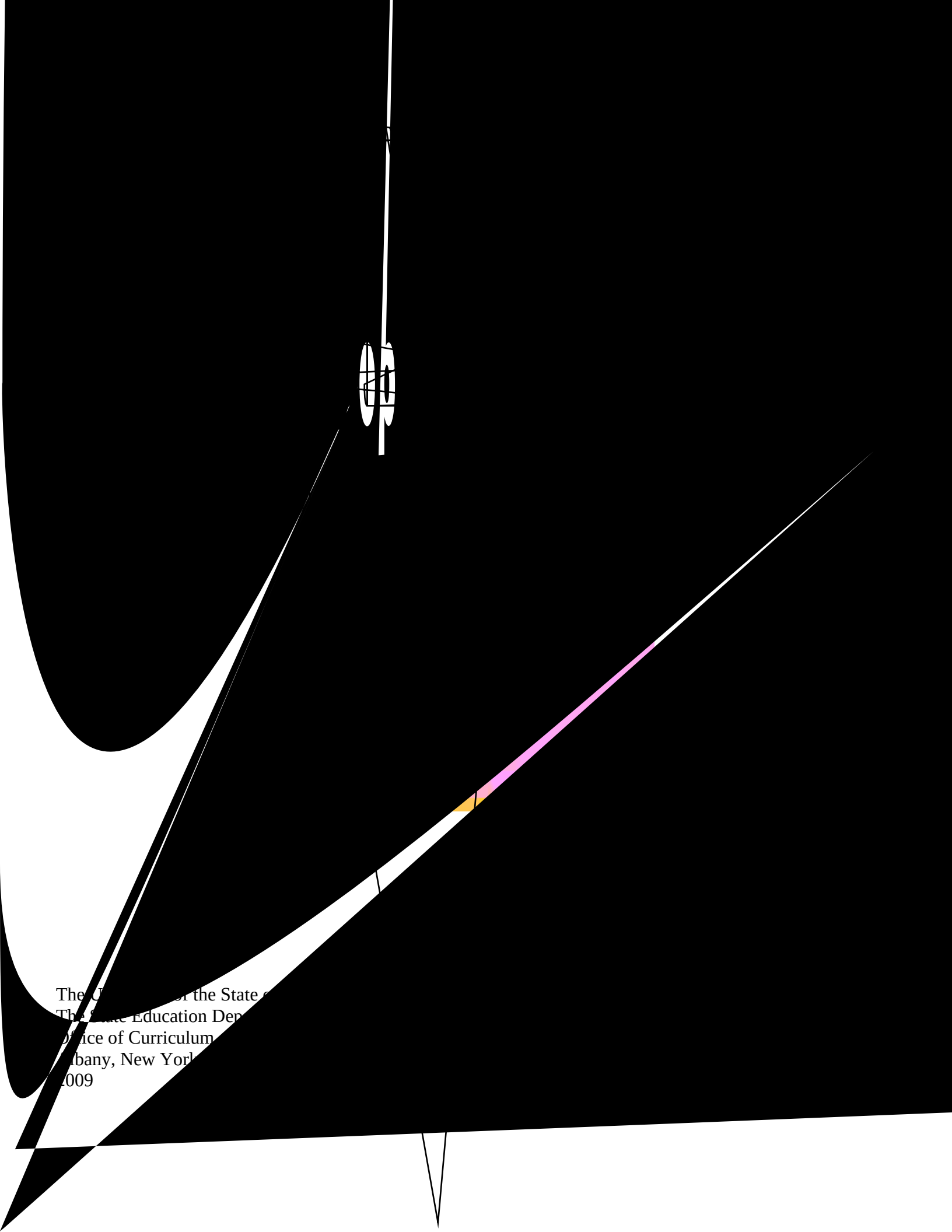

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The State Education Dep[illegible]
Office of Curriculum [illegible]
Albany, New York [illegible]
2009

Curriculum Overview [2] Child Development and Psychology

1. What is the prerequisite?

The Lifespan Studies Core course is a suggested prerequisite for all cluster-level courses in Human Services and Family Studies. Child Development and Psychology was designed as a 20-week course, though schools may wish to extend the time to 40 weeks. If Child Development and Psychology is offered without initial completion of the Lifespan Studies Core course, the breadth of content topics included may be addressed best in a 40-week time frame.

2. Who can teach the Child Development and Psychology course?

All Family and Consumer Sciences courses must be taught by a certified Family and Consumer Sciences teacher. Certified Family and Consumer Sciences educators may also teach the Careers and Financial Management course required for Career and Technical Education majors. That ½ unit course can be combined with one of the four core Family and Consumer Sciences courses for a full credit in CTE.

3. How is the Child Development and Psychology course organized?

The Child Development and Psychology course is divided into 10 content topics:

- Introduction to Child Development and Psychology (IC)
- Observing Children (OC)
- Child, Family, and Community Connections (CFC)
- Prenatal Development (PR)
- Postnatal Period (PO)
- Infancy (IN)
- Toddlerhood (Tood (T

8. How can student achievement of the New York State Family and Consumer Sciences Learning Standards through the Child Development and Psychology course be assessed?

