

Arlington Public Schools
“Providing the means to accomplish dreams”

Supportive Information Sheet

Subject: COURSE APPROVAL – CHILD PSYCHOLOGY (WHS)

Action

Page(s): _____ Nineteen (19), including cover _____

Submitted by: _____ Diane Kirchner-Scott,
_____ Executive Director of Teaching & Learning _____

Date: _____ March 9, 2009 _____

Background Information:

The Curriculum Coordinating Committee is requesting your approval to offer Child Psychology as a new Career and Technical Education class at Weston High School. This course fulfills a CTE credit or a social science equivalency credit.

The Curriculum Coordinating Committee (CCC) provides district oversight by reviewing potential new instructional programs and materials. CCC was presented with this class proposal at their January 22, 2009 meeting and has recommended this class move forward for Board consideration.

The Principal of Weston High School and the CTE Director will be at the School Board meeting to answer any questions about this new class.

Superintendent’s Recommendation:

That the Board approve Child Psychology as a new class at Weston High School beginning Fall, 2009.

COURSE, CLASS OR SUPPLEMENTARY PROGRAM

ARLINGTON SCHOOL DISTRICT ADOPTION RECOMMENDATION FORM

Use this form to request approval of courses, classes, or supplementary programs not previously adopted by the Arlington School District Board of Directors.

Course Approval Needed:

- | | |
|---|---|
| <input checked="" type="checkbox"/> this is a new class or course
<input type="checkbox"/> this is a new supplementary program | <input type="checkbox"/> this will be a required class
<input checked="" type="checkbox"/> this will be an elective class or program |
|---|---|

Title of Course/Class/Program Child Psychology
 Subject Area (e.g., Social Studies) Family & Consumer Sciences Grade(s) 10-12
 If High School, Graduation Credit Fulfilled Social Studies; Elective
 If High School, HEC Board Requirement Fulfilled _____

If this is for a sub-group or "targeted" group of students, describe this group of students. alternative ed.

Check one of the following:

- specific parental permission not required
 parents must be informed and given an opportunity to "opt out" (attach copy of information sheet)
 informed, written parental consent required (attach a copy of parent permission form)

Recommendation and Assurances

Approval of this recommendation will conform with: a) applicable state and federal laws; b) the stated goals and objectives of the district; c) Policies of the Board; and d) District Administrative Procedures.

Signature Redacted <hr/> Recommending Educator Signature Signature Redacted <hr/> Principal/Administrator Signature Signature Redacted <hr/> District Administrator Signature	<u>Teri Bravomejia</u> Recommending Educator Name (PRINTED) <hr/> <u>Brett A. Scarver</u> Principal/Administrator Name (PRINTED) <hr/> <u>Diana Krichauer Scott</u> District Administrator Name (PRINTED)	<u>10/28/08</u> Date <hr/> <u>10-31-08</u> Date <hr/> <u>1-23-09</u> Date
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Attach **COMPLETE** written responses to the following. You may attach photocopies from materials and/or program guides.

1. A course/class syllabus, including the purpose and program goals and objectives
2. Relationship to currently approved courses/programs. What unmet needs will this fill? Provide a clear statement of how this class, course, or program will improve student success.
3. Estimated start-up costs; annual costs; source of funds for start-up/annual costs.
4. Potential controversy and plan to minimize controversy. Is there a reasonable expectation that approval or implementation will be controversial? If yes, describe the likely controversy and the steps (or precautions or modifications) that will be taken that make approval/adoption appropriate.
5. Parent Notification. If parent notification or permission will be required, attach a copy of the permission form and/or notification letter.

Child Psychology

Instructor: Teri Bravomejia
e-mail address: tbravomejia@asd.wednet.edu
Prerequisites: none
Textbook: The Developing Child, 8th Ed.



Course Description:

Psychology of Child Development is a year long course that helps students to better understand the physical, emotional, social, and intellectual development of children from conception through adolescence. Students will learn about the importance of good parenting skills, prenatal care and delivery, and core knowledge about the various stages of development. The students will be exposed to a variety of career options in the field of child development.

