

Child and Adolescent Development



Industry Sector: [Education, Child Development and Family Services](#)

Pathway: Education

This concentration level course is a study of the physical, perceptual, cognitive, personality, and language developmental stages of children from conception through adolescence, including the principle theories of development and their application. The need for an understanding of how children develop and what influences their development is an important component of contributing to the demands of our complex society. Students will develop an understanding of children and the developmental process through readings, case studies, observations, individual research projects and group project work. Active class participation is enhanced by limited community classroom placement under the guidance of a mentor teacher. All students are required to observe and/or participate in settings and classrooms at the preschool/primary/elementary or middle/junior high levels at the end of the Spring semester.

About the Team: This structure of this course and the materials contained within it were created by a team of educators from across the state with support from the CTE Online curriculum leadership team and detailed coordination provided by the Course Specialist Pat Peck

Last Revised: July 24, 2017

Program Information	CTE Certification Elements
<p>Industries / Pathways: Education, Child Development, and Family Services Industry; Education Pathway</p> <p>Grade Levels: 11, 12</p> <p>CSU/UC Approval: No</p>	<p>Course Level: Concentration</p> <p>CALPADS Pathway: EDU- 132</p> <p>CALPADS Course Title: Child and Adolescent Development</p> <p>State Course ID: 7530</p> <p>Total Hours: 45</p>

Community College Course: Yes

Pathway Sequence(s) That Include This Course:

Introduction to Health and Human Service Careers or
Health Professions and Organizations
First Aid, Emergency Response and CPR
Career Explorations
Education & Technology I
Education & Technology II
Education Internship (10, 11, 12)
PSYC 120 Intro to Psychology or
COMM 103 Public Speaking
ED 200 Teaching as a Profession
HED 105 Health Education for Teachers

Child and Adolescent Development

Course Length: 1 Semester

Local Course Number: ED8201

Board Approval: Pending Board Action on 12/7/17

Labor Market Demand: High

Course Type: Career-Technical Preparation

Course Competencies & Expected Outcomes

Upon completion of this course, students will:

1. Examine the importance of childhood as a time for essential development.
2. Consider the basic family unit and the extensions of that in today's society.
3. Develop observation skills necessary to assess a child's developmental stages and needs.
4. Examine how children learn and the application of developmental theories to this process.
5. Examine the special challenges that some children face and how the needs of these children can be met.
6. Analyze the major decisions and responsibilities of parenting and evaluate care-giving options.
7. Explain the benefits of studying child development.
8. Review the history of the study of child development.
9. Identify research methods used to collect data on children.
10. Explain how prenatal development from conception to birth occurs and describe characteristics of a normal development.
11. Develop a list of and evaluate community resources that provide information and assistance with prenatal care and family planning.
12. Compare theories regarding human growth and development.
13. Describe communication techniques and assess the effects of their use with children.
14. Analyze the relationship of guidance to the development of self-discipline.

15. Analyze case studies that describe inappropriate behavior to determine possible causes and suggest solutions.
16. Assess the effectiveness of various guidance strategies in promoting self-worth and self-discipline in children
17. Understand child abuse laws and reporting procedures
18. Investigate causes of abusive behavior and strategies that help in reducing child abuse and neglect.
19. Investigate and select community agencies and resources that provide child health care services and information.
20. Describe the relationship of learning, play, and recreational activities to the commonly accepted principles of the development of children and adults.
21. Plan, conduct and evaluate learning, play, and recreational activities that enhance the physical development of children and adolescents.
22. Identify the influence of culture on a child's behavior and learning.
23. Identify the characteristics of children with special needs.
24. Describe and analyze strategies for helping children with special needs.
25. Identify factors that contribute to change in the lives of children.
26. Analyze how changes and crises affect infants, children, and adolescents.
27. Identify appropriate strategies and resources that help children and adolescents in adapting to changes and crises.
28. Explain how changes in technology have an impact on children and adolescents and describe methods for helping them to adapt to those changes.
29. Investigate and identify careers in Child Development and Child Psychology and the components and pathways to developing such careers.

Standards

CTE Pathway Standards

1. **CTE.PS.C.C7.2** Understand how to use clear, concise, and legible entries from experience and observation to prepare and submit required reports.
2. **CTE.ECDFS.FS.10.4** Understand positive guidance and discipline techniques that promote feelings of self-worth as they apply to the developmental stages of children.
3. **CTE.ECDFS.FS.10.9** Understand the function of the family as a basic unit of society and the contributions of the family unit to the development of individuals.
4. **CTE.ECDFS.FS.10.1** Understand the decisions and responsibilities involved in parenting in various cultures.
5. **CTE.ECDFS.FS.10.5** Understand the value and methods of providing infants, children, and adolescents with play and developmentally appropriate learning activities.
6. **CTE.ECDFS.FS.10.2** Understand the stages of pregnancy, from conception through birth, and the implications of environment and heredity on the health and well-being of a child.