Students should be assessed on a regular basis. All students can demonstrate the acquisition of skills learned and apply those to real-world situations through the use of:

- Authentic assessments
- Laboratories
- Tests and quizzes
- Projects
- Observations
- Public speaking
- Written reflections
- Portfolios

9. How does Child Development and Psychology support positive youth development?

Family, Career and Community Leaders of America (FCCLA) is an integral part of Family and Consumer Sciences education and an essential element in a complete Family and Consumer Sciences program. FCCLA is chartered by New York State, and is an ideal vehicle for realizing positive youth development. FCCLA is the only student organization of its kind focusing on family issues. FCCLA in secondary education Family and Consumer Sciences programs can be organized as a co-curricular and/or extra-curricular activity. The wide range of diverse activities, projects, programs, leadership opportunities, and service learning experienced through FCCLA complement and augment the content topics of the Family and Consumer Sciences curricula.

Course: Child Development and Psychology

Content Topics:

A. Introduction to Child Development and Psychology (IC)

1. Benefits of Studying Children

G. Toddlerhood (T)

1. Growth and Development
2 Developmentally Appropriate Care and Practices
3 Nutrition, Health, and Safety
4 Current Issues, Events, and Technological Advances

H. Preschool (PS)

1. Growth and Development
2. Developmentally Appropriate Care and Practices
3 Nutrition, Health, and Safety
4 Current Issues, Events, and Technological Advances

I. School Age (SA)

1. Growth and Development
2. Developmentally Appropriate Care and Practices
3. Nutrition, Health, and Safety
4. Current Issues, Events, and Technological Advances

J. Special Challenges for Children (SC)

1. Children in Crisis
2. Exceptional Children
3. Current Issues, Events, and Technological Advances

Appendices

Appendix A - Best Practices Rubric and Template
Appendix B - Compilation of Performance Objectives and Supporting Competencies
Appendix C - Home and Career Skills Process Skills

A. Introduction to Child Development and Psychology (IC) *What knowledge of child psychology and development do I need in order to foster optimum growth and development of children and to be successful in this career field?*

Standards Connections

Introduction to Child Development and Psychology supports the NYS Family and Consumer Sciences Learning Standards 1 ±Personal Health and Fitness and 2 ±A Safe and Healthy Environment; and NYS Career Development and Occupational Studies Standards 1 ±Career Development, 3a ±Universal Foundation Skills and 3b ±Career Majors (Human and Public Services)

Rationale

The purpose of this content topic is to introduce students to the broad field of child development and psychology. Students will identify the characteristics of the developmental areas (physical, intellectual [cognitive], social, emotional, and moral) and stages (prenatal, postnatal, infancy, toddlerhood, preschool, and school age) of childhood. Students will also explore the influence cultural, historical, and theoretical perspectives have had on child growth and development. In addition, students will have the opportunity to examine the wide variety of career paths in child development and psychology, and to identify the knowledge and skills necessary for success within the field. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to child development and psychology.

Key Ideas

NYS FACS 1 - Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

NYS CDOS 1 - Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

NYS CDOS 3a1 - Basic Skills
NYS CDOS 3a5 - Technology
NYS CDOS 3a6 - Managing Information

NYS CDOS 3b Human and Public Services
4 - Human Growth and Development
NYS CDOS 3b Human and Public Services
6 - Safety
NYS CDOS 3b Human and Public Services
7 - Thinking/Problem Solving
NYS CDOS 3b Human and Public Services
9 - Wellness

Performance Objectives and Supporting Competencies for Introduction to Child Development and Psychology

Introduction to Child Development and Psychology Performance Objective 1

IC.1 Summarize the benefits of studying children

IC.1.1. Explain the purpose of research and study

IC.1.2. Determine how studying children benefits children, families, communities, and our global society

IC.1.3. Discuss the concept of career paths in the child development and psychology field

Introduction to Child Development and Psychology Performance Objective 2

IC.2 Investigate how child growth and development is influenced by cultural and historical perspectives

IC.2.1. Examine the effects of gender, ethnicity, and culture on a F K L O G ¶ V J U R Z W K development

IC.2.2. Determine the impact of societal, environmental, economic, and political forces on child growth and development

IC.2.3. Identify important historical perspectives that have influenced the understanding of child growth and development

Introduction to Child Development and Psychology Performance Objective 3

IC.3 Analyze the principles of growth and development

IC.3.1. Examine characteristics of and interrelationships am R Q J F K L O G U H Q ¶ V S K intellectual (cognitive), social, emotional, and moral growth and development

IC.3.2. Investigate the impact of genetics and environment on child growth and development

IC.3.3. Identify the typical stages of childhood as being prenatal, postnatal, infancy, toddlerhood, preschool, and school age

IC.3.4. Describe how brain research impacts current knowledge of child growth and development