Course Goals & Objectives:

1. Students will understand how personal skill development affects their employability. They will exhibit positive attitudes, self-confidence, honesty, perseverance, and self-discipline. They will manage time and balance priorities as well as demonstrate a capacity for lifelong learning.
2. Students will understand the responsibilities of children and parenthood.
3. Students will understand children's growth and development in the following developmental areas: physical, intellectual, emotional, and social.
4. Students will understand the principles of positive interaction, guidance, and discipline and the relationship of these principles to the development of self-control and positive self-concept.
5. Students will understand the principles and practices of good nutrition, health, and safety for infants and children.

During the length of the course students will be instructed through various teaching strategies: Lecture, Discussion, Group Work, Research, Career Exploration, Guest Speakers, Cooperative Learning, Video, and Others.

Through the utilization of a "hands-on" approach to teaching, the student will have an opportunity to gain insight and knowledge by activities, research, participation, in addition to the traditional lectures and assignments.

Materials Needed:

- Paper
- Pencils and/or blue or black ink pens.
- Binder *Students are required to keep an organized class notebook containing class work, worksheets, and graded answer sheets for tests. Such a notebook will facilitate exam studies as well as a verification of grades received for a grading period.

Grading:

Students are expected to work at their maximum potential at all times. Grades are calculated based on a number of points earned divided by the number of points possible. All grades—daily work, participation, test, and project grades are an essential factor in grading results. Late assignments will receive F credit (59%) but must be completed by the student. The following scale determines term grades:

90 – 100%	A
80 – 90%	B
70 – 79%	C
60 – 69%	D
BELOW 60%	F

Course Policies:

Attendance is of utmost importance. If students are absent it is their responsibility to get the information and assignments missed. Students will have the number of days absent to make up the work, work turned in after that time will be considered late. (If you are absent 1 day you will have 1 day to make up the work.) Missed quizzes or tests must be made up at lunch or after school.

Passes will be given out on an as needed basis. Students must not interrupt class to ask for a pass. Only one student may use a pass at a time. Students must sign the pass log when leaving the classroom. If the use of passes is abused passes will no longer be given to students.

Cell phones and other electronic devices are prohibited from use in class.

Respect yourself, respect others, and respect the property.

**Career and Technical Education
Model Curriculum Framework**

X Exploratory Preparatory

**Course Title: Child Psychology
Program: Family & Consumer Sciences
CIP Code: 19.0701
Hours: 180 Hours**

Standards and competencies used in this curriculum framework: Family & Consumer Sciences National Standards Broad Content Standards

Performance Task/Assessments	Standards & Competencies (Exploratory = pre-industry content Standard Preparatory = industry standard)	Essential Academic Learning Requirements And GLEs Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity SkillsUSA	Employability Skills	Estimated hours of student learning time	Relevance to Work Washington State Goal 4
<p>Summarize the benefits of studying children.</p> <p>Explain how learning about typical behaviors can help to better understand children.</p> <p>Describe how childhood today differs from childhood in the past.</p> <p>Explain why childhood is an important time of development.</p> <p>Compare and contrast the leading theories about how children develop.</p> <p>Identify and give examples of the five characteristics of child development.</p> <p>Explain the impact that heredity and environment each has on development.</p>	<p>12.1 Analyze principles of human growth and development across the life span.</p> <p>12.1.1 Analyze physical, emotional, social, spiritual, and intellectual development.</p> <p>12.1.2 Analyze interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.</p> <p>12.1.3 Analyze current and emerging research about human growth and development, including research on brain development.</p> <p>12.2 Analyze conditions that influence human growth</p>	<p>Reading:</p> <p>2.1. Demonstrate evidence of reading comprehension.</p> <p>2.2. Understand and apply knowledge of text components to comprehend text.</p> <p>2.3. Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literacy and informational text.</p> <p>Communication:</p> <p>1.1 Uses listening and observation skills and strategies to focus attention and interpret information.</p> <p>1.2 Understands, Analyzes, synthesizes, or evaluates</p>	<p>Decision Making</p> <p>Prediction</p> <p>Evaluate</p> <p>Analysis</p> <p>Flexibility</p>	<p>Core Skills:</p> <p>1.1 The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work-related) experiences.</p> <p>1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understands how to apply those skills.</p> <p>2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.</p>	<p>Information:</p> <p>A. Acquires and evaluates information.</p> <p>B. Organizes information.</p> <p>C. Interprets and communicates information.</p> <p>Interpersonal:</p> <p>A. Participates as a member of a team.</p> <p>D. Exercises Leadership – communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.</p> <p>E. Negotiates – works toward agreements involving exchange of resources, resolves divergent interests.</p> <p>F. Works with diversity.</p>	<p>30</p>	<p>Family members:</p> <p>Continually learn about principles of human growth and development and make related decisions.</p> <p>Employees:</p> <p>Apply observation skills in a variety of settings, e.g., child care center, elementary school classroom, high school sporting event, book club, adult care facility, Make recommendations based on observations and information, Meet to discuss business goals and produce resources for caregivers at all life stages.</p>

