

## College Preparatory Elective – Interdisciplinary / Other Subject Template

(Required Information needed to prepare for course submission)

### • **Course Guidance**

#### **GENERAL COLLEGE PREP ELECTIVE GUIDANCE**

The intent of the college preparatory elective requirement is to encourage prospective UC students to fill out their high school programs with courses that will meet one or more of a number of objectives:

- To strengthen general study skills, particularly analytical reading, expository writing, and oral communications
- To provide an opportunity to begin work that could lead directly into a major program of study at the University, and
- To experience, in some depth, new areas of academic disciplines that might form the basis for future major or minor studies at the University

**Quality.** All courses selected to meet the "g" elective requirement are expected to meet standards of quality similar to those required for the "a-f" requirements. Courses acceptable for the "g" elective area should be advanced courses designed for the 11th and 12th grade level and/or have appropriate prerequisites. Elective courses should present material at a sufficient depth to allow students to achieve mastery of fundamental knowledge that prepares them for University work or a future career path.

#### **COLLEGE PREP ELECTIVE: INTERDISCIPLINARY/OTHER GUIDANCE**

- Courses must be rigorous in terms of academic content and student expectations.

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### • **Course Content**

**NOTE:** The following questions are subject specific and ask for detailed information regarding the course curriculum. Since UC has developed their own criteria for the review of curricula, it is not necessary (and preferred) that the State Standards are not listed when submitting course descriptions to the University. When preparing the course submission, keep in mind that your audience is the UC High School Articulation unit and UC faculty. Include relevant information that would assist those reviewing the course and provide UC a better understanding and clarity about the intent of the curriculum. UC expects to see information that would show specific, detailed evidence of the course rigor and development of essential skills and habits of mind. Course template components need to be more expository and illustrative of the integration of each course component and how the overarching goals are being accomplished. The text boxes below will expand to accommodate additional text.

**Course Purpose:** *What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. (How these will be accomplished should be reserved for the Course Outline, Key and Written assignments, Assessments, and/or Instructional Methods.)*

**NOTE:** More specificity than a simple recitation of the State Standards is needed.

Child Development is a course in which students learn and apply theoretical knowledge and practical skills in the development, care and guidance, of children including cultural diversity, and careers with children. Students study the developmental ages and stages of children throughout the lifespan. Focus is on the emotional, social, cognitive, and physical development and the influence of heredity and environmental factors. Studies also include child growth and development, safety and emergency procedures, nutrition and health practices, positive interaction and guidance techniques, learning theories, and developmentally appropriate practices and curriculum activities.

**Course Outline:** *A detailed descriptive summary of all topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered. A mere listing of topics in outline form is not sufficient (i.e. textbook table of contents or California State Standards).*

Unit 1 – Theories of Development

Students understand the importance of studying child growth and development through the lifespan. Students will

identify and apply major accepted theories and principles within the realm of Child Development. Students learn about developmental theorists and their application to child learning and growth. Students understand the factors that affect the development of individuals and how to build positive relationships. Students will explore various ages and stages of development within the context of physical, social, emotional, and cognitive development.

- Analyze the effects of heredity and environment on the physical, social, emotional, and intellectual development of children.
- Identify factors that contribute to the optimal development of children.
- Identify and compare various theories regarding human growth and development.
- Observe and study children's behavior and interpret findings.
- Research and compare and contrast major theories of learning and human development.
- Identify the developmental areas, stages, and principles of child growth.

#### Unit 2 – Prenatal Development

Students analyze the stages of pregnancy, from conception through birth, and the implications of environment and heredity on the health and well-being of a child.

- Summarize the stages of prenatal development and childbirth.
- Analyze the effects of prospective parents' nutrition, health, medical care, heredity, environment, and lifestyle on prenatal development.
- Discuss physical and emotional changes that occur during normal and at-risk pregnancy.
- Analyze how individuals are genetically unique.
- Examine the methods, costs, ethics, and risk of reproductive procedures.
- Identify and evaluate community resources that provide information and assistance related to pregnancy.

#### Unit 3 – Parenting

Students understand and interpret the decisions and responsibilities involved in cross cultural parenting and family communications.

- Analyze factors to consider when determining readiness for parenting in various cultures.
- Describe parenting skills that contribute to the optimum development of children through meeting their physical, emotional, social, and intellectual needs.
- Analyze the major decisions, changes, and adjustments required of parents.
- Describe and evaluate the responsibilities, styles, and strategies of parenting.
- Describe cultural influences on parenting.
- Evaluate care giving options.

#### Unit 4 – Guidance and Discipline

Students understand positive guidance and discipline techniques that promote feelings of self-worth as they apply to the developmental stages of children.