IC.3.5. ' H V F U L E H W K H F R Q F H S W R I ³ G H Y H O R S P H Q W D O F events that typically occur during each stage of childhood

IC.3.6. ' H V F U L E H W K H F R Q F H S W R I ³ G H Y H O R S P H Q W D O O including but not limited to the current care, interaction, and activities that best optimize the growth and development of a child

IC.3.7. Analyze how characteristics of growth and development may differ among children in the same stage of childhood, and the relationship of these differences to the selection of developmentally appropriate practices

IC.3.8. Analyze ways in which ch L O G U H Q ¶ V K H D O W K V D Q G W \ D Q G development and learning

IC.3.9. Identify strategies that contribute to constructive, supportive, positive, and productive relationships with children

IC.3.10. Examine the role of nurturance on child growth and development

IC.3.11. Recognize the importance of play in promoting the growth and development of children

IC.3.12. Examine the role of informal and formal support systems in meeting the needs of children

Introduction to Child Development and Psychology Performance Objective 4

IC.4 Analyze leading theories and research in the field of child development and psychology

IC.4.1. Discuss the purpose of conducting research in the field of child development and psychology

Performance Objectives and Supporting Competencies for Observing Children

Observing Children Performance Objective 1

OC.1 Analyze the role of observation in optimizing the growth and development of children

OC.1.1. Explain the importance of observation in promoting the growth and development of children

Observing Children Performance Objective 2

OC.2 Determine a variety of assessment methods used to observe and interpret child growth and development

OC.2.1. Compare subjective and objective interpretations

OC.2.2. Identify current valid and reliable methods of observation and explain the purpose of each

Observing Children Performance Objective 3

OC.3 Apply the scientific research method in the collection of data pertinent to child development

OC.3.1. Examine the components of the scientific research method

OC.3.2. Explain specific guidelines to follow when observing children

OC.3.3. Demonstrate appropriate observation techniques

OC.3.4. Collect and record data

Observing Children Performance Objective 4

OC.4 Use observational data to document and promote child growth and development

OC.4.1. Consider cultural and environmental influences and individual differences when assessing children ¶ V G H Y H O R S P H Q W

OC.4.2. Interpret and analyze the data collected in order to draw conclusions and make predictions about development

OC.4.3. Discuss using data to formulate a plan that will optimize development of children

NYS CDOS 3b Human and Public Services
9 - Wellness

Performance Objectives and Supporting Competencies for Child, Family, and Community Connections

Child, Family, and Community Connections Performance Objective 1

CFC.1 Evaluate the significance of family and its impact on the well being of children

- CFC.1.1. Examine family as the basic unit of society
- CFC.1.2. Determine the role of family in teaching culture, traditions, and societal expectations to children
- CFC.1.3. Examine the role of family in developing independence, interdependence, and commitment of family members in order to enhance the development of children
- CFC.1.4. Discuss how family structure may influence the roles and responsibilities of parents and children
- CFC.1.5. Discuss the value of effective communication and teamwork skills within the family to promote child growth and development
- CFC.1.6. Examine how the well being of children is affected by the management of family resources including but not limited to: time, energy, and finances
- CFC.1.7. Explain the value of family members modeling respect for diversity with sensitivity to bias, gender, equity, age, culture, ethnicity, ideas, and perspectives
- CFC.1.8. Determine how cultural, societal, environmental, economic, and political forces on families impact the growth and development of children

Child, Family, and Community Connections Performance Objective 2

CFC.2 Evaluate how parenting roles, responsibilities, and practices impact the well being of children

- CFC.2.1. Determine the impact of parenting practices on children, families, and society
- CFC.2.2. Analyze the roles and responsibilities of effective parenting
- CFC.2.3. Discuss the rewards, challenges, and situational stressors of parenting
- CFC.2.4. Evaluate the ways that children affect the social, emotional, and financial resources of families
- CFC.2.5. Examine factors to consider when assessing R Q H ¶ V U H D G L Q H V V I R U
- CFC.2.6. Examine what personal knowledge, skills, attitudes, and situational factors enhance or limit o Q H ¶ V D E L O L W \ W R S H U I R U P L Q J
- CFC.2.7. Explain cultural differences in roles and responsibilities of parenting
- CFC.2.8. Discuss how historical and current parenting philosophies and emerging research influence parenting practices
- CFC.2.9. Identify strategies for providing constructive, supportive, positive, and productive relationships with children
- CFC.2.10. Discuss the importance of utilizing positive effective techniques for managing F K L O G U H Q ¶ V g different stages o

NYS CDOS 3b Human and Public Services
5 - Interpersonal Dynamics
NYS CDOS 3b Human and Public Services
6 - Safety
NYS CDOS 3b Human and Public Services
9 - Wellness

Performance Objectives and Supporting Competencies for Prenatal Development

Prenatal Development Performance Objective 1

PR.1 Analyze factors related to the beginning of the parenting process

PR.1.1. Examine biological processes related to prenatal development, birth, and health of the child and mother

PR.1.2. Examine the emotional factors related to prenatal development and birth, and their impact on the overall health of the parents and child

Prenatal Development Performance Objective 2

PR.2 Analyze conditions that influence prenatal growth and development

PR.2.1. Investigate the impact of genetics and environment on prenatal growth and development

PR.2.2. Identify the dangers posed by exposure to environmental hazards during pregnancy

PR.2.3.