<p>List and define the stages of development after childhood.</p> <p>Describe how self-esteem and development are interrelated.</p> <p>Explain why observation is important in the study of child development.</p> <p>Compare subjective and objective interpretations.</p> <p>Evaluate four methods of observation, and give examples of situations in which they might be used.</p> <p>List specific guidelines to follow when observing young children.</p>	<p>and development.</p> <p>12.2.1 Analyze the effect of heredity and environment on human growth and development.</p> <p>12.2.2 Analyze the impact of social, economic, and technological forces on individual growth and development.</p> <p>12.2.3 Analyze the effects of gender, ethnicity, and culture on individual development.</p> <p>12.2.4 Analyze the effects of life events on individuals' physical, intellectual, social, moral, and emotional development.</p> <p>12.2.5 Analyze geographic, political, and global influences on human growth and development.</p> <p>12.3 Analyze strategies that promote growth and development across the life span.</p> <p>12.3.1 Analyze the role of nurturance on human growth and development.</p>	<p>information from a variety of sources.</p> <p>2.1. Uses language to interact effectively and responsibly in a multicultural context.</p> <p>2.2. Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.</p>					
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	<p>12.3.2 Analyze the role of communication on human growth and development.</p> <p>12.3.3 Analyze the role of family and social services support systems in meeting human growth and development needs.</p>						
Performance Task/Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements And GLEs Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated hours of student learning time	Relevance to Work Washington State Goal 4
<p>Explain how conception occurs.</p> <p>Identify and explain what occurs during each of the three stages of prenatal development.</p> <p>Describe the changes that affect a woman during each stage of pregnancy.</p> <p>Describe how personal characteristics are inherited.</p> <p>Explain the causes of multiple births.</p> <p>Evaluate different possible solutions for infertility.</p>	<p>12.1 Analyze principles of human growth and development across the life span.</p> <p>12.1.1 Analyze physical, emotional, social, spiritual, and intellectual development.</p> <p>12.1.2 Analyze interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.</p> <p>12.1.3 Analyze current and emerging research about human growth and development, including research on brain</p>	<p>Reading:</p> <p>2.1 Demonstrate evidence of reading comprehension.</p> <p>2.2. Understand and apply knowledge of text components to comprehend text.</p> <p>2.3. Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literacy and informational text.</p> <p>Communication:</p> <p>1.1</p>	<p>Analysis</p> <p>Reasoning</p> <p>Problem Solving</p> <p>Decision making</p> <p>Originality</p>	<p>Core Skills:</p> <p>1.4 The student will apply leadership skills in real-world, family, community, and business and industry applications.</p> <p>2.4 The student will demonstrate skills that assist in understanding and accepting responsibility to family, community, and business and industry</p> <p>2.6 The student will use knowledge, build interest, guide and influence decisions, organize efforts, and involve members of a group to</p>	<p>Information:</p> <p>A. Acquires and evaluates information. B. Organizes information. C. Interprets and communicates information.</p> <p>Interpersonal:</p> <p>A. Participates as a member of a team. D. Exercises leadership – communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies. E. Negotiates – works toward agreements involving exchange of resources, resolves</p>	30	<p>Family members: Continually learn about conditions of human growth and development and make related decisions.</p> <p>Employees: Apply observation skills in a variety of settings, Conduct interviews of community resources personnel, Serve as a child/adolescent/ elder advocate; work with parents to write a parenting plan, and with adults to write a care for your parents plan, Examine and analyze data, Give oral presentations, Work cooperatively with workplace colleagues, Make recommendations</p>

