences on preschoolers and families
PS.4.8. Project the impact future technological advances may have on the growth and development of preschoolers

I. School Age (SA)
SA.1 Explain the principles of growth and development of school age children
SA.1.1. Identify the characteristics and interrelationship among the physical, intellectual (cognitive), social, emotional, and moral development of school age children
SA.1.2. Identify developmental milestones that typically occur during the school age years
SA.1.3. Identify the developmental changes that typically occur during puberty
SA.1.4. Identify typical variations in the development of school age children
SA.1.5. Describe benchmark warnings that may indicate developmental delays during the school age years
SA.1.6. Review the theories of development as they relate to school age children
SA.1.7. Examine the effects gender, ethnicity, and personality have on the social development of school age children

SA.2 Demonstrate developmentally appropriate practices to utilize when caring for school age children
SA.2.1. Recognize the features of a developmentally appropriate routine for school age children
SA.2.2. Identify strategies for constructive, positive, productive, and supportive interactions among school age children and family members, peers and other adults
SA.2.3. Identify ways to help school age children prepare for and adjust to the formal learning environment of school
SA.2.4. Analyze ways to help school age children learn from everyday experiences
SA.2.5. Identify ways to involve school age children in activities based on their developmental needs and interests

SA.3 Describe the standards for promoting the health and safety of school age children
SA.3.1. Analyze the role nutrition, health care, immunizations, and exercise play in the overall well-being of school age children
SA.3.2. Describe the health and safety practices required to prevent injuries and maintain the overall wellness of school age children
SA.3.3. Identify how to interact with school age children in ways that promote their self-esteem and competence
SA.3.4. Recommend to school age children effective strategies for resolving conflicts with others
SA.3.5. Outline ways that families and caregivers can guide school age children’s moral development
SA.3.6. Examine the role of support systems in meeting school age children’s growth and developmental needs

SA 4 Analyze the impact current issues, events, and technological advances have on school age children and families
SA.4.1. Investigate and discuss current issues and concerns common to school age children including but not limited to securing quality childcare, discipline, peers, and puberty
SA.4.2. Develop techniques to effectively assess and address concerns
SA.4.3. Analyze the impact local, state, and federal standards, policies, regulations, and laws have on school age children and families
SA.4.4. Examine how local, state, national, and global issues and events impact school age children and families
SA.4.5. Examine how media and technological advances impact school age children and families
SA.4.6. Determine the legal and ethical implications of technological advances on the growth and development of school age children
SA.4.7. Project the impact future technological advances may have on the growth and development of school age children

J. Special Challenges (SC)
SC.1 Analyze crisis situations that pose challenges to children and their families
SC.1.1. Identify human life issues, events, and situational stressors that create crisis conditions and pose challenges for children
SC.1.2. Describe how crisis conditions impact physical, intellectual (cognitive), social, and emotional growth and development of children
SC.1.3. Determine possible actions for managing of crises experienced by children and families
SC.1.4. Determine ways crises are understood and handled in a variety of cultures
SC.1.5. Discriminate between situations that require parent and/or family intervention and those situations that require professional assistance

SC.2 Analyze developmental conditions that pose challenges to children
SC.2.1. Define “exceptional” children as children who have needs that vary from those of typical children
SC.2.2. Identify examples of exceptional children that include but are not limited to children with disabilities and gifted children
SC.2.3. Determine developmentally appropriate care and practices to optimize growth and development of exceptional children
SC.2.4. Explain current approaches to education for exceptional children
SC.2.5. Determine effective advocacy strategies for children and families to use when facing diverse challenges
SC.2.6. Determine how exceptional children are understood and cared for in a variety of cultures
SC.2.7. Discriminate between exceptional children who benefit from modifications in care by families and those situations that require professional assistance
SC.2.8. Identify and evaluate external support systems that provide services for exceptional children

SC.3 Analyze the impact current issues, events, and technological advances have on “exceptional” children
SC.3.1. Investigate and discuss current issues and concerns common to exceptional children and their families
Appendix C
HOME AND CAREER SKILLS
PROCESS SKILLS

The information below is excerpted from the New York State Home and Career Skills Core Curriculum Guide 2005. It is appended here as a reference and a review of the process skills for high school Family and Consumer Sciences teachers. Family and Consumer Sciences high school core courses were designed to provide opportunities for students to apply communication, leadership, management, and thinking skills through each content topic they study.

Introduction to Process Skills

Process is a vehicle for obtaining, analyzing, and using content. Process skills are the “how” of learning while content is the “what” of learning. The emphasis on process skills within Home and Career Skills is grounded in needs and issues of society and in developments in Family and Consumer Sciences education.