PR.4.5. Analyze the impact local, state, and federal standards, policies, regulations, and laws have on prenatal growth and development

PR.4.6. Determine legal and ethical implications of technological advances utilized during the prenatal period

PR.4.7. Identify and project the impact future technological advances may have on prenatal growth and development

E. <u>Postnatal Period (PO)</u> *What are the characteristics, abilities, and needs of a newborn and how are they assessed?*

Standards Connections

Postnatal Period supports the NYS Family and Consumer Sciences Learning Standards 1 ±Personal Health and Fitness, 2 ±A Safe and Healthy Environment and 3 ±Resource Management; and NYS Career Development and Occupational Studies Standards 1 ±Career Development, 3a ±Universal Foundation Skills and 3b ±Career Majors (Human and Public Services)

Rationale

The purpose of this content topic is to recognize the characteristics and abilities of the newborn. Students will recognize the value of proper physical and emotional care of the newborn and family. Current issues on this topic will be explored and discussed. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the study of postnatal development.

Key Ideas

NYS FACS 1 - Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

NYS FACS 3 - Students will understand and be able to manage personal resou

NYS CDOS 3b Human and Public Services
5 - Interpersonal Dynamics
NYS CDOS 3b Human and Public Services
6 - Safety
NYS CDOS 3b Human and Public Services
9 - Wellness

Performance Objectives and Supporting Com

F. <u>Infancy (IN)</u> *What principles of growth and development and developmentally appropriate practices do I need to know in order to foster optimal growth and development of infants?*

Standards Connections

Infancy supports the NYS Family and Consumer Sciences Learning Standards 1 ±Personal Health and Fitness, 2 ±A Safe and Healthy Environment and 3 ±Resource Management; and NYS Career Development and Occupational Studies Standards 1 ±Career Development, 3a ±Universal Foundation Skills and 3b ±Career Majors (Human and Public Services)

Rationale

The purpose of this content topic is to identify the developmental needs of infants. Students will explore methods of meeting these developmental needs by learning how to provide a nurturing environment for infants. Students will also examine and utilize strategies that promote optimal growth and development of infants. In addition, this content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the study of infants.

G. Toddlerhood (T) *What principles of growth and development and developmentally appropriate practices do I need to know in order to foster optimal growth and development of toddlers?*

Standards Connections

Toddlerhood supports the NYS Family and Consumer Sciences Learning Standards 1 ±Personal Health and Fitness, 2 ±A Safe and Healthy Environment and 3 ±Resource Management; and NYS Career Development and Occupational Studies Standards 1 ±Career Development, 3a ±Universal Foundation Skills and 3b ±Career Majors (Human and Public Services)

Rationale

The purpose of this content topic is to identify the developmental needs of toddlers. Students will explore methods of meeting these developmental needs by utilizing strategies that promote optimal growth and development of toddlers. In addition, this content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the study of toddlers.

Key Ideas

NYS FACS 1 - Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy and money, to make effective decisions in order to balance their obligations to work, family and self. They will know and access community resources.

NYS CDOS 1 - Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

NYS CDOS 3a1 - Basic Skills
NYS CDOS 3a2 - Thinking Skills
NYS CDOS 3a3 - Personal Qualities
NYS CDOS 3a4 - Interpersonal Skills
NYS CDOS 3a5 - Technology
NYS CDOS 3a6 - Managing Information
NYS CDOS 3a7 - Managing Resources
NYS CDOS 3a8 - Systems

NYS CDOS 3b Human and Public Services
1 - Ethical/Legal Responsibilities
NYS CDOS 3b Human and Public Services
3 - Sanitation
NYS CDOS 3b Human and Public Services
4 - Human Growth and Development

NYS CDOS 3b Human and Public Services
5 - Interpersonal Dynamics
NYS CDOS 3b Human and Public Services
6 - Safety
NYS CDOS 3b Human and Public Services
9 - Wellness

Performance Objectives and Supporting Competencies for Toddlerhood

Toddlerhood Performance Objective 1

T.1 Explain the principles of growth and development of toddlers

- T.1.1. Identify the characteristics and interrelationship among the physical, intellectual (cognitive), social, emotional, and moral development of toddlers
- T.1.2. Identify developmental milestones that typically occur during toddlerhood
- T.1.3. Identify typical variations in the development of toddlers
- T.1.4. Describe benchmark warnings that may indicate developmental delays during toddlerhood
- T.1.5. Review the theories of development as they relate to toddlers

Toddlerhood Performance Objective 2

T.2 Demonstrate developmentally appropriate practices to utilize when caring for toddlers