<p>Contrast miscarriage and stillbirth.</p> <p>Identify some major birth defects.</p> <p>Compare and contrast the four causes of birth defects.</p> <p>Explain why genetic counseling may be helpful to some couples</p> <p>Describe how birth defects can be diagnosed and prevented.</p> <p>Describe the hazards that alcohol and other drugs pose to prenatal development.</p> <p>Explain why other environmental hazards, including hazardous substances and chemicals, must be avoided during pregnancy.</p> <p>Compare and contrast how a fetus can be affected by certain illnesses the mother may contract.</p> <p>List the early signs of pregnancy.</p> <p>Assess the importance</p>	<p>development.</p> <p>12.2 Analyze conditions that influence human growth and development.</p> <p>12.2.1 Analyze the effect of heredity and environment on human growth and development.</p> <p>12.2.2 Analyze the impact of social, economic, and technological forces on individual growth and development.</p> <p>12.2.3 Analyze the effects of gender, ethnicity, and culture on individual development.</p> <p>12.2.4 Analyze the effects of life events on individuals' physical, intellectual, social, moral, and emotional development.</p> <p>12.2.5 Analyze geographic, political, and global influences on human growth and development.</p> <p>12.3 Analyze strategies that promote growth and development across the life</p>	<p>Uses listening and observation skills and strategies to focus attention and interpret information.</p> <p>1.2 Understands, analyzes, synthesizes, or evaluates information from a variety of sources.</p> <p>2.1. Uses language to interact effectively and responsibly in a multicultural context.</p> <p>2.2. Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.</p>		<p>assure that a pre-planned group activity is completed.</p> <p>3.3 The student will understand their role, participate in and evaluate community service and service learning activities.</p>	<p>divergent interests. F. Works with diversity.</p>	<p>based on observations and information. Develop strategic action plans.</p>
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<p>of good medical care throughout pregnancy.</p> <p>Identify possible discomforts and complications of pregnancy.</p> <p>Plan a nutritious diet for expectant mothers.</p> <p>Explain the importance of stress management during pregnancy.</p> <p>Describe the decisions and preparations expectant parents must make for the physical needs of their baby.</p> <p>Evaluate the benefits and drawbacks of the different types of delivery</p> <p>Describe signs that indicate labor may have begun.</p> <p>Summarize the three stages of labor.</p> <p>Explain what happens during a cesarean birth.</p> <p>List what factors can contribute to a premature birth.</p> <p>Identify the physical changes that prepare the newborn for life</p>	<p>span.</p> <p>12.3.1 Analyze the role of nurturance on human growth and development.</p> <p>12.3.2 Analyze the role of communication on human growth and development.</p> <p>12.3.3 Analyze the role of family and social services support systems in meeting human growth and development needs.</p>						
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<p>outside the uterus.</p> <p>Summarize the physical and emotional needs of a mother and baby.</p>							
Performance Task/Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements And GLEs Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated hours of student learning time	Relevance to Work Washington State Goal 4
<p>Describe the three patterns that a baby's physical development follows.</p> <p>Explain the effects that heredity, nutrition, health, experiences, and environment have on an infant's growth and development.</p> <p>Describe how a typical baby grows in the first ears.</p> <p>Classify the different movements a baby makes as reflexes, gross motor skills, or fine motor skills.</p> <p>Demonstrate how to safely handle a baby.</p> <p>Evaluate various ways of nurturing and bonding with babies while caring for them.</p> <p>Identify baby's nutritional needs as well as foods to avoid.</p>	<p>12.1 Analyze principles of human growth and development across the life span.</p> <p>12.1.1 Analyze physical, emotional, social, spiritual, and intellectual development.</p> <p>12.1.2 Analyze interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.</p> <p>12.1.3 Analyze current and emerging research about human growth and development, including research on brain development.</p> <p>12.2 Analyze conditions that influence human growth and development.</p> <p>12.2.1</p>	<p>Reading:</p> <p>2.1. Demonstrate evidence of reading comprehension.</p> <p>2.2. Understand and apply knowledge of text components to comprehend text.</p> <p>2.3. Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literacy and informational text.</p> <p>Communication:</p> <p>1.1 Uses listening and observation skills and strategies to focus attention and interpret information.</p> <p>1.2 Understands, analyzes, synthesizes, or evaluates information from a variety of sources.</p>	<p>Compare/Contrast</p> <p>Fact/Opinion</p> <p>Point of View</p> <p>Problem Solving</p> <p>Decision Making</p> <p>Originality</p> <p>Inquisitiveness</p>	<p>Core Skills:</p> <p>1.1 The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work-related) experiences.</p> <p>1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understands how to apply those skills.</p> <p>2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.</p>	<p>Information:</p> <p>A. Acquires and Evaluates Information.</p> <p>B. Organizes Information.</p> <p>C. Interprets and Communicates Information.</p> <p>Interpersonal:</p> <p>A. Participates as a Member of a Team.</p> <p>D. Exercises Leadership – communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies</p> <p>E. Negotiates – works toward agreements involving exchange of resources, resolves divergent interests.</p> <p>F. Works with diversity</p>	<p>30</p>	<p>Family members: Continually learn about conditions of human growth and development and make related decisions.</p> <p>Employees: Apply observation skills in a variety of settings, Conduct interviews of community resources personnel, Serve as a child/adolescent/ elder advocate; work with parents to write a parenting plan, and with adults to write a care for your parents plan, Examine and analyze data, Give oral presentations, Work cooperatively with workplace colleagues, Make recommendations based on observations and information. Develop strategic action plans.</p>

