

Child Development I

Student Learning Objectives

Linked to the
National Standards for Family and Consumer Sciences Education

Program Type: 0704

Course Code: 096821

CIP Code: 19.0706

AAFCS assessments are based on relevant content standards developed by the National Association for the Education of Young Children and consistent with the National Standards for Family and Consumer Sciences Education (NASAFACS) and the National Career Clusters Initiative. Products can be reviewed at:

<http://www.aafcs.org/credentialing-center/pre-pac/portfolio>

Uses of the Assessment and Certification

The assessment and certification are used to:

- document exit-level achievement in rigorous secondary programs and lower division post-secondary courses;
- satisfy federal accountability reporting mandates required by Perkins IV legislation;
- facilitate seamless articulation, placement, and credit-by exam within post-secondary institutions;
- validate competencies required for employment at the preprofessional and/or paraprofessional level; and
- provide an industry-recognized certification.

The Early Childhood Education assessment is recommended as a TSA/IRC for students who complete Child Development I and Child Development II in succession. The assessment is not recommended for use after only completing Child Development I. (Pre-PAC information and links used with permission from AAFCS.)

Careers

The Early Childhood Education assessment and certification will address a skill set necessary for success in early childhood education which is one of the fastest growing programs that is reporting employment growth. It is anticipated that this assessment and certification will be targeted for individuals preparing for careers related to early childhood education, such as those associated with:

- child care,
- teaching,
- community-based children's programs,
- social services or counseling for children, and
- after-school programs.

Early Childhood Education Competencies List

https://higherlogicdownload.s3.amazonaws.com/AAFCS/1c95de14-d78f-40b8-a6ef-a1fb628c68fe/UploadedImages/CredentialingCenter/Exams/ECE/Early_Childhood_Education_Competencies.pdf

Alignment to the Career Ready Practices of the Common Career Technical Core

https://higherlogicdownload.s3.amazonaws.com/AAFCS/1c95de14-d78f-40b8-a6ef-a1fb628c68fe/UploadedImages/CredentialingCenter/Exams/ECE/CCTC_ECE.pdf

Alignment to the 21st Century Student Outcomes

https://higherlogicdownload.s3.amazonaws.com/AAFCS/1c95de14-d78f-40b8-a6ef-a1fb628c68fe/UploadedImages/CredentialingCenter/Exams/ECE/ECE_Crosswalk_21st_Century_Learning_Skills.pdf

Alignment to the Employability Skills Framework

https://higherlogicdownload.s3.amazonaws.com/AAFCS/1c95de14-d78f-40b8-a6ef-a1fb628c68fe/UploadedImages/CredentialingCenter/Exams/ECE/Employability_ECE.pdf

Course Rationale

To improve the quality of life for Missouri's children, performance competencies in the Child Development I semester course taught in Family Consumer Sciences and Human Services Education programs enable students to:

- a. construct meaning related to the rights of families and ethical responsibilities of working with children;
- b. communicate effectively with family members, child care agencies, and professional service providers;
- c. solve problems based upon the developmental needs of children;
- d. make decisions that support the sound physical, mental and social development of children; and
- e. assess the impact of quality child care on the family and community.

Assessment Suggestions

Local assessments may be used to assess student knowledge upon completion of Child Development 1 and/or Child Development II.

When Child Development I and Child Development II are completed in succession the **AAFCS Assessment- Early Childhood Education** may be used to obtain a **TSA or IRC**.

Course Description

This course focuses on the intellectual, social, emotional, and biological development of children. It includes instruction in parent-child relations, parenting practices, special needs of children, parental and environmental influences on child development, external support services, and related public policy issues.

Objectives/Categories

- A. Assume Leadership Roles as Responsible Family Members and Citizens
- B. Describe Diverse Roles in Parenting
- C. Analyze Health Concerns and Needs During Prenatal Development
- D. Explain Developmental Stages (Physical, Social, Emotional, and Cognitive)
- E. Justify Interaction Choices
- F. Distinguish Health Concerns at Developmental Stages
- G. Identify Guidelines for Creating Safe Environments
- H. Compare Child Care Options
- I. Influence Change in Environments
- J. Research Key Careers

Student Learning Objectives	NASAFACS (National Standards)	AAFCS (National Assessment)
A. Assume Leadership Roles as Responsible Family Members and Citizens		
Utilize FCCLA program(s) to address child development, care and guidance issues	1.1.3, 1.2.4, 1.3.2	
Utilize leadership qualities and skills for problem solving	1.1.2, 1.1.5, 1.1.6, 1.2.6, 4.5.2	

B. Describe Diverse Roles in Parenting		
Evaluate factors and choices related to parenting	15.4	
List changes and adaptations needed for parenting roles	15.1	7A
Describe parenting practices in different cultures	15.1.5	7A

C. Analyze Health Concerns and Needs During Prenatal Development		
Describe fetal development during pregnancy	15.4.1	
Describe the process of labor and delivery	15.4.1	
Explain effects of substance use and abuse related to pregnancy	12.2	
Identify genetic factors that affect pregnancy	12.2.1	
Assess environmental factors that affect pregnancy	12.2.1	

D. Explain Developmental Stages (Physical, Social, Emotional, and Cognitive)		
Distinguish among developmental stages	12.1.1	2D
Explain individual differences in development	12.2	2C
Relate individual differences to predictable developmental sequences	12.3	2C
Analyze the influences of gender, ethnicity, and culture on individual development	12.2.3	2C
Implement learning activities in all curriculum areas that meet the developmental needs of learners	4.3.2	3B
Propose ways to optimize development through play	4.2.5	

E. Justify Interaction Choices		
Identify guidance/discipline techniques	15.2.3	
Exhibit communication skills that promote positive self-esteem	13.3	

F. Distinguish Health Concerns at Developmental Stages		
Describe community health services	15.3	
Determine appropriate first-aid procedures	4.4.2	4B
Devise a comprehensive plan for childhood wellness	4.4.6	

G. Identify Guidelines for Creating Safe Environments		
List components of a safe environment	4.4.1	
Describe signs of abuse and neglect	15.2.4, 4.4.5	4E
Describe available community resources for violence prevention, reporting and counseling	15.3	7C

H. Compare Child Care Options		
Summarize criteria for quality child care	15.2.5	
Evaluate costs and features of available child care options	15.3.1	

I. Influence Change in Environments		
Develop skills to affect public policy related to child development, care and guidance	7.2	
Analyze the impact of technology on individual and family lifestyles as related to child development, care and guidance	12.2.2	
Utilize technology and other resources to influence change in child development, care and guidance environments	12.3	

J. Research Key Careers		
Identify career clusters and careers related to child development, care and guidance	4.1	
Assess personal characteristics and professional requirements for occupations related to child development, care and guidance	4.1.1, 4.1.5, 13.2.1	1C
Investigate working conditions and income of specific careers	1.1.1	
Use effective communication techniques for multiple workplace situations	1.2.3	
Examine ethical and professional issues and responsibilities	1.2.8	
Examine entrepreneurial and management skills to planning businesses in early childhood, education and services.	4.6.5	6E
Create an employment portfolio to communicate education and early childhood knowledge and skills.	4.1.5	1F

Debra Price, Krystle Gremaud, Patrick Brown, Carmen Heyer

Updated, 2017