- T.2.1. Identify the features of developmentally appropriate care of toddlers including encouraging self-help skills
- T.2.2. Implement strategies for constructive, positive, productive, and supportive interactions with toddlers
- T.2.3. Identify types of play and developmentally appropriate activities and practices that promote optimal growth and development of toddlers

Toddlerhood Performance Objective 3

T.3 Describe the standards for promoting the health and safety of toddlers

- T.3.1. , G H Q W L I \ W R G G O H U Y D U L D W L R Q needs and guidelines for food selection
- T.3.2. Describe the medical, health, and safety practices required to prevent illnesses and injuries and to maintain the overall wellness of toddlers
- T.3.3. Examine the role of support systems in meeting the growth and developmental needs of toddlers

Toddlerhood Performance Objective 4

T.4 Analyze the impact current issues, events, and technological advances have on toddlers

- T.4.1. Investigate and discuss current issues and concerns common to toddlers including but not limited to day care, discipline, tantru

T.4.4.	Examine how local, state, national, and global issues and events influence W R G G O H U V ¶ G H Y H O R S P H Q W
T.4.5.	Examine how media and technological advances impact toddlers and families
T.4.6.	Determine the legal and ethical implications technological advances have on the growth and development of toddlers
T.4.7.	Project the impact future technological advances may have on the growth and development of toddlers

H. Preschool (PS) *What principles of growth and development and developmentally appropriate practices do I need to know in order to foster optimal growth and development of preschoolers?*

Standards Connections

Preschool supports the NYS Family and Consumer Sciences Learning Standards 1 ±Personal Health and Fitness, 2 ±A Safe and Healthy Environment and 3 ±Resource Management; and NYS Career Development and Occupational Studies Standards 1 ±Career Development, 3a ±Universal Foundation Skills and 3b ±Career Majors (Human and Public Services)

Rationale

The purpose of this content topic is to identify the developmental needs of preschoolers. Students will explore methods of meeting these developmental needs by utilizing strategies that promote optimal growth and development of preschoolers. In addition, this content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the study of preschoolers.

Key Ideas

NYS FACS 1 - Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy and money, to make effective decisions in order to balance their obligations to work, family and self. They will know and access community resources.

NYS CDOS 1 - Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

NYS CDOS 3a1 - Basic Skills
NYS CDOS 3a2 - Thinking Skills
NYS CDOS 3a3 - Personal Qualities
NYS CDOS 3a4 - Interpersonal Skills
NYS CDOS 3a5 - Technology
NYS CDOS 3a6 - Managing Information
NYS CDOS 3a7 - Managing Resources
NYS CDOS 3a8 - Systems

NYS CDOS 3b Human and Public Services
1 - Ethical/Legal Responsibilities
NYS CDOS 3b Human and Public Services
3 - Sanitation
NYS CDOS 3b Human and Public Services
4 - Human Growth and Development

Preschool Performance Objective 4

PS.4 Analyze the impact current issues, events, and technological advances have on preschoolers and families

PS.4.1. Investigate and discuss current issues and concerns common to preschoolers including but not limited to securing quality preschool education, providing positive guidance, and dealing with fears

PS.4.2. Develop techniques to effectively assess and address concerns

PS.4.3. Analyze the impact local, state, and federal standards, policies, regulations, and laws have on preschoolers and families

PS.4.4. Examine how local, state, national, and global issues and events influence

S U H V F K R R O H U V ¶ G H Y H O R S P H Q W

NYS CDOS 3b Human and Public Services
5 - Interpersonal Dynamics
NYS CDOS 3b Human and Public Services
6 - Safety
NYS CDOS 3b Human and Public Services
9 - Wellness

Performance Objectives and Supporting Competencies for School Age

School Age Performance Objective 1

SA.1 Explain the principles of growth and development of school age children

SA.1.1. Identify the characteristics and interrelationship among the physical, intellectual (cognitive), social, emotional, and moral development of school age children

SA.1.2. Identify developmental milestones that typically occur during the school age years

SA.1.3. Identify the developmental changes that typically occur during puberty

SA.1.4. Identify typical variations in the development of school age children

SA.1.5.

SA.3.4. Recommend to school age children effective strategies for resolving conflicts with others

SA.3.5. Outline ways that families and caregivers can guide school ag H F K L O G U H Q ¶ V development

SA.3.6. ([D P L Q H W K H U R O H R I V X S S R U W V \ V W H P V and Q P H growth and developmental needs

School Age Performance Objective 4

SA 4 Analyze the impact current issues, events, and technological advances have on school age children and families

SA.4.1. Investigate and discuss current issues and concerns common to school age children including but not limited to securing quality childcare, discipline, peers, and puberty

SA.4.2. Develop techniques to effectively assess and address concerns

SA.4.3. Analyze the impact local, state, and federal standards, policies, regulations, and laws have on school age children and families

SA.4.4. Examine how local, state, national, and global issues and events impact school age children and families

SA.4.5. Examine how media and technological advances impact school age children and families

SA.4.6. Determine the legal and ethical implications of technological advances on the growth and development of school age children