<p>Compare the benefits of breast milk and formula.</p> <p>Demonstrate how to bathe and diaper a baby.</p> <p>Explain why checkups and immunizations are important for babies.</p> <p>Compare and contrast emotional and social development.</p> <p>Explain the importance of attachment to emotional development. Analyze people according to different temperament traits.</p> <p>Explain how the emotional environment in the home can affect a baby's development. Identify signs of social development in infants.</p> <p>Describe how social behavior is learned.</p> <p>Explain the importance of play and how it affects social development. Analyze the relationship of play and exploration.</p> <p>List four signs of intellectual growth in infants.</p>	<p>Analyze the effect of heredity and environment on human growth and development.</p> <p>12.2.2 Analyze the impact of social, economic, and technological forces on individual growth and development.</p> <p>12.2.3 Analyze the effects of gender, ethnicity, and culture on individual development.</p> <p>12.2.4 Analyze the effects of life events on individuals' physical, intellectual, social, moral, and emotional development.</p> <p>12.2.5 Analyze geographic, political, and global influences on human growth and development.</p> <p>12.3 Analyze strategies that promote growth and development across the life span.</p> <p>12.3.1 Analyze the role of nurturance on human growth and development.</p> <p>12.3.2 Analyze the role of communication on human growth and development.</p>	<p>2.1. Uses language to interact effectively and responsibly in a multi-cultural context.</p> <p>2.2. Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.</p>					
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<p>Identify Piaget's first period of learning and describe specific abilities that babies learn during this period.</p> <p>Summarize the importance of sensory stimulation to the intellectual development of infants.</p> <p>Describe the progression of concept development in young children.</p> <p>Describe ways parents and other caregivers can help babies' intellectual growth.</p> <p>Identify toys appropriate for a baby's age.</p> <p>Explain how babies develop communication skills.</p>	<p>12.3.3 Analyze the role of family and social services support systems in meeting human growth and development needs.</p>						
Performance Task/Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements And GLEs Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated hours of student learning time	Relevance to Work Washington State Goal 4
<p>Identify typical changes in height, weight, proportion, and posture from ages one through three.</p> <p>Compare fine and gross motor skills for this age period.</p>	<p>12.1 Analyze principles of human growth and development across the life span.</p> <p>12.1.1 Analyze physical, emotional, social, spiritual, and intellectual</p>	<p>Reading:</p> <p>2.1. Demonstrate evidence of reading comprehension.</p> <p>2.2. Understand and apply knowledge of text components to comprehend text.</p>	<p>Analysis</p> <p>Compare/Contrast</p> <p>Fact/Opinion</p> <p>Point of View</p>	<p>Core Skills:</p> <p>1.1 The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work-related) experiences.</p>	<p>Information:</p> <p>A. Acquires and evaluates Information.</p> <p>B. Organizes Information.</p> <p>C. Interprets and Communicates Information.</p>	<p>30</p>	<p>Family members: Continually learn about conditions of human growth and development and make related decisions.</p> <p>Employees: Apply observation skills in a variety of settings,</p>

