

HUMAN SERVICES CURRICULUM GUIDE

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**Human Services
Career Preparation Program**

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- the Curriculum Development Committee who prepared this draft:

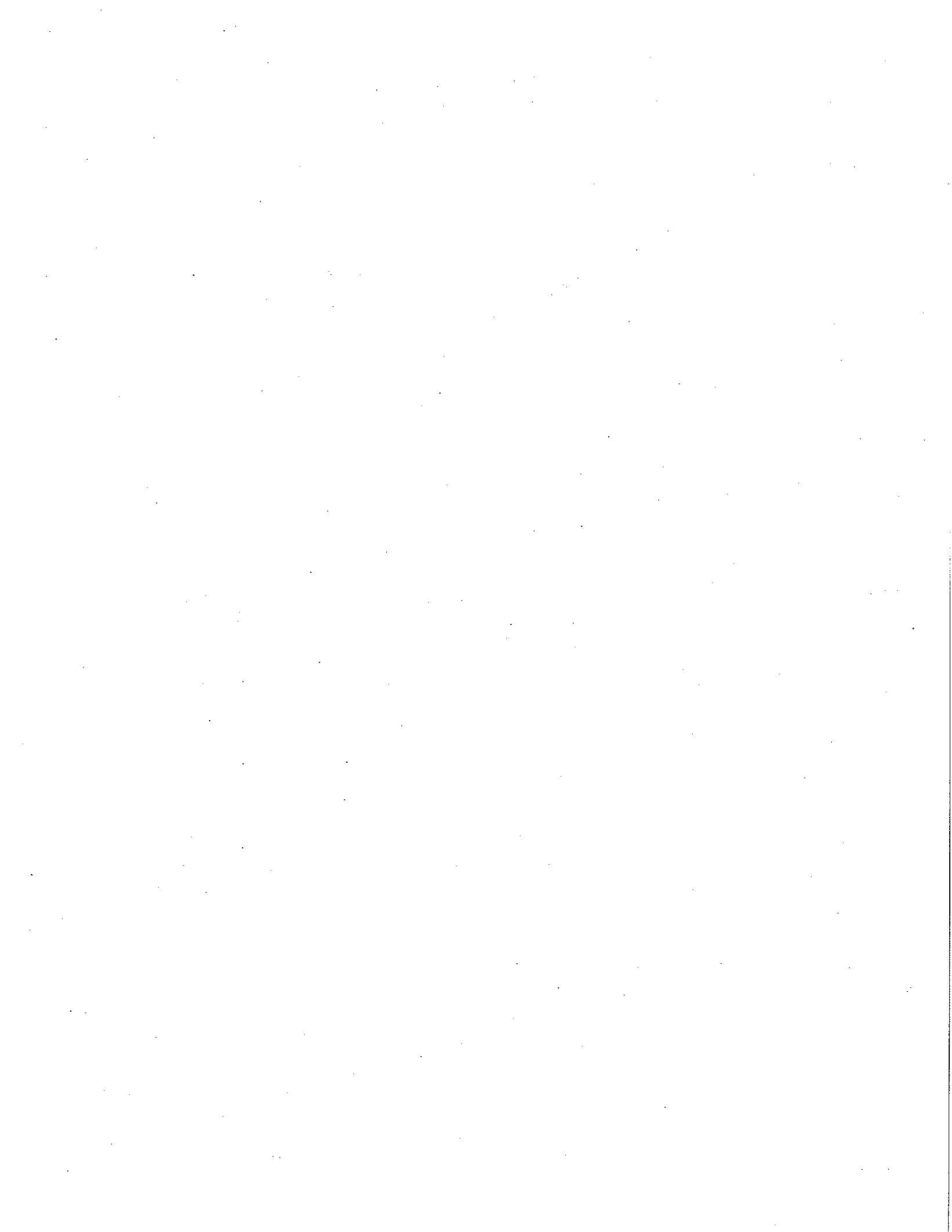
Eda Favaro	School District No. 39 (Vancouver)
Beth Taggart	School District No. 39 (Vancouver)
Carole MacFarlane	School District No. 39 (Vancouver)

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Leslie Paris	Career Preparation Teacher	School District No. 41 (Burnaby)
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- *Competencies in Early Childhood Education*
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Section A:
Overview of the Program and Guide



Introduction

The purpose of this career preparation curriculum outline is to provide secondary school teachers and post-secondary instructors with detailed information on student learning outcomes for completion of a Human Services Career Preparation Program.

As in all career preparation curricula, a Career Preparation Program is defined as a selection and arrangement of courses in general education subjects and courses in major vocational fields to form a systematic pattern leading to graduation from a senior secondary school, with possible advanced admission to a post-secondary program and/or direct entry to employment. Requirements to complete a program consist of six approved specialty courses (including cooperative career preparation studies) plus prescribed constant courses and electives to meet the criteria for secondary school graduation in British Columbia.

