

<b>PROGRAM CONCENTRATION:</b>	<b>Education</b>
<b>CAREER PATHWAY:</b>	<b>Early Childhood Education</b>
<b>COURSE TITLE:</b>	<b>Health, Safety and Nutrition for the Young Child</b>
<b>PREREQUISITES:</b>	<b>None</b>

Health, Safety and Nutrition for the Young Child introduces the theory, practices, and requirements for establishing and maintaining a safe, healthy learning environment. This course develops skills for employment in early childhood-related occupations, including professional issues and work ethics; developmentally appropriate practices; health, safety and nutrition education; certification in CPR/First Aid/Fire Safety; child abuse and neglect; symptoms and prevention of major childhood illnesses and diseases; and prevention and control of communicable illnesses. Practical applications through service learning, volunteer experiences, and internships will be included. The development of an educational portfolio for employment in early childhood education is required. Mastery of standards through project based learning, technical skills practice, and leadership development activities of the career and technical student organizations will provide students with a competitive edge for either entry into the education global marketplace and/or the post-secondary institution of their choice to continue their education and training.

## **CONTENT KNOWLEDGE**

**EDU-HSN-1. Students will demonstrate knowledge and understanding of the academic subject matter required for proficiency within their area. Academic standards are integrated throughout the standard statements within their applicable discipline areas and documented immediately following the standard statement.**

## **EMPLOYMENT OPPORTUNITIES AND PROFESSIONAL ISSUES**

**EDU-HSN-2. Students will determine career opportunities and professional requirements and issues for the child care industry.**

- a. Research and evaluate child care career levels and responsibilities and demands and rewards for respective levels.
- b. Describe personal characteristics needed to communicate and work in a team environment.
- c. Demonstrate positive interpersonal skills including conflict resolution, negotiation, teamwork, and leadership.
- d. Analyze the future employment outlook in the child care industry.
- e. Describe employment and entrepreneurial opportunities in the child care industry.
- f. Locate sources of employment information.
- g. Determine continuing education opportunities that enhance career advancement.
- h. Demonstrate knowledge of early childhood professional organizations.

- i. Identify current issues and legislation relating to early childhood care and education.

**ACADEMIC STANDARDS:**

*ELA11W1. The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.*

*SSEPF6. The student will describe how the earnings of workers are determined in the marketplace.*

*ELA11W3. The student uses research and technology to support writing.*

*NFACS4.1. Analyze career paths within early childhood, education and services.*

**SAFETY**

**EDU-HSN-3. Students will provide a safe environment for children.**

- a. Research and demonstrate an understanding of standard safety rules and practices in an early childhood care and education setting.
- b. Obtain CPR, First Aid, and Fire Safety certification.
- c. Describe safe utilization and adult supervision of outdoor equipment and materials.
- d. Examine examples of accident and injury reports.
- e. Describe use of approved safety restraints when transporting a child.
- f. Identify potential indoor/outdoor safety hazards.
- g. Describe safety procedures for arrival, departure, loading, and unloading of children.
- h. Describe the procedure for safe food preparation and storage to prevent food borne illness.
- i. Demonstrate procedures to follow for accidents, medical emergencies, and environmental alerts.

**ACADEMIC STANDARDS:**

*SCSh2. Students will use standard safety practices for all classroom laboratory and field investigations.*

*SCSh3. Students will identify and investigate problems scientifically.*

*ELA11W3. the student uses research and technology to support writing.*

*NFACS4.4. Demonstrate a safe and healthy learning environment with children.*

## HEALTH

### **EDU-HSN-4. Students will provide a healthy environment for children.**

- a. Implement strategies to teach children health and sanitation habits.
- b. Research and demonstrate an understanding of standard health practices in an early childhood care and education setting.
- c. Describe appropriate methods of distributing and storing medications.
- d. Compare and contrast age-appropriate toys and equipment.
- e. Adapt activities to the early childhood surroundings.
- f. Evaluate sanitation in an early childhood care and education setting including equipment, furniture, and toys.
- g. Demonstrate strategies to promote good physical and mental health in children.
- h. Describe and discuss proper procedures for hand washing, diapering and toileting, limiting cross infections in the childcare setting.

