

Child Development II

Student Learning Objectives

Linked to the
National Standards for Family and Consumer Sciences Education

Program Type: 0704

Course Code: 096826

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:

- a. document exit-level achievement in rigorous secondary programs and lower division post-secondary courses;
- b. satisfy federal accountability reporting mandates required by Perkins IV legislation;
- c. facilitate seamless articulation, placement, and credit-by exam within post-secondary institutions;
- d. validate competencies required for employment at the pre-professional and/or paraprofessional level; and
- e. 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:

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

Links to AAFCS Documents:

- a. [Early Childhood Education Competencies List](#)
- b. [Alignment to the Career Ready Practices of the Common Career Technical Core](#)
- c. [Alignment to the 21st Century Student Outcomes](#)
- d. [Alignment to the Employability Skills Framework](#)

Course Rationale:

To improve the quality of life for Missouri's children, performance competencies in the Child Development II (Advanced) 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 provides advanced study in child development and guidance, including the physical, social, and intellectual development of children. Actual experience in supervising children provides the opportunity to improve parenting skills, explore careers related to child development, and identify general employment skills. (Prerequisite: Child Development I)

Objectives/Categories:

- A. Assume Leadership Roles as Responsible Family Members and Citizens
- B. Explore Ethics and Professionalism in Child Development Careers
- C. Analyze Developmental Stages (Physical, Social, Emotional & Cognitive)
- D. Appraise Health Concerns at Developmental Stages
- E. Provide Children's Activities
- F. Balance Work and Family
- G. Establish a Quality Child Care Program
- H. Interact with Children

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,	
Apply leadership skills to affect public policy related to child development, care and guidance	4.6.3, 12.2.5	

B. Explore Ethics and Professionalism in Child Development Careers		
Explain ethical responsibilities of working with children (e.g., law-abiding, appropriate language, trustworthiness, abuse reporting)	4.4.5, 15.2.4	6B
Discuss rights of families (e.g., confidentiality, personal values and practices)	4.1.1, 4.6.2	
Discuss ethical responsibilities to families in a multicultural world (e.g., respect, mutual trust, communication, access)	13.6.1, 13.6.3, 13.6.4	
Provide a positive role model for the child	4.5.1, 4.5.2	
Demonstrate professional behavior (e.g., appearance and hygiene, work habits, enthusiasm, stamina, initiative, accepting constructive criticism)	4.1.1, 4.6.4, 13.5.1, 13.5.2, 13.5.3, 13.5.4, 13.5.5, 13.5.7	1A, 6D
Identify strategies for cooperating with social and community agencies	13.3.4, 13.3.7, 13.5.7	7D
Discuss professional and legal issues in child care and education (e.g., crisis, ADA requirements)	4.6.2, 7.2.2	
Identify professional growth options and affiliations (e.g., in-services, AEYC)	4.1.6, 4.6.2, 7.2.2	1G

Utilize child development career information in career planning	4.1.2, 4.1.3, 4.6.1	1B, 1D, 6A
Implement federal, state, and local standards, policies, regulations, and laws that affect programs for children, youth and adults and their families	4.6.6	6C
Analyze the impact of early childhood education, and services occupations on individual/family, local, state, national and global economies	4.1.1	1E

C. Analyze Developmental Stages (Physical, Social, Emotional, and Cognitive)		
Analyze abilities and needs of children and their effect on children's growth and development.		2D
Explore different theories of child development (e.g., Piaget, Erikson, etc.)	4.2.1, 4.2.2	2A
Apply knowledge of developmental stages to observation and/or interaction with individual children	12.1.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5, 15.2.1	2D
Compare and contrast normal and atypical child development (birth to age 12)	12.1.1, 12.1.2, 12.2.1	
Interpret individual differences of young children and apply to predictable developmental sequences	4.2.4, 12.1.1, 12.1.2, 12.2.1, 12.2.2, 12.2.3, 12.2.4, 12.3.1, 12.3.2, 12.3.3, 15.2.3	
Explore assessment tools and methods to observe and interpret children's growth and development and apply to assess growth and development across the lifespan	4.2.2	2B

D. Appraise Health Concerns at Developmental Stages		
Apply safe, healthy, and developmentally appropriate practices for environments that comply with local, state, and federal regulations to assure learners' safety	4.4.1, 4.4.2	4A, 4C
Compare and contrast age-appropriate toys and equipment	4.3.1	
Identify symptoms of various common childhood illnesses and diseases	14.2.2	4F
Identify immunization trends	4.4.3	
Develop policies for maintaining safety procedures when working with various age groups	4.4.3, 4.4.7	
Review emergency procedures necessary for the child's environment (e.g., first aid, CPR)	4.4.7	
Compile informational resources necessary to produce healthy, age-appropriate meals and snacks	14.3.1, 14.3.2	4D

E. Provide Children's Activities		
Analyze play and its influence on the development of children	4.2.1, 4.2.2, 4.2.5	
Arrange the classroom environment to provide for learners' exploration, discovery, development, and reflection through multiple methods including learning centers	4.3.15	3E
Implement age-appropriate and developmentally-appropriate activities and integrated curriculum that incorporates a learner's language, learning styles, early experiences, and cultural values	3.2.5, 4.2.5, 4.3.2, 4.3.3, 4.3.5	3A, 3C
Demonstrate a variety of teaching methods to meet individual needs of learners.	4.2.4, 4.3.4	3D
Establish effective activities, routines, and transitions for various age groups	4.3.6	3F
Analyze strategies that promote growth and development of children, youth and adults	4.2.5	2E

F. Balance Work and Family		
Describe community resources available to families	13.4.6, 15.3.1, 15.3.2, 15.3.3	
Distinguish between various types of child care facilities	4.1.1	
Propose a management plan for balancing personal and family life	15.1.3, 15.3.1, 15.3.2, 15.4.3, 15.4.4	

G. Establish a Quality Child Care Program		
Identify components of quality child care programs	4.6.5	
Identify barriers to quality (e.g., salaries, space, social attitudes, training)	4.6.1	
Describe societal benefits of quality child care programs	4.6.4	
Explain the impact of shared responsibility for quality care and education (e.g., parents, teachers, administrators, children, community, government)	4.5.4, 4.5.5, 5.6.3, 15.3.1	5D, 7B

H. Interact with Children		
Use appropriate behavior of an observer	4.2.1, 4.2.2	
Identify reasons for observing young children (e.g., child interactions, child strengths and weaknesses, curriculum planning, child behaviors within a class and shared with a parent)	4.2.2, 4.2.3	
Explain methods for observing young children (e.g., checklist, anecdotal)	4.2.2	
Demonstrate discipline and guidance techniques	15.2.3	5A
Demonstrate problem-solving and decision making skills when working with children, youth and adults	4.5.2	5B
Demonstrate interpersonal skills that promote positive and productive relationships with learners	4.5.3, 15.2.2	5C
Implement strategies for constructive and supportive interactions between children, youth and adults and their families and communities	4.5.3, 4.5.4	5D

Analyze learner's developmental progress and summarize developmental issues and concerns	4.5.1, 4.5.3, 12.2.4, 14.5.5	5E
Explain environmental effect on self-esteem	12.2.1, 15.2.2	
Identify temperament's impact on behavior and self-esteem	12.3.1	
Identify roles of interaction (e.g., maternal, instruction, therapeutic)	12.3.3	

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