7. **CTE.ECDFS.FS.10.17** Understand how knowledge, skills, attitudes, and behaviors learned in consumer and family studies can be transferred to advanced training and education or careers related to the Education, Child Development, and Family Services sector.
8. **CTE.ECDFS.FS.10.3** Understand the importance of studying child growth and development from infancy through adolescence.
9. **CTE.ECDFS.FS.10.10** Understand the factors that affect the development of individuals and the ways in which to build positive relationships.
10. **CTE.ECDFS.FS.9.5** Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
11. **CTE.ECDFS.FS.3.2** Understand the scope of career opportunities and know the requirements for education, training, and licensure.
12. **CTE.ECDFS.FS.2.0** Communications
13. **CTE.ECDFS.C.C5.1** Know how typical and common atypical developmental patterns affect the educational progress of children and adolescents.
14. **CTE.ECDFS.C.C5.3** Understand the role of parental involvement in the physical, intellectual, emotional, and social development of children and adolescents.
15. **CTE.ECDFS.D.D5.4** Understand the ways in which to enhance the emotional health of individuals and families.
16. **CTE.ECDFS.D.D5.5** Know how to determine the special needs of clients and identify resources and agencies that provide services.
17. **CTE.ECDFS.D.D10.6** Understand important consumer information, such as comparison shopping, interpreting labels, warranties and guarantees, consumer fraud and identity theft, consumer redress, and consumer rights and responsibilities.
18. **CTE.ECDFS.A.A9.2** Understand the procedures for preventing the spread of infections and illnesses, including those for food-borne pathogens.
19. **CTE.ECDFS.A.A9.1** Know procedures to clean a facility that follow a logical sequence and universal health precautions.
20. **CTE.ECDFS.A.A9.5** Know how to recognize, describe, and report signs and symptoms of illness, injury, discomfort, or special needs in infants, toddlers, and children.
21. **CTE.ECDFS.A.A5.6** Relate the benefits of parental involvement to the development of a child's physical, intellectual, emotional, and social growth and development.
22. **CTE.ECDFS.A.A5.2** Know the developmental stages of infants, toddlers, and children.
23. **CTE.ECDFS.A.A5.1** Understand the biological and environmental factors that influence the development of infants, toddlers, and children.
24. **CTE.ECDFS.A.A5.5** Understand the importance of inclusion for infants, toddlers, and children with special needs.
25. **CTE.ECDFS.A.A5.3** Understand the ways in which diversity, family, and culture influence the development of children.
26. **CTE.ECDFS.A.A5.4** Relate the importance of learning environments, experiences, and interactions and how they connect to each stage of physical, intellectual, social, and emotional development.
27. **CTE.ECDFS.A.A11.3** Know how to select and develop age-appropriate and developmentally appropriate teaching materials and resources.
28. **CTE.ECDFS.A.A11.1** Understand the appropriate uses of current instructional technology and equipment to develop program materials and support learning.
29. **CTE.ECDFS.A.A11.2** Know the various types and sources of quality, age-appropriate, and developmentally appropriate materials and equipment.
30. **CTE.ECDFS.A.A1.1** Understand the effect of the child care and development industry on state and local economies.
31. **CTE.ECDFS.A.A1.4** Know the functions and roles of the various careers in the child care and development industry.
32. **CTE.ECDFS.A.A1.3** Know the organizational structures in child care and development facilities.
33. **CTE.ECDFS.A.A7.5** Use appropriate teaching techniques and interaction styles for working with children of varying ages, learning styles, modalities, and cultural backgrounds.
34. **CTE.ECDFS.A.A7.2** Know the components of an effective learning environment that reflects children's interests and developmental needs.
35. **CTE.ECDFS.A.A7.3** Know the early childhood education classroom learning areas and the contribution of each to the development of children.
36. **CTE.ECDFS.A.A8.3** Observe children and document the observations in a factual and anecdotal format, tying observations to developmental milestones.
37. **CTE.ECDFS.A.A8.2** Plan and conduct activities that reinforce foundation skills, reflect integrated and emergent curriculum, and support school readiness.