The vocational field of Human Services in this curriculum identifies specializations in the areas of:

- Children's Services
- Family Services
- Health Care Services

Students who enroll in this Career Preparation Program will gain a broad overview of information, skills, and attitudes relevant to occupations that provide services to people of varying ages and needs in a number of different settings. The grade 11 year will seek to provide this broad focus through curriculum content and cooperative work study. The grade 12 year will include specialized courses through which students can pursue an interest in one of the three human services specialties identified above.

This curriculum draft provides guidelines for instruction of the grade 11 core and for a Children's Services specialty in grade 12. The remaining two specializations will be developed in subsequent years.

Teachers of the program, interested educators, and community members are invited to make suggestions and comments on this interim curriculum guide. These will be considered in completing the present draft as well as in developing future curricula in the Family Services and Health Care Services components.

Responses may be directed to:

Curriculum Development Branch
Ministry of Education
Parliament Buildings
Victoria, British Columbia
V8V 2M4

Program Requirements

Requirements to complete a Career Preparation Program consist of four constant courses, six provincially approved specialty courses, and at least two additional elective courses, for a minimum of thirteen courses to meet the requirements of secondary school graduation. Within the six specialty courses of approximately 120 hours each (minimum of 700 hours), students will complete units in cooperative work study and work experience.

Sample Program Plan – Career Preparation: Human Services

<i>Constants</i>	<i>Career Preparation Courses</i>			<i>Electives</i>
	CPHS A	CPHS B	CPHS C	
<i>Grade Eleven</i>				
English 11*/ Communications 11	Human Services 11	Family Management 11	Cooperative Work-Study	
A Science 11 _____				
A Math 11 _____				
<i>Grade Twelve</i>				
English 12*/ Communications 12	Human Services Specialty	Family Management 12	Work Experience 12	
Consumer Education 12				

Explanatory Notes:

1. Course Content

Content for CPHS 11 A: Human Services 11 and CPHS 11 C: Cooperative Work Study will be drawn from the *Human Services Common Core*, Section B of this curriculum guide.

Content of Family Management 11 and 12 will be drawn from the prescribed curriculum.

Content for the CPHS 12 A: Human Services/Children Specialty and CPHS 12 C: Work Experience will be drawn from the *Children's Services Specialty*, Section C of this guide.

2. Human Services Specialty

CPHS 12 A: Human Services Specialty, will be designated as one of:

- Human Services/Children
- Human Services/Family
- Human Services/Health Care

Work Experience 12 will support the specialty pursued.

3. Electives

Number of electives in grades 11 and 12 equals:

- number of blocks in timetable over two years;
- minus five constants;
- minus five career preparation blocks (Work Experience 12 is not timetabled but must meet requirement of 120 hours work experience and must be evaluated);
- minus Consumer Education 12 if Consumer Education 9/10 not taken previously.

Electives should be carefully chosen to complete post-secondary entrance requirements for those students who plan further education.

4. Timetabling

It is desirable that:

- CP 11: A and B be blocked consecutively to provide a block of time for work-study field trips.
- CP 12: A and B be blocked consecutively to provide a block of time for work experience.

Using the Curriculum Guide

Objectives

Section B and Section C provide objectives to be achieved in the *Human Services: Children Specialty Program*. An overview of the major topics and units that form the structure for these objectives is provided in the Dacum Chart that follows.

It is intended that the teacher will decide how these objectives are to be achieved within the framework of the six Career Preparation courses. Many of the common core objectives are congruent with the Family Management course and can best be achieved therein; others must be structured into a course plan for CPHS 11 A and 12 A; and still others are appropriately placed in the work study/work experience components of the program.

Dacum charts for future development of the Family Services and Health Care Service specialties are included to reinforce the existence of the core that is common to all three programs. It is intended that teachers who have the qualifications and skills in these specialties will have an opportunity to participate in the development of topics, units, and performance objectives relevant to each specialty area.

Evaluation

Evaluation of performance of each objective is based on a selection of procedures numbered one to seven and keyed to each objective in the performance criteria column of the guide. These are:

1. Written examination or assignment
2. Practical demonstration
3. Oral examination or presentation
4. Team or group evaluation instrument
5. Observation assignment
6. Questionnaire/opinionnaire instrument
7. Teacher/student interview

It is intended that students achieve each objective at a level of 70% or higher, as measured by the evaluative procedures implemented.

Resources

Section D of the guide is a teacher resource that lists teaching references and learning materials that are appropriate to course objectives.

