

ADVANCED CHILD DEVELOPMENT

Advanced Child Development is for those students interested in life foundations, academic enrichment, and/or careers related to knowledge of children, child development, and nurturing of children. This course addresses issues of child development from age 4 through age 8 (grade 3). It builds on the *Child Development* course, which is a prerequisite. *Advanced Child Development* includes the study of professional and ethical issues in child development; child growth and development; child development theories, research, and best practices; child health and wellness; teaching and guiding children; special conditions affecting children; and career exploration in child development and nurturing. A project-based approach that utilizes higher order thinking, communication, leadership, management, and fundamentals to college and career success is recommended in order to integrate these topics into the study of child development. Direct, concrete mathematics and language arts proficiencies will be applied. Service learning, introductory laboratory/field experiences with children in preschool and early elementary school settings, and other authentic applications are strongly recommended. This course provides a foundation for continuing and post-secondary education in all career areas related to children, child development, and nurturing of children.

- DOE Code: 5360
- Recommended Grade Level: Grade 10, 11, 12
- Recommended Prerequisites: Child Development
- Credits: 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

Application of Content

Intensive laboratory applications are a component of this course and may be either school based or work based or a combination of the two. Work-based learning experiences should be in a closely related industry setting. Instructors shall have a standards-based training plan for students participating in work-based learning experiences.

Career and Technical Student Organizations (CTSO)

Career and Technical Student Organizations (CTSO) are a powerful instructional tool when integrated into Career and Technical Education programs. They enhance the knowledge and skills students learn in a course by allowing a student to participate in a unique program of career and leadership development. Students should be encouraged to participate in FCCLA (Family, Career and Community Leaders of America), the CTSO for Family and Consumer Sciences.

Suggested FCCLA Project Based Assessments

- Toys that Teach
- Career Investigation
- Focus on Children
- Illustrated Talk
- Job Interview
- Advocacy
- Chapter Service
- Digital Stories for Change

Content Standards

Domain 1 – Personal, Academic, and Career Success

Core Standard 1: Students will integrate processes of thinking, communication, leadership, and management in order to apply child development knowledge and skills.

Standards	
ACD-1.1	Demonstrate components of critical thinking, creative thinking, and reasoning.
ACD-1.2	Evaluate effective communication processes in school, family, career, and community setting.
ACD-1.3	Demonstrate leadership that encourages participation and respect for the ideas, perspectives, and contributions of group members.
ACD-1.4	Apply management, decision-making, and problem solving processes to accomplish tasks and fulfill responsibilities.
ACD-1.5	Examine the interrelationships among thinking, communication, leadership, and management processes to address family, community, and workplace issues.
ACD-1.6	Demonstrate fundamentals to college and career success (e.g. strong work ethic, time-management, positive attitude, adaptability/flexibility, stress resilience, accountability, self-discipline, resourcefulness, cooperation, self-assessment).

Domain 2 – Professional and Ethical Issues in Child Development

Core Standard 2: Incorporate established professional and ethical standards related to working with children and their families in order to promote optimum development in safe and healthy environments.

Standards	
ACD-2.1	Utilize emerging technologies responsibly to enhance child-related interactions and careers.
ACD-2.2	Apply professional codes of conduct for interacting with children, their families, and co-workers (i.e., the NAEYC Code of Ethical Conduct).
ACD-2.3	Devise standards and demonstrate techniques for positive, collaborative relationships with children, their families, and co-workers.

Domain 3 – Child Growth and Development

Core Standard 3: Analyze human growth and development of children ages 4 to 8.

Standards	
ACD-3.1	Examine physical, intellectual, emotional, social, and moral s domains of human growth and development, ages 4 to 8.
ACD-3.2	Investigate impacts of heredity and environment on growth and development of children, ages 4 to 8.
ACD-3.3	Assess effects of nutrition on the growth and development of children, ages 4 to 8.
ACD-3.4	Examine how gender, ethnicity, and life events relate to the child’s development, ages 4 to 8.