SA.4.7. Project the impact future technological advances may have on the growth and development of school age children

J. Special Challenges for Children (SC) *What issues and developmental conditions pose challenges to children, and what modifications and services are available to optimize their development?*

Standards Connections

Special Challenges for Children supports the NYS Family and Consumer Sciences Learning Standards 1 ±Personal Health and Fitness, 2 ±A Safe and Healthy Environment and 3 ±Resource Management; and

SC.3.2.	Develop techniques to effectively assess and address concerns
SC.3.3.	Analyze the impact local, state, and federal standards, policies, regulations, and laws have on exceptional children and their families
SC.3.4.	Examine how local, state, national, and global issues and events impact the growth and development of exceptional children
SC.3.5.	Examine how media and technological advances impact exceptional children and their families
SC.3.6.	Determine the legal and ethical implications of technological advances on the growth and development of exceptional children
SC.3.7.	Project the impact future technological advances may have on the growth and development of exceptional children

Appendix A

FAMILY AND CONSUMER SCIENCES ±HIGH SCHOOL COURSES

BEST PRACTICES RUBRIC

Indicators	1 Falls Below Expectations	2 Approaches Expectations	3 Meets Expectations	4 Exceeds Expectations
NYS FACS Learning Standards				
NYS CDOS Learning Standards				
NYS Academic Learning Standards				
Course Content Topics				
Process Skills				
Strategy				
Implementation				

TITLE : _____

GOAL :

STRATEGY :

ASSESSMENT (Attach rubric):

OC.2 Determine a variety of assessment methods used to observe and interpret child growth and development

- OC.2.1. Compare subjective and objective interpretations
- OC.2.2. Identify current valid and reliable methods of observation and explain the purpose of each

OC.3 Apply the scientific research method in the collection of data pertinent to child development

- OC.3.1. Examine the components of the scientific research method
- OC.3.2. Explain specific guidelines to follow when observing children
- OC.3.3. Demonstrate appropriate observation techniques
- OC.3.4.

CFC.2.6. Examine what personal knowledge, skills, attitudes, and situational factors HQKDQFH RU OLPLW responsibilities of parenting

CFC.2.7. Explain cultural differences in roles and responsibilities of parenting

CFC.2.8. Discuss how historical and current parenting philosophies and emerging research influence parenting practices

CFC.2.9. Identify strategies for constructive, supportive, positive, and productive relationships with children

CFC.2.10. Discuss the importance of utilizing effective positive techniques for managing FKLOGUHQ¶V EHKDYLRUV at different stages of childhood

CFC.2.11. Determine factors that contribute to healthy and unhealthy relationships with children

CFC.2.12. Discuss the effects on parents who care for both their children and their aging parents

CFC.2.13. Discuss contradictions that exist about balancing work and family and practices and conditions that currently exist in society

CFC.2.14. Analyze strategies to manage multiple individual, family, career, and community roles and responsibilities

CFC.2.15. Discuss how societal, environmental, economic, and political issues and events impact parenting across the ages and stages of childhood

CFC.3 Explore child care options that promote child growth and development

CFC.3.1. 'HWHUPLQH FRQGLWLRQV QHFHVVDU\ WR SURPRWH a variety of positive development

CFC.3.2. Determine criteria for selecting quality substitute care for children

CFC.3.3. Examine the implications child development theories have for educational and child care practices

CFC.3.4. Discuss how developmental issues and concerns related to children im

CFC.5 Analyze the impact current issues, events, and technological advances have on children and families

CFC.5.1. Explain the factors that affect perceptions of responsibilities of parenting

CFC.5.2.

IN.3 Describe the standards for promoting the health and safety of infants

IN.3.1. , G H Q W L I \ L Q I D Q W V ¶ guidelines for food selection Q H H G V D Q

IN.3.2. Compare different nutritional sources and methods for feeding infants

IN.3.3. Explain how to create an environment that promotes nutritious eating patterns for infants

IN.3.4. Investigate current infant nutrition issues and concerns such as food allergies

IN.3.5. Describe medical, health, and safety practices to follow in order to prevent illnesses and injuries and to maintain the overall wellness of infants

IN.3.6. ([D P L Q H W K H U R O H R I V X S S R U W \ V \ V W H P V L Q P H growth and developmental needs

IN.4 Analyze the impact current issues, events and technological advances have on infants

IN.4.1. Investigate and discuss current infant issues and concerns including but not limited to securing quality substitute care

IN.4.2. Analyze the impact local, state, and federal standards, policies, regulations, and laws have on infants and their families

IN.4.3. Examine how local, state, national, and global issues and events L Q I O X H Q F H L

T.3.3. Examine the role of support systems in meeting the growth and developmental needs of toddlers

T.4 Analyze the impact current issues, events, and technological advances have on toddlers

T.4.1. Investigate and discuss current issues and concerns common to toddlers including but not limited to day care, discipline, tantrums, fears, and toilet training

T.4.2. Develop techniques to effectively assess and address concerns

T.4.3. Analyze the impact local, state, and federal standards, policies, regulations, and laws have on toddlers and their families