### **ACADEMIC STANDARDS:**

*SCSh2. Students will use standard safety practices for all classroom laboratory and field investigations.*

*SCSh3. Students will identify and investigate problems scientifically.*

*ELA11W3. The student uses research and technology to support writing.*

*NFACS4.4. Demonstrate a safe and healthy learning environment for children.*

## NUTRITION

### **EDU-HSN-5. Students will apply nutrition principles in promoting children's growth and development.**

- a. Determine the role of following food guidelines in promoting children's health.
- b. Plan and serve attractive nutritious snacks and meals for children.
- c. Demonstrate nutrition education practices to use with children.
- d. Identify nutritional needs of children.
- e. Describe how vitamins and minerals affect children's nutrition.
- f. Describe how nutrition affects children's development.
- g. Apply age appropriate dietary guidelines for snack and meal preparations.
- h. Describe the difference between malnourished and undernourished.

**ACADEMIC STANDARDS:**

*ELA11LSV2. The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.*

*SAP4. Students will analyze the physical, chemical and biological properties of process systems as these relate to transportation, absorption and excretion, including cardiovascular, respiratory, digestive, excretory and immune systems.*

*MM1G2. Students will understand and use the language of mathematical argument and justification.*

*MM1P1. Students will solve problems (using appropriate technology)*

*NFACS9.3. Evaluate nutrition principles, food plans, preparation techniques, and specialized dietary plans.*

**CHILD ABUSE**

**EDU-HNS-6. Students will identify types of child abuse and neglect and intervention options.**

- a. Describe how child abuse affects behavior.
- b. Recognize symptoms of abuse and neglect.
- c. Describe characteristics of abusive adults and abused children.
- d. Explain state law in reporting suspected cases of child abuse.
- e. Utilize appropriate procedures for reporting child abuse.
- f. Discuss strategies for working with children who have been abused or neglected.
- g. Identify sources of support and assistance for abusive adults and abused children.

**ACADEMIC STANDARDS:**

*SCSh2. Students will use standard safety practices for all classroom laboratory and field investigations.*

*ELA11LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.*

*NFACS 4.4. Demonstrate a safe and healthy learning environment for children.*

## **COMMUNICABLE ILLNESSES**

**EDU-HSN-7. Students will identify the component elements of the communicable illness process.**

- a. Explain the process for a disease to be communicable.
- b. Describe where pathogens are commonly located.
- c. Describe the four methods of disease transmission.
- d. Recognize the four stages of an illness.
- e. Explain the need for immunizations.
- f. Describe the immunization schedule recommended by the American Pediatrics association for communicable diseases.
- g. Recognize symptoms common illness.

### **Academic Standards:**

*ELA11LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.*

*SCSh3. Students will identify and investigate problems scientifically.*

*SAP4. Students will analyze the physical, chemical, and biological properties of process systems as these relate to transportation , absorption and excretion, including the cardiovascular, respiratory, digestive, excretory and immune systems.*

*NFACS4.4. Demonstrate a safe and healthy learning environment for children.*

**EDU-HSN-8. Students will apply procedures to reduce the infectious process.**

- a. Demonstrate and teach appropriate hand washing technique.
- b. Explain when and where disinfectant solutions should be used.
- c. Compare and contrast the characteristics of a healthy child with symptoms of selected childhood illnesses.
- d. Develop and implement exclusion policies for sick children in group settings.
- e. Develop and maintain procedures for maintaining health and immunization records.
- f. Review examples of health education activities for children.
- g. Practice universal precautions.

### **ACADEMIC STANDARDS:**

*SCSh 2. Students will use standard safety practices for all classroom laboratory and field investigations.*

*ELA11W3. The student uses research and technology to support writing.*

*NFACS4.4. Demonstrate a safe and healthy learning environment for children.*

## **Creating Quality Environments**

### **EDU-HSN-9. Students will identify components of a quality environment.**

- a. Discuss appropriate staffing ratios and group sizes for the child care industry.
- b. Provide information to parents for health and nutrition services.
- c. Describe safe indoor and outdoor environment.
- d. Create an Emergency Preparedness Plan, including procedures for emergency drills.
- e. Describe the interrelationship between health, safety, and nutrition.

### **ACADEMIC STANDARDS:**

*MM2P1. Students will solve problems (using appropriate technology).*

*MM2P3. Students will communicate mathematically.*

*ELA11W3. The student uses research and technology to support writing.*

*ELA11C2. The student demonstrates understanding of manuscript form, realizing that different forms of writing require different formats.*

*NFACS4.4. Demonstrate a safe and healthy learning environment for children.*

*NFACS4.2. Utilize developmentally appropriate practices and other child development theories when planning for early childhood, education, and services.*

*NFACS4.5. Demonstrate techniques for positive collaborative relationships with children.*

### **EDU-HSN-10. Students will plan for children's health and safety education.**

- a. Explain the importance of including parents in children's health and safety experiences
- b. Explain the importance of teacher inservice to remain abreast of the latest developments in health and safety issues.
- c. Develop lesson plan for teaching health and safety concepts.
- d. Discuss OSHA requirements for early childhood care setting.