- Describe and compare various approaches to child guidance and their effects on self-worth.
- Analyze techniques used to provide positive reinforcement with children in given situations and at various stages of development.
- Describe the relationship of a child's behavior to the commonly accepted principles of growth and development.
- Analyze the relationship of guidance and communication techniques to the development of self-worth and discipline.
- Describe factors and possible causes that contribute to child abuse and identify those characteristics of the abused and the abuser.

## Unit 5 – Atypical Development

Students understand the adjustments needed to adapt to major life changes throughout the human life cycle. Students explore a variety of stresses on the family structure including: birth defects, special needs, single parenting, death, deployment, crisis, addictions and behavioral challenges.

- Identify factors contributing to change in the lives of infants, children, and adolescents and ways in which they might respond to change.
- Analyze how changes and crisis affect infants, children, and adolescents and recommend strategies that help them adapt.
- Explain how role models influence infants, children's, and adolescent's ability to cope.
- Explain how changes in technology impact children and adolescents and describe methods for managing its appropriate use.
- Investigate and select community agencies and resources that provide child health care services and information.
- Analyze how individuals are genetically unique.
- Examine the methods, costs, ethics, and risks of reproductive procedures.
- Identify and evaluate community resources that provide information and assistance related to pregnancy.
- Describe and analyze strategies, equipment, and techniques for helping children with special needs.

## Unit 6 – Learning and Play Development

Students understand the adjustments needed to adapt to major life changes throughout the human life cycle.

- Identify and describe the purposes of play and learning activities to the physical, social, emotional, and intellectual development of children and adolescents.
- Identify factors to consider when selecting, purchasing, or creating play and learning materials that are developmentally appropriate for children.
- Evaluate facilities, equipment, and materials for their contribution to a child's development.
- Analyze how the attainment of self-help skills such as hygiene, dressing, food preparation, and household chores contribute to a child's learning and self-concept.
- Describe and demonstrate the caregiver's role in planning, conducting, and evaluating play and learning activities that enhance the development of children and adolescents.

## Unit 7 - Careers

Students understand and apply the principles of effective oral, written, and multimedia communication in a variety of formats and contexts. Students make effective decisions, use career information, and manage personal career plans. Students understand the strategies that enable persons to manage and balance personal, family, and work responsibilities to enhance productivity and attain a quality of life.

- Exhibit positive attitudes such as self-confidence, honesty, perseverance, initiative, and self-discipline.
- Explain ways to work cooperatively, share responsibilities, accept supervision, and assume leadership roles.
- Identify the relationship of the content areas for consumer and family studies to the home economics related career pathways.
- Describe career pathways and strategies for obtaining employment and advantage in various pathways.
- Research the benefits, educational requirements, and costs of preparing for employment in home economics careers and technology related field included teaching in California.
- Apply job search and acquisition skills such as preparing job applications, resumes, and career portfolios.
- Define and describe employability skills and professionalism.

**Key Assignments:** Detailed descriptions of all Key Assignments which should incorporate activities and projects, as well as, short answers and essay questions. How do assignments incorporate topics? Include all assignments that students will be required to complete. Assignments should be linked to components mentioned in the course outline. It is not appropriate or necessary to include instructions given to students regarding the execution of assignments (formatting, timeliness, etc.). Do not include exams or assessments in this section.

Students will complete weekly homework and classroom assignments to reinforce the conceptual understanding and acquisition of child development components of the curriculum. Students will maintain a portfolio with evidence of the key assignments for end of the year authentic assessment.

#### Unit 1:

##### Research Paper

Students will be assigned a variety of developmental theorists, including, but not limited to, Piaget, Erikson, Maslow, Vygotsky, Kohlberg, Freud, Pavlov, Gardner, Skinner, and Smilansky. Students will conduct internet and textbook research to identify key concepts within each theory. Students will create a 3-5 page paper including graphic representation, appropriate MLA style writing, and a bibliography.

##### Power Point

In pairs, students will choose one of their research papers and create a PowerPoint presentation to present to the class with the intent of teaching the class about a specific theorist. Through additional class assignments (i.e. Venn diagram, spreadsheets, charts) students will evaluate, compare and contrast the different theories presented.

#### Unit 2:

##### Prenatal Journal

Each student will be assigned a birth defect and a maternal age that they simultaneously research along with the progress of prenatal development. As their introduction, the student will develop a mothers or fathers character and take into consideration the lifestyle and effects the parents age has on the pregnancy. From the research, they produce a month by month log that details the fetal growth and development, changes in the mother, the prenatal care necessary, and images of the fetus. Students will conclude the project with a writing assignment illustrating the outcomes of the pregnancy, identifying physical, emotional, and social impact of the assigned birth defect.

