

## Child Development and Parenting Semester B

### Course Overview

This one-semester course is intended to help you familiarize yourself with the various stages of child development as well as the factors that obstruct the healthy development of a child. This course has thirteen lessons organized into three units. This course explains the development, health, nutrition, and safety of children at various stages. In addition, the course covers career opportunities in the field of child care and development.

### Course Goals

By the end of this course, you will be able to do the following:

- Compare parenting skills, styles, and trends and their impacts on child development.
- Analyze family planning strategies and parental responsibilities.
- Examine good work habits, skills, ethics, and policies related to careers in the childcare industry.
- Demonstrate effective communication skills and strategies.
- Appraise the stages of pregnancy, growth, and child development.
- Analyze various health and safety risks that impact children.
- Inspect laws, programs, and organizations centered around child welfare.

### General Skills

To participate in this course, you should be able to do the following:

- Complete basic operations with word-processing software, such as Microsoft Word or Google Docs.
- Perform online research using various search engines and library databases.
- Communicate through email and discussion boards.

*For a complete list of the general skills required for participation in online courses, refer to the Prerequisites section of the Plato Student Orientation document, found at the beginning of this course.*

## **Credit Value**

Child Development and Parenting is a 0.5-credit course.

## **Course Materials**

- notebook
- computer with an Internet connection and speakers or headphones
- Microsoft Word or equivalent
- Microsoft Excel or equivalent
- Microsoft PowerPoint or equivalent

## **Course Pacing Guide**

This course description and pacing guide is intended to help you stay on schedule with your work. Note that your course teacher may modify the schedule to meet the specific needs of your class.

As part of this course, every student has to join a vocational youth organization related to family and child care, and be an active participant in all events and projects of the organization. As a member of a student organization, you should do the following:

- Participate in all the activities of the vocational youth organization you choose to join
- Keep a record of your participation in meetings, programs, and projects
- Take notes about the purposes and functions of the organization
- Identify the benefits and responsibilities of membership in the youth organization
- Evaluate your personal growth through participation in the youth organization

At the end of this course (as part of Unit Activity 3), you will create and submit a slide presentation describing the points above.

## Course Components and Grading Rubric

The table gives a breakdown of the weight for each component in the course. Weight represents the percentage of the total score coming from each activity.

Course Components	Count	Weight
<b>Pretest.</b> <i>Pretests are optional assessments, typically designed for credit recovery use. If a student shows mastery of a lesson’s objective, the student may be automatically exempted from that lesson in the upcoming unit. Typically, teachers do not choose to employ exemptive pretests for first-time credit courses. Pretests are not included as a component of the student’s final grade.</i>	3	0%
<b>Module.</b> <i>Each module in this course contains an interactive tutorial and an associated mastery test. Tutorials may include one or more Lesson Activities that constitute tasks associated with the tutorial. The module score comes from a student’s score on the mastery test.</i>	13	20%
<b>Discussion.</b> <i>Online discussions allow for higher-order thinking about terminal objectives. An online threaded discussion mirrors the educational experience of a classroom discussion. Teachers can initiate a discussion by asking a complex, open-ended question. Students can engage in the discussion by responding both to the question and to the thoughts of others. Each unit in a course has one predefined discussion topic; teachers may add more discussion topics.</i>	3	20%
<b>Unit Activity.</b> <i>Unit Activities are at the end a unit and constitute one or more small tasks. Their purpose is to deepen understanding of key unit concepts and tie them together. Each Unit Activity includes a simple rubric. The teacher versions include both a rubric and modeled sample answers. Unit Activities are teacher graded.</i>	3	20%
<b>Posttest.</b> <i>The posttest appears at the end of the unit and mirrors the pretest in structure, content, and complexity.</i>	3	20%
<b>End of Semester Test.</b> <i>The end of semester test (EOS) appears at the end of the course. Students are delivered a few items from every tutorial in the course in order to assess the major course objectives.</i>	1	20%
<b>Total</b>	<b>26</b>	<b>100%</b>

\*Teachers may manually adjust these weights if desired, per district grading requirements.

# Unit 1: Caring for Children of Different Ages

## Summary

In this unit, you will describe the different aspects of human growth and child development and identify issues related to pregnancy and family planning. You will describe the stages of pregnancy and labor and explain the various aspects of prenatal and postnatal development and care. You will also describe the growth and development stages and various needs of infants and toddlers, pre-school children, and school-age children.

Day	Activity/Objective	Type
1 day: 1	<b>Syllabus and Plato Student Orientation</b> <i>Review the Plato Student Orientation and Course Syllabus at the beginning of this course.</i>	Course Orientation
5 days: 2–6	<b>Pregnancy and Family Planning</b> <i>Describe various aspects and theories of human growth and child development and identify pregnancy and family planning issues.</i>	Lesson
6 days: 7–12	<b>Pregnancy, Childbirth, and Postnatal care</b> <i>Recall the stages of pregnancy and labor and describe prenatal and postnatal development and care.</i>	Lesson
5 days: 13–17	<b>Caring for Infants and Toddlers</b> <i>Identify the growth and development stages and specialized needs of infants and toddlers; identify toddler-related organizations.</i>	Lesson
5 days: 18–22	<b>Looking after Pre-school Children</b> <i>Recognize the growth and development stages and the specialized needs of pre-school children; identify licensed pre-school programs.</i>	Lesson
5 days: 23–27	<b>School-age Children</b> <i>Describe the growth and development stages and the specialized needs of school-age children; identify services and policies for special needs children and after-school care programs.</i>	Lesson
1 day: 28	<b>Space Jumble</b>	Game
5 days: 29–33	<b>Unit Activity/Threaded Discussion—Unit 1</b> <i>In this activity, students will identify the growth and development stages of children from day one to the age of seven, including physical, social, emotional, and cognitive development and nutritional requirements.</i>	Unit Activity

Day	Activity/Objective	Type
1 day: 34	<b>Post-test—Unit 1</b>	Assessment

## Unit 2: Health, Safety, and Protection

### Summary

In this unit, you will describe various health and safety issues of children and families. You will also describe the problem of child abuse and other related issues. Additionally, you will describe various issues and concerns that contemporary parents face. Finally, you will describe legal and community resources that protect the rights of children and support children and families.

Day	Activity/Objective	Type
5 days: 35–39	<b>Health and Safety of Children and Families</b> <i>Identify health and safety issues that concern children and families, including common illnesses in childcare facilities and child-friendly products.</i>	Lesson
5 days: 40–44	<b>Protecting Your Child</b> <i>Identify strategies to help manage stress and discuss the risks associated with child abuse and related issues.</i>	Lesson
5 days: 45–49	<b>Parenting Issues and Concerns</b> <i>Recall various issues and concerns that contemporary parents face and describe strategies to monitor a child’s TV consumption.</i>	Lesson
5 days: 50–54	<b>Legal and Community Resources</b> <i>Name legal and community resources that protect the rights of children and support children and families; relate measures to avoid plagiarism in research writing.</i>	Lesson
1 day: 55	<b>Para Jumble</b>	Game
5 days: 56–60	<b>Unit Activity/Threaded Discussion—Unit 2</b> <i>In this activity, you will describe the resources and forms of protection available for children in abusive environments. You will list your community’s resources that are available to families of children with special needs and describe the services they offer.</i>	Unit Activity
1 day: 61	<b>Post-test—Unit 2</b>	Assessment

## Unit 3: Being Job Ready

### Summary

In this unit, you will list steps for problem solving and explain methods to improve creativity and resourcefulness. You will also demonstrate critical-thinking and problem-solving skills. Additionally, you will describe government regulations related to child care facilities and identify career opportunities in child care. Finally, you will describe job acquisition and advancement skills.

Day	Activity/Objective	Type
5 days: 62–66	<b>Creative Resourcefulness</b> <i>Recognize the role of creativity and resourcefulness in problem solving and decision making; list the steps of problem solving.</i>	Lesson
5 days: 67–71	<b>Critical Thinking and Problem Solving</b> <i>Identify decision-making styles and describe critical-thinking and problem-solving skills in various scenarios.</i>	Lesson
5 days: 72–76	<b>Careers in Childcare</b> <i>Recall government regulations related to childcare facilities and identify career opportunities and the skills needed to work in child care.</i>	Lesson
5 days: 77–81	<b>Job Acquisition and Advancement</b> <i>Describe résumé-writing skills and the job acquisition process; identify career advancement skills and strategies.</i>	Lesson
1 day: 82	<b>Para Jumble</b>	Game
5 days: 83–87	<b>Unit Activity/Threaded Discussion—Unit 3</b> <i>In this activity, you will describe the roles and responsibilities of professionals in the field of child development in your state and list the qualities and skills needed to succeed in their roles.</i>	Unit Activity
1 day: 88	<b>Post-test—Unit 3</b>	Assessment
1 day: 89	<b>Semester Review</b>	
1 day: 90	<b>End-of-Semester Test</b>	Assessment

## Course Map

You will achieve course level objectives by completing each lesson's instruction, assignments, and assessments. For a detailed look at how the materials meet these objectives, review the [course map for Semester B](#).