Course Title: Child Development I
Course Number: 83203

Department: Career and Technical Education – Health & Human Services
ADS Number: 05057252

Prerequisites: None

Length of Course: One Year
Credit/PRI Area: .50 per sem/ Elective or Practical Arts
Grade Level(s): 10-12

Important Notes:

COURSE DESCRIPTION:
In Child Development I, the student/mother learns about infants ranging in age from birth to four months. The student works cooperatively with the instructor and the childcare assistants, observing and participating in activities, routines, and practices that encourage the physical, social, cognitive, and emotional development of the infants. Some of the topics in Child Development I include, but are not restricted to, child growth and development, safety and health, learning environment, relationships, pregnancy and prenatal care, and career readiness.

References in parentheses following each performance standard refer to and are aligned with the New Mexico Career Readiness Standards (NM) and the New Mexico Health Education Standards (HE).
**STRATEGIES:**
The “Illustrations” column provides exemplars of the performance standards, strategies, and the best practices suggested by Health and Human Services teachers in the Albuquerque Public Schools.

**ASSESSMENTS:**
Assessments include authentic and performance-based assessment, cooperative learning, teacher observations, role playing, checklists, tests and exams, rubrics, formal and informal writing, oral presentations, group discussions, multimedia presentations, projects and demonstrations. The “Illustrations” column also incorporates a variety of assessments.

**SUGGESTED TEXTBOOKS AND INSTRUCTIONAL MATERIALS:**
- Textbooks and ancillary materials
- Supplementary materials
- Films/videos: “Discipline without shaking, hitting, or spanking,” video: Begin with Love
- Internet

**SUGGESTED TITLES/AUTHORS WEB SITES:**
- [www.similac.com](http://www.similac.com)
- [www.shakenbaby.com](http://www.shakenbaby.com)

Approved by HSCA: _________________
**STRAND I: CHILD GROWTH AND DEVELOPMENT**

**CONTENT STANDARD:** The student analyzes and engages in developmentally-appropriate practices that promote the cognitive, physical, and social-emotional development of the child.

**BENCHMARK:** The student demonstrates proficiency in the care of a newborn and in the interpretation of its needs.

<table>
<thead>
<tr>
<th>GRADE 10-12</th>
<th>PERFORMANCE STANDARDS</th>
<th>ILLUSTRATIONS</th>
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<tbody>
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<td></td>
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<td>NOTE: Illustrations include suggested activities for attaining each performance standard. A check for (√) refers to a key feature to look for while assessing student performance.</td>
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<td>1. The student conducts an Internet search to discover baby formula manufacturers (e.g., <a href="http://www.similac.com">www.similac.com</a>) and the ingredients found in formulas. ✓ thoroughness ✓ accuracy</td>
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<td>The student takes notes while listening to a guest speaker from La Leche League discuss breast feeding. Using these notes and Internet research, the student completes a graphic organizer (e.g., Venn diagram) comparing the feeding options. ✓ notes ✓ accurate comparison</td>
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<td>2. After completing a T-chart on the function and use of both a sponge and a tub bath, the student participates in the actual bathing of a baby. ✓ accuracy of chart ✓ careful handling of baby</td>
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<td>3 - 6. The student uses the journal format to record observations about the cues, routines, verbal and social interactions, and senses that a newborn experiences in a typical day. Next to the observation, the student notes any action (e.g., feeding, holding, swaddling) that was taken by a caregiver. During a class discussion, the student communicates observations to peers, justifying his/her interpretations as needed. ✓ thoroughness ✓ accuracy</td>
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1. Compares and contrasts feeding options (i.e., breast/bottle) (HE-1A, 2A, C, 3A, 4A, 6C, 7B-D).