The need for process in education was emphasized in the report of the Secretary’s Commission on Achieving Necessary Skills (SCANS). Based on information gathered from businesses and industries across the country, the SCANS determined that process-oriented foundations and competencies are “at least as important as technical expertise...The competencies represent the attributes that today’s high performance employer seeks in tomorrow’s employee” (U.S. Department of Labor). The SCANS foundations and competencies harmonize closely with process skills developed through Family and Consumer Sciences. The New York State Education Department has adapted the SCANS skills into the Career Development and Occupational Studies (CDOS) Universal Foundation Skills.

Most process skills related to Family and Consumer Sciences can be categorized into four organizing skills:

❖ Communication (C)
❖ Leadership (L)
❖ Management (M)
❖ Thinking (T)

These process skills were selected in order to create a manageable structure for the development of essential questions for the Family and Consumer Sciences curricula.
A. **Communication Skills (C)**  

*How can I develop effective communication skills to express thoughts, feelings, opinions, and information to enhance family, school, work, and community relationships?*

### Standards Connections

Communications Skills support the NYS Family and Consumer Sciences Learning Standard 2 – A Safe and Healthy Environment and NYS Career Development and Occupational Studies Learning Standards 1 – Career Development, 2 – Integrated Learning, and 3a – Universal Foundation Skills.

### Rationale

Communication is the transmission or interchange of thoughts, feelings, opinions, and information between a sender and a receiver. Communication process skills are first experienced and learned within the social environment of the family. The process of learning to be an effective communicator begins in infancy, with babies and caregivers engaging in interactive behaviors. As communication learning continues, families, schools, and communities play critical roles in expanding students’ communication skills.

Communication process skills include listening, speaking, reading, and writing. Together they build a sense of cohesiveness within family, school, work, and community settings. They are a powerful cultural tool, a means for creating a sense of group identity through exchange of values, expectations, and ways of thinking and perceiving. Conflict management is facilitated when individuals are able to express their own ideas and assert their own views effectively, while at the same time listening to and respecting the views of others. Effective communication skills help students meet the challenges of living and working in a diverse global society.

### Key Ideas

- **NYS FACS 2** - Students can provide a safe and nurturing environment for themselves and others.
- **NYS CDOS 1** - Students will use communication skills to achieve personal goals.
- **NYS CDOS 2** - Students can use the essential academics concepts, facts, and procedures in applications related to life skills and the world of work.
- **NYS CDOS 3a** - (Basic Skills) Students will acquire basic skills including the ability to read, write, listen, and speak.
- (Interpersonal Skills) Students will develop positive interpersonal qualities leading to teamwork and cooperation in large and small groups in family, social, and work situations.
Performance Objectives and Supporting Competencies for Communication Skills

Communication Skills Performance Objective 1
  C.1 Demonstrate communication skills that contribute to positive relationships.

Communication Skills Objective 1 Supporting Competencies

  C.1.1 Examine the roles and functions of communications in family, school, work, and community settings.
  C.1.2 Examine communication styles and their effects on relationships.
  C.1.3 Describe types of communication and characteristics of effective communication.
    • Verbal
    • Nonverbal
  C.1.4 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.
  C.1.5 Distinguish between hearing and listening.
  C.1.6 Demonstrate effective (active) listening and feedback techniques.
  C.1.7 Examine barriers to communication in family, school, work, and community settings.
  C.1.8 Demonstrate effective communication skills in a group setting to accomplish a task.
  C.1.9 Demonstrate effective communication skills in family, school, work, and community settings.
B. **Leadership Skills (L)** How can I develop lifelong leadership skills to address important personal, family, school, work, and community issues?

### Standards Connections


### Rationale

Leadership process skills include helping a group, such as a family, school, or community shape a vision of purpose and goals, and encouraging others to commit themselves to accomplishing that vision. Being a responsible leader requires taking action for the common good of the group.

Leaders tell, sell, participate, and delegate, using different strategies at different times and with different group members, in order to involve and encourage everyone toward achieving the shared vision. Leadership skills are embraced in Home and Career Skills classes as students develop a common vision, cooperate with each other, and assume shared responsibility for their family, school, work, and community settings.

### Key Ideas

NYS FACS 2 - Students can provide a safe and nurturing environment for themselves and others.

**NYS FACS 3** - Students will understand and be able to manage personal resources of talent, time, energy, and money, and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.

