

#642 CHILD CARE I

GRADES: 10-12

LEVEL: 2

CREDITS: 5

PREREQUISETS: None

BASIC TEXT: Child Development, Prentice Hall 1990

SUPPLEMENTAL READINGS: A Child Called It, Peltzer 1995

REQUIRED MATERIALS: Notebook, journal, writing implement

COURSE DESCRIPTION:

This course is designed for the students to study the structure of the family, teen pregnancy and teen parenthood, stages of pregnancy and birth, child abuse, needs and demands of the infant, as well as the physical, social, emotional and intellectual growth of children from infancy to age six. A practical application of what is taught in class will be the foundation of the community pre-school program, for fifteen four year olds, which will operate three days a week for two and a half hours each day.

MISSION RELATED GOALS:

- Foster communication
- Foster problem solving
- Academic excellence
- Intellectual curiosity
- Respect the rights of others
- Successful, contributing society
- Self-confidence

STUDENT EXPECTATIONS FOR LEARNING ADDRESSED:

This class will provide the students with a variety of opportunities to demonstrate academic excellence and intellectual curiosity by communicating effectively and working towards a common goal while developing appropriate problem solving skills. A variety of teaching methods will be used to foster an environment that provides personal growth in accepting responsibility and working both individually and within a group setting while respecting the rights of others at all times.

GENERAL PERFORMANCE OBJECTIVES:

The students will be able to:

1. better understand the changes that have occurred in the traditional family structure due to an increase in single parents;
2. develop better understanding of the relationship between one's early childhood experiences and one's adult behavior;
3. demonstrate an ability to better understand the different stages of growth and development from infancy to age six;
4. explore and evaluate the health, financial, social and emotional problems of teen pregnancy;
5. recognize signs and symptoms of childhood illnesses and handle childhood emergencies.
6. make the home and outside play areas safe for children.

7. recognize the signs of illness, abuse and depression in young children and become more aware of the proper procedures to follow;
8. better understand the changing society and growing need for quality child care;
9. explore and become familiar with the many careers in child care and be more aware of how to attain them;

MASSACHUSETTS FRAMEWORKS STRANDS:

- Growth and Development
- Nutrition
- Reproduction/sexuality
- Social and Emotional Health
- Family Life
- Interpersonal Relations
- Safety and Injury Prevention
- Violence Prevention
- Consumer Health and Resource Management

CURRICULUM FRAMEWORK LEARNING STANDARDS:

- I. Describe the growth patterns and body changes within human beings throughout the life cycle (from prenatal through late adulthood), including critical periods in growth and development. 1.12
- II. Explain the relationships among dietary intake (including nutritional supplements), eating behaviors, physical activity, and emotional health. 3.15
- III. Describe the nutritional needs and outcomes associated with life stages (prenatal through late adulthood). 3.16
- IV. List the signs of pregnancy. 4.12
- V. Describe the effectiveness and consequences of various pregnancy, HIV, and STI prevention methods, including abstinence. 4.13
- VI. Describe proper prenatal care and identify types of birth defects. 4.16
- VII. Explain the importance of communication and setting limits in a sexual relationship. 4.17
- VIII. Identify and distinguish among types and degrees of sexual risk (pregnancy, sexual assault, STI's, including HIV/AIDS). 4.18
- IX. Analyze healthy ways to express emotions and to cope with feelings, including common causes of stress, its effects on the body, and managing stress. 5.11
- X. Explain the functions, purposes, and social significance of family from various historical periods, including modern times. 6.9
- XI. Identify the traits of a healthy family (such as responsibility, communication, trust, loyalty, respect, commitment, love, affirmation, and self-reliance) and explain the interdependence and interdependence of family members. 6.10
- XII. Identify the child-rearing skills (including emotional maturity to nurture children and knowledge of child development stages) and the financial resources needed for parenting. 6.12
- XIII. Evaluate various types of discipline parents might use with children of different ages. 6.13
- XIV. Describe the consequences of teen parenting from the perspectives of the teen mother, teen father, and the parents of the teens. 6.14
- XV. Identify desirable character traits (such as love, respectfulness, generosity, kindness, and forgiveness) and describe the development of good character, including the role of parents and family in the moral development of children. 6.15