<p>Explain why children may feel fearful at night and how to comfort them.</p> <p>Plan nutritious meals and snacks for children.</p> <p>Identify ways to help children learn and practice good hygiene.</p> <p>Describe common emotions and patterns of emotional development from ages one to three.</p> <p>Analyze how individual differences affect emotional development.</p> <p>Explain how self-concept develops.</p> <p>Assess the importance of sleep in emotional development.</p> <p>Describe patterns of social development from ages one to three.</p> <p>Relate the importance of making friends to a child's social development.</p> <p>Compare and contrast different approaches to guidance.</p> <p>Describe ways to help children develop</p>	<p>development.</p> <p>12.1.2 Analyze interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.</p> <p>12.1.3 Analyze current and emerging research about human growth and development, including research on brain development.</p> <p>12.2 Analyze conditions that influence human growth and development.</p> <p>12.2.1 Analyze the effect of heredity and environment on human growth and development.</p> <p>12.2.2 Analyze the impact of social, economic, and technological forces on individual growth and development.</p> <p>12.2.3 Analyze the effects of gender, ethnicity, and culture on individual development.</p> <p>12.2.4 Analyze the effects of life events on individuals'</p>	<p>2.3. Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literacy and informational text.</p> <p>Communication:</p> <p>1.1 Uses listening and observation skills and strategies to focus attention and interpret information.</p> <p>1.2 Understands, analyzes, synthesizes, or evaluates information from a variety of sources.</p> <p>2.1. Uses language to interact effectively and responsibly in a multicultural context.</p> <p>2.2. Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.</p>	<p>Problem Solving</p> <p>Decision Making</p> <p>Originality</p> <p>Inquisitiveness</p>	<p>1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understands how to apply those skills.</p> <p>2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.</p>	<p>Interpersonal:</p> <p>A. Participates as a Member of a Team.</p> <p>D. Exercises Leadership – communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.</p> <p>E. Negotiates – works toward agreements involving exchange of resources, resolves divergent interests.</p> <p>F. Works with diversity</p>		<p>Conduct interviews of community resources personnel, Serve as a child/adolescent/elder advocate; work with parents to write a parenting plan, and with adults to write a care for your parents plan, Examine and analyze data, Give oral presentations, Work cooperatively with workplace colleagues, Make recommendations based on observations and information, Develop strategic action plans.</p>
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<p>sharing skills.</p> <p>Describe common behavioral problems and effective methods of dealing with them.</p> <p>Relate the connections between brain research and learning.</p> <p>Describe how intelligence and environment affect learning.</p> <p>Differentiate among the four methods of learning used by young children.</p> <p>Explain how children develop concepts in stages.</p> <p>Summarize how one-to-three-year-olds develop I seven areas of intellectual activity</p> <p>Identify the factors that affect a child's readiness to learn.</p> <p>Describe the skills necessary for learning reading and math.</p> <p>Explain ways parents and caregivers can guide the learning of young children.</p>	<p>physical, intellectual, social, moral, and emotional development.</p> <p>12.2.5 Analyze geographic, political, and global influences on human growth and development.</p> <p>12.3 Analyze strategies that promote growth and development across the life span.</p> <p>12.3.1 Analyze the role of nurturance on human growth and development.</p> <p>12.3.2 Analyze the role of communication on human growth and development.</p> <p>12.3.3 Analyze the role of family and social services support systems in meeting human growth and development needs.</p>						
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Performance Task/Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements And GLEs Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity	Employability Skills	Estimated hours of student learning time	Relevance to Work Washington State Goal 4
<p>Summarize how an average child's height, weight, posture, and body shape change from ages four to six.</p> <p>Compare average motor development of four-, five-, and six-year-olds.</p> <p>Give examples of ways to encourage good nutrition and physical activity in children.</p> <p>Describe the ways children from ages four to six develop good self-care habits.</p> <p>Summarize general patterns of emotional development in children ages four, five, and six.</p> <p>Describe ways preschoolers and children in kindergarten use their imagination.</p> <p>Identify ways of responding to expressions of fear, jealousy, and stress in children ages four to six.</p>	<p>12.1 Analyze principles of human growth and development across the life span.</p> <p>12.1.1 Analyze physical, emotional, social, spiritual, and intellectual development.</p> <p>12.1.2 Analyze interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.</p> <p>12.1.3 Analyze current and emerging research about human growth and development, including research on brain development.</p> <p>12.2 Analyze conditions that influence human growth and development.</p> <p>12.2.1 Analyze the effect of heredity and environment on human growth and development.</p>	<p>Reading:</p> <p>2.1. Demonstrate evidence of reading comprehension.</p> <p>2.2. Understand and apply knowledge of text components to comprehend text.</p> <p>2.3. Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literacy and informational text.</p> <p>Communication:</p> <p>1.1 Uses listening and observation skills and strategies to focus attention and interpret information.</p> <p>1.2 Understands, analyzes, synthesizes, or evaluates information from a variety of sources.</p> <p>2.1. Uses language to interact effectively and</p>	<p>Analysis</p> <p>Compare/Contrast</p> <p>Fact/Opinion</p> <p>Point of View</p> <p>Problem Solving</p> <p>Decision Making</p> <p>Originality</p> <p>Inquisitiveness</p>	<p>Core Skills:</p> <p>1.1 The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work-related) experiences.</p> <p>1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understands how to apply those skills.</p> <p>2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.</p>	<p>Information:</p> <p>A. Acquires and Evaluates Information.</p> <p>B. Organizes Information,</p> <p>C. Interprets and Communicates Information.</p> <p>Interpersonal:</p> <p>A. Participates as a Member of a Team.</p> <p>D. Exercises Leadership – communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.</p> <p>E. Negotiates – works toward agreements involving exchange of resources, resolves divergent interests.</p> <p>F. Works with diversity.</p>	<p>30</p>	<p>Family members:</p> <p>Continually learn about conditions of human growth and development and make related decisions.</p> <p>Employees:</p> <p>Apply observation skills in a variety of settings, Conduct interviews of community resources personnel,</p> <p>Serve as a child/adolescent/ elder advocate; work with parents to write a parenting plan, and with adults to write a care for your parents plan, Examine and analyze data, Give oral presentations, Work cooperatively with workplace colleagues, Make recommendations based on observations and information, Develop strategic action plans.</p>