38. **CTE.ECDFS.A.A8.1** Understand the components of a developmentally appropriate curriculum in each area of the balanced, daily routine: indoor/outdoor, quiet/active, individual/small group/large group, large muscle/small muscle, and child-initiated/staff-initiated activities.
39. **CTE.ECDFS.A.A10.1** Understand the benefits of establishing strong relationships with families and communities.
40. **CTE.ECDFS.A.A10.4** Understand how to use opportunities in the daily routine to build trusting relationships and effective communication with families.
41. **CTE.ECDFS.A.A10.3** Know how positive parent-staff relationships, family members, and the community contribute to the physical, intellectual, social, and emotional development of the child.
42. **CTE.ECDFS.A.A10.2** Understand how language, culture, and educational backgrounds may affect family structures and communication within and among families and communities.
43. **CTE.ECDFS.A.A12.1** Know the strategies for supervising and maintaining a supportive learning environment for infants, toddlers, and children.
44. **CTE.ECDFS.A.A3.2** Understand the educational and industry-related requirements for child care facilities staff.
45. **CTE.ECDFS.A.A3.5** Understand the employer and employee responsibilities for complying with laws and regulations affecting the needs, interests, and rights of young children.
46. **CTE.ECDFS.A.A3.1** Know the standards and licensing regulations for child care facilities.
47. **CTE.ECDFS.A.A3.4** Know the health, safety, regulatory, and procedural requirements for the work site.
48. **CTE.ECDFS.A.A3.3** Understand how local, state, and federal laws and regulations for child care facilities are enforced by regulatory agencies.
49. **CTE.ECDFS.A.A6.4** Determine practical strategies for finding solutions to common behavioral problems.
50. **CTE.ECDFS.A.A6.2** Understand the importance of building positive relationships between the caregiver, children, and families to provide effective guidance and discipline.
51. **CTE.ECDFS.A.A6.1** Know how to help children develop a positive self-image and self-esteem and develop self-discipline and respect for oneself and others.
52. **CTE.ECDFS.A.A6.3** Know the elements of positive guidance and discipline techniques that are based on the stages of children's development.
53. **CTE.ECDFS.A.A2.2** Understand the operational policies and procedures related to child care and development program components (e.g., staff-child and staff-parent interaction, physical environment, health, safety, nutrition, and curriculum).
54. **CTE.ECDFS.A.A2.1** Know the operational procedures at various types of facilities and explain their importance to the success of the organization.
55. **CTE.ECDFS.A.A4.4** Understand the typical hazards at the work site and know procedures and practices that contribute to a safe and healthy environment.
56. **CTE.ECDFS.A.A4.2** Know the staff procedures, duties, and responsibilities related to safety, emergency, and disaster preparedness plans.
57. **CTE.ECDFS.A.A4.3** Know how and when to use certified first aid, cardiopulmonary resuscitation (CPR), and other emergency procedures.
58. **CTE.HTR.FS.10.3** Understand the principles of food purchasing, food preparation, and meal management in a variety of settings.
59. **CTE.HTR.FS.10.1** Understand the principles of nutrition and their relationship to good health through the life cycle.
60. **CTE.HTR.FS.10.2** Understand the basic principles of food safety and sanitation and the proper techniques for preparing and serving food.

Common Core Standards for Literacy in History/Social Studies, Science and Technical Subjects Reading

1. RST.9-10.3 (9th and 10th) [Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.](#)
2. RST.11-12.3 (11th and 12th) [Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.](#) RST.9-10.9 (9th-10th)

3. [Compare and contrast findings presented in a text to those from other sources \(including their own experiments\), noting when the findings support or contradict previous explanations or accounts.](#)
4. RST.11-12.9 (11th and 12th) [Synthesize information from a range of sources \(e.g., texts, experiments, simulations\) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.](#)

Writing

1. WHST.9-10.4, WHST.11-12.4 (9-10 & 11-12) [Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.](#)

Suggested Materials

Texts:

The Developing Child, Holly Brisbane, Glencoe Co, 2006, (ISBN: 0-07-868969-4)

Working With Young Children, Judy Herr, The Goodheart Willcox Co. Inc., 2008 (ISBN: 978-1-59070-813-2)

Children, The Early Years, Celia Decker, The Goodheart Willcox Co, Inc, 2006, (ISBN: 1-59070-546-7)

Child Development, Celia Anita Decker, The Goodheart Willcox Co. Inc., 2011 (ISBN: 978-1-60525-293-3)

Resources:

Curriculum Frameworks and other supporting materials

Exploring Child Development, Transaction and Transformation, Richard Fabes & Carol Lynn Martin, Copyright 2000 by Allyn & Bacon

Fundamentals of Early Childhood Education, George Morrison, Pearson/Merrill, 5th Edition, 2008

Units

Unit lesson plans for instructors are available on CTE Online.

