

Family and Consumer Sciences
Grades 9-12

Child Development and Psychology



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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>.

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>

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
3. Nutrition, Health, and Safety
4. Current Issues, Events, and Technological Advances

G. Toddlerhood (T)

1. Growth and Development
2. Developmentally Appropriate Care and Practices
3. Nutrition, Health, and Safety
4. Current Issues, Events, and Technological Advances

H. Preschool (PS)

1. Growth and Development
2. Developmentally Appropriate Care and Practices
3. Nutrition, Health, and Safety
4. Current Issues, Events, and Technological Advances

I. School Age (SA)

1. Growth and Development
2. Developmentally Appropriate Care and Practices
3. Nutrition, Health, and Safety
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

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 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

NYS CDOS 3b Human and Public Services
5 - Interpersonal Dynamics
NYS CDOS 3b Human and Public Services
6 - Safety
NYS CDOS 3b Human and Public Services
9 - Wellness

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

NYS CDOS 3b Human and Public Services

3 - Sanitation

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
6 - Safety
NYS CDOS 3b Human and Public Services
9 - Wellness

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

NYS CDOS 3b Human and Public Services

3 - Sanitation

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
6 - Safety
NYS CDOS 3b Human and Public Services
9 - Wellness

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

NYS CDOS 3b Human and Public Services
5 - Interpersonal Dynamics
NYS CDOS 3b Human and Public Services
6 - Safety
NYS CDOS 3b Human and Public Services
9 - Wellness

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

NYS CDOS 3b Human and Public Services
5 - Interpersonal Dynamics
NYS CDOS 3b Human and Public Services
6 - Safety
NYS CDOS 3b Human and Public Services
9 - Wellness

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

NYS CDOS 3b Human and Public Services

3 - Sanitation

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
6 - Safety
NYS CDOS 3b Human and Public Services
9 - Wellness

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

J. 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) (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

NYS CDOS 3b Human and Public Services
 5 - Interpersonal Dynamics
 NYS CDOS 3b Human and Public Services
 6 - Safety
 NYS CDOS 3b Human and Public Services
 9 - Wellness

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

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

CHILD DEVELOPMENT AND PSYCHOLOGY BEST PRACTICES TEMPLATE

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

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

TITLE: _____

GOAL:

STRATEGY:

ASSESSMENT (Attach rubric):

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

IC.3.12. 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 care givers 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 team work 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

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

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.

(Personal Qualities) Students will develop competence in self-management and the ability to plan, organize, and take independent action.

(Interpersonal Skills) Students will develop positive interpersonal qualities leading to team work and cooperation in large and small groups in family, social, and work situations.

(Managing Information) Students will access and use information obtained from other people, community resources, and computer networks.

(Managing Resources) Students will use resources to successfully carry out a planned activity.

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?*

Standards Connections

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

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.

(Personal Qualities) Students will develop competence in self-management and the ability to plan, organize, and take independent action.

(Interpersonal Skills) Students will develop positive interpersonal qualities leading to team work and cooperation in large and small groups in family, social, and work situations.

(Managing Information) Students will access and use information obtained from other people, community resources, and computer networks.

(Managing Resources) Students will use resources to successfully carry out a planned activity.

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?*

Standards Connections

Thinking Skills support the NYS Family and Consumer Sciences Learning Standards 1 – Personal Health and Fitness, 2 – A Safe and Healthy Environment, 3 – Resource Management and NYS Career Development and Occupational Studies Standards 1 – Career Development, 2 – Integrated Learning, and 3a – Universal Foundation Skills.

Rationale

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.

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 perspectives and explanations other than those which are immediately apparent are encouraged.

Key Ideas

NYS FACS 1 – Students will be able to plan and use tools and technologies appropriately.

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 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.

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 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 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.