Domain 4 – Child Development Theories, Research, and Best Practices

Core Standard 4: Choose positive approaches for creating a nurturing environment for children ages 4 to 8 based on accepted child development theories, research, and best practices.

Standards	
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ACD-4.1	Examine roles and responsibilities of the family unit, caregivers, and educators for nurturing children, providing children with a stimulating environment, and transmitting societal expectations, culture, and traditions to children.
ACD-4.2	Examine policies, issues, and trends in the workplace, community, nation, and world that impact children and child nurturing practices.
ACD-4.3	Analyze impacts of social, economic, technological, and environmental forces, including media and marketing, on adult actions related to children and on child growth and development.
ACD-4.4	Examine laws and legal issues that impact children, parents, care givers, child educators, and child nurturing practices.
ACD-4.5	Determine strategies for advocating on behalf of children and families in areas such as child care, prevention of child abuse and neglect, and parental support.

Domain 5 – Child Health and Wellness

Core Standard 5: Demonstrate practices, including resource management processes, which promote the well-being and development of children ages 4 to 8.

Standards	
ACD-5.1	Examine the use of family resources in making choices that satisfy the needs and wants of children.
ACD-5.2	Design strategies to meet nutrition requirements and provide safe and nutritious food for children.
ACD-5.3	Provide a safe and supportive environment through developmentally appropriate clothing, housing, furnishings, toys, equipment, and modes of transportation.
ACD-5.4	Examine information and analyze options for health and wellness practices to enhance long-term well-being and development of children.
ACD-5.5	Identify available community services and resources, including financial resources that contribute to the long-term well-being and development of children.

Domain 6 – Teaching and Guiding Children

Core Standard 6: Evaluate and implement developmentally appropriate teaching practices and guidance to enhance children’s growth and development ages 4 to 8.

Standards	
ACD-6.1	Assess strategies that promote physical, emotional, social, intellectual, cultural, and moral development of children.
ACD-6.2	Analyze components of an integrated curriculum that incorporate a child's language, learning styles, home experiences, and cultural values.
ACD-6.3	Demonstrate respect for diversity with sensitivity to anti-bias, gender equity, age, culture, and ethnicity related to children, parenting, and child nurturing practices.
ACD-6.4	Choose positive guidance and discipline practices that promote child growth and development.
ACD-6.5	Formulate nonviolent, proactive strategies to prevent and manage conflict between children and between adults and children, including bullying.
ACD-6.6	Access, evaluate, and utilize current and emerging research related to child growth and development related to early childhood practices and procedures.

Domain 7 – Special Conditions Affecting Children

Core Standard 7: Explore factors affecting children and families with a variety of special (economic, physical, emotional, intellectual, and societal) conditions and the resources available to children and families dealing with these factors.

Standards	
ACD-7.1	Examine characteristics, needs, and interventions related to children with special needs, such as those who are academically gifted; have learning, emotional, and physical difficulties; and experience developmental delays.
ACD-7.2	Investigate inherited and environmental conditions which adversely affect children and determine interventions to provide a safe and secure environment for children.
ACD-7.3	Determine situations that require crisis intervention and community services available to provide this intervention.
ACD-7.4	Identify support services and referral processes for children and families, including those from friends, family, community, and social agencies.

Domain 8 – Career Exploration in Child Development and Nurturing

Core Standard 8: Investigate career pathways, education, and training in areas related to children, child development, and nurturing of children.

Standards	
ACD-8.1	Examine potential career paths, trends, and job market opportunities in areas related to children, child development, and nurturing of children.
ACD-8.2	Determine roles and functions; knowledge, skills, and attitudes; and rewards and demands associated with various careers and levels of employment in areas related to children, child development, and nurturing of children.
ACD-8.3	Analyze personal qualifications, interests, values, and educational preparation required for careers and employment in areas related to children, child development, and nurturing of children.
ACD-8.4	Identify volunteer roles, part-time jobs, and entry-level positions that offer opportunities to explore careers related to children, child development, and nurturing of children.