CAREER PREPARATION PROGRAM — HUMAN SERVICES: CHILDREN

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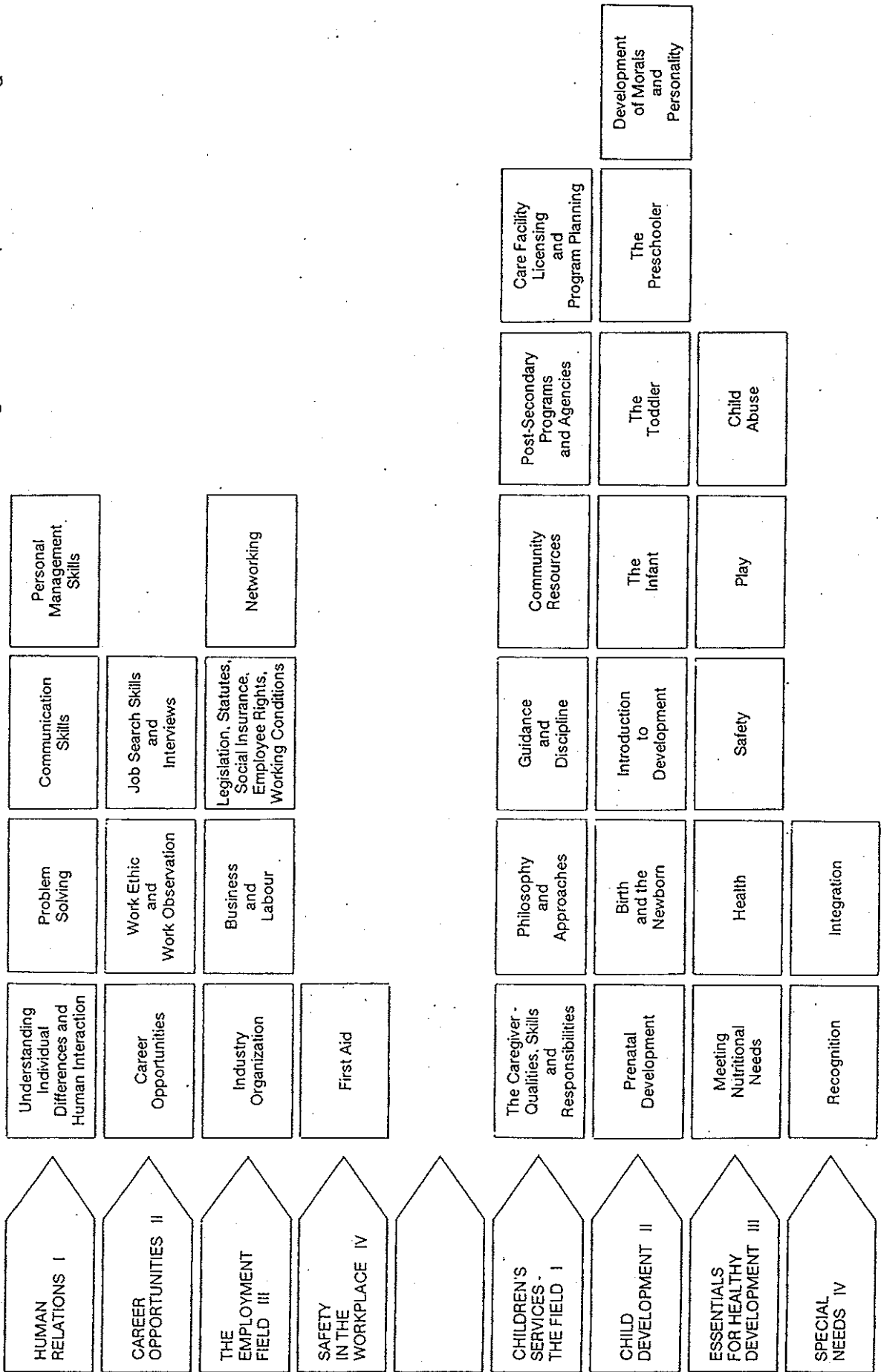
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C

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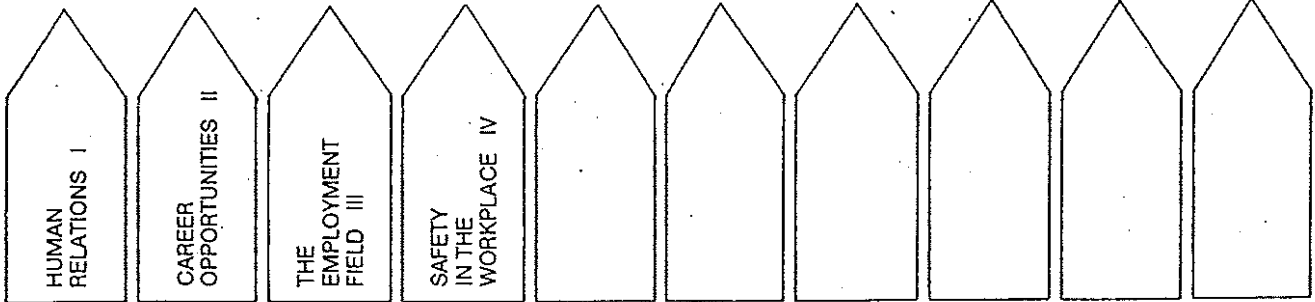
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CAREER PREPARATION — HUMAN SERVICES: FAMILY

