

INFANT & TODDLER DEVELOPMENT

Course Description:

Infant and Toddler Development will provide students with a strong understanding of the process of growth and change in children, beneficial to those planning to raise children or interested in working with children in any capacity in a future career. Topics covered include: Thinking about Children, Parenting & Families, Understanding Child Development Theories, Prenatal Development, Preparing for Birth and the Birth Process. Understanding and Caring for infants. Development during the First Year, and Development from Ages One to Three.

As evidenced based on classroom assessments, the student is able to:

- LT.1 Identify the role of culture in caregiving practices
- LT.2 Describe culturally sensitive infant and toddler care
- LT.3 Discuss contemporary family trends and relationships
- LT.4 Identify the domains of development
- LT.5 Identify the milestones of infants and toddlers in all developmental domains
- LT.6 Describe brain development of infants and toddlers
- LT.7 Describe attachment as it relates to development
- LT.8 Explain the human reproductive process
- LT.9 Explain stages of labor and childbirth
- LT.10 Identify stages of prenatal development
- LT.11 Describe the effect of prenatal conditions on development
- LT.12 Explain the importance of theories in assessing development
- LT.13 Identify developmental theories
- LT.14 Compare developmental theories
- LT.15 Contrast developmental theories
- LT.16 Describe the effects of heredity on development
- LT.17 Discuss the effects of the environment on development
- LT.18 Identify connections among care-giving routines, curriculum, attachment, and brain development
- LT.19 Explain why care-giving routines are the curriculum in infant and toddler programs
- LT.20 Explain how learning occurs through care-giving routines
- LT.21 Explain how to provide culturally sensitive care
- LT.22 Describe a developmentally appropriate environment
- LT.23 Describe caregiver responsibility in prevention of Sudden Infant Death Syndrome (SIDS), Shaken Baby Syndrome, etc.
- LT.24 Describe brain growth and functions
- LT.25 Explain the impact of the environment, including the effects of toxic stress on brain development
- LT.26 Identify optimal and critical periods of brain development
- LT.27 Define routines and transitions
- LT.28 Identify teaching strategies and techniques that support children and programming

LT.29	Describe the common elements of the daily schedule
LT.30	List the criteria of a developmentally appropriate schedule
LT.31	Explain the impact of transitions and routines within early childhood programming
LT.32	Plan developmentally appropriate transitions and routines
LT.33	Describe opportunities for learning within the daily routines and schedules
LT.34	Describe the individual need-based schedule for infants and toddlers
LT.35	Identify the types and purposes of developmental screening tools (ASQ-Ages and Stages Questionnaire)
LT.36	Identify the types and purposes of environmental screening tools (ITERS, FCCERS)
LT.37	Compare and contrast research based tools with informal tools

West Salem High School is a Target-Based Grading and Reporting School. The learning targets above appear in the Skyward gradebook. Teachers provide feedback on each learning target to parents and students via the Skyward gradebook using a score of 3 (Proficient), 2 (Approaching), 1 (Needs Support), or 0 (No Evidence).