2. Recognizes the function and use of a sponge and tub bath (HE-1A, 2A, 3D-F, 4A).

3. Interprets the cues of a newborn to determine appropriate care (NM-1D, 5E; HE-1E, 2D, F, 3D-F, 4A, 5E, 6B, 7C).

4. Relates and records a newborn’s need for daily routine (NM-1D, 2A; HE-1A-E, 3A, D, G, 4A, 5A, 6C).

5. Recognizes the importance of verbal and social interactions with a newborn (NM-1D, 4A, 5E; HE-1A-E, 3A, 4A-C, 5A-D).
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<td>6. Identifies the senses a newborn integrates as its cognitive development progresses (NM-1D; HE-1B, C, E).</td>
<td>✓ participation ✓ justification</td>
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**STRAND II: SAFETY AND HEALTH**
**CONTENT STANDARD:** The student applies appropriate safety and health practices for self and child.

**BENCHMARK:** The student recognizes and explains safety, health, and licensing practices in childcare.
<table>
<thead>
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<td>1. Recognizes best-practice safety strategies and routines to meet the age-appropriate needs of a newborn (NM-1D, 5E; HE-1E, 2D, F, 3C-F, 4A, 5F, 6C).</td>
<td>1, 2. The student uses a checklist to demonstrate knowledge and use of safety and health strategies in a childcare center. ✓ thoroughness ✓ accuracy</td>
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<td>2. Recognizes best-practice health strategies and routines to meet the age-appropriate needs of a newborn (NM-1D, 5E; HE-1A-F, 2F, 3C, D, 4A, 6B, C).</td>
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<td>3. Identifies licensing and health requirements in a childcare setting (NM-1D, E, 4C-E; HE-1G, 2D).</td>
<td>3. The student uses the Internet or other resources to locate the licensing and health requirements for all childcare centers. After visiting a childcare center, the student writes a reflective piece that includes details of how the childcare facility met/did not meet the licensing and health requirements. ✓ writing conventions ✓ accuracy</td>
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<td>4. Examines the implications of drug and alcohol use on self and newborn (NM-1D, E; HE-1A-F, 2F, 3A-D, G, 4A, B, 5C, D, F, 6A-F, 7A, C, F).</td>
<td>4. After learning about the effects of drugs and alcohol on a newborn, the student draws a baby who has been exposed to alcohol and labels the effects; the student then draws and labels a healthy term baby to show a comparison. ✓ accuracy ✓ thoroughness</td>
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**STRAND III: LEARNING ENVIRONMENT**

**CONTENT STANDARD:** The student designs and creates an age-appropriate learning environment.

**BENCHMARK:** The student recognizes the components needed in a quality early childhood learning environment.

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| 1. Recognizes procedures used to stimulate the growth and development of a newborn (NM-1D; HE-1A-E, 2A, 3D, 4C, 5B). | 1. The student keeps a journal of observed activities that stimulate a newborn’s growth and development. The log includes the specific activity, the age of the infant, and the area of development the activity stimulates.  
✓ accuracy  
✓ logical connections  
✓ log entries containing three components | 2. The student reads to a newborn and records observations in a journal, communicates verbally to a second newborn and records observations, and plays with a third newborn and records observations.  
✓ record of interaction |
| 2. Demonstrates strategies that encourage the cognitive, physical, and social-emotional development of a newborn (NM-1D; HE-1A-E, 2A, 3D, 4C, 5B). | 3. The student participates in the daily routines and practices (e.g., reading time, taking babies for walks, play time) of the childcare facility.  
✓ participation  
✓ appropriate interactions | 4. The student observes and charts the equipment that is used in a childcare facility and describes in writing how the equipment is best suited for a newborn.  
✓ thoroughness  
✓ accuracy  
✓ writing conventions  
✓ clear communication |
| 3. Practices age-appropriate activities with a newborn (NM-1E, 5E; HE-1B, 4A). | 5. At home the student identifies and charts potential dangers for newborns and emerging infants. Any safety equipment (e.g., gates, latches, doorknob covers) is noted on the chart. The student writes up a plan describing how to make her dwelling a safer place for a newborn.  
✓ thoroughness  
✓ safety plan  
✓ writing conventions  
✓ logic |
STRAND IV: RELATIONSHIPS
CONTENT STANDARD: The student applies problem-solving strategies to achieve positive personal outcomes.