- XVI. Describe considerations relevant to becoming a parent (including the various ways of becoming a parent such as foster parenting, adoption, and step parenting). 6.16
- XVII. Describe parental practices that encourage literacy in young children. 6.17
- XVIII. Identify laws related to child abuse. 6.a
- XIX. Explain the benefits of abstinence, postponing sexual behavior, and setting limits on sexual behavior. 7.9
- XX. Identify techniques for handling anger and resolving conflicts in the family, friendships, and the workplace. 7.10
- XXI. Contrast the emotional impact on long-term relationships of positive communication (such as active listening, praise, and humor) with negative communication (such as teasing, name calling, bullying). 7.11
- XXII. Explain the purpose of friendship in different stages of the life cycle and describe how friends can support one another in making healthy decisions. 7.14
- XXIII. Explain the importance of responsibility and character traits such as love, respectfulness, generosity, kindness, and forgiveness, in committed relationships. 7.16
- XXIV. Explain the connection between accidents and injuries, including the importance of using seatbelts. 9.13
- XXV. Evaluate home safety conditions, including the presence and proper use of smoke detectors and fire extinguishers. 9.17
- XXVI. Demonstrate appropriate first aid for stings, bites, broken bones, bleeding, choking, shock, poisoning, burns, and cardiac arrest. 9.19
- XXVII. Describe the relationship between negative stress and violence. 11.12
- XXVIII. Describe the responsibility of the family in teaching children non-violent attitudes and conduct. 11.17
- XXIX. Identify the health consequences of domestic violence, child abuse, rape, and other forms of violence and discuss strategies to deal with as well as prevent them. 11.19
- XXX. Apply planning and management skills to organize tasks and responsibilities. 12.14
- XXXI. Describe the individual's responsibility to be a wise and informed consumer, including how to plan a budget that includes a spending and savings plan. 12.1

UNITS AND THEMES:

Children and You (3 weeks)	7.16, 6.15, 6.12, 1.2, 6.9, 6.10, 6.16, 4.12, 4.13, 4.17, 4.18, 6.14, 7.9
Pregnancy and Birth (3 weeks)	3.16, 4.13, 4.16, 7.10, 12.14, 12.17, 6.10, 6.12, 12.14
The First Year (2 weeks)	6.12, 11.12, 7.11
Ages One to Three (2 weeks)	3.15, 6.17, 7.14
Ages Four to Six (2 weeks)	5.11, 6.13, 6.15
Caring for Children (3 weeks)	9.19, 9.13, 9.17
Children and Society (1 week)	6a, 11.19

COURSE OUTLINE:

- I. Children and Parents**
 - A. Child Development
 - B. Observing and Participating
 - C. Parenthood

- II. Families**
 - A. The Family
 - B. Kinds of Families
 - C. Cultures and Life Styles

- III. Teen Pregnancy and Parenthood**
 - A. The High Cost of Teen Pregnancy and Parenthood
 - B. When a Teen Is Pregnant

- IV. Pregnancy**
 - A. Prenatal Development
 - B. Heredity and Environment
 - C. The Healthy Pregnancy

- V. Planning and Preparation**
 - A. Thinking Ahead
 - B. Preparing for the New Baby
 - C. Thinking Ahead to Childhood

- VI. Birth**
 - A. Labor and Delivery
 - B. In the Hospital
 - C. Challenges of New Parenthood

- VII. The Newborn**
 - A. Getting Acquainted with a New Baby
 - B. Caring for a Newborn
 - C. The Newborn's Mind and Temperament
 - D. Parents and Caregivers

- VIII. Three Months to One Year**
 - A. Physical Growth and Development
 - B. Mental Development
 - C. The Emerging Personality and Self-Concept

- IX. Physical Characteristics**
 - A. The Toddler Years
 - B. Coordination
 - C. Eating and Sleeping

- X. The Developing Mind and Personality**
 - A. Mental Development
 - B. Play
 - C. Guidance and Discipline

- XI. The Developing Body and Mind**
- A. Physical Changes
 - B. Mental Development
 - C. Learning in Special Environments

- XII. The Developing Personality**
- A. Play
 - B. Sense of Self and Others
 - C. Moral Development

- XIII. Health**
- A. Caring for a Sick Child
 - B. Regular Medical and Dental Care

- XIV. Safety**
- A. Everyday Safety
 - B. Accidents and Emergencies

- XV. Preschools**
- A. What is a Preschool?
 - B. Working in a Preschool

- XVI. Children and Families in Crises**
- A. Child Abuse and Child Neglect
 - B. Family Stress and Crises

SUGGESTED INSTRUCTIONAL STRATEGIES:

1. Lecture/discussions
2. Group work
3. Read Alouds
4. Written Exercises
5. Student Presentations
6. Journal Writing
7. Projects
8. Videos/movies
9. Games
10. Hands on application

SUGGESTED INTEGRATED ACTIVITIES:

1. Engage in computer programs created by Visual Basic classes.
2. Work with Food Services class to plan and prepare healthy snacks and meals for pre-school children.
3. Plan with Foreign Language classes to establish a curriculum unit for the preschool children.
4. Work with the Life Skills class to foster both students and preschoolers in their social development.

USE OF TOOLS/TECHNOLOGY:

1. Use of videos programs and movies
2. Overhead projector with transparencies
3. Classroom computer
4. Internet

ASSESSMENT TECHNIQUES

All assignments follow school wide rubric.