

**PROGRAM CONCENTRATION:** Education  
**CAREER PATHWAY:** Early Childhood Education  
**COURSE TITLE:** Human Growth and Development for Early Childhood  
**PREREQUISITES:** None

Human Growth and Development for Early Childhood addresses the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of infants and children. Topics that may be addressed include principles of physical, emotional, social, cognitive, and moral development; human needs across the ages and stages of childhood; impacts of family and societal crisis on the development of the child; and career decisions. Mastery of standards through project based learning, technical skills practice, and leadership development activities of the career and technical student organizations will provide students with a competitive edge for either entry into the education global marketplace and/or the post-secondary institution of their choice to continue their education and training.

## **CONTENT KNOWLEDGE**

**EDU-HGD-1. Students will demonstrate knowledge and understanding of the academic subject matter required for proficiency within their area. Academic standards are integrated throughout the standard statements within their applicable discipline areas and documented immediately following the standard statement.**

## **CAREER DECISIONS**

**EDU-HGD-2. Students will make informed career decisions that reflect personal, family, and career goals.**

- a. Demonstrate skills, characteristics, and responsibilities of leaders and effective team members.
- b. Demonstrate effective methods to secure, maintain, and terminate employment.
- c. Practice human-relations skills.
- d. Explain obligations of employees and employers in terminating employment.
- e. Demonstrate effective verbal, nonverbal, written, and electronic communication skills.
- f. Assess personal interests, aptitudes, and abilities.
- g. Evaluate employment and entrepreneurial opportunities and education requirements in the field of child development and early childhood education.
- h. Propose short-term and long-term career goals.
- i. Describe management practices facilitating individuals assuming multiple family, community, and wage-earner roles.

**ACADEMIC STANDARDS:**

*ELA10LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.*

*ELA10W1. The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout and signals closure.*

*SSEPF6. The student will describe how the earnings of workers are determined in the marketplace.*

**NEWBORN GROWTH, DEVELOPMENT AND CARE**

**EDU-HGD-3. Students will explore the growth, development, and care of the newborn.**

- a. Analyze the physical, emotional, social, intellectual, and moral development of the newborn.
- b. Explain the relationship of nurturing to the growth and development of the newborn.
- c. Describe the influence of the family on the growth and development of the newborn.
- d. Summarize strategies for optimizing the development of newborns, including those with special needs.
- e. Describe positive caregiving techniques.

**ACADEMIC STANDARDS:**

*ELA10RL5. The student understands and acquires new vocabulary and uses it correctly in reading and writing.*

*NFACS12.1.1. Examine physical, emotional, social, and intellectual development.*

**INFANT GROWTH, DEVELOPMENT, AND CARE**

**EDU-HGD-4. Students will analyze the growth, development, and care of the infant.**

- a. Analyze the physical, emotional, social, intellectual, and moral development of the infant.
- b. Analyze various theories of psychosocial and intellectual development.
- c. Determine the influences of the family and society on the infant.
- d. Summarize strategies for optimizing the development of infants, including those with special needs.

- e. Determine techniques that promote the health and safety of an infant.
- f. Determine developmentally appropriate guidance techniques during the first year of life.

**ACADEMIC STANDARDS:**

*ELA10RL1. The student demonstrates comprehension by identifying evidence (i.e., examples of diction, imagery, point of view, figurative language, symbolism, plot events, and main ideas) in a variety of texts representative of different genres (i.e., poetry, prose [short story, novel, essay, editorial, biography], and drama) and using this evidence as the basis for interpretation.*

*NFACS12.1. Analyze principles of human growth and developmental across the life span.*

**TODDLER GROWTH AND DEVELOPMENT**

**EDU-HGD-5. Students will investigate the growth and development of the toddler.**

- a. Analyze the physical, emotional, social, intellectual, and moral development of the toddler.
- b. Determine the role of play in a toddler's growth and development.
- c. Summarize strategies for optimizing the development of toddlers, including those with special needs.
- d. Determine developmentally appropriate guidance techniques for use with toddlers.

**ACADEMIC STANDARDS:**

*SSWG2. The student will explain the cultural aspects of geography.*

*ELA10RL1. The student demonstrates comprehension by identifying evidence (i.e., examples of diction, imagery, point of view, figurative language, symbolism, plot events, and main ideas) in a variety of texts representative of different genres (i.e., poetry, prose [short story, novel, essay, editorial, biography], and drama) and using this evidence as the basis for interpretation.*

*NFACS12.1. Analyze principles of human growth and developmental across the life span.*

## **PRESCHOOL CHILD GROWTH AND DEVELOPMENT**

**EDU-HGD-6. Students will examine the growth and development of the preschool child.**

- a. Analyze the physical, emotional, social, intellectual, and moral development of the preschool child.
- b. Determine the role of play in a preschool child's growth and development.
- c. Summarize strategies for optimizing the development of preschool children, including those with special needs.
- d. Determine developmentally appropriate guidance techniques for a preschool child.

### **ACADEMIC STANDARDS:**

*ELA10RC3. The student acquires new vocabulary in each content area and uses it correctly.*

*ELA10LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.*

*ELA10W1. The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals closure.*

*NFACS12.1. Analyze principles of human growth and developmental across the life span.*

## **OBSERVATION**

**EDU-HGD -7. Students will acquire techniques for observing and assessing behavior and development of children.**

- a. Establish developmentally appropriate guidelines for behavior.
- b. Demonstrate interpersonal skills that promote positive and productive relationships with children.
- c. Identify reasons for observing young children (e.g. child interactions, child strengths and weaknesses, curriculum planning, child behaviors within a class).
- d. Explain different methods of observation and assessment methods to interpret a child's growth and development.
- e. Describe age-appropriate behavioral and developmental expectations.
- f. List the factors to consider in choosing a method of assessment.
- g. Identify the advantages and disadvantages of the different methods of observation.
- h. Discuss and demonstrate properly recorded observations.
- i. Describe the process involved in interpreting the data.

- j. Discuss the importance of keeping observed and recorded information on children confidential.

**ACADEMIC STANDARDS:**

*ELA11W4. The student practices both timed and process writing and, when applicable, uses the writing process to develop, revise, and evaluate writing.*

*ELA11LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.*

*MC3P1. Students will solve problems (using appropriate technology).*

*MC3P4. Students will make connections among mathematical ideas and to other disciplines*

*MC3P5. Students will represent mathematics in multiple ways.*

*MC3D1. Using sample data, students will make informal inferences about population means and standard deviations.*

*NFACS 4.2.2 Determine a variety of assessment methods to observe and interpret children's growth and development.*

**DEVELOPMENTALLY APPROPRIATE PRACTICE IN A LEARNING ENVIRONMENT**

**EDU-HGD-8. Students will identify characteristics of appropriate curriculum.**

- a. Discuss how program goals relate to curriculum.
- b. Indicate who should be involved with curriculum planning.
- c. Describe factors to consider in curriculum planning.
- d. Discuss and illustrate the use of themes as a basis for planning curriculum.

**ACADEMIC STANDARDS:**

*ELA11W2. The student demonstrates competence in a variety of genres.*

*ELA11W3. The student uses research and technology to support writing.*

*ELA11W4. The student practices both timed and process writing and, when applicable, uses the writing process to develop, revise, and evaluate writing.*

*ELA11C1. The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.*

*ELA11C2. The student demonstrates understanding of manuscript form, realizing that different forms of writing require different formats.*

*ELA11LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.*

*MC3P1. Students will solve problems (using appropriate technology).*

*NFACS4.3. Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.*

**EDU-HGD-9. Students will describe a well organized environment conducive to student learning.**

- a. Explain the value of planned indoor and outdoor space.
- b. Name and discuss the functions of the basic activity areas in a child care center.
- c. List criteria to consider when choosing child care center furniture and color schemes.
- d. Summarize factors that affect the organization of space in a child care center.

**ACADEMIC STANDARDS:**

*ELA11W2. The student demonstrates competence in a variety of genres.*

*ELA11W3. The student uses research and technology to support writing.*

*ELA11C1. The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.*

*ELA11LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.*

*MC3P1. Students will solve problems (using appropriate technology).*

*SCSh3. Students will identify and investigate problems scientifically.*

*NFACS4.4.1. Manage physical space to maintain a safe and healthy learning environment.*

**EDU-HGD-10. Students will identify appropriate materials and equipment for a child care center.**

- a. Indicate the criteria that should be considered when selecting developmentally appropriate toys, equipment, and educational materials.

- b. Describe safety factors to consider prior to selection.
- c. Explain how and to which agency you should report unsafe toys and equipment.

**ACADEMIC STANDARDS:**

*ELA11W3. The student uses research and technology to support writing.*

*ELA11C1. The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.*

*ELA11C2. The student demonstrates understanding of manuscript form, realizing that different forms of writing require different formats.*

*ELA11LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.*

*MC3P1. Students will solve problems (using appropriate technology).*

*SCSh3. Students will identify and investigate problems scientifically.*

*NFACS4.4. Demonstrate a safe and healthy learning environment for children.*

**EDU-HGD -11. Students will analyze ways to encourage and guide the creative development of children ages birth to five years of age.**

- a. Plan, implement, and evaluate developmentally appropriate music and movement activities.
- b. Plan, implement, and evaluate developmentally appropriate art activities.
- c. Plan and implement opportunities for dramatic play.

**ACADEMIC STANDARDS:**

*SCSh7. Students will analyze how scientific knowledge is developed.*

*ELA11W2. The student demonstrates competence in a variety of genres.*

*ELA11W3. The student uses research and technology to support writing.*

*ELA11W4. The student practices both timed and process writing and, when applicable, uses the writing process to develop, revise, and evaluate writing.*

*ELA11C2. The student demonstrates understanding of manuscript form, realizing that different forms of writing require different formats.*

*ELA11LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.*

*MC3P1. Students will solve problems (using appropriate technology).*

*NFACS4.4. Demonstrate a safe and healthy learning environment for children.*

**EDU-HGD-12. Students will describe an appropriate daily routine.**

- a. Explain the importance of a daily schedule.
- b. List and describe the basic scheduling segments in a daily routine.
- c. Explain the use of transitions techniques to move smoothly from one activity to another.

**ACADEMIC STANDARDS:**

*ELA11W2. The student demonstrates competence in a variety of genres.*

*ELA11W3. The student uses research and technology to support writing.*

*ELA11W4. The student practices both timed and process writing and, when applicable, uses the writing process to develop, revise, and evaluate writing.*

*ELA11C2. The student demonstrates understanding of manuscript form, realizing that different forms of writing require different formats.*

*ELA11LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.*

**GUIDANCE TECHNIQUES**

**EDU-HGD-13. Students will identify developmentally appropriate guidance techniques.**

- a. Identify goals of effective guidance.
- b. Discuss and demonstrate verbal and non-verbal guidance techniques.
- c. Discuss and demonstrate direct and indirect guidance techniques.
- d. Summarize ways to promote a positive self-concept in each child.

**ACADEMIC STANDARDS:**

*ELA11W3. The student uses research and technology to support writing.*

*ELA11C1. The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.*



*ELA11LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.*

*MC3P1. Students will solve problems (using appropriate technology).*

*NFACS12.2. Analyze conditions that influence human growth and development.*

## **INTRODUCTION TO CHILDREN WITH SPECIAL NEEDS**

### **EDU-HGD-14. Students will be introduced to children with special needs.**

- a. Identify characteristics of children, 0-5, with special needs in all areas of development.
- b. Describe methods for identifying and working with the following special needs: hearing, speech, language, vision, physical, health, cognitive, and behavioral disorders.
- c. Explain the special needs of the gifted child.
- d. Describe methods of integrating children with special needs into a typical program.
- e. Discuss the federal laws associated with special needs children.

### **ACADEMIC STANDARDS:**

*ELA11W2. The student demonstrates competence in a variety of genres.*

*ELA11W3. The student uses research and technology to support writing.*

*ELA11C1. The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.*

*ELA11LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.*

*MC3D1. Using sample data, students will make informal inferences about population means and standard deviations.*

*MC3P1. Students will solve problems (using appropriate technology).*

*SSCG6. The student will demonstrate knowledge of civil liberties and civil rights.*

*SSCG11. The student will describe the influence of lobbyists (business, labor, professional organizations) and special interest groups on the legislative process.*

*SCSh3. Students will identify and investigate problems scientifically.*

*NFACS4.4. Demonstrate professional practices and standards related to working with children.*

### **Reading Standard Comment**

After the elementary years, students engage in reading for learning. This process sweeps across all disciplinary domains, extending even to the area of personal learning. Students encounter a variety of informational as well as fictional texts, and they experience text in all genres and modes of discourse. In the study of various disciplines of learning (language arts, mathematics, science, social studies), students must learn through reading the communities of discourse of each of those disciplines. Each subject has its own specific vocabulary, and for students to excel in all subjects, they must learn the specific vocabulary of those subject areas in context.

Beginning with the middle grades years, students begin to self-select reading materials based on personal interests established through classroom learning. Students become curious about science, mathematics, history, and literature as they form contexts for those subjects related to their personal and classroom experiences. As students explore academic areas through reading, they develop favorite subjects and become confident in their verbal discourse about those subjects.

Reading across curriculum content develops both academic and personal interests in students. As students read, they develop both content and contextual vocabulary. They also build good habits for reading, researching, and learning. The Reading Across the Curriculum standard focuses on the academic and personal skills students acquire as they read in all areas of learning.

MRC. Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
  - Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas.
  - Read both informational and fictional texts in a variety of genres and modes of discourse.
  - Read technical texts related to various subject areas.
- b. Discussing books
  - Discuss messages and themes from books in all subject areas.
  - Respond to a variety of texts in multiple modes of discourse.
  - Relate messages and themes from one subject area to messages and themes in another area.
  - Evaluate the merit of texts in every subject discipline.
  - Examine author's purpose in writing.
  - Recognize the features of disciplinary texts.

- c. Building vocabulary knowledge
  - Demonstrate an understanding of contextual vocabulary in various subjects.
  - Use content vocabulary in writing and speaking.
  - Explore understanding of new words found in subject area texts.
- d. Establishing context
  - Explore life experiences related to subject area content.
  - Discuss in both writing and speaking how certain words are subject area related.
  - Determine strategies for finding content and contextual meaning for unknown words.

## **CTAE Foundation Skills**

The Foundation Skills for Career, Technical and Agricultural Education (CTAE) are critical competencies that students pursuing any career pathway should exhibit to be successful. As core standards for all career pathways in all program concentrations, these skills link career, technical and agricultural education to the state's academic performance standards.

The CTAE Foundation Skills are aligned to the foundation of the U. S. Department of Education's 16 Career Clusters. Endorsed by the National Career Technical Education Foundation (NCTEF) and the National Association of State Directors of Career Technical Education Consortium (NASDCTEc), the foundation skills were developed from an analysis of all pathways in the sixteen occupational areas. These standards were identified and validated by a national advisory group of employers, secondary and postsecondary educators, labor associations, and other stakeholders. The Knowledge and Skills provide learners a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy.

**CTAE-FS-1 Technical Skills:** Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.

**CTAE-FS-2 Academic Foundations:** Learners achieve state academic standards at or above grade level.

**CTAE-FS-3 Communications:** Learners use various communication skills in expressing and interpreting information.

**CTAE-FS-4 Problem Solving and Critical Thinking:** Learners define and solve problems, and use problem-solving and improvement methods and tools.

**CTAE-FS-5 Information Technology Applications:** Learners use multiple information technology devices to access, organize process, transmit, and communicate information.

**CTAE-FS-6 Systems:** Learners understand a variety of organizational structures and functions.

**CTAE-FS-7 Safety, Health and Environment:** Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.

**CTAE-FS-8 Leadership and Teamwork:** Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

**CTAE-FS-9 Ethics and Legal Responsibilities:** Learners commit to work ethics, behavior, and legal responsibilities in the workplace.

**CTAE-FS-10 Career Development:** Learners plan and manage academic-career plans and employment relations.

**CTAE-FS-11 Entrepreneurship:** Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.