

Program Area - Course Syllabus

Course: **Important Learning I or II**

Teacher Contact:

Teacher.contact@evsc.k12.in.us

Teacher: **Mr. Career Learning**

812-435-0000

Textbook / **Intro to Career and Technical Education, Thompson Delmar Learning**

Required **Workbook to Intro to CTE, Thompson Delmar Learning**

Materials: **Safety Glasses (can be bought from instructor)**

Student **Skills/HOSA/FFA**

Organization:

Prerequisite: **Desire to learn important things**

Dual Enrollment Credit **6 Credits Possible**

(Please List):

CTE 101 Basics of Learning (3 hours) Ivy Tech

CTE 210 The Internship of Life (3 hours) Ivy Tech

Students must register at SICTC in August

Cost: \$0.00

Student must earn a grade of A, B, C to receive credit

Student must also pass a college entrance exam to receive credit

Industry Certification: **State Approved Certification**

Cost: \$0.00 for exam. Exam offered in May

Internship / Practicum: **Available 2nd semester of Senior year.**

Instructor will assist in finding internship but responsibility lies with student. Age and employability restrictions may apply.

Work Keys:

Students interested in a Technical Honors diploma may need to pass the assessments for TH to fulfill its requirements. Student should confirm with their counselor.

I. COURSE DESCRIPTION

This is the spot where you will provide information about the objectives your course, the number of credits that can be earned, the type of learning that can be expected (classroom and lab). The state assigned course description could be used as well.

II. COURSE CONTENT STANDARDS / SEQUENCE

Task Area	Time Line
Overview of CTE	10 days
Perkins Legislation	5 days
Life Long Learning	3 days
Lab Safety	21 days
Valuable Content	Xxx days
Valuable Content	Xxx Days
Valuable Content	Xxx Days
There could be many more topics/tasks/areas that are covered	
Total	??

III. EVALUATION/GRADE PROCEDURES

- | | |
|---------------------------|-----|
| 1. Laboratory Assignments | 25% |
| 2. Student Exercises | 10% |
| 3. Quizzes | 25% |
| 4. Tests | 40% |

Be specific about how you will assign grades. How are the grading periods waited? How are your grades figured (by grading period, cumulative, etc)? Is the final comprehensive, etc.?

Grading policies that may be specific to a given task (ie. internships, practicum).

Grades can be checked in RDS. EVSC students and parents can gain access through their home school. Non-EVSC students can receive an access code by contacting the SICTC main office.

IV. Syllabus material deemed relevant to course by instructor ie...

Plagiarism, internship information, discipline procedures, procedures or rules that you would anticipate the need to inform students and/or parents beforehand.

V. Important Dates

- November Open House – November 5
- End of First Semester - December 21
- January Open House – January 5
- Skills USA Regional – Vincennes University – Mid February.
- End of Pathway Assessments - Mid April
- Class Day – May 8 or 9

Additional copies of the syllabus can be obtained from the instructor or from the SICTC website at www.sictc.com.

Course Framework

Career Cluster: Education and Training

Career Pathway:

Early Childhood Education

Education Professions

VCSC Course Title: Child Development I

VCSC #: H0611

IDOE Course Title: Child Development

IDOE#: 5362

Course Duration: one trimester

Required ECA: VCSC developed

Recommended Grade Level: 10, 11, 12

Dual Credit Institution:

Post-Secondary Course Title:

Post-Secondary Course Number:

High School Credits/P.S. Credits:

Requirements/Prerequisites:

Industry Certification:

Course Description: Child Development is an introductory course for all students as a life foundation and academic enrichment; it is especially relevant for students interested in careers that draw on knowledge of children, child development, and nurturing of children. This course addresses issues of child development from conception/prenatal through age 3. It includes the study of prenatal development and birth; growth and development of children; child care giving and nurturing; and support systems for parents and caregivers. A project-based approach that utilizes higher order thinking, communication, leadership, management processes, 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. Authentic applications such as introductory laboratory/field experiences with young children and/or service learning that build knowledge of children, child development, and nurturing of children are strongly recommended. This course provides the foundation for continuing and post-secondary education in all career areas related to children, child development, and nurturing of children.

Syllabus/Pacing Guide

Trimester 1

Week 1

Topic: Infertility and Pregnancy

Activity Summary:

3 Days /Day2-4

Chapter 3

Pages 91-95

- explain physical and psychological problems of infertility.
- investigate causes of infertility

6 Days /Day 5-10

Chapter 4: Pregnancy

- describe what happens during conception.
- explain how genetic factors affect prenatal development.
- describe how a person inherits traits through genes.
- list the three different types of multiple pregnancies.
- describe the three main stages of prenatal development.
- create a story about prenatal development

State Standards:

CD-1.1 Demonstrate components of critical thinking, creative thinking, and reasoning.