**ACADEMIC STANDARDS:**

*SCSh 2. Students will use standard safety practices for all classroom laboratory and field investigations.*

*ELA11W3. The student uses research and technology to support writing.*

*ELA11C2. The student demonstrates understanding of manuscript form, realizing that different forms of writing require different formats.*

*NFACS4.4. Demonstrate a safe and healthy learning environment for children.*

**Reading Standard Comment**

After the elementary years, students engage in reading for learning. This process sweeps across all disciplinary domains, extending even to the area of personal learning. Students encounter a variety of informational as well as fictional texts, and they experience text in all genres and modes of discourse. In the study of various disciplines of learning (language arts, mathematics, science, social studies), students must learn through reading the communities of discourse of each of those disciplines. Each subject has its own specific vocabulary, and for students to excel in all subjects, they must learn the specific vocabulary of those subject areas in context.

Beginning with the middle grades years, students begin to self-select reading materials based on personal interests established through classroom learning. Students become curious about science, mathematics, history, and literature as they form contexts for those subjects related to their personal and classroom experiences. As students explore academic areas through reading, they develop favorite subjects and become confident in their verbal discourse about those subjects.

Reading across curriculum content develops both academic and personal interests in students. As students read, they develop both content and contextual vocabulary. They also build good habits for reading, researching, and learning. The Reading Across the Curriculum standard focuses on the academic and personal skills students acquire as they read in all areas of learning.

MRC. Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
  - Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas.
  - Read both informational and fictional texts in a variety of genres and modes of discourse.
  - Read technical texts related to various subject areas.

- b. Discussing books
  - Discuss messages and themes from books in all subject areas.
  - Respond to a variety of texts in multiple modes of discourse.
  - Relate messages and themes from one subject area to messages and themes in another area.
  - Evaluate the merit of texts in every subject discipline.
  - Examine author's purpose in writing.
  - Recognize the features of disciplinary texts.
- c. Building vocabulary knowledge
  - Demonstrate an understanding of contextual vocabulary in various subjects.
  - Use content vocabulary in writing and speaking.
  - Explore understanding of new words found in subject area texts.
- d. Establishing context
  - Explore life experiences related to subject area content.
  - Discuss in both writing and speaking how certain words are subject area related.
  - Determine strategies for finding content and contextual meaning for unknown words.

## **CTAE Foundation Skills**

The Foundation Skills for Career, Technical and Agricultural Education (CTAE) are critical competencies that students pursuing any career pathway should exhibit to be successful. As core standards for all career pathways in all program concentrations, these skills link career, technical and agricultural education to the state's academic performance standards.

The CTAE Foundation Skills are aligned to the foundation of the U. S. Department of Education's 16 Career Clusters. Endorsed by the National Career Technical Education Foundation (NCTEF) and the National Association of State Directors of Career Technical Education Consortium (NASDCTEc), the foundation skills were developed from an analysis of all pathways in the sixteen occupational areas. These standards were identified and validated by a national advisory group of employers, secondary and postsecondary educators, labor associations, and other stakeholders. The Knowledge and Skills provide learners a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy.

**CTAE-FS-1 Technical Skills:** Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.

**CTAE-FS-2 Academic Foundations:** Learners achieve state academic standards at or above grade level.



**CTAE-FS-3 Communications:** Learners use various communication skills in expressing and interpreting information.

**CTAE-FS-4 Problem Solving and Critical Thinking:** Learners define and solve problems, and use problem-solving and improvement methods and tools.

**CTAE-FS-5 Information Technology Applications:** Learners use multiple information technology devices to access, organize process, transmit, and communicate information.

**CTAE-FS-6 Systems:** Learners understand a variety of organizational structures and functions.

**CTAE-FS-7 Safety, Health and Environment:** Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.

**CTAE-FS-8 Leadership and Teamwork:** Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

**CTAE-FS-9 Ethics and Legal Responsibilities:** Learners commit to work ethics, behavior, and legal responsibilities in the workplace.

**CTAE-FS-10 Career Development:** Learners plan and manage academic-career plans and employment relations.

**CTAE-FS-11 Entrepreneurship:** Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.