NYS CDOS 1 - Students will use communication skills to achieve personal goals.

NYS CDOS 2 - Students can use the essential academic concepts, facts, and procedures in applications related to life skills and the world of work.

NYS CDOS 3a - (Thinking Skills) Students will use thinking skills for problem solving, experimenting, and focused observation, and apply the application of knowledge to new and unfamiliar situations.
Performance Objectives and Supporting Competencies for Leadership Skills

Leadership Skills Performance Objective 1
L.1 Demonstrate teamwork and leadership skills in the family, school, workplace, and/or community.

Leadership Skills Objective 1 Supporting Competencies
L.1.1 Examine the roles and functions of teamwork and leadership in family, school, work, and community settings.
L.1.2 Identify qualities of effective leaders.
L.1.3 Identify qualities of effective team members.
L.1.4 Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.
L.1.5 Demonstrate strategies to motivate and encourage group members.
L.1.6 Create strategies to utilize the strengths and limitations of team members.
L.1.7 Demonstrate techniques that develop team and community spirit.
L.1.8 Demonstrate ways to organize and delegate responsibilities.
L.1.9 Create strategies to integrate new members into the team.
L.1.10 Demonstrate processes for cooperating, compromising, and collaborating.
L.1.11 Demonstrate leadership and teamwork in a group setting to accomplish tasks.
L.1.12 Demonstrate leadership and teamwork in family, school, work, and community settings.
C. **Management Skills (M)** How can I develop effective management skills in order to achieve goals for self, family, school, work, and community?

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<th>Standards Connections</th>
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### Rationale

Management process skills are used to carry out actions in order to meet individual, family, school, work, and community needs. They include goal setting, planning, implementing, evaluating, problem solving, and decision making. Management involves determining the goals that can be realistically accomplished; planning the steps to take and resources to use; carrying out the plan in an efficient and cost effective way; and evaluating the implementation process and the result. Students in Home and Career Skills classes practice managing resources such as time, talent, energy, and money, in order achieve goals for self, family, school, work, and community.

### Key Ideas

- **NYS FACS 2** - Students can provide a safe and nurturing environment for themselves and others.
- **NYS FACS 3** - Students will understand and be able to manage personal resources of talent, time, energy, and money, and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.
- **NYS CDOS 1** - Students will use communication skills to achieve personal goals.
- **NYS CDOS 2** - Students can use the essential academic concepts, facts, and procedures in applications related to life skills and the world of work.
- **NYS CDOS 3a** - (Thinking Skills) Students will use thinking skills for problem solving, experimenting, and focused observation and apply the application of knowledge to new and unfamiliar situations.
Performance Objectives and Supporting Competencies for Management Skills

**Management Skills Performance Objective 1**

M.1 Explain the importance of effective management of resources in a variety of relevant life situations.

**Management Skills Objective 1 Supporting Competencies**

- M.1.1 Explain *management* as it relates to personal, family, and work life.
- M.1.2 Compare ways in which different people make different choices in the same situation.

**Management Skills Performance Objective 2**

M.2 Explain how decision making, problem solving, and goal setting assist with management of resources (i.e. time, money, energy).

**Management Skills Objective 2 Supporting Competencies**

- M.2.1 Explain the interrelatedness of the decision-making, problem-solving and goal-setting processes.

**Management Skills Performance Objective 3**

M.3 Explain how needs, wants, values, goals, and standards impact decision making, problem solving and goal setting.

**Management Skills Objective 3 Supporting Competencies**

- M.3.1 Define *needs, wants, values, goals, and standards.*
M.3.2 Describe how needs, wants, values, goals, and standards influence decisions.
M.3.3 Examine how individuals and families make choices to satisfy needs and wants.

Management Skills Performance Objective 4
M.4 Identify human, economic, and environmental resources that are available and appropriate to use in decision making, problem solving and goal setting.

Management Skills Objective 4 Supporting Competencies

M.4.1 Define resources
M.4.2 Classify human, economic, and environmental resources.
M.4.3 Identify human, economic, and environmental resources that are limited and/or expendable, and select those that are available and appropriate to the relevant life situation.
M.4.4 Describe several ways to substitute or increase resources by combining them.
M.4.5 Give examples and demonstrate how resources have credibility, change over the lifespan, and are influenced by changing needs and goals and availability.
M.4.6 Determine individual and family responsibility in relation to the environmental trends and issues.
M.4.7 Examine behaviors that conserve, reuse, and recycle resources to maintain the environment.

Management Skills Performance Objective 5
M.5 Apply the decision-making process in a logical, sequential manner to relevant life situations involving a choice.