G
F
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D
C
B
A



Understanding Individual Differences and Human Interaction
Career Opportunities
Industry Organization
First Aid

Problem Solving
Work Ethic and Work Observation
Business and Labour

Communication Skills
Job Search Skills and Interviews
Legislation, Statutes, Social Insurance, Employee Rights, Working Conditions

Personal Management Skills
Networking

CAREER PREPARATION — HUMAN SERVICES: HEALTH CARE

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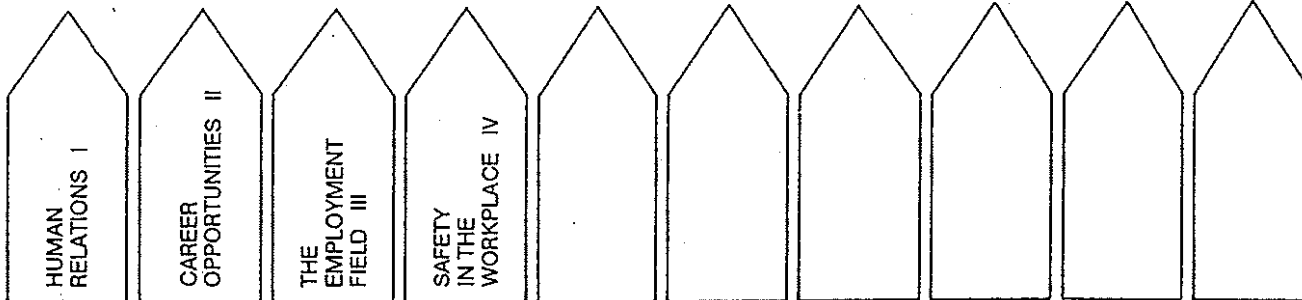
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Understanding Individual Differences and Human Interaction