<p>Propose strategies for helping children gain self-confidence.</p> <p>Summarize general patterns of social development in children ages four, five, and six.</p> <p>Suggest strategies to help children resolve conflicts.</p> <p>Analyze the role of competition and cooperation in children's development.</p> <p>Develop guidelines for encouraging moral development in children.</p> <p>Evaluate the value of intelligence tests and discuss different kinds of intelligence.</p> <p>Identify signs of intellectual development in children four to six.</p> <p>Analyze Piaget's theory of preoperational thinking.</p> <p>Compare the thinking and learning theories of Vygotsky and Montessori.</p> <p>Suggest ways to help children learn from everyday experiences.</p>	<p>12.2.2 Analyze the impact of social, economic, and technological forces on individual growth and development.</p> <p>12.2.3 Analyze the effects of gender, ethnicity, and culture on individual development.</p> <p>12.2.4 Analyze the effects of life events on individuals' physical, intellectual, social, moral, and emotional development.</p> <p>12.2.5 Analyze geographic, political, and global influences on human growth and development.</p> <p>12.3 Analyze strategies that promote growth and development across the life span.</p> <p>12.3.1 Analyze the role of nurturance on human growth and development.</p> <p>12.3.2 Analyze the role of communication on human growth and development.</p> <p>12.3.3 Analyze the role of family and social services support systems</p>	<p>responsibly in a multicultural context.</p> <p>2.2. Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.</p>					
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Identify strategies to encourage children's interest in reading, art, and music.	in meeting human growth and development needs.					
Performance Task/Assessments	Standards & Competencies (Exploratory = pre-industry content standard Preparatory = industry standard)	Essential Academic Learning Requirements And GLEs Washington State Goals 1 & 2	Integrating Analytical, Logical, & Creative Thinking Washington State Goal 3	Leadership Skills and Corresponding Activity		
<p>Describe average changes in height and weight between the ages of seven and ten, and for eleven-and twelve-year-olds.</p> <p>Explain the physical changes that take place at the beginning of puberty and their impact on children's lives.</p> <p>Identify why children's motor skills improve. Identify signs that indicate a child's growing sense of self.</p> <p>Explain the link between competence and self-esteem.</p> <p>Identify strategies for helping children develop competence.</p> <p>Describe the emotional changes that occur between the ages even and twelve.</p>	<p>12.1 Analyze principles of human growth and development across the life span.</p> <p>12.1.1 Analyze physical, emotional, social, spiritual, and intellectual development.</p> <p>12.1.2 Analyze interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.</p> <p>12.1.3 Analyze current and emerging research about human growth and development, including research on brain development.</p> <p>12.2 Analyze conditions that influence human growth and development.</p>	<p>Reading:</p> <p>2.1. Demonstrate evidence of reading comprehension.</p> <p>2.2. Understand and apply knowledge of text components to comprehend text.</p> <p>2.3. Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literacy and informational text.</p> <p>Communication:</p> <p>1.1 Uses listening and observation skills and strategies to focus attention and interpret information.</p> <p>1.2 Understands, analyzes, synthesizes, or evaluates</p>	<p>Analysis</p> <p>Compare/Contrast</p> <p>Fact/Opinion</p> <p>Point of View</p> <p>Problem Solving</p> <p>Decision Making</p> <p>Originality</p> <p>Inquisitiveness</p>	<p>Core Skills:</p> <p>1.1 The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work-related) experiences.</p> <p>1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understands how to apply those skills.</p> <p>2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.</p>		