Management Skills Objective 5 Supporting Competencies

M.5.1 Define decision making.
M.5.2 State sequentially the basic steps in the decision-making process.
M.5.3 Apply the steps sequentially to make a decision.
M.5.4 Apply the decision-making process in family, school, work, and community settings.

Management Skills Performance Objective 6
M.6 Use the problem-solving process to identify appropriate solutions, in a logical and sequential manner, and apply the solution chosen to real-life problem situations.

Management Skills Objective 6 Supporting Competencies

M.6.1 Define problem solving.
M.6.2 State sequentially the basic steps in the problem-solving process.
M.6.3 Apply the steps sequentially to solve a problem situation.
M.6.4 Apply the problem-solving process to solve problems in family, school, work, and community settings.
M.6.5 Explain the appropriateness of alternative solutions.
Management Skills Performance Objective 7
M.7 Apply the goal-setting process in a logical and sequential manner to relevant life situations involving a goal.

Management Skills Objective 7 Supporting Competencies

M.7.1 Define goal.
M.7.2 Distinguish between long-term and short-term goals.
M.7.3 State sequentially the basic steps in the goal-setting process.
M.7.4 Apply the steps sequentially to achieve a goal.
M.7.5 Apply the goal-setting process to set goals in family, school, work, and community settings.

Management Skills Performance Objective 8
M.8 Demonstrate management of individual and family resources, including food, clothing, shelter, money, time, and personal energy.

Management Skills Objective 8 Supporting Competencies

M.8.1 Apply management skills to organize tasks and responsibilities.
M.8.2 Implement management skills in the planning, purchasing, preparing, serving, and storing of safe and nutritious food.
M.8.3 Implement management skills in the purchasing, creating, and/or maintenance of clothing.
M.8.4 Implement management skills involving personal space, housing, and furnishings.
M.8.5 Implement management skills involving money.
M.8.6 Implement management skills involving time.
M.8.7 Implement management skills involving personal energy.

Management Skills Performance Objective 9
M.9 Demonstrate management of individual and family resources in family, school, work, and community settings.

Management Skills Objective 9 Supporting Competencies

M.9.1 Allocate individual and family resources to complete a task.
**D. Thinking Skills (T)** How can I apply effective critical and creative thinking skills to increase the probability of desired outcomes at home, school, work, and community settings?

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<td>Thinking process skills encompass complex, multifaceted activities of the mind. These skills lead to problem solving, experimenting, and focused observation, and allow the application of knowledge to new and unfamiliar situations (New York State Learning Standards for Career Development and Occupational Studies). Home and Career Skills classes provide students with opportunities to apply thinking strategies that are purposeful, reasonable, and goal-directed so that they may increase the probability of achieving desirable outcomes.</td>
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<td>NYS FACS 1 – Students will be able to plan and use tools and technologies appropriately.</td>
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<td>NYS FACS 2 - Students can provide a safe and nurturing environment for themselves and others.</td>
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<td>NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money, and make effective decisions in order to balance their obligations to work, family, and self. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures.</td>
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<td>NYS CDOS 1 - Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.</td>
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<td>NYS CDOS 2 - Students can use the essential academic concepts, facts, and procedures in applications related to life skills and the world of work.</td>
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<td>NYS CDOS 3a - (Thinking Skills) Students will use thinking skills for problem solving, experimenting, and focused observation, and apply the application of knowledge to new and unfamiliar situations.</td>
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Two major types of thinking skills are critical thinking and creative thinking. Critical thinking emphasizes examination and critique of information in order to gain insight into meanings and interpretations. Home and Career Skills classes provide students with opportunities to use critical thinking skills to identify premises and conclusions; to distinguish among opinion, reasoned judgment, and fact; and to recognize underlying assumptions, biases, and values.

Creative thinking, in contrast, is the use of innovative, exploratory approaches to generate ideas. Home and Career Skills classes provide an environment where unusual ideas are valued and explanations other than those which are immediately apparent are encouraged.
Performance Objectives and Supporting Competencies for Thinking Skills

Thinking Skills Performance Objective 1

T.1 Demonstrate creative and critical thinking skills in family, school, work, and/or community settings.

Thinking Skills Objective 1 Supporting Competencies

T.1.1 Examine the roles and functions of creative and critical thinking skills in family, school, work, and community settings.
T.1.2 Describe creative thinking skills.
T.1.3 Describe critical thinking skills.
T.1.4 Demonstrate creative and/or critical thinking skills to accomplish a task.