CD-1.2 Evaluate effective communication processes in school, family, career, and community settings.

CD-1.3 Demonstrate leadership that encourages participation and respect for the ideas, perspectives, and contributions of group members.

CD-1.4 Apply management, decision-making, and problem solving processes to accomplish tasks and fulfill responsibilities.

CD-1.5 Examine the interrelationships among thinking, communication, leadership, and management processes to address family, community, and workplace issues.

CD-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).

CD-2.1 Examine biological processes related to conception, prenatal development, birth, and health of child and mother.

CD-2.3 Analyze legal, moral, and ethical impacts of technology related to the birth of a child (e.g., infertility issues, surrogacy, selective abortion due to health of unborn child or multiple births, stem cell usage, and others).

CD-5.5 Discuss careers that draw on knowledge of children, child development, and nurturing of children

Curricular Materials: G-W Publisher "Child Development"

Common Core Activity Summary:

Common Core Standards:

Week 2

Topic: Prenatal Care

Activity Summary:

5 Days /Day 11-15

Chapter 5: Prenatal Care

- describe the early signs of pregnancy.
- explain the role of the environment on prenatal development.
- explain the relationship between the health of the mother and the health of the baby.

- describe how diseases, drugs, radiation, environmental pollutants, and congenital problems can harm the fetus.
- design a one day healthy diet plan for a pregnant female

State Standards:

CD-1.1 Demonstrate components of critical thinking, creative thinking, and reasoning.

CD-1.2 Evaluate effective communication processes in school, family, career, and community settings.

CD-1.3 Demonstrate leadership that encourages participation and respect for the ideas, perspectives, and contributions of group members.

CD-1.4 Apply management, decision-making, and problem solving processes to accomplish tasks and fulfill responsibilities.

CD-1.5 Examine the interrelationships among thinking, communication, leadership, and management processes to address family, community, and workplace issues.

CD-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).

CD-2.1 Examine biological processes related to conception, prenatal development, birth, and health of child and mother.

CD-2.2 Evaluate physical, emotional, and environmental factors of prenatal development and birth in relation to the health of the parents and child.

CD-5.5 Discuss careers that draw on knowledge of children, child development, and nurturing of children

Curricular Materials: G-W Publisher "Child Development"

Common Core Activity Summary:

"How Far Would You Go to Save a Baby?" By Roxanne Patel Shepelavy

Taken from "Glamour Magazine"

Common Core Standards:

9-10.RT.8 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a technical problem.

9-10.WT.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Week 3

Topic: Childbirth

Activity Summary:

4 Days /Day 16-19

Chapter 6: Childbirth

- list ways family members can be involved during pregnancy.
- describe the birth process and some of the possible complications of delivery.
- describe physical and emotional changes in the mother during the postpartum period.
- construct a flow chart of stages of labor

State Standards:

CD-1.1 Demonstrate components of critical thinking, creative thinking, and reasoning.

CD-1.2 Evaluate effective communication processes in school, family, career, and community settings.

CD-1.3 Demonstrate leadership that encourages participation and respect for the ideas, perspectives, and contributions of group members.

CD-1.4 Apply management, decision-making, and problem solving processes to accomplish tasks and fulfill responsibilities.

CD-1.5 Examine the interrelationships among thinking, communication, leadership, and management processes to address family, community, and workplace issues.

CD-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).

CD-2.2 Evaluate physical, emotional, and environmental factors of prenatal development and birth in relation to the health of the parents and child.

CD-3.2 Examine physical, intellectual, emotional, social, and moral aspects of human growth and development of children across a range of birth through age 3.

CD-5.5 Discuss careers that draw on knowledge of children, child development, and nurturing of children

Curricular Materials: G-W Publisher "Child Development"

Common Core Activity Summary:

Common Core Standards:

Week 4

Topic: The Newborn

Activity Summary:

5 Days /Day 20-24

Chapter 7: The Newborn

- give examples of medical care and tests newborns receive at birth.
- describe the characteristics of a newborn.
- identify a newborn's physical, intellectual, and social-emotional needs.
- explain how parents of newborns can meet their own needs.
- create a brochure explaining the benefits of breastfeeding

State Standards:

CD-1.1 Demonstrate components of critical thinking, creative thinking, and reasoning.

CD-1.2 Evaluate effective communication processes in school, family, career, and community settings.