T.4.4. Examine how local, state, national, and global issues and events influence W R G G O H U V ¶ G H Y H O R S P H Q W

T.4.5. Examine how media and technological advances impact toddlers and families

T.4.6. Determine the legal and ethical implications technological advances have on the growth and development of toddlers

T.4.7. Project the impact future technological advances may have on the growth and development of toddlers

H. Preschool (PS)

PS.1 Explain the principles of growth and development of preschoolers

PS.1.1. Identify the characteristics and interrelationship among the physical, intellectual (cognitive), social, emotional, and moral development of preschoolers

PS.1.2. Identify developmental milestones that typically occur during the preschool years

PS.1.3 Identify typical variations in the development of preschoolers

PS.1.4. Describe benchmark warnings that may indicate developmental delays during the preschool years

PS.1.5. Review the theories of development as they relate to preschoolers

PS.1.6. Examine the effects gender, ethnicity, and personality have on the social development of preschoolers

PS.2 Demonstrate developmentally appropriate practices to utilize when caring for preschoolers

PS.2.1. Recognize the features of a developmentally appropriate routine for preschoolers

PS.2.2. Identify strategies for constructive, positive, productive, and supportive interactions among preschoolers, family members, peers, and other adults

PS.2.3. Identify ways to help a preschoolers prepare for and adjust to a formal learning environment

PS.2.4. Explain ways W R H Q K D Q F H S U H V F K R R O H U V ¶ O H D U Q L Q gy using everyday experiences

PS.2.5. Identify ways to involve preschoolers in activities based on their developmental needs and interests

PS.3 Describe the standards for the health and safety of preschool age children

PS.3.1. Describe the nutritional, health, and safety practices required to prevent injuries and maintain the overall wellness of preschoolers

PS.3.2. Identify how to interact with preschoolers in ways that promote their self-esteem and autonomy

PS.3.3. Exam L Q H W K H U R O H R I V X S S R U W V \ V W H P V L Q P H H developmental needs

PS.4 Analyze the impact current issues, events, and technological advances have on preschoolers and families

PS.4.1. Investigate and discuss current issues and concerns common to preschoolers including but not limited to securing quality preschool education, providing positive guidance, and dealing with fears

PS.4.2. Develop techniques to effectively assess and address concerns

PS.4.3. Analyze the impact local, state, and federal standards, policies, regulations, and laws have on preschoolers and families

PS.4.4. Examine how local, state, national, and global issues and events influence S U H V F K R R O H U V ¶ G H Y H O R S P H Q W

PS 4.5. Examine how media and technological advances impact preschoolers and families

PS.4.6. Determine the legal and ethical implications of technological advances on the growth and development of preschoolers

PS.4.7. Examine global influences on preschoolers and families

PS.4.8. Project the impact future technological advances may have on the growth and development of preschoolers

I. School Age (SA)

SA.1 Explain the principles of growth and development of school age children

SA.1.1. Identify the characteristics and interrelationship among the physical, intellectual (cognitive), social, emotional, and moral development of school age children

SA.1.2. Identify developmental milestones that typically occur during the school age years

SA.1.3. Identify the developmental changes that typically occur during puberty

SA.1.4. Identify typical variations in the development of school age children

SA.1.5. Describe benchmark warnings that may indicate developmental delays during the school age years

SA.1.6. Review the theories of development as they relate to school age children

SA.1.7. Examine the effects gender, ethnicity, and personality have on the social development of school age children

SA.2 Demonstrate developmentally appropriate practices to utilize when

SA.3.2. Describe the health and safety practices required to prevent injuries and maintain the overall wellness of school age children

SA.3.3. Identify how to interact with school age children in ways that promote their self-esteem and competence

SA.3.4. Recommend to school age children effective strategies for resolving conflicts with others

SA.3.5. Outline ways that families and caregivers can guide school ag H F K L O G U H Q ¶ V development

SA.3.6. ([D P L Q H W K H U R O H R I V X S S R U W V \ V W H P V and Q P H growth developmental needs

SA 4 Analyze the impact current issues, events, and technological advances have on school age children and families

SA.4.1. Investigate and discuss current issues and concerns common to school age children including but not limited to securing quality childcare, discipline, peers, and puberty

SA.4.2. Develop techniques to effective

SC.2.3. Determine developmentally appropriate care and practices to optimize growth and development of exceptional children

SC.2.4. Explain current approaches to education for exceptional children

SC.2.5. Determine effective advocacy strategies for children and families to use when facing diverse challenges

SC.2.6. Determine how exceptional children are understood and cared for in a variety of cultures

SC.2.7. Discriminate between exceptional children who benefit from modifications in care by families and those situations that require professional assistance

SC.2.8. Identify and evaluate external support systems that provide services for exceptional children

SC.3 Analyze the impact current issues, events, and technological advances have on ³H[FHSWLRQDO´ FKLOGUHQ

SC.3.1. Investigate and discuss current issues and concerns common to exceptional children and their families

Appendix C
HOME AND CAREER SKILLS
PROCESS SKILLS

A. **Communication Skills (C)** *How can I develop effective communication skills to express thoughts, feelings, opinions, and information to enhance family, school, work, and community relationships?*

Standards Connections

Communications Skills support the NYS Family and Consumer Sciences Learning Standard 2 ± A Safe and Healthy Environment and NYS Career Development and Occupational Studies Learning Standards 1 ± Career Development, 2 ± Integrated Learning, and 3a ± Universal Foundation Skills.

