

Human Growth and Development II is a one credit course in Consumer and Family Life Sciences and may be used to partially satisfy the Career Pathways Requirement. The course content will cover development of the preschool child from to the school age child. Special emphasis is placed on the physical growth and development, as well as the intellectual, emotional and social development of the child. The content of the course will be presented through reading, lecture, discussion, videos, assignments, and projects. **To successfully complete the course** the student is required to complete three site visits. Included in the site visits are observations, projects that are appropriate for working with the preschool child, and writing a report following each visit. Also the course will examine legislation affecting children, as well as, contemporary issues and their relationship to family life.

OBJECTIVES

Upon completing this class, the students will be able to:

- Investigate careers available for working with children.
- Describe professional behaviors related to employability in careers related to children.
- Define professionalism and identify specific qualifications, expectations and requirements.
- Identify early childhood professional organizations, example: NAEYC, AAFCS, NAFCC
- Demonstrate an understanding of the NAEYC Code of Ethics.
- Explain the NAEYC role in the field of early childhood education.
- Describe the typical sequence of development for children, preschool and school age child, in each of the developmental domains: physical, intellectual, emotional and social.
- Examine major theories of human development as applied to children.
- Differentiate among various types of early care and education options.
- Create and evaluate healthy meals and snacks for preschool children.
- Identify behaviors that are appropriate or inappropriate to ages and stages of development.
- Explain the relationship between developmentally appropriate curriculum, guidance of children, and prevention of challenging behavior.
- Employ and evaluate different types of observation methods.
- Recognize intervention strategies for dealing with challenging behaviors.
- Explain developmentally appropriate curriculum choices that enhance physical, intellectual, emotional and social development.
- Apply knowledge of child development practices during interactions with children and when planning curriculum.
- Define the categories of special needs, exceptionalities, and inclusion.
- Identify factors that contribute to children being at risk for developmental delays.
- Consider individual and special needs when planning curriculum and interactions with children.
- Identify the knowledge and skills, necessary for school readiness.
- Describe the importance of play in supporting a young child's development.
- Identify ways that parents, family, caregivers, and other significant adults guide a child's development and behavior.
- Identify the requirements and expectations to operate a licensed early care and education program.
- Explain the caregiver's role in dealing with communicable, chronic, and special health problems.
- Describe safety issues important to the well-being of children including toys, home, playground, second-hand smoke, clothing, food, cleanliness, hand washing, and hygiene.
- Demonstrate effective strategies for handling emergencies, accidents, and injuries.
- Identify various forms of child abuse, including neglect, and ways to protect children from abuse.
- List reporting procedures in case of abuse and/or neglect.
- List and evaluate sources of available research.
- Describe the impact a family's culture, such as learned behaviors, beliefs, customs, and language have on development.
- Examine personal beliefs, attitudes, and operational styles in relation to the professionally appropriate management of children's behavior.

**TEXTBOOKS: *Children the Early Years (CEY)*, by Celia Anita Decker
The Child Care Professional (CCP), by Karen Stevens**

The following chapters and topics will be covered:

Chapter 23 Careers in Child Related Fields (CEY)

Topics: Types of Careers in Child – Related Fields, Heading toward a Career, and Make a Wise Career Choice by Getting Involved.

Chapter 22 Child Care in Group Settings (CEY)

Topics: Types of Group Programs, Choosing a Group Program, Effects of Group care on Children, and Helping Children Adjust to Group Care

Chapter 16 Learning through Observation (CCP)

Topics: Why Observe Children, The Role of the Observer; Recording Your Observations, Using Observation records, Assessing Children’s Development, and Building Observation skills

Chapter 15 Physical Development of the Preschooler (CEY)

Topics: Body Growth and Development, and Motor Development

Chapter 13 Food for Young Children (CCP)

Topics: Food for Health, Learning, and Fun; The Basics of Good Nutrition, Food Service in Child Care Programs, Teaching Nutrition Concepts, and Food for Thought

Chapter 16 Intellectual Development of the Preschooler (CEY)

Topics: How Preschool children Learn What Preschool Children Learn, and Language Abilities Increase

Chapter 17 Social Emotional Development of the Preschooler (CEY)

Topics: Developing Social Awareness, and Feeling and Controlling Emotions

Chapter 15 Guiding Children (CCP)

Topics: Goals for Guidance, Communicating with Children, A positive Approach to Discipline, Guiding Children in Other Ways, Meeting Special Challenges, and Improving Your Skills

Chapter 20 Teaching through Play (CEY)

Topics: Children and Their World of Play, and Providing Enrichment Activities for Children

Chapter 17 Teaching and Learning (CCP)

Topics: What Will You Teach, Building a Strong Curriculum, Developing Lesson Plans, How Children Learn, Putting Lessons into Action, and Applying Knowledge

Chapter 19 Language Activities (CCP)

Topics: Learning Language, The Language Arts Curriculum, Reading Activities, Listening and Speaking Activities, Writing Activities and Emphasis on Readiness

Chapter 23 Science and Math Activities (CCP)

Topics: Encouraging Curiosity, Benefits of Science and Math, Goals of a Science Curriculum, The Science and Math Learning Center, Science Activities; Goals of a Math Curriculum, Math Activities; The Teacher’s Role, and Integrating Subjects

Chapter 25 Children with Developmental Differences (CEY)

Topics: Children Are More Alike than Different; Children Who are Exceptional; Exceptional Children Need Special Help

Chapter 19 School–Age Children (CEY)

Topics: Physical Development of School-Age Children, Intellectual development of School-age Children, Helping School-Age Children Meet Their Intellectual Needs, Social – Emotional Development of School-Age Children

Chapter 24 Concerns of Children and Families (CEY)

Topics: Sibling Relationships, Parental Employment, Coping with Family Moves, Coping with Death, Coping with Divorce

Chapter 10 Keeping Children Safe (CCP)

Topics: Safety – Whose Responsibility, Developing a Safety Policy, Safety Forms, Preventing Accidents and Injuries, Promoting Safety with Children, Emergency Procedures, and Your Responsibility

Chapter 11 Promoting Good Health (CCP)

Topics: Children and Disease, Health Precautions, Monitoring Illness, Special Health Conditions, Child Abuse and Neglect, and Children’s Emotional Health

Current Trends and Legislation Topics: Variable and on-going throughout the year.

