Tech Prep
In
Early Childhood Development & Educational Support

A consortium of High School, Community College and University Departments

This document contains student competency requirements for the specialized area of:

Child Development
ECE 141
3 Credits

To receive college credit, a student must successfully complete at least 80% of the competencies. It is requested that the high school instructor initial each competency area that is successfully completed by the student. By initialing these competencies, the instructor is verifying the student has completed college level work and received a local grade of A or B.

Revision January 2008
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Student Name: ________________________________

High School: ________________________________

Student Identification Number: _____________ / SS Number: ________________________________

Instructor signature verifying successful completion of a minimum of 80% of identified competencies and awarding of local grade of A or B:

_________________________________________

(signature)

Date: _________________
Child Development

Rating Scale for Performance Tasks:

4 - Highly Skilled
   Performs the task independently and with high proficiency
   Score of 90% or above

3 - Skilled
   Performs the task independently with adequate proficiency
   Score of 80% or above

2 - Limited Skills
   Needs improvement in independently and satisfactorily complete tasks
   Score of 70% or above

1 - Exposure
   Received instruction but has not developed skill
   Score of 60% or above

0 - No exposure
Best Work Section of Portfolio for ECE 141, Child Development

For Child Development, ECE 141, the Best Work section (Competency Section 10) has specific requirements. Limit the Best Work Section to the following elements:

- **The final examination.**
- **Two observation reports.** These are written reports of at least two, double spaced type written pages. The student is to report on the observation of a child or a small group of children. The student is to note a full description of the subject child or children. The student is note both normal and abnormal characteristics of the subject child/children. The observation process always must protect the well being of the subject child/children. Therefore, video tapes of a child or of a small group of children are acceptable. The observation may be a group activity and group discussion may precede the writing of the report. This process simulates a clinical situation where practitioners observe and interact – then write *independent* reports.
- **A formal report** on a Child Development topic assigned by the high school instructor. The body of the report is to be no less than five double spaced type written pages. The report should include an objective statement of student’s position. (*The paper must have sources footnoted, a bibliography and a brief forward paragraph summarizing the purpose of the paper.*)

Topics may include, but are not limited to:

- Ethical issues facing parents and/or professionals working with children.
- A brief case study of a child’s development for at least two developmental stages.
- Recommended activities for children in two connected stages of development.
- Activities not recommended for children in a specific stage of development.
- Any Child Development issue as approved by the high school instructor.

Portfolios need to demonstrate the level of proficiency achieved. The Portfolio review is WWCC’s method of satisfying our management and our accreditation agency when they ask, “How are you assuring the course content was covered, college level work was performed and grading standards were met?” This issue is not limited to our Tech Prep partnership. All colleges and all college departments are being asked to assure standards are consistent across delivery methods and locations.

Pride items may be included in the Portfolio, but must be placed at the end of the Portfolio in a special section. If your class or a student has a project that demonstrates higher levels of achievement these are most welcome in the Portfolio in the Pride section. Pride sections are not required.

If you have any questions about these portfolios please feel free to call or e-mail me.

*melinda.brennen@wwcc.edu*  
(509) 524-5142
Child Development

UNIT 1: Professional Development

1.1 The student shall identify the settings in which professionals work with young children.

1.2 The student shall identify the essential role of the adult with young children.

1.3 The student shall explain the need for a professional code of ethics and confidentiality for Early Childhood Educators and Child Care Specialists.

1.4 The student shall be able to discuss the impact of special education and the legislative amendments that affect children.

1.5 The student shall explain the important historical factors in the study of Early Childhood.

UNIT 2: Theory of Early Childhood Development

2.1 The student shall name and discuss ten important theorists and/or researchers.

2.2 The student shall write a paper with a body of no less than two pages titled *What is Child Development?*

2.3 The student shall define the term “theory”.

2.4 The student shall identify developmental and learning theories including normative views.

2.5 The student shall identify and discuss learning as viewed by Piaget, Vygotsky, Erikson, Freud, Maslow, Rogers, Gesell, Skinner and Sears.

UNIT 3: Overview: The Young Child, Birth to Age Eight

3.1 The student shall begin to recognize typical and atypical characteristics of infants; toddlers; three to five year olds; and six to eight year olds.

3.2 The student shall discuss the similarities and differences of each of the stages above.

3.3 The student shall identify the various stages of growth from conception through age eight.
### UNIT 4: Learning

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4.1 The student shall be able to define the terms cognitive, affective, physical, motor development and learning areas as related to Early Childhood Development.