Unit 1: Introduction to Child Development

Description

This unit will introduce the study of Child Development to students. It will provide students with an overview of what is covered in Child Development, the importance of study, the uniqueness of children, and how interactions influence behavior and development.

Key Topics/Activities

- Characteristics of preschool children
- Types of programs for early childhood education and child care
- Funding sources and types of services

Key concepts and skills will be assessed using written examination, including multiple choice, short answer, and short essay.

Unit 2: Family Development and Parenting

Description

Students will understand the function of the family as a basic unit of society and the contributions of the family unit to the development of individuals. Students will describe the roles of parents in all areas of the development of children. Family types, the family life cycle, and parenting styles will be studied.

Key Topics/Activities

- Family life cycles
- Parenting styles
- Parenting code of ethics
- Responsibilities of parenting

Key concepts and skills will be assessed using written examination, including multiple choice, short answer, and short essay.

Unit 3: Prenatal Development

Description

Students will study prenatal development including study from conception to birth, nature vs. nurture, and environmental considerations in prenatal development. This unit will include options in childbirth and the birth process.

Key Topics/Activities

- Early signs of pregnancy
- Stages of prenatal development
- Role of environment on prenatal development
- Relationship between the health of the mother and the baby
- Effects of diseases, drugs, radiation, environmental pollutants, and congenital problems on the fetus.

Key concepts and skills will be assessed using written examination, including multiple choice, short answer, and short essay.

Unit 4: Understanding Ages and Stages

Description

Study will include growth and development from birth through age twelve. Emphasis will include cognitive, social, language, personality and physical development. Students will learn the characteristics of children at different ages. This unit will give an overview of children's physical, cognitive, social, and emotional development. Students will learn how to differentiate their teaching skills to fit the developmental needs and interests of children at different ages. Students will also develop their observation skills. Techniques for objectively observing and recording children's behavior will be described and practiced.

Key Topics/Activities

- Infants: Birth to one year physical development
- Infants: Birth to one year social/emotional development
- The play years
- Middle childhood: Developmental milestones
- Observing children to assess development

Key concepts and skills will be assessed using written examination, including multiple choice, short answer, and short essay.

Unit 5: Theories of Development

Description

Study of the growth and development of children and adolescents in the areas of physical, cognitive, language, personality, emotional and social development . Study will include sequences and patterns of development, influence of heredity and environment. Students will also examine theories of development including Piaget, Gardner, Montessori, Erikson, and Maslow.

Key Topics/Activities

- Cognitive Development: Piaget
- Exploring Maslow's Hierarchy of Needs
- Moral Development: Kohlberg
- Erikson's Psychosocial Theory of Development
- Birth Defects

Key concepts and skills will be assessed using written examination, including multiple choice, short answer, and short essay.

Unit 6: Positive Guidance and Discipline

Description

This unit is designed to help students understand the roles of positive interaction, guidance and discipline in the family and educational environment.

Key Topics/Activities

- Methods of discipline that build positive relationships
- Effective discipline strategies
- Aggression in preschool children, including remediation strategies
- Positive guidance and discipline strategies

Key concepts and skills will be assessed using written examination, including multiple choice, short answer, and short essay.

Unit 7: Self Concept in Children

Description

Students will study of the development of self-esteem and factors that influence this. They will gain insight into how to help children develop good self-esteem at all ages studied. The relationship of guidance to the development of self discipline and fostering positive self-concept is studied.

Key Topics/Activities

- Self-esteem versus self-concept
- Positive guidance and discipline in the development of self-concept
- Cultural responsiveness and self-concept
- Helping children express themselves

Key concepts and skills will be assessed using written examination, including multiple choice, short answer, and short essay.

Unit 8: Nutrition, Health and Safety Practices

Description

This unit will include study of infant, preschool and school age nutritional requirements, meal planning, requirements of menu planning in preschools and elementary schools, how to teach children to make good choices in nutrition, good health practices, safety requirements in the preschool and elementary school, and safety education at these levels.

Students will gain the understanding and apply the principles and practices of good nutrition, health, and safety for infants and children. In order to meet program goals students will learn how food is used by the body, and nutrients and their sources. Students will develop meal plans and food experiences for early childhood programs.

Key Topics/Activities

- Understanding childhood illnesses
- Nutrition for preschoolers
- Infectious disease and handwashing as prevention
- First aid for minor injuries

Key concepts and skills will be assessed using written examination, including multiple choice, short answer, and short essay.

Unit 9: Developmentally Appropriate Curriculum and Learning Experiences for Children

Description

This unit will include examination of resources available and selection of appropriate learning experiences for children through school age. Study will include learning theories, age appropriate activities, and objective writing and lesson development.

The student will select, develop, and teach lessons in the areas of language arts, mathematics, science, art, nutrition, music and social science.

Key Topics/Activities

- Selecting developmentally appropriate toys
- Cooking with preschoolers
- Music and movement for preschool education
- Art experiences in preschool education
- Fostering creativity in young children

Key concepts and skills will be assessed using written examination, including multiple choice, short answer, and short essay.

Unit 10: Literature for Children

Description:

This unit will allow students the opportunity to select books appropriate to children through school age and develop storytelling skills.

Key Topics/Activities:

- Songs and stories for young children
- Quality literature for preschool
- Techniques for storytelling (e.g., voice, facial expressions, body movement, enthusiasm)
- Asking open-ended questions

Key concepts and skills will be assessed using written examination, including multiple choice, short answer, and short essay.

Unit 11: Toys and Play

Description

This unit includes an overview of the stages of play, toy selection and safety, development as affected through play, electronic games and the internet and their effects on development. Students will be introduced to the importance of play along with stages and types of play.

Key Topics/Activities

- Evaluating the safety of a toy
- Determining a toy's appropriate use
- Safety recalls of toys
- Learning through play
- Types and stages of play (unoccupied, solitary, onlooker, parallel, associative, cooperative)

Key concepts and skills will be assessed using written examination, including multiple choice, short answer, and short essay.

Unit 12: Children with Special Needs

Description

Study will focus on children with special needs: types of special needs, the challenges of meeting these needs, and the impact on the family.

Key Topics/Activities

- Developmental and learning disabilities of young children
- Building understanding and empathy with families
- Stress in the family of a child with special needs
- Child abuse and children with special needs

Key concepts and skills will be assessed using written examination, including multiple choice, short answer, and short essay.

Unit 13: Family Challenges

Description

This unit will give students an overview of specific challenges in the family including divorce, single parenting, serious illness, family separation due to deployment, adoption, death, and multiple births. Students will select one challenge to explore in depth through research and interview.

Key Topics/Activities

- Stressed families and impact on young children
- Building empathy and understanding with stressed families
- Child abuse and neglect

Key concepts and skills will be assessed using written examination, including multiple choice, short answer, and short essay.

Unit 14: Observation Skills

Description

Students will develop skills in observation techniques of children.

Key Topics/Activities

Students will practice observation in preschools and elementary schools. Students will complete fieldwork to observe preschool children in educational and child care settings. They will keep a reflective observational log of their experiences.

Unit 15: Career Exploration: Types of Early Childhood Programs and Employability Skills

Description

Students will develop skills in observation techniques of children. They will practice observation in preschools and elementary schools. Students will explore career and employment opportunities and identify skills and requirements necessary for entry into the field of child development and education. They will identify skills developed in this area and develop tools to gain employment including a resume, proper completion of a job application, development of a portfolio that will showcase the student's abilities, talents, education and experiences, job search strategies, and interview techniques.

Students will explore career opportunities in the early childhood field and the responsibilities and characteristics of successful early childhood teachers. Various types of programs are researched both in philosophy and practice, as well as locating local programs and the requirements to gain employment in them.

Key Topics/Activities

The lessons in this unit will consist of activities that teach the student how to write a portfolio for a student organization or for a future job. The areas are:

- Job Applications
- Who wants a job?
- Who would you choose?
- How to fill out an application
- Vocabulary
- Second Day - How to pickup and return an application
- How to ask for and return an application
- Role playing
- Role playing
- On-line applications
- Writing a Resume
- Resume Worksheet-pre activity
- Resume Richard video (2 minutes)
- How to write a resume
- Which resume would you choose
- How to fill out Work Experience heading
- Rough draft of resume
- Resume PowerPoint
- Letter of Introduction or Cover Letters
- Humorous cover letter
- The importance of a cover letter
- How to write a cover letter
- Letters of recommendation
- Students will obtain 3 letters of recommendations
- What is a letter of recommendation.
- How to write a letter of recommendation.
- Personal characteristics assessment
- Job Interviews

Project: [Employment Portfolio Unit](#)

