
Child and Family Development – 2020-21 Syllabus

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Schoology class code: AM session: 2KBP-KWFR-H362F PM session: 2D6H-2N94-ZJBR5

Remind class code: AM session: cfd120 PM session: a92682e

CTE Website: <https://www.monroe2boces.org/CTETechnologyTips.aspx>

CTE Purpose Statement:

Monroe 2-Orleans BOCES Career and Technical Education develops tomorrow's workforce through programs that strengthen the technical, academic and career-readiness skills of today's high school students.

Course Description

Year 1: Child & Family Development focuses on human development from prenatal through age 12. This course elaborates on physical, social, emotional, and cognitive milestones. Students gain field experience working with preschool aged children. In the lab setting, students of this course are expected to develop lesson plans and adhere to safety and daycare regulations required by NYS. While taking Child & Family Development Year 1, students complete the mandated reporting training through NYS and are able to earn one-credit for Introduction to Teaching Professions (EDU 100) through Monroe Community College. Students explore careers within the education field, such as: occupational therapy, physical therapy, speech therapy, art therapy, vision specialists, special education coordinators, guidance counselors, career counselors, and psychologists.

Year 2: Child & Family Development Year 2 follows the National Family Development Credential Curriculum set forth by the University of Connecticut. The Family Development Credential (FDC) has been shifting our views nation-wide from a "deficit" model of family assistance to an "empowerment-based" model of family development. Family development workers in the field are required to complete a 90 hour course, a portfolio, and a National Board Exam in order to achieve the FDC; our students will mirror these requirements in the hopes of obtaining their FDC shortly after finishing our program. Students will explore a variety of career opportunities within the human services sector, including but not limited to: case managers, family advocates, social services navigators, youth development/after-school program staff, home visitors and outreach workers.

Both year 1 and year 2 classes will receive work experience with school aged children in a program created to help remote learners during the 20-21 school year. This will take place in person as well as virtually

Course goals

- * Year 1:
 - o 1 credit course through MCC (EDU 100)
 - o Pass NOCTI assessment
 - o Develop self-reliance

- o Discipline
- o Resourcefulness via problem solving situations
- o Establishing a positive self-image
- o Gain awareness of their abilities and interests related to careers
- * Year 2:
 - o 90 hour training
 - o Portfolio
 - o Prepare to pass the National FDC exam
 - o Gain awareness of their abilities and interests related to careers
 - o Resourcefulness via problem solving situations
 - o Gain an understanding of navigating social services
 - o Learn effective communication to comfort and help families/people in need
 - o Develop self-reliance
- * Overall:
 - o Career exploration and development within the human services field

Units of Study

- Year 1:
 - o Introduction to Child Development
 - o Protecting Children's Physical Health and Safety
 - o Program Management
 - o Early Childhood Education in Group Setting
 - o Learning Through Play
 - o Meeting Children's Special Needs
 - o Families Today-Life Challenges
 - o Preparing for Parenting

- o Nutrition and Healthy Eating
- o Pregnancy and Special Circumstances of Pregnancy
- o Physical Development
- o Social-Emotional Development
- o Cognitive Development
- o Preparing for a Child-Related Career
- o Review
- o Financial and Career Planning
- Year 2:
 - o Family Development: A Sustainable Route to Healthy Self-Reliance
 - o Communicating with Skill and Heart
 - o Presence and Mindfulness: Cornerstones of Healthy Relationships
 - o Taking Good Care of Yourself
 - o Our Diverse World
 - o Strengths-Based Assessment
 - o Helping Families Set and Reach Their Own Goals
 - o Helping Families Access Specialized Services
 - o Home Visiting
 - o Collaboration and Community Support

Major Projects

- Remote learning student teacher
- Virtual homework help
- Services navigation work
- Year 2 Portfolio

Technical Assessments

- NOCTI- Early Care Basic and 21st Century Skills
- Precision Exam

Grading

CTE grades are divided into two main categories: knowledge and performance. Within the knowledge category there will be grades for knowledge activities and knowledge assessments. Knowledge activities are weighted as 20% of the overall CTE grade and knowledge assessments are 30% of the overall CTE Grade. Within the performance category there will be grades for performance activities and performance assessments. Performance activities are weighted as 20% of the overall CTE grade and performance assessments are 30% of the overall CTE Grade. As a result, both knowledge and performance are equally weighted at 50% each.

Attendance/Late policy

Attendance is taken every day. When a student is absent, the parent/guardian must call WEMOCO Attendance Reporting and leave a message at 585-352-2477 or email cteattendance@monroe2boces.org. When the student returns to school, he/she must bring a note from a parent/guardian to the attendance office describing why they were absent. All course work is available through Schoology. Students are responsible for making up work from absences.

Absences: if student has three or more absences, they must meet with the course instructor. Students will also be required to make up for their absence by completing all assigned make up work. This can be found on the course schoology.

Lateness: excessive lateness may result in similar actions as absences.