

# CHILD DEVELOPMENT LAB

10-12

Consumer and Family Education

**Curriculum Standard One: The student will understand the relationship between values, attitudes, goals, and self-esteem in the parenting process.**

Performance Objective	Critical Attributes	Benchmarks/Assessment
1. The student will examine prevailing issues relating to values, goals, attitudes, and self-esteem as they relate to child development and parenting.	A. Can the student understand how child development is linked to issues of values, goals, attitudes, and self-esteem?	<ul style="list-style-type: none"><li>• The student will describe the relationship of child growth and development to self-concept and self-esteem.</li><li>• The student will describe family interactions that will promote self-worth.</li><li>• The student will review and test theories of learning in relationships to development of self-esteem.</li><li>• The student will debate guidance strategies that could be used to promote a child's feeling of self-worth.</li></ul>

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***Curriculum Standard Two: The student will be able to demonstrate a knowledge of child growth and development.***

<b>Performance Objective</b>	<b>Critical Attributes</b>	<b>Benchmarks/Assessment</b>
<p>1. The student will discuss how different areas of development (physical, social, emotional, and intellectual) can develop at different rates.</p>	<p>A. Can the student identify sequential patterns in one or more areas of development?</p> <p>B. Can the student identify and give examples of basic principles of growth and development?</p>	<ul style="list-style-type: none"> <li>• The student will identify intellectual, physical, social, and emotional skills of children from birth to two years of age.</li> <li>• The student will describe how children develop intellectually in the first two years after birth.</li> <li>• The student will explain how development scales are used.</li> <li>• The student will describe the areas and characteristics of development.</li> </ul>

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***Curriculum Standard Three: The student will be able to demonstrate a knowledge of positive child guidance skills***

<b>Performance Objective</b>	<b>Critical Attributes</b>	<b>Benchmarks/Assessment</b>
<p>1. The student will compare the three common forms of discipline: authoritarian, permissive, and democratic.</p>	<p>A. Can the student name the three forms of discipline and the characteristics of each?</p> <p>B. Can the student tell the difference between discipline, punishment, and abuse?</p>	<ul style="list-style-type: none"> <li>• The student will show how a parent or caregiver uses each form of discipline to get a child to respond to a request.</li> <li>• The student will be able to distinguish between discipline, punishment, and abuse through role-play.</li> </ul>
<p>2. The student will be able to demonstrate knowledge of positive child guidance skills.</p>	<p>A. Can the student describe ways to prevent the cycle of abuse?</p>	<ul style="list-style-type: none"> <li>• After viewing a video program which illustrates how abused children often grow up to be child abusers themselves, the student will discuss ways to break this cycle of abuse.</li> </ul>
<p>3. The student will demonstrate the ability to plan appropriate play activities for children.</p>	<p>A. Can the student create an age appropriate toy, story, or game?</p> <p>B. Can the student write and illustrate a children's story?</p>	<ul style="list-style-type: none"> <li>• The student will create a toy, story, or game that is appropriate for one area of development in a child.</li> <li>• The student will write, illustrate, and complete a child's storybook and have opportunities for peer review and editing.</li> </ul>

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***Curriculum Standard Four: The student will understand the practices that will promote the health and safety of children.***

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will recommend appropriate practices related to nutrition, health, safety, and first aid.</p>	<p>A. Can the student check for important indoor safety precautions in a child care setting?</p> <p>B. Can the student identify illness and disease in children?</p> <p>C. Can the student list goals for good nutrition programs?</p>	<ul style="list-style-type: none"> <li>• Given a hypothetical child care situation, the student will identify potential hazards and methods for eliminating the hazards.</li> <li>• The student will create a poster outlining the procedures for treating common types of poisonings.</li> <li>• The student will list steps for controlling transmittable illnesses and diseases.</li> <li>• The student will explain treatment for emergency situations, such as burns, choking, and insect stings.</li> <li>• The student will create a five-day nutrition plan.</li> </ul>
<p>2. The student will know how to maintain a safe environment in a child care facility?</p>	<p>A. Can the student recognize hazards in a child care facility?</p>	<ul style="list-style-type: none"> <li>• The student will identify hazards in a hypothetical situation and describe how to eliminate the hazards.</li> </ul>

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***Curriculum Standard Five: The student will demonstrate the ability to plan appropriate play activities for children.***

<b>Performance Objective</b>	<b>Critical Attributes</b>	<b>Benchmarks/Assessment</b>
<p>1. The student will describe the relationship of play to the stages of a child’s growth and development.</p> <p>2. The student will describe the different types of children’s play (solitary, parallel, cooperative, and group).</p> <p>3. The student will demonstrate the ability to plan appropriate play activities for children.</p>	<p>A. Can the student describe his/her favorite toy and explain why it was a favorite?</p> <p>B. Can the student list the key points relating to play and development?</p> <p>A. Can the student describe the behavior of each type of play?</p> <p>A. Can the student create an age appropriate toy, story, or game?</p> <p>B. Can the student write and illustrate a children’s story?</p>	<ul style="list-style-type: none"> <li>• The student will describe a favorite toy, game, or activity that he/she enjoyed as a child, briefly explain why he/she enjoyed it, and explain which stage of development the item represented.</li> <li>• The student will read a section in the textbook about how children develop physically, socially, emotionally, and intellectually through play and list the key points relating the importance of play to development.</li> <li>• The student will observe children participating in various types of play and describe behavior typical of each type of play.</li> <li>• The student will create a toy, story, or game that is appropriate for one area of development in a child.</li> <li>• The student will write, illustrate, and complete a children’s story book and have opportunities for peer review and editing.</li> </ul>

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***Curriculum Standard Six: The student will explore career opportunities related to child development.***

<b>Performance Objective</b>	<b>Critical Attributes</b>	<b>Benchmarks/Assessment</b>
<p>1. The student will increase awareness of the variety of career opportunities related to child development.</p>	<p>A. Can the student identify at least three career opportunities and the education requirements and salary range of each?</p>	<ul style="list-style-type: none"> <li>• The student will create a catalog that describes career opportunities in child development.</li> <li>• The student will create a radio or television commercial that identifies job descriptions and tasks concerning careers in the child development field.</li> </ul>

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**Curriculum Standard Seven: The student will understand the special contributions and needs of exceptional children, such as the physically disabled, learning disabled, and gifted.**

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will describe the behavior and special needs of the exceptional child.</p>	<p>A. Can the student develop a special needs plan for a child with special needs?</p> <p>B. Can the student identify the special needs students encountered in the early childhood programs?</p> <p>C. Can the student understand the special needs of the gifted children?</p>	<ul style="list-style-type: none"> <li>• The student will develop an individualized educational plan for a child with special needs.</li> <li>• The student will describe methods for identifying and working with special needs children who may be encountered in the early childhood program: hearing, speech, language, vision, physical, and health disorders.</li> <li>• The student will describe methods for integrating children with special needs into a typical child care program.</li> <li>• The student will explain the special needs of children who are gifted and how they can be met.</li> </ul>