BENCHMARK: The student identifies counseling and/or mental health resources needed to solve relationship issues that affect self and newborn.

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<td>10-12</td>
<td>1. Identifies triggers that lead to abusive situations, including child abuse (NM-1E, 4D; HE-1A, B, D, G, 3D-F, 4A, 5B-G).</td>
<td>1-4. After viewing a video on the shaken baby syndrome, the student lists the characteristics of a shaken baby and alternative actions that a parent can take before he/she loses control. The student then searches the web site <a href="http://www.shakenbaby.com">www.shakenbaby.com</a> to locate any local and national agencies that can be called if a parent needs help. The student then prepares a brochure on the shaken baby syndrome. ✓ accurate information ✓ eye catching ✓ writing conventions ✓ thoroughness ✓ resources and phone numbers listed</td>
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<td>2. Learns strategies to prevent child abuse (NM-1E, 4D; HE-1A, B, D, G, 2C, D, F, 3D-F, 4A, 5A-G, 7A, C, D).</td>
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<td>3. Recognizes symptoms of shaken baby syndrome (NM-1E, 4D; HE-1A, B, D, G, 3D-F, 4A).</td>
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<td>4. Locates appropriate community services (NM-1E, 4D; HE-2C, D, F, 3D-F, 4A, C).</td>
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### Performance Standards

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<td>1. Discusses the importance of good nutrition and eating habits during pregnancy on self and baby (HE-1A, C, 3A, 4A, B).</td>
<td>1, 2. Using a food and nutrition pyramid for pregnant mothers, the student keeps a food log for two weeks to determine any areas of weakness. Using the data gathered from this log, the student writes up an action plan to improve her diet. This action plan reflects how the changes will affect the fetus. ✓ completed log ✓ action plan in place ✓ conclusions about good nutrition drawn</td>
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<td>3. Analyzes the effects of drugs and alcohol on self and developing fetus (HE-1A-D, F, 2A-C, 3A-D, 4A, 5C, D, F, 6A, C).</td>
<td>3. After observing the effects of drugs and alcohol on a fetus, the student completes a T-chart comparing the development of a normal fetus to that of a drug/alcohol-exposed fetus. ✓ accurate comparisons ✓ thorough comparison</td>
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**STRAND VI: CAREER READINESS**  
**CONTENT STANDARD:** The student investigates and prepares for careers in Health and Human Services career pathways.

**BENCHMARK:** The student develops leadership competencies in a childcare setting.

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|             | 1. Identifies effective leadership skills (NM-5D-F). | 1. The student observes and shadows the staff and other adults in a childcare facility. As part of a small group, the student discusses her observations, listing effective leadership skills. Each group presents its list to the class, justifying any questionable skills on the list.  
  ✓ participation  
  ✓ appropriate skills noted |
|             | 2. Recognizes appropriate communication strategies in a variety of settings (NM-5B-F; HE-5A-G, 7C). | 2. The student talks with staff and mothers of newborns about the care of a newborn.  
  ✓ good communication skills  
  ✓ appropriate questions |
|             | 3. Develops teamwork skills (NM-5B-F; HE-2F, 5A-G). | 3. The student works cooperatively to complete the housekeeping tasks (e.g., laundry, restocking supplies) in the childcare facility.  
  ✓ teamwork |
|             | 4. Recognizes problem-solving strategies (NM-5B-F; HE-2F, 5A-G). | 4. As any problem pertaining to the newborns, their mothers, or the staff arises, the student uses problem-solving skills, including mediation, if necessary, to resolve the issue.  
  ✓ good problem-solver  
  ✓ requests intervention if necessary |
|             | 5. Uses technology to document the development of a newborn (NM-3A; HE-1A-E, 2A, 3D, 4C, 5B). | 5. The student uses a word processing program to record written journal observations and digital technology to visually record the newborn’s progress.  
  ✓ technological skills |