B. **Leadership Skills (L)** *How can I develop lifelong leadership skills to address important personal, family, school, work, and community issues?*

Standards Connections

Leadership Skills support the NYS Family and Consumer Sciences Learning Standards 2 ±A Safe and Healthy Environment, 3 ±Resource Management, and NYS Career Development and Occupational Studies Standards 1 ±Career Development, 2 ±Integrated Learning, and 3a ± Universal Foundation Skills.

Rationale

Leadership process skills include helping a group, such as a family, school, or community shape a vision of purpose and goals, and encouraging others to commit themselves to accomplishing that vision. Being a responsible leader requires taking action for the common good of the group.

Leaders tell, sell, participate, and delegate, using different strategies at different times and with different group members, in order to involve and encourage everyone toward achieving the shared vision. Leadership skills are embraced in Home and Career Skills classes as students develop a common vision, cooperate with each other, and assume shared responsibility for their family, school, work, and community settings.

Key Ideas

NYS FACS 2 - Students can provide a safe and nurturing environment for themselves and others.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money, and make effective decisions in order to balance their obligations to work, f amily, and self. They will nurture and support positive relationships in

(Personal Qualities) Students will develop competence in self-management and the ability to plan, organize, and take independent action.

(Interpersonal Skills) Students will develop

(Personal Qualities) Students will develop competence in self-management and the ability to plan, organize, and take independent action.

(Interpersonal Skills) Students will develop positive interpersonal qualities leading to team work and cooperation in large and small groups in family, social, and work situations.

(Managing Information) Students will access and use information obtained from other people, community resources, and computer networks.

(Managing Resources) Students will use resources to successfully carry out a planned activity.

Performance Objectives and Supporting Competencies for Management Skills

Management Skills Performance Objective 1

M.1 Explain the importance of effective management of resources in a variety of relevant life situations.

Management Skills Objective 1 Supporting Competencies

M.1.1 Explain *management* as it relates to personal, family, and work life.
M.1.2 Compare ways in which different people make different choices in the same situation.

Management Skills Performance Objective 2

M.2 Explain how decision making, problem solving, and goal setting assist with management of resources (i.e. time, money, energy).

Management Skills Objective 2 Supporting Competencies

M.2.1 Explain the interrelatedness of the decision-making, problem-solving and goal-setting processes.

Management Skills Performance Objective 3

M.3 Explain how needs, wants, values, goals, and standards impact decision making, problem solving and goal setting.

Management Skills Objective 3 Supporting Competencies

M.3.1 Define *needs, wants, values, goals, and standards.*

M.3.2 Describe how needs, wants, values, goals, and standards influence decisions.
M.3.3 Examine how individuals and families make choices to satisfy needs and wants.

Management Skills Performance Objective 4

M.4 Identify human, economic, and environmental resources that are available and appropriate to use in decision making, problem solving and goal setting.

Management Skills Objective 4 Supporting Competencies

M.4.1 Define *resources*
M.4.2 Classify human, economic, and environmental resources.
M.4.3 Identify human, economic, and environmental resources that are limited and/or expendable, and select those that are available and appropriate to the relevant life situation.
M.4.4

Management Skills Performance Objective 7

M.7 Apply the goal-setting process in a logical and sequential manner to relevant life situations involving a goal.

Management Skills Objective 7 Supporting Competencies

M.7.1 Define *goal.*
M.7.2 Distinguish between long-term and short-term goals.
M.7.3

D. **Thinking Skills (T)** *How can I apply effective critical and creative thinking skills to increase the probability of desired outcomes at home, school, work, and community settings?*

Standards Connections

Thinking Skills support the NYS Family and Consumer Sciences Learning Standards 1 ± Personal Health and Fitness, 2 ±A Safe and Healthy Environment, 3 ±Resource Management and NYS Career Development and Occupational Studies Standards 1 ±Career Development, 2 ± Integrated Learning, and 3a ±Universal Foundation Skills.

Performance Objectives and Supporting Competencies for Thinking Skills

Thinking Skills Performance Objective 1

T.1 Demonstrate creative and critical thinking skills in family, school, work, and/or community settings.

Thinking Skills Objective 1 Supporting Competencies

T.1.1 Examine the roles and functions of creative and critical thinking skills in family, school, work, and community settings.
T.1.2 Describe creative thinking skills.
T.1.3 Describe critical thinking skills.
T.1.4 Demonstrate creative and/or critical thinking skills to accomplish a task.