4.2 The student shall be able to define and explain how learning, perception, reflexes and memory work (as related to Early Childhood Development).

4.3 The student shall identify and discuss learning as viewed by Piaget, Vygotsky, Erikson, Freud, Maslow, Rogers, Gesell, Skinner and Sears.

### UNIT 5: Physical and Motor Growth

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5.1 The student shall identify the basic stages of motor growth from conception through age eight.

5.2 The student shall discuss fine motor growth versus gross motor growth.

5.3 The student shall develop a plan for an activity to promote motor growth for infants, toddlers, three to five year olds or six to eight year olds.

5.4 The student shall be familiar with benchmarks for height, weight of infants through age eight.

### UNIT 6: Prenatal and Infancy

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6.1 The student shall be knowledgeable of the standards for prenatal care and the consequences of deviation from standard care with attention to the impact upon the child’s development.

6.2 The student shall be knowledgeable of the growth, fine motor and gross motor norms for infants.

6.3 The student shall be able to discuss the cognitive, physical, mental, affective and social personality development of infants.

6.4 The student shall be able to discuss the development of oral and verbal language and its impact upon infants.

6.5 The student shall be able to recognize typical and atypical characteristics of infants.
UNIT 7: Toddler

7.1 The student shall be knowledgeable of the growth, fine motor and gross motor norms for toddlers.

7.2 The student shall be able to discuss the cognitive, physical, mental, affective and social personality development of toddlers.

7.3 The student shall be able to discuss the development of oral and verbal language and its impact upon toddlers.

7.4 The student shall plan an activity that promotes cooperative learning and social growth of toddlers.

7.5 The student shall be able to discuss the value of the different types of play and their importance to toddlers.

UNIT 8: Ages Three to Five

8.1 The student shall be knowledgeable of the growth, fine motor and gross motor norms for age three to five children.

8.2 The student shall be able to discuss the cognitive, physical, mental, affective and social personality development of age three to five children.

8.3 The student shall be able to discuss the development of oral and verbal language and its impact upon to age three to five children.

8.4 The student shall plan an activity that promotes cooperative learning and social growth of age three to five children.

8.5 The student shall be able to discuss the value of the different types of play and their importance to age three to five children.

UNIT 9: Ages Six to Eight

9.1 The student shall be knowledgeable of the growth, fine motor and gross motor norms for age six to eight children.

9.2 The student shall be able to discuss the cognitive, physical, mental, affective and social personality development of age six to eight children.

9.3 The student shall be able to discuss the development of oral and verbal language and its impact upon to age six to eight children.
9.4 The student shall plan an activity that promotes cooperative learning and social growth of age six to eight children.

9.5 The student shall be able to discuss the value of the different types of play and their importance to age six to eight children.

UNIT 10: The Continuum: Growth and Development

### Competency Rating Scale

- Mastered for college credit

| 4 | 3 | 2 | 1 | 0 |

10.1 The student shall integrate their knowledge of the stages of development such that they may discuss on a continuum the growth, fine motor and gross motor norms of children up to eight years of age.

10.2 The student shall integrate their knowledge of the stages of development such that they may discuss on a continuum the cognitive, physical, mental, affective and social personality development of children of children up to eight years of age.

10.3 The student shall integrate their knowledge of the stages of development such that they may discuss on a continuum the development of oral and verbal language and its impact upon children up to eight years of age.

10.4 The student shall integrate their knowledge of the stages of development such that they may plan a series of activities that promote cooperative learning and social growth of children up to eight years of age.

10.5 The student shall integrate their knowledge of the stages of development such that they may discuss on a continuum the value of the different types of play and their importance to children up to eight years of age.

UNIT 11: Final Project and Observation Exercises

### Competency Rating Scale

- Mastered for college credit

| 4 | 3 | 2 | 1 | 0 |

10.1 Successfully complete the final examination provided by the instructor.

10.2 The student shall write two reports (at least two typed pages, double spaced) on two group observation projects where the students will observe via video or direct observation the activity of children.

10.3 The student shall write a five page report on an assigned Child Development topic. Topics may include, but are not limited to: Ethical Issues, Case Study, Recommended Child Activities, Non Recommended Child Activities or other Child Development related topics.

10.4 The student shall make a final presentation of a project as assigned.