#### Unit 3:

##### Baby budget

In groups of 3-4, students will explore the financial, emotional and relational costs of having a child. Students will be given a scenario dictating age, educational level, relationship status, and salary. Based on their given salaries, students will create a budget charting basic baby needs and associated costs; including doctor visits, daycare, diapers, etc. Students will identify new found challenges within relationships due to the additional stress, lack of sleep, redistribution of wages, etc... In addition to the identification, students will identify possible solutions to aid in the given challenges. With the given information students will create a trifold display exhibiting their results.

##### Baby Think it Over project

Students will use a simulation of sorts to represent a child, preferably a Baby Think It Over mechanical doll or similar simulation. Teachers may opt to use an egg, plant, or flour to represent a baby. The student will take responsibility for providing daily care for the "baby" for a period of at least 3 days. Students will log the activity times and general emotions they feel as they spend caring for the child. In addition, students will need to produce a 2 page reflective essay on their experience of being a parent. If the student loses points for the care or abuse of their baby, the student must do a separate research paper on child abuse and neglect. The length is up to teacher discretion based on the level of neglect or abuse.

#### Unit 4:

##### Role Playing Scenario

Independent student volunteers are assigned misbehaviors to portray to the class. Students will identify the misbehavior, causes of the misbehavior, and the method in which the situation should be handled according to positive guidance and discipline techniques learned within the classroom.

#### Unit 5:

##### Stress brochure

Students will be creating these brochures to give to a community service organization. Using the Publisher program, students will create a brochure on a researched family stressor. Students may choose topics such as divorce, addiction, special needs, multiple births, blended families, foster care, death, deployment, unemployment, and so forth. The students will identify and define the stressor, the effects on children and family, strategies to manage the issue, a bibliography of sources, and community resources that provide resources for families. The brochure must include graphics and readable font on each panel. After the project has been assessed the student will donate the brochure to a community resource agency.

#### Unit 6:

##### Toy evaluation

Students will select a toy and evaluate the safety and age appropriate features. They will analyze the materials, durability, function, and purpose in relation to ages and stages and Piaget levels of development.

##### Preschool lesson plan activity

Students shall select or develop and present a song, story, or educational activity 3 to 6 minutes in length suitable for preschool children 3 to 4 years of age. The presentation should be suited to the children's attention span. The student shall prepare and submit a copy of a typed information sheet to the teacher. The information sheet shall include: ages and stages, piagets theory, purpose steps to be followed, resources and/or materials used in the presentation. The presentation and typed information sheet must be the result of the student's own effort. Selection of material and terminology used must be appropriate to the school setting. Each student will be given a five-minute preparation period in addition to the presentation time to arrange materials and resources. For this assignment, visuals or props (e.g., flannel boards, puppets, or books) must be used. Materials used need not be original but should challenge and stimulate a child's imagination. Techniques, which reflect animation and personal expression, as well as encourage the participation of children, should be used. Students will present this lesson to a small group of preschool aged children, siblings or family members of students would be appropriate participants.

#### Unit 7:

##### Career exploration

Student will use the resources available to research various career opportunities from the California Career Resource Network to explore and complete a career interest inventory. The California careerzone is a web based career exploration system. Students can use the online format or they may download the career workbooks to complete their individual inventory and follow up research of the careers found to fit their work values. Students will further their knowledge through a job shadow / interview experience based on the top found job. Students will create a trifold presentation with information regarding the explored career. Students will include salary, working hours, required education or experience, occupational outlook, career ladder, positives and negatives of the career, long term and short term goals required to successfully pursue this job.

**Instructional Methods and/or Strategies:** *Indicate how the Instructional Methods and/or Strategies support the delivery of the curriculum. What portions of the Course Outline are supported by the methods and strategies?*

Direct instruction  
Integrated technology  
Cooperative group work  
Peer critiquing  
Independent and group research  
Use of manipulative and visual representations  
Guest speakers  
Field trips  
Guided practice  
Student presentations and peer evaluation  
Lecture  
Note-taking  
Fold-ables  
Class discussions  
Group investigation  
Homework  
Graphic organizers  
Jigsaws

**Assessments Including Methods and/or Tools:** *Indicate the intent of each assessment and a brief description of how each relates to the Course Purpose and goals related to the development of critical thinking and other habits of mind skills.*

Presentations and written text (expository and reflective); to assess planning, organization, collaboration and communication skills demonstrating understanding of Child Development.  
Daily Homework: to reinforce classroom practices, key assignment, and remediate areas of need.  
Portfolio: cumulative, to support meta-cognitive processes for supported and self-guided learning  
Research and Analysis Projects: to provide platforms for analysis and synthesis of information; to all access to diverse areas of content  
Published projects reflecting understanding and knowledge of child development  
Informal Assessment (Daily Observation and Feedback); to inform instruction for continued student learning  
Formative and Summative Assessments: to measure student progress and attainment of final outcomes of the course  
Rubrics as a tool for assessment evaluation: teacher and student generated  
Tests and quizzes both teacher and student generated