Career Opportunities

Industry Organization

First Aid

Problem Solving

Work Ethic and Work Observation

Business and Labour

Communication Skills

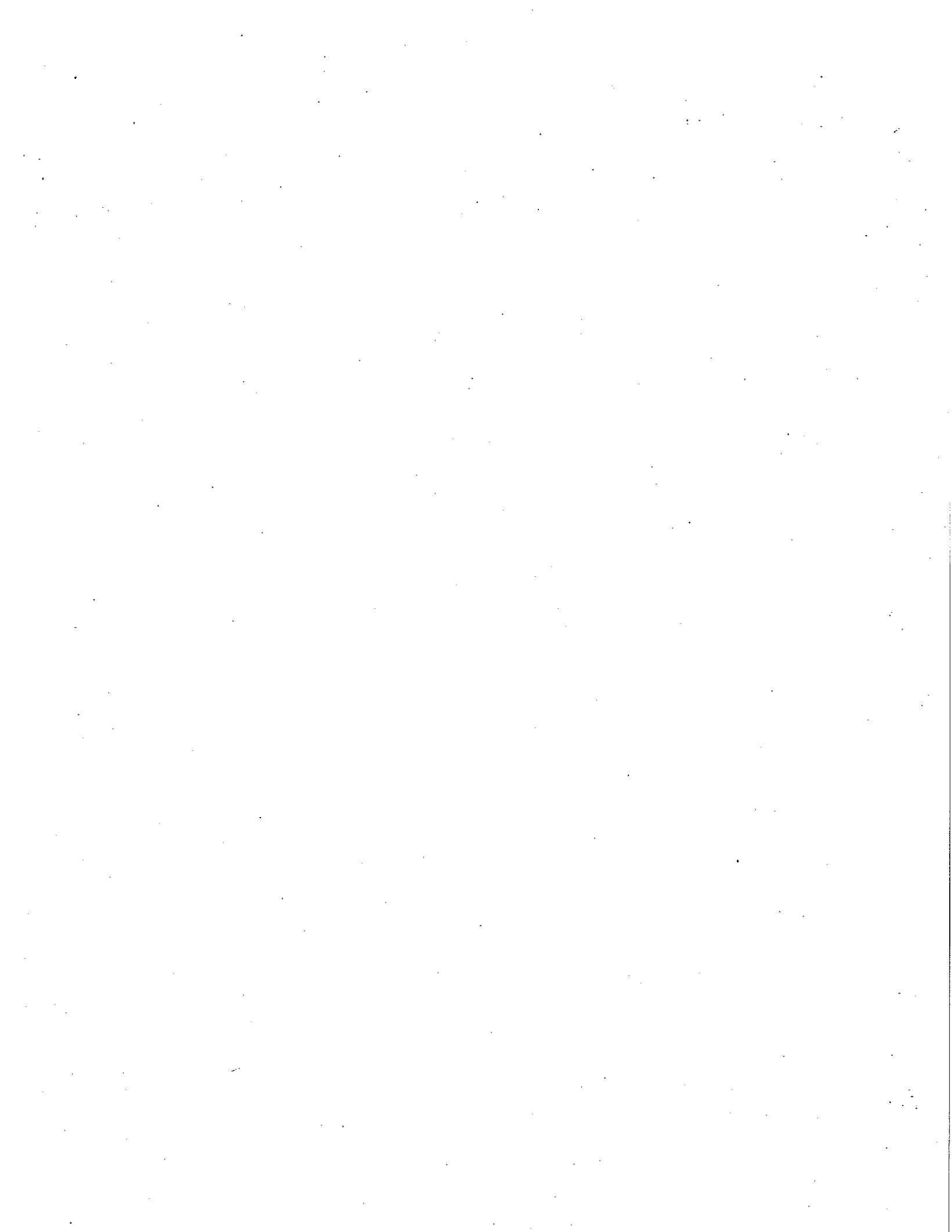
Job Search Skills and Interviews

Legislation, Statutes, Social Insurance, Employee Rights, Working Conditions

Personal Management Skills

Networking

Section B:
Human Services Common Core



Major Topic: I. Human Relations

Unit: A. Understanding Individual Differences and Human Interaction

Objectives	Performance Criteria
A1. Through a personal journal, the student will articulate a developing awareness of his or her own: a) motives b) values c) beliefs d) attitudes e) ways of behaving f) ways of perceiving g) openness and willingness to change.	7
A2. *The student, in cooperation with others, will demonstrate caring for self by: a) accepting own feelings and acting on them b) identifying and accepting own strengths and limits, letting others know them, and acting on them c) caring for one's physical health and appearance d) expressing willingness to face shortcomings e) allowing time to do things for self f) giving others the opportunity to act positively towards self g) giving own needs priority when appropriate, and postponing others' needs satisfactorily h) describing oneself in positive terms i) asking for support, help, or recognition in ways that encourage others to respond.	2, 7
A3. The student will assume responsibility for his or her own feelings and actions by: a) taking responsibility for expressing his or her own ideas and feelings b) recognizing and respecting the ideas and feelings of others c) being self-directive, i.e., recognizing the need for initiating and accomplishing tasks d) noting situations that one may encounter when needs are met in dysfunctional ways in the workplace.	2

*Each subsequent objective as stated is assumed to follow the statement:
"The student in cooperation with others will . . ."

Major Topic: I. *Human Relations*

Unit: A. *Understanding Individual Differences and Human Interaction*

Objectives	Performance Criteria
A4. Distinguish between the personality development theories of:	1
a) Maslow b) Havighurst c) Erikson d) Bandura e) Freud.	
A5. Outline some of the dynamic factors of one's own personality.	6
A6. Compare the effects of different cultures on the individual.	1
A7. Describe the meaning and causes of prejudice.	1
A8. Outline how people are stereotyped and the effect of stereotyping on communication.	1

Major Topic: I. *Human Relations*

Unit: B. *Problem Solving*

Objectives	Performance Criteria
B1. Distinguish between fact, opinion, influence, and judgment.	1
B2. Resolve conflicts constructively, by using strategies such as:	3, 4
a) accepting and dealing with conflict as an integral part of a relationship b) encouraging expression and description of feelings c) paraphrasing and showing empathy to other person(s) d) clarifying or helping others clarify issue(s) e) being tolerant of another point of view f) demonstrating problem-solving techniques, such as: - defining the problem - diagnosing the problem - creating alternative solutions to the problem, e.g., brainstorming - selecting and implementing a solution - evaluating success of solution(s).	
B3. Participate in a systematic approach to decision making and problem solving.	2, 4

Major Topic: I. *Human Relations*

Unit: C. *Communication Skills*

Objectives	Performance Criteria
<p>C1. Develop skills for verbal communication:</p> <ul style="list-style-type: none">a) by enunciating, articulating, and modulating in various situationsb) describing events and behaviours in concrete and specific termsc) confronting others when necessaryd) being congruent, i.e., matching words with feelings, behaviour with intentionse) describing events and own responses to them, without placing value judgments on others.	4, 2
<p>C2. Give and receive verbal feedback by:</p> <ul style="list-style-type: none">a) describing the effect another person's behaviour has on selfb) describing behaviours of another person without inferring an evaluationc) identifying own defensiveness, and stating feelings behind the defensivenessd) recognizing impact on otherse) identifying defensive behaviour in others, and acknowledging the underlying feelingsf) asking for feedbackg) checking to see that feedback has been received.	2
<p>C3. Practise positive communication skills by:</p> <ul style="list-style-type: none">a) giving undivided attention to the speakerb) acknowledging others' right to their own feelingsc) clarifying others' communication by:<ul style="list-style-type: none">- paraphrasing, i.e., showing the other person what his or her idea or suggestion means to the listener- checking with others what they think they are feeling rather than assuming you know.	2, 4

Major Topic: I. Human Relations

Unit: C. Communication Skills

Objectives	Performance Criteria
C4. Develop mutually supportive group relationships by: a) identifying and clarifying others' expectations of self b) identifying, expressing, and clarifying own expectations of peers, parents, and children c) providing a supportive environment in which risks can be taken and feelings disclosed d) exhibiting trust of others by being willing to take risks and disclose feelings.	4
C5. Participate productively in a group by: a) initiating and contributing ideas and information b) giving and asking for information, ideas, opinions, feelings c) supporting participation by all group members.	4
C6. Identify barriers to effective communication: a) hidden assumptions b) negative gestures and body language c) lack of communication skills.	2
C7. Describe the effects of the following components of an employer/employee relationship: a) trust b) respect c) power.	1
C8. Brainstorm ways of helping to alleviate conflict, crisis, and stress in the workplace.	2
C9. Practise types of communication necessary in the workplace, such as: a) telephone skills b) technical writing skills c) oral presentation skills.	2

Major Topic: I. *Human Relations*

Unit: D. *Personal Management Skills*

Objectives	Performance Criteria
D1. Identify and practise personal management skills, including: a) time management b) personal resource management c) goal setting.	1
D2. Outline the role of emotion in human behaviour by discussing: a) the physical and mental effects of emotion b) strategies for coping with fear and anger c) the impact of emotion on motivation.	1
D3. Distinguish between group and individual goals.	1, 4
D4. Identify and practise effective study skills by: a) stating the value of good study skills and habits b) identifying and practising the mapping and outlining methods of note-taking c) identifying and practising the SQ3R method of reading a textbook d) analysing present study environment, and effecting changes to improve study habits e) improving memory by using link words, peg words, acronyms, and acrostics f) listing ways to approach answering objective test questions g) stating the steps used to organize and write an essay h) identifying, analysing, and correcting faulty paragraphs i) defining words used to ask easy questions j) stating key factors for planning one's time for most effective study use k) creating and evaluating a study schedule for a week.	1, 7

Major Topic: *II. Career Opportunities*

Unit: *A. Career Exploration*

Objectives	Performance Criteria
A1. Describe various lifestyles and consider the impact selected careers would have on lifestyles.	1
A2. Analyse factors to consider in career selection:	6
a) personal interests, abilities b) work values and expectations c) employment opportunities d) financial remuneration and benefits e) education requirements.	
A3. Describe the process of "goal setting" and set a tentative career goal.	6
A4. Research and plan how this career goal could be met. This might include:	7
a) contacting and arranging for a guest speaker to visit the class for a presentation and discussion b) describing education requirements and how these would be met c) interviewing three employers to record opinions and requirements that are deemed to be important for successful employment d) spending volunteer or school work-experience time on the job site e) identifying opportunities for vertical and horizontal mobility in this career field f) outlining advantages and disadvantages of employment in this field.	
A5. Recognize the contributions of volunteer work to personal development and employability.	1
A6. Examine the impact of realistic and unrealistic expectations on job satisfaction.	7

Major Topic: II. *Career Opportunities*

Unit: B. *Work Ethic and Work Observation*

Objectives	Performance Criteria
B1. Synthesize the dictionary definitions of the words 'code' and 'ethics' to explain what is meant by a code of ethics.	1, 4
B2. Explain why such a code is desirable for professionals in the human services field.	1, 4
B3. Discuss the importance of networking in a profession.	1
B4. Exhibit appropriate attitude and appearance for the workplace by: a) demonstrating punctuality, honesty, courtesy, responsibility, and cooperation b) identifying appropriate dress for an occupation c) analysing one's image in order to identify and effect any necessary changes.	2
B5. Differentiate between subjective and objective observation techniques and understand the value of each.	5
B6. Develop a checklist for use in an observation situation to include: a) appropriate observer behaviour and responsibilities b) responsibilities of the facility supervisor c) working conditions and practices specific to the field.	1

Major Topic: II. *Career Opportunities*

Unit: C. *Job Search Skills and Interviews*

Objectives	Performance Criteria
C1. Identify the "hidden" job market.	1
C2. Seek employment suitable to one's own skills, knowledge, and philosophy by:	1
a) researching available positions from sources such as newspapers, professional publications, and professionals in the field b) responding appropriately to advertisements.	
C3. Prepare for job seeking by:	1, 2
a) examining procedures used to screen applicants for employment b) completing two resumé outlines, using two different formats and simulated situations c) preparing a resumé package that includes a covering letter, reference names, and reference letters d) completing two application forms e) outlining basic steps to follow for initial contact with an employer f) developing a list of guidelines for preparing for an interview g) practising interviewing skills in a hypothetical situation h) practising interview skills with a prospective employer i) practising appropriate job-search etiquette, e.g., acceptance or rejection of a job offer, thank-you letters.	

Major Topic: *III. The Employment Field*

Unit: *A. Industry Organization*

Objectives	Performance Criteria
A1. Discuss the importance of the human service industry.	3
A2. Identify local and provincial institutions and their human services-related programs.	1
A3. Identify recreational, social, and cultural activities and clubs within the community.	5
A4. Select a human service career, and construct a career ladder from entry level to the chosen position.	1

Major Topic: *III. The Employment Field*

Unit: *B. Business and Labour*

Objectives	Performance Criteria
B1. Study the organizational chart of a human services institution.	1
B2. List the essential positions in a basic plan of a company.	1
B3. Compare the essential differences between roles of management and staff.	1
B4. Debate an issue concerning any of these topics: a) unionism b) capitalism c) equal rights d) sexual equality e) employee benefits f) employee rights and responsibilities g) employer rights and responsibilities.	3
B5. Outline the labour market in a career field, and project conditions that would cause changes.	1

Major Topic: III. *The Employment Field*

Unit: C. *Legislation, Statutes, Social Insurance, Employee Rights, and Working Conditions*

Objectives	Performance Criteria
C1. Describe why laws exist.	1
C2. Research and complete a synopsis of information pertaining to rights of the employee, as stated in the following:	1
a) <i>Human Rights Code</i> b) <i>Labour Code of B.C.</i> c) <i>Workers' Compensation Act</i> d) <i>Employment Standards Act.</i>	
C3. List examples of legal protection for employees within <i>Workers' Compensation Act</i> Regulations.	1
C4. Complete various types of application forms, income tax forms, time cards, etc.	1, 2
C5. Analyse components of payroll entries.	3

Major Topic: III. *The Employment Field*

Unit: D. *Networking*

Objectives	Performance Criteria
D1. Plan for communication between human services professionals and Career Preparation students by: a) inviting professionals (e.g., doctors, dentists, nurses, teachers, nutritionists) to interact with students in the classroom b) arranging to visit, observe or act as a volunteer with professionals in the community	2

Major Topic: IV. *Safety in the Workplace*

Unit: A. *First Aid*

Objectives	Performance Criteria
A1. Recognize the importance of meeting health requirements when working with people in the human services field, e.g., TB test, regular medical check-up.	2
A2. Explain factors that lead to unsafe conditions in human services settings.	1
A3. Analyse causes of fire, and recommend methods and actions for extinguishing fires.	1
A4. Demonstrate and use appropriate fire-prevention measures	2
A5. Identify steps to follow in requesting outside assistance for any emergency.	3
A6. Perform and understand the correct procedures for artificial respiration, bleeding, fractures, poison, shock, burns, choking, and infant cardiopulmonary resuscitation by completing the St. John Ambulance Safety-Oriented First Aid course.	1, 2

**Section C:
Children's Services**

Major Topic: I. *Children's Services – The Field*

Unit: A. *Caregiver – Qualities, Skills, and Responsibilities*

Objectives	Performance Criteria
A1. Define the role of a caregiver.	1
A2. Identify and list the responsibilities of a caregiver.	1
A3. Identify the qualities and skills of a capable caregiver.	1
A4. Analyse one's own qualities as a caregiver, to a) identify those that require reinforcement and/or improvement b) plan to effect any necessary changes.	1, 2

Major Topic: I. *Children's Services – The Field*

Unit: B. *Philosophy and Approaches*

Objectives	Performance Criteria
B1. Identify and compare the rights of children, both present and past.	1
B2. Trace the historical development of daycare in Canada and in B.C.	1
B3. Identify and evaluate the types of child care presently available. Suggest ways to improve present services.	1
B4. Identify key differences between the behaviourist, cognitive interactionist, and maturationist theories of child development.	1
B5. Identify the goals of Early Childhood Education (ECE).	1
B6. Derive a philosophy for a care facility based on the goals of ECE.	1

Major Topic: I. *Children's Services – The Field*

Unit: C. *Guidance and Discipline*

Objectives	Performance Criteria
C1. Differentiate between the terms 'discipline' and 'guidance.'	3
C2. Identify and state the advantages and disadvantages of various parenting styles, such as: a) autocratic b) democratic c) laissez-faire.	1
C3. Describe four goals of a child's misbehaviour, and list effective methods of handling situations a) power b) revenge c) attention d) display of inadequacy.	1
C4. State the differences between being a "good" parent and a "responsible" parent.	1
C5. Explain the importance and ways of using encouragement rather than praise in dealing with a child's behaviour.	1
C6. Explain the importance of reflective listening in improving communication.	1
C7. Identify and practise the following six steps of exploring alternatives to help a child solve his or her problem: a) stating the problem b) brainstorming solutions c) choosing a solution d) discussing consequences e) obtaining a commitment f) planning for evaluation.	1, 2
C8. Construct and practise using "I-messages" to clarify a problem.	1, 2
C9. Identify natural and logical consequences for various situations.	1, 2

Major Topic: I. Children's Services – The Field

Unit: C. Guidance and Discipline

Objectives**Performance Criteria**

C10. Practise solving problems, using any combination of:

2

- a) reflective listening
- b) exploring alternatives
- c) natural and logical consequences
- d) "I-messages."

Major Topic: I. *Children's Services – The Field*

Unit: D. *Community Resources*

Objectives	Performance Criteria
D1. Identify several community resources that offer services for children.	1
D2. Research a community resource, regarding: a) the services offered b) the target group c) the program d) qualifications of personnel.	5, 7

Major Topic: I. *Children's Services – The Field*
Unit: E. *Post-Secondary Programs and Agencies*

Objectives	Performance Criteria
E1. Investigate post-secondary programs dealing with services to children.	5
E2. State admission requirements of post-secondary programs in the Children's Services field.	1
E3. Practise filling out application forms for programs concerning children at the post-secondary level.	2

Major Topic: I. Children's Services – The Field

Unit: F. Care Facility Licensing and Program Planning

Objectives	Performance Criteria
F1. List care facility licensing requirements and procedures.	1
F2. Survey the immediate school community to determine: a) the feasibility of an in-school daycare service provided by the Children's Services Program b) the type of program that would best meet community needs.	5
F3. Respond to assessed needs by planning and setting up a small-scale playschool. This includes: a) setting of policies and procedures for the playschool b) developing program goals c) planning space and equipment with consideration to budget, available resources, and program d) participating in an advertising campaign e) implementing program f) evaluating program.	2, 4
F4. Plan a playschool program for a specific group of children, taking into account: a) the chronological and developmental range of the children in the group b) the daily length of the program c) the advantages and limitations of the centre facilities d) the social, cultural, and economic backgrounds of the children in the group e) the degree of parental involvement.	2, 4
F5. Plan to meet needs of each individual child in a playschool by considering: a) the child's present age and total developmental status b) the child's position in the family, family cultural background, life patterns, language ability in first and second language, if applicable c) the child's past experiences with children and adults outside the family setting d) major events in the child's life, e.g., household move, death of a close family member, changes in caregiver, separation of parents e) any identified special needs of the child.	2, 7

Major Topic: I. *Children's Services – The Field*
Unit: F. *Care Facility Licensing and Program Planning*

Objectives	Performance Criteria
<p>F6. Plan a playschool environment to promote:</p> <ul style="list-style-type: none">a) large muscle development:<ul style="list-style-type: none">- pushing, pulling, lifting, stretching, running, climbing, jumping, etc.b) fine muscle development:<ul style="list-style-type: none">- cutting, pasting, painting, assembling, molding, etc.c) cognitive development:<ul style="list-style-type: none">- matching, sequencing, and classifying objects- experiencing, observing, and questioning relationships between objects, people, and events- solving problems- manipulating and changing materialsd) emotional development:<ul style="list-style-type: none">- developing a positive self-concept, feelings of success, ability to express feelings and emotionse) social development:<ul style="list-style-type: none">- interacting in a variety of social groupings free of cultural and sexual biasf) language development:<ul style="list-style-type: none">- experiencing language in both written and visual formsg) awareness of life processes:<ul style="list-style-type: none">- observing and caring for plant and animal life.	2
<p>F7. Plan an ongoing program for a playschool to include the following:</p> <ul style="list-style-type: none">a) long- and short-term program objectivesb) integrated activities in the curriculum areas of<ul style="list-style-type: none">- language arts- visual and performing arts- social studies- science and mathematicsc) specific resources and materialsd) ongoing evaluation of children's developmente) opportunities for parental involvement.	4

Major Topic: I. Children's Services – The Field

Unit: F. Care Facility Licensing and Program Planning

Objectives	Performance Criteria
F8. Implement the program plan in the curriculum area of language arts by: a) indicating the sequence of normal speech development and ways to promote it b) identifying and practising ways of developing an interest in reading in preschool children c) discussing the interrelationship of language experiences d) practising printing according to the currently acceptable method e) evaluating books for children, using the guidelines derived in class f) writing and practising story telling for and about children.	1, 2, 3, 6
F9. Implement the program plan in the curