

## FLORIDA STATE COLLEGE AT JACKSONVILLE

## COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER: CHD 1230

COURSE TITLE: Child Growth and Development II

PREREQUISITE(S): CHD 1220

COREQUISITE(S): None

CREDIT HOURS: 3

CONTACT HOURS/WEEK: 3

CONTACT HOUR BREAKDOWN:

Lecture/Discussion:	3
Laboratory:	
Other _____:	

FACULTY WORKLOAD POINTS: 3

STANDARDIZED CLASS SIZE ALLOCATION: 25

CATALOG COURSE DESCRIPTION:

This course focuses on the young differently-abled child, children in crisis, working with families, behavior management, nutrition, health and safety in the early childhood classroom. The course includes Modules II and III of the FL DC&F Worker Training Course. This course is useful for CDA (Child Development Associate) Documentation.

SUGGESTED TEXT(S):

Annual Editions: Early Childhood Education,  
Judy Spitler McKee. The Dushkin Publishing  
Group, Inc., Latest edition.

Annual Editions: Child Growth and Development,  
Junn, E. (Ed.) Latest Edition.

Of Children, Guy R. LeFrancois, Wadsworth  
Publishing Co., Inc., Latest edition.

IMPLEMENTATION DATE: November 16, 1987

REVIEW DATE: Fall Term, 1996 (971)  
Fall Term, 2002 (20031)  
Fall Term, 2008 (20091) - Outline Review 2007

COURSE TOPICS		CONTACT HOURS <u>PER TOPIC</u>
I.	The Differently-Abled Child	10
	A. Disabilities and Handicaps (4)	
	B. Specific Learning Disabilities (2)	
	C. Slow Learners and the Gifted (2)	
	D. Environmental Deprivation (2)	
II.	Children in Crisis	11
	A. Child Abuse and Family Violence (4)	
	B. Divorce, Separation and Death (3)	
	C. The Single-Parent Family (1)	
	D. Illness and Hospitalization (2)	
	E. Children at Risk in Non-Family Settings (1)	
III.	Discrimination and the Young Child	4
	A. Institutionalism of Racism and Sexism in the Preschool (2)	
	B. Implementation of Equity in the Pre-School (2)	
IV.	Nutrition, Health, Safety and the Young Child	5
	A. Effects on Well-being (2)	
	B. Maximizing Potential (1)	
	C. Child Activities (2)	
V.	Working with Families	3
	A. Understanding Family Concerns (1)	
	B. Family/Center Relationships (1)	
	C. Building Family Involvement Skills (1)	
VI.	Assessment of Young Children	3
	A. Record Keeping (1)	
	B. Critiquing Evaluation Instruments (2)	
VII.	Management of Difficult Behavior	9
	A. Diagnosing Sources of Difficult Behavior (3)	
	B. Building Skills and Techniques to Reduce Difficult Behavior (6)	

\*NOTE: Not necessarily in this order.

PROGRAM TITLE: Early Childhood Management  
COURSE TITLE: Child Growth and Development II  
CIP NUMBER: 1420.020300

LIST PERFORMANCE STANDARDS ADDRESSED:

NUMBER(S): TITLES(S):

04.0 SUPERVISE THE GUIDANCE OF PHYSICAL DEVELOPMENT OF YOUNG CHILDREN -- The student will be able to:

- 04.01 Identify the physical development of infants and children, ages one to twelve.
- 04.02 Plan, organize and guide age-appropriate gross motor activities.
- 04.03 Plan, organize and guide age-appropriate fine motor activities.
- 04.04 Plan, organize and guide age-appropriate body stimulation activities.
- 04.05 Plan, organize and guide age-appropriate outdoor activities.
- 04.06 Plan, organize and guide age-appropriate body coordination activities.
- 04.07 Plan, organize and guide age-appropriate group circle activities.

05.0 SUPERVISE THE GUIDANCE OF THE INTELLECTUAL DEVELOPMENT OF YOUNG CHILDREN -- The student will be able to:

- 05.01 Identify the intellectual development of infants and children, ages one to twelve.
- 05.02 Plan, organize and guide age-appropriate language activities.
- 05.03 Plan, organize and guide age-appropriate music activities.
- 05.04 Plan, organize and guide age-appropriate art activities.
- 05.05 Plan, organize and guide age-appropriate math activities.
- 05.06 Plan, organize and guide age-appropriate science activities.
- 05.07 Plan, organize and guide age-appropriate social studies.
- 05.08 Plan, organize and guide age-appropriate creative activities.

06.0 SUPERVISE THE GUIDANCE OF SOCIAL AND EMOTIONAL DEVELOPMENT OF YOUNG CHILDREN - The student will be able to:

- 06.01 Identify the social and emotional development of infants and children, ages one to twelve.
- 06.02 Plan, organize and guide age-appropriate dramatic play activities.
- 06.03 Plan, organize and guide age-appropriate self-concept activities.
- 06.04 Plan, organize and guide age-appropriate group awareness activities.
- 06.05 Plan, organize and guide age-appropriate diverse cultural awareness activities.
- 06.06 Identify and implement positive behavior guidance techniques.
- 06.07 Identify and implement appropriate behavior guidance techniques.



NOTE: Use either the Tab key or mouse click to move from field to field. The box will expand to accommodate your entry.

<b>Section 1</b>	
<b>COURSE PREFIX AND NUMBER:</b> <u>CHD 1230</u>	<b>SEMESTER CREDIT HOURS:</b> <u>3</u>
<b>COURSE TITLE:</b> <u>Child Growth and Development II</u>	

<b>Section 2</b>
<b>TYPE OF COURSE: (Click on the box to check all that apply)</b>
<input type="checkbox"/> AA Elective <input checked="" type="checkbox"/> AS Required Professional Course <input type="checkbox"/> College Prep <input type="checkbox"/> AS Professional Elective <input type="checkbox"/> AAS Required Professional Course <input type="checkbox"/> Technical Certificate <input type="checkbox"/> Other _____ <input type="checkbox"/> General Education: (For General Education courses, you must also complete Section 3 and Section 7)

<b>Section 3 (If applicable)</b>
<b>INDICATE BELOW THE DISCIPLINE AREA FOR GENERAL EDUCATION COURSES:</b>
<input type="checkbox"/> Communication <input type="checkbox"/> Social & Behavioral Sciences <input type="checkbox"/> Mathematics <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Humanities

<b>Section 4</b>
<b>INTELLECTUAL COMPETENCIES:</b>
<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Critical Analysis <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Scientific Method of Inquiry <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Ethical Judgment <input checked="" type="checkbox"/> Working Collaboratively

<b>Section 5</b>	
<b>LEARNING OUTCOMES</b>	<b>METHOD OF ASSESSMENT</b>
<ul style="list-style-type: none"> <li>• Students will demonstrate grammatical and format proficiency in written documents related to identifying differently abled children, children in crisis, and the ways in which discrimination affects young children</li> </ul>	Students will be assessed through use of center or family home observation tools, creation of parent flyers/brochures.
<ul style="list-style-type: none"> <li>• Students will demonstrate problem solving abilities by identifying and describing the effects of nutrition, health, and safety on the young child</li> </ul>	Students will be assessed through lesson plans, short papers, or exams.
<ul style="list-style-type: none"> <li>• Students will demonstrate the ability to plan, establish and maintain activities which lead to the appropriate assessment of young children and the management of difficult behavior</li> </ul>	Students will be assessed through rubrics measuring performance on final paper or oral presentation

<b>Section 6</b>
Name of Person Completing This Form: <u>Carole Byrd, Associate Dean Education, DTC</u> Date: <u>11/16/2007</u>