CD-1.3 Demonstrate leadership that encourages participation and respect for the ideas, perspectives, and contributions of group members.

CD-1.4 Apply management, decision-making, and problem solving processes to accomplish tasks and fulfill responsibilities.

CD-1.5 Examine the interrelationships among thinking, communication, leadership, and management processes to address family, community, and workplace issues.

CD-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).

CD-3.2 Examine physical, intellectual, emotional, social, and moral aspects of human growth and development of children across a range of birth through age 3.

CD-3.3 Investigate impacts of heredity and environment on prenatal and early childhood human growth and development.

CD-3.4 Assess effects of pre-pregnancy, prenatal, and postnatal nutrition on health and wellness of mother and child.

CD-4.4 Analyze impacts of abuse and neglect on children and families and identify methods of prevention.

CD-5.3 Describe community resources, services, and opportunities that support parenting and nurturing.

CD-5.5 Discuss careers that draw on knowledge of children, child development, and nurturing of children

Curricular Materials: G-W Publisher "Child Development"

Common Core Activity Summary:

Common Core Standards:

Week 5

Topic: Physical and Intellectual Development of the Infant

Activity Summary:

3 Days /Day 25-27

Chapter 8: Physical Development of the Infant

- describe how an infant develops physically during the first year.
- describe the order in which an infant's motor skills develop.
- construct a pictorial and word poster of physical developmental milestones of the infant

4 Days /Day 28-32

Chapter 9: Intellectual Development of the Infant

- describe how and what infants learn.
- explain how infants express what they know through language.
- identify the order in which infants learn.
- correlate appropriate toys to stimulate the infant's intellectual development

State Standards:

CD-1.1 Demonstrate components of critical thinking, creative thinking, and reasoning.

CD-1.2 Evaluate effective communication processes in school, family, career, and community settings.

CD-1.3 Demonstrate leadership that encourages participation and respect for the ideas, perspectives, and contributions of group members.

CD-1.4 Apply management, decision-making, and problem solving processes to accomplish tasks and fulfill responsibilities.

CD-1.5 Examine the interrelationships among thinking, communication, leadership, and management processes to address family, community, and workplace issues.

CD-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).

CD-3.2 Examine physical, intellectual, emotional, social, and moral aspects of human growth and development of children across a range of birth through age 3.

CD-4.2 Evaluate communication strategies that promote positive self-esteem in children.

CD-4.3 Apply current and emerging research on human growth and development, including brain research, to assess nurturing practices.

CD-4.5 Examine nurturing practices unique to infants and young children with special needs.

CD-5.5 Discuss careers that draw on knowledge of children, child development, and nurturing of children

Curricular Materials: G-W Publisher "Child Development"

Common Core Activity Summary:

Common Core Standards:

Week 6

Topic: Social-Emotional Development of the Infant, Infant's Developmental Needs

Activity Summary:

4 Days /Day 33-36

Chapter 10: Social-Emotional Development of the Infant

- identify temperamental differences in babies.
- describe the infant's major first-year social tasks.
- explain the roots of four emotions—love, fear, anxiety, and anger.
- differentiate the characteristics of a baby's temperament

5 Days / Dayt 37-42

Chapter 11: Providing for the Infant's Developmental Needs

- plan ways to meet the developmental needs of babies in their first year.

- demonstrate skills that meet babies' physical needs.
- stimulate babies' mental development.
- enhance babies' growing awareness of themselves.
- connect appropriate foods to an infant's developmental needs

State Standards:

CD-1.1 Demonstrate components of critical thinking, creative thinking, and reasoning.

CD-1.2 Evaluate effective communication processes in school, family, career, and community settings.

CD-1.3 Demonstrate leadership that encourages participation and respect for the ideas, perspectives, and contributions of group members.

CD-1.4 Apply management, decision-making, and problem solving processes to accomplish tasks and fulfill responsibilities.

CD-1.5 Examine the interrelationships among thinking, communication, leadership, and management processes to address family, community, and workplace issues.

CD-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).

CD-3.2 Examine physical, intellectual, emotional, social, and moral aspects of human growth and development of children across a range of birth through age 3.

CD-4.1 Implement nurturing practices that support human growth and development of young children.

CD-4.2 Evaluate communication strategies that promote positive self-esteem in children.

CD-4.3 Apply current and emerging research on human growth and development, including brain research, to assess nurturing practices.

CD-4.5 Examine nurturing practices unique to infants and young children with special needs.

CD-5.5 Discuss careers that draw on knowledge of children, child development, and nurturing of children

Curricular Materials: G-W Publisher "Child Development"

Common Core Activity Summary:

Common Core Standards:

Week 7

Topic: Physical and Intellectual Development

Activity Summary:

3 Days /Day 43-45

Chapter 12: Physical Development of the Toddler

- describe the physical changes that occur between the first and third years of life.
- identify the toddler's major gross- and fine-motor skills
- correlate eye-hand skills with gross- and fine-motor skills

3 Days /Day 46-48

Chapter 13: Intellectual Development of the Toddler

- describe how and what toddlers learn.
- formulate the sequence of language development.

State Standards:

CD-1.1 Demonstrate components of critical thinking, creative thinking, and reasoning.

CD-1.2 Evaluate effective communication processes in school, family, career, and community settings.

CD-1.3 Demonstrate leadership that encourages participation and respect for the ideas, perspectives, and contributions of group members.

CD-1.4 Apply management, decision-making, and problem solving processes to accomplish tasks and fulfill responsibilities.

CD-1.5 Examine the interrelationships among thinking, communication, leadership, and management processes to address family, community, and workplace issues.

CD-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).

CD-3.2 Examine physical, intellectual, emotional, social, and moral aspects of human growth and development of children across a range of birth through age 3.

CD-5.5 Discuss careers that draw on knowledge of children, child development, and nurturing of children.

Curricular Materials: G-W Publisher "Child Development"

Common Core Activity Summary:

Common Core Standards:

Week 8

Topic: Social-Emotional Development

Activity Summary:

5 Days /Day 49-51

Chapter 14: Social-Emotional Development of the Toddler

- describe how toddlers develop self-will.
- explain the way toddlers extend their social relationships with others.
- describe how toddlers develop a sense of self-worth.
- identify how toddlers reveal their emotions.
- construct an essay explaining why people refer to the toddler years as the “terrible twos”

State Standards:

CD-1.1 Demonstrate components of critical thinking, creative thinking, and reasoning.

CD-1.2 Evaluate effective communication processes in school, family, career, and community settings.

CD-1.3 Demonstrate leadership that encourages participation and respect for the ideas, perspectives, and contributions of group members.

CD-1.4 Apply management, decision-making, and problem solving processes to accomplish tasks and fulfill responsibilities.

CD-1.5 Examine the interrelationships among thinking, communication, leadership, and management processes to address family, community, and workplace issues.

CD-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).

CD-3.2 Examine physical, intellectual, emotional, social, and moral aspects of human growth and development of children across a range of birth through age 3.

CD-3.5 Examine how gender, ethnicity, culture and life events relate to the child's development.

CD-4.1 Implement nurturing practices that support human growth and development of young children.

CD-4.2 Evaluate communication strategies that promote positive self-esteem in children.

CD-5.2 Explain the importance of friends, family, and community relationships in supporting parents and caregivers.

CD-5.5 Discuss careers that draw on knowledge of children, child development, and nurturing of children

Curricular Materials: G-W Publisher "Child Development"

Common Core Activity Summary:

Common Core Standards:

Week 9

Topic: Providing for Toddler's Developmental Needs

Activity Summary:

4 Days /Day 52-56 or 57

Chapter 15: Providing for the Toddler's Developmental Needs

- plan ways to meet toddlers' physical needs.
- stimulate toddlers' growing mental abilities.
- help toddlers adjust to their first social controls.
- investigate problem-solving activities for the toddler

State Standards:

CD-1.1 Demonstrate components of critical thinking, creative thinking, and reasoning.

CD-1.2 Evaluate effective communication processes in school, family, career, and community settings.

CD-1.3 Demonstrate leadership that encourages participation and respect for the ideas, perspectives, and contributions of group members.

CD-1.4 Apply management, decision-making, and problem solving processes to accomplish tasks and fulfill responsibilities.

CD-1.5 Examine the interrelationships among thinking, communication, leadership, and management processes to address family, community, and workplace issues.

CD-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).

CD-3.2 Examine physical, intellectual, emotional, social, and moral aspects of human growth and development of children across a range of birth through age 3.

CD-5.5 Discuss careers that draw on knowledge of children, child development, and nurturing of children

Curricular Materials: G-W Publisher "Child Development"

Common Core Activity Summary:

Common Core Standards:

Week 10

Topic: Please refer to days listed rather than week numbers.

Activity Summary:

State Standards:

Curricular Materials:

Common Core Activity Summary:

Common Core Standards:

Week 11

Topic:

Activity Summary:

State Standards:

Curricular Materials:

Common Core Activity Summary:

Common Core Standards:

Week 12

Topic:

Activity Summary:

State Standards:

Curricular Materials:

Common Core Activity Summary:

Common Core Standards: