# Child Development

Subject: Career Development and Career and Technical Education
Grade: 10
Expectations: 59
Breakouts: 154

(a)  Introduction.

1.  Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.

2.  The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services.

3.  Child Development is a course that addresses knowledge and skills related to child growth and development from prenatal through school-age children. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children.

4.  Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

5.  Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b)  Knowledge and Skills Statements

(1)  The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

    (A)  apply interpersonal communication skills in business and industry settings;

        (i)  apply interpersonal communication skills in business and industry settings

    (B)  explain the value of and demonstrate collaboration within the work environment;

        (i)  explain the value of collaboration within the work environment

        (ii)  demonstrate collaboration within the work environment

    (C)  apply productive work habits, including time management, organization, initiative, and self-direction;

        (i)  apply productive work habits, including time management

        (ii)  apply productive work habits, including organization

        (iii)  apply productive work habits, including initiative

        (iv)  apply productive work habits, including self-direction

    (D)  identify work ethics and professional skills needed in a work environment; and

        (i)  identify work ethics needed in a work environment

        (ii)  identify professional skills needed in a work environment

       (E)   identify and demonstrate problem-solving, creativity, and critical-thinking skills needed within the work environment.

           (i)     identify problem-solving skills needed within the work environment

           (ii)    identify creativity skills needed within the work environment

           (iii)   identify critical-thinking skills needed within the work environment

           (iv)   demonstrate problem-solving skills needed within the work environment

           (v)    demonstrate creativity skills needed within the work environment

           (vi)   demonstrate critical-thinking skills needed within the work environment

(2)   The student analyzes roles and responsibilities of caregivers or guardians. The student is expected to:

       (A)   compare parenting styles and the potential influence of each style on a child's development;

           (i)     compare parenting styles

           (ii)    compare the potential influence of each [parenting] style on a child's development

       (B)   investigate the legal rights and responsibilities of parents;

           (i)     investigate the legal rights of parents

           (ii)    investigate the legal responsibilities of parents

       (C)   analyze positive relationship characteristics and developmentally appropriate communication skills needed for parenting; and

           (i)     analyze positive relationship characteristics needed for parenting

           (ii)    analyze developmentally appropriate communication skills needed for parenting

       (D)   analyze the parental responsibilities of educating children through the continuum of developmental stages.

           (i)     analyze the parental responsibilities of educating children through the continuum of developmental stages

(3)   The student examines the care, protection, and safety of children. The student is expected to:

       (A)   analyze the effects of childhood trauma at each developmental stage;

           (i)     analyze the effects of childhood trauma at each developmental stage

       (B)   describe the counseling and therapeutic services available to children such as pharmacotherapy and cognitive-behavioral, family, trauma-focused, and play therapy;

           (i)     describe the counseling services available to children

           (ii)    describe the therapeutic services available to children

       (C)   demonstrate first aid and cardiopulmonary resuscitation skills;

           (i)     demonstrate first aid skills

           (ii)    demonstrate cardiopulmonary resuscitation skills

(D) analyze community resources relevant to the care and protection of children, including childcare services, health care services, and auxiliary service organizations;

    (i) analyze community resources relevant to the care of children, including childcare services

    (ii) analyze community resources relevant to the care of children, including health care services

    (iii) analyze community resources relevant to the care of children, including auxiliary service organizations

    (iv) analyze community resources relevant to the protection of children, including childcare services

    (v) analyze community resources relevant to the protection of children, including health care services

    (vi) analyze community resources relevant to the protection of children, including auxiliary service organizations

(E) examine suggested preventative health care recommendations for children such as American Academy of Pediatrics (AAP) and Centers for Disease Control and Prevention (CDC) guidelines and recommendations for immunizations, physical exams, and oral hygiene;

    (i) examine suggested preventative health care recommendations for children for immunizations

    (ii) examine suggested preventative health care recommendations for children for physical exams

    (iii) examine suggested preventative health care recommendations for children for oral hygiene

(F) assess the safety of children's cribs, toys, clothing, food, and travel safety equipment; and

    (i) assess the safety of children's cribs

    (ii) assess the safety of children's toys

    (iii) assess the safety of children's clothing

    (iv) assess the safety of children's food

    (v) assess the safety of children's travel safety equipment

(G) identify current legislation and public policies affecting the care, protection, and safety of children.

    (i) identify current legislation affecting the care of children

    (ii) identify current legislation affecting the protection of children

    (iii) identify current legislation affecting the safety of children

    (iv) identify current public policies affecting the care of children

    (v) identify current public policies affecting the protection of children

    (vi) identify current public policies affecting the safety of children

(4) The student investigates components of optimal prenatal care and development. The student is expected to:

(A) identify signs and stages of pregnancy;

    (i) identify signs of pregnancy

    (ii) identify stages of pregnancy

(B) analyze the effect of environmental and hereditary factors on conception and fetal development, including prenatal brain development;

  (i)  analyze the effect of environmental factors on conception

  (ii)  analyze the effect of environmental factors on fetal development, including prenatal brain development

  (iii)  analyze the effect of hereditary factors on conception

  (iv)  analyze the effect of hereditary factors on fetal development, including prenatal brain development

(C) identify characteristics of, contributing factors to, and treatment of various fetal birth defects, including defects of unknown ideology;

  (i)  identify characteristics of various fetal birth defects, including defects of unknown ideology

  (ii)  identify contributing factors to various fetal birth defects, including defects of unknown ideology

  (iii)  identify treatment of various fetal birth defects, including defects of unknown ideology

(D) analyze nutritional needs prior to and during pregnancy;

  (i)  analyze nutritional needs prior to pregnancy

  (ii)  analyze nutritional needs during pregnancy

(E) analyze appropriate medical care and good health practices prior to and during pregnancy;

  (i)  analyze appropriate medical care prior to pregnancy

  (ii)  analyze appropriate medical care during pregnancy

  (iii)  analyze good health practices prior to pregnancy

  (iv)  analyze good health practices during pregnancy

(F) explain how technological advances in prenatal care can impact child development;

  (i)  explain how technological advances in prenatal care can impact child development

(G) explore careers that provide service to those receiving prenatal care; and

  (i)  explore careers that provide service to those receiving prenatal care

(H) analyze the process of labor and delivery methods.

  (i)  analyze the process of labor and delivery methods

(5) The student investigates strategies for optimizing the development of children ages birth through 12 months, including those with special needs. The student is expected to:

(A) analyze the physical, emotional, social, intellectual, and moral developmental needs of children ages birth through twelve months;

  (i)  analyze the physical developmental needs of children ages birth through twelve months

  (ii)  analyze the emotional developmental needs of children ages birth through twelve months

  (iii)  analyze the social developmental needs of children ages birth through twelve months

  (iv)  analyze the intellectual developmental needs of children ages birth through twelve months

  (v)  analyze the moral developmental needs of children ages birth through twelve months

(B) investigate the impact of children ages birth through twelve months on the family such as the impact on roles, finances, responsibilities, and relationships in the family;

   (i) investigate the impact of children ages birth through twelve months on the family

(C) analyze the impact of technology such as personal usage or exposure and assistive technologies on the growth and development of children ages birth through 12 months;

   (i) analyze the impact of technology on the growth of children ages birth through 12 months

   (ii) analyze the impact of technology on the development of children ages birth through 12 months

   (iii) analyze the impact of assistive technologies on the growth of children ages birth through 12 months

   (iv) analyze the impact of assistive technologies on the development of children ages birth through 12 months

(D) explore careers that provide service to children ages birth through twelve months; and

   (i) explore careers that provide service to children ages birth through twelve months

(E) identify appropriate nutrition and ways to meet nutritional needs, including breast feeding and formula feeding, and considerations related to food allergies for children ages birth through twelve months.

   (i) identify appropriate nutrition for children ages birth through twelve months

   (ii) identify appropriate ways to meet nutritional needs, including breast feeding, for children ages birth through twelve months

   (iii) identify appropriate ways to meet nutritional needs, including formula feeding, for children ages birth through twelve months

   (iv) identify appropriate considerations related to food allergies for children ages birth through twelve months

(6) The student investigates strategies for optimizing the development of children ages 13 months through 35 months, including those with special needs. The student is expected to:

(A) analyze the physical, emotional, social, intellectual, and moral developmental needs of children ages 13 months through 35 months;

   (i) analyze the physical developmental needs of children ages 13 months through 35 months

   (ii) analyze the emotional developmental needs of children ages 13 months through 35 months

   (iii) analyze the social developmental needs of children ages 13 months through 35 months

   (iv) analyze the intellectual developmental needs of children ages 13 months through 35 months

   (v) analyze the moral developmental needs of children ages 13 months through 35 months

(B) create play activities such as pre-literacy, social emotional learning, mathematics, science, physical movement, outdoor play, art, and music activities that enhance the growth and development of children ages 13 months through 35 months;

   (i) create play activities that enhance the growth of children ages 13 months through 35 months

   (ii) create play activities that enhance the development of children ages 13 months through 35 months

(C) analyze the impact of technology such as personal usage and assistive technologies on the growth and development of children ages 13 months through 35 months;

  (i) analyze the impact of technology on the growth of children ages 13 months through 35 months

  (ii) analyze the impact of technology on the development of children ages 13 months through 35 months

  (iii) analyze the impact of assistive technologies on the growth of children ages 13 months through 35 months

  (iv) analyze the impact of assistive technologies on the development of children ages 13 months through 35 months

(D) analyze appropriate nutritional guidelines that promote wellness in children ages 13 months through 35 months;

  (i) analyze appropriate nutritional guidelines that promote wellness in children ages 13 months through 35 months

(E) explore careers that provide service to children ages 13 months through 35 months; and

  (i) explore careers that provide service to children ages 13 months through 35 months

(F) prepare or plan developmentally appropriate snacks or meals that meet appropriate nutritional guidelines for children ages 13 months through 35 months.

  (i) prepare or plan developmentally appropriate snacks or meals that meet appropriate nutritional guidelines for children ages 13 months through 35 months

(7) The student analyzes the growth and development of children ages 3 through 5 years, including those with special needs. The student is expected to:

(A) analyze the physical, emotional, social, intellectual, and moral development needs of the children ages 3 through 5 years;

  (i) analyze the physical [developmental] needs of children ages 3 through 5 years

  (ii) analyze the emotional [developmental] needs of children ages 3 through 5 years

  (iii) analyze the social [developmental] needs of children ages 3 through 5 years

  (iv) analyze the intellectual [developmental] needs of children ages 3 through 5 years

  (v) analyze the moral [developmental] needs of children ages 3 through 5 years

(B) describe the role of play in the development of children ages 3 through 5 years;

  (i) describe the role of play in the development of children ages 3 through 5 years

(C) develop activities such as physical exercise or group play activities that meet developmental needs of children ages 3 through 5 years;

  (i) develop activities that meet developmental needs of children ages 3 through 5 years

(D) prepare or plan developmentally appropriate snacks or meals that meet appropriate nutritional guidelines for children ages 3 through 5 years;

  (i) prepare or plan developmentally appropriate snacks or meals that meet appropriate nutritional guidelines for children ages 3 through 5 years

(E) identify minimum standards for licensing regulations of various preschools and childcare settings such as in-home, private, public, and religious organizations;

    (i) identify minimum standards for licensing regulations of various preschools

    (ii) identify minimum standards for licensing regulations of various childcare settings

(F) explore careers that provide service to children ages 3 through 5 years; and

    (i) explore careers that provide service to children ages 3 through 5 years

(G) analyze the impact of technology on the growth and development of children ages 3 through 5 years such as personal usage, assistive technologies, and digital citizenship.

    (i) analyze the impact of technology on the growth of children ages 3 through 5 years

    (ii) analyze the impact of technology on the development of children ages 3 through 5 years

(8) The student analyzes the growth and development of children ages 6 through 11 years, including those with special needs. The student is expected to:

(A) analyze the physical, emotional, social, intellectual, and moral development needs of children ages 6 through 11 years;

    (i) analyze the physical [developmental] needs of children ages 6 through 11 years

    (ii) analyze the emotional [developmental] needs of children ages 6 through 11 years

    (iii) analyze the social [developmental] needs of children ages 6 through 11 years

    (iv) analyze the intellectual [developmental] needs of children ages 6 through 11 years

    (v) analyze the moral [developmental] needs of children ages 6 through 11 years

(B) compare the roles of various school environments such as public, private, and home settings in the growth and development of children ages 6 through 11 years;

    (i) compare the roles of various school environments in the growth of children ages 6 through 11 years

    (ii) compare the roles of various school environments in the development of children ages 6 through 11 years

(C) evaluate the importance of and influences on individual and group identity such as self-concept theories, learning styles, group dynamics, cultural influences, and societal norms in relation to the growth and development of children ages 6 through 11 years;

    (i) evaluate the importance of individual identity in relation to the growth of children ages 6 through 11 years

    (ii) evaluate the importance of individual identity in relation to the development of children ages 6 through 11 years

    (iii) evaluate the importance of group identity in relation to the growth of children ages 6 through 11 years

    (iv) evaluate the importance of group identity in relation to the development of children ages 6 through 11 years

(v) evaluate the influences on individual identity in relation to the growth of children ages 6 through 11 years

(vi) evaluate the influences on individual identity in relation to the development of children ages 6 through 11 years

(vii) evaluate the influences on group identity in relation to the growth of children ages 6 through 11 years

(viii) evaluate the influences on group identity in relation to the development of children ages 6 through 11 years

(D) develop appropriate activities for meeting developmental needs of children ages 6 through 11 years such as physical exercise, language development, communication, listening skills, independence, conflict resolution, and self-discipline;

(i) develop appropriate activities for meeting developmental needs of children ages 6 through 11

(E) create balanced meal plans that are developmentally appropriate for children ages 6 through 11 years, including children with special dietary needs such as food allergies and type I diabetes;

(i) create balanced meal plans that are developmentally appropriate for children ages 6 through 11 years, including children with special dietary needs

(F) explore careers that provide service to children ages 6 through 11 years;

(i) explore careers that provide service to children ages 6 through 11 years

(G) discuss legislation and public policies affecting children ages 6 through 11 years; and

(i) discuss legislation affecting children ages 6 through 11 years

(ii) discuss public policies affecting children ages 6 through 11 years

(H) analyze the impact of technology on the growth and development of children ages 6 through 11 years such as personal usage, assistive technologies, and digital citizenship.

(i) analyze the impact of technology on the growth of children ages 6 through 11 years

(ii) analyze the impact of technology on the development of children ages 6 through 11 years

(9) The student analyzes the growth and development of children ages 12 through 19 years, including those with special needs. The student is expected to:

(A) summarize the physical, emotional, social, intellectual, and moral needs of children ages 12 through 19 years;

(i) summarize the physical needs of children ages 12 through 19 years

(ii) summarize the emotional needs of children ages 12 through 19 years

(iii) summarize the social needs of children ages 12 through 19 years

(iv) summarize the intellectual needs of children ages 12 through 19 years

(v) summarize the moral needs of children ages 12 through 19 years

(B) assess the role of the various school environments such as public, private, and home environments on the growth and development of children ages 12 through 19 years;

(i) assess the role of the various school environments on the growth of children ages 12 through 19 years

(ii) assess the role of the various school environments on the development of children ages 12 through 19 years

(C)  evaluate the importance of and influences on individual and group identity such as self-concept theories, group dynamics, cultural influences, and societal norms in relation to the growth and development of children ages 12 through 19 years;

    (i)     evaluate the importance of individual identity in relation to the growth of children ages 12 through 19 years

    (ii)    evaluate the importance of individual identity in relation to the development of children ages 12 through 19 years

    (iii)   evaluate the importance of group identity in relation to the growth of children ages 12 through 19 years

    (iv)   evaluate the importance of group identity in relation to the development of children ages 12 through 19 years

    (v)    evaluate the influences on individual identity in relation to the growth of children ages 12 through 19 years

    (vi)   evaluate the influences on individual identity in relation to the development of children ages 12 through 19 years

    (vii)  evaluate the influences on group identity in relation to the growth of children ages 12 through 19 years

    (viii) evaluate the influences on group identity in relation to the development of children ages 12 through 19 years

(D)  develop appropriate activities for meeting developmental needs of children ages 12 through 19 years such as physical, academic, professional, and social skills;

    (i)     develop appropriate activities for meeting developmental needs of children ages 12 through 19 years

(E)  create recipes for nutritious snacks or meals appropriate for preparation by children ages 12 through 19 years, including snacks or meals for individuals with special dietary needs such as food allergies or type I diabetes;

    (i)     create recipes for nutritious snacks or meals appropriate for preparation by children ages 12 through 19 years, including snacks or meals for individuals with special dietary needs

(F)  explore careers that provide service to children ages 12 through 19 years;

    (i)     explore careers that provide service to children ages 12 through 19 years

(G)  discuss legislation, child labor laws, and public policies affecting children ages 12 through 19 years;

    (i)     discuss legislation affecting children ages 12 through 19 years

    (ii)    discuss child labor laws affecting children ages 12 through 19 years

    (iii)   discuss public policies affecting children ages 12 through 19 years

(H)  analyze the impact of technology such as personal usage, assistive technologies, digital citizenship, digital footprints, and social media on the growth and development of children ages 12 through 19 years; and

    (i)     analyze the impact of technology on the growth of children ages 12 through 19 years

    (ii)    analyze the impact of technology on the development of children ages 12 through 19 years

(I)  propose short- and long-term career goals in child development.

    (i)     propose short-term career goals in child development

    (ii)    propose long-term career goals in child development