Idaho CTE

Parenting and Child Development (2023)

Career Exploration and Professional Practices 1

1.1 Postsecondary education options 1.1

1.1.2 Describe specific work environments, qualifications, and employment opportunities that provide services to children and families at each level of the career ladder. 1.1.2

1.2 Professionalism in early childhood education 1.2

1.2.1 Explore career technical student organizations associated with early childhood education [e.g., Family, Career and Community Leaders of America (FCCLA) www.fcclainc.org]. 1.2.1

1.3 Ethical stand 1.3

1.3.2 Maintain confidentiality and respect of children, families, and colleagues. 1.3.2

1.4 Professional development and collaboration 1.4

1.4.2 Participate on collaborative teams. 1.4.2

1.4.3 Identify effective relationships within collaborative teams. 1.4.3

1.4.6 Identify a variety of agencies, organizations, and professionals available to young children and families. 1.4.6

1.5 Knowledge, reflection, and critical analysis 1.5

1.5.1 Develop goals based on reflections of current practice with young children, families, and peers. 1.5.1

1.5.3 Develop awareness of an understanding and accepting approach to working with diverse children and families. 1.5.3

Promoting Child Development and Learning 2

2.1 Characteristics and needs of young children 2.1

2.1.1 Define developmental domains: cognitive, physical, language, social emotional, and creative development. 2.1.1

2.1.2 Identify factors that impact young children's ability to meet developmental milestones [e.g., prematurity, nutrition, prenatal care, maternal depression, Adverse Childhood Experiences (ACEs), and mother's level of education]. 2.1.2

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2.1.3 Describe developmental theories (e.g., Piaget, Erikson, Gardner, Maslow, Bronfenbrenner, and Vygotsky) to meet young children's individual needs in the group setting. 2.1.3

2.2 Multiple influences on development and learning 2.2

2.2.1 Describe experiences that address each child's needs, culture, temperament, environment, interests, and learning styles. 2.2.1

2.2.2 Describe materials and activities that affirm and respect cultural, ethnic, and linguistic diversity. 2.2.2

2.2.3 Distinguish factors, including family dynamics, societal context, and structural inequities which may affect children's behavior, health, and welfare. 2.2.3

2.3 Healthy, respectful, supportive, and challenging learning environments 2.3

2.3.1 Compare developmental differences and unique characteristics of children. 2.3.1

2.3.2 Describe developmentally appropriate guidance approaches that promote positive behaviors, problem solving, and self-regulation. 2.3.2

2.3.3 Compare developmentally appropriate activities and learning environments that enhance child-directed play-based learning, which promotes growth and development within the developmental domains. 2.3.3

Family and Community Relations 3

3.1 Family and community characteristics 3.1

3.1.1 Recognize that diversity exists in language, culture, socio-economic level, special needs, faith traditions, family structure, and individual differences. 3.1.1

3.1.3 Describe factors that protect young children (e.g., parental resilience, social connections, knowledge of parenting and child development, concrete support in times of need, and social and emotional competence of children). 3.1.3

3.2 Family and community empowerment through respectful, reciprocal relationships 3.2

3.2.2 Identify and encourage opportunities for family support, empowerment, and participation. 3.2.2

3.2.3 Explore how families' attitudes and actions influence children's abilities and interest in learning. 3.2.3

3.2.4 Identify ways family members can play an active role in their child's education. 3.2.4

Teaching and Learning 5

5.1 Positive relationships and supportive interactions as the foundation for working with young children 5.1

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5.1.1 Recognize how positive, caring, supportive relationships and interactions are the foundation of relationships with young children. 5.1.1

Health, Safety, and Nutrition 6

6.1 Health and safety procedures, regulations, and personal health practices 6.1

- 6.1.1 Describe hygiene, health, and safety needs of young children. 6.1.1
- 6.1.2 Identify preventive health care resources. 6.1.2
- 6.1.3 Describe the benefit of physical education activities for young children's long-term health outcomes and brain development. 6.1.3

6.2 Connections between nutrition and wellness in young children 6.2

- 6.2.1 Identify malnutrition, under-nutrition, and over-nutrition issues. 6.2.1
- 6.2.2 Describe the procedures for safe food preparation, storage, and disposal to prevent food borne illness. 6.2.2

6.3 Child abuse and neglect 6.3

- 6.3.1 Define child abuse and neglect. 6.3.1
- 6.3.2 Identify current laws related to child safety. 6.3.2
- 6.3.3 Identify factors that contribute to situations of child abuse and neglect. 6.3.3
- 6.3.4 List outcomes of child abuse and child neglect. 6.3.4
- 6.3.5 Identify strategies for managing anger, frustration, separation, and loss. 6.3.5
- 6.3.6 Identify legal responsibilities for mandatory reporters in cases of suspected child abuse and neglect. 6.3.6

6.4 Safe learning environments for young children 6.4

- 6.4.1 Identify factors that maintain a safe and healthy learning environment. 6.4.1
- 6.4.5 Describe safe sleep practices including SIDS prevention strategies. 6.4.5

6.5 Healthy environments for young children 6.5

- 6.5.1 Describe general hygiene needs of young children. 6.5.1
- 6.5.4 Describe signs of illness, allergies, body temperature, and/or discomfort in young children. 6.5.4

6.6 Food experiences and healthy eating for young children 6.6

- 6.6.1 Identify the nutritional needs of young children. 6.6.1
- 6.6.3 Identify cultural issues that impact feeding young children. 6.6.3
- 6.6.5 Identify developmentally appropriate strategies for introducing new foods. 6.6.5