<p>Describe how friendships change during these years.</p> <p>Recommend strategies for resolving conflicts with peers and for dealing with bullying.</p> <p>Characterize changes that occur in family relationships as children gain more independence.</p> <p>Outline ways caregivers can guide children's moral development.</p> <p>Identify signs of intellectual development in children seven to twelve.</p> <p>Compare different theories of intellectual development as they relate to this age group.</p> <p>Compare different learning methods that are effective for children ages seven to twelve.</p>	<p>12.2.1 Analyze the effect of heredity and environment on human growth and development.</p> <p>12.2.2 Analyze the impact of social, economic, and technological forces on individual growth and development.</p> <p>12.2.3 Analyze the effects of gender, ethnicity, and culture on individual development.</p> <p>12.2.4 Analyze the effects of life events on individuals' physical, intellectual, social, moral, and emotional development.</p> <p>12.2.5 Analyze geographic, political, and global influences on human growth and development.</p> <p>12.3 Analyze strategies that promote growth and development across the life span.</p> <p>12.3.1 Analyze the role of nurturance on human growth and development.</p> <p>12.3.2 Analyze the role of communication on human growth and</p>	<p>information from a variety of sources.</p> <p>2.1. Uses language to interact effectively and responsibly in a multicultural context.</p> <p>2.2. Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.</p>					
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	development. 12.3.3 Analyze the role of family and social services support systems in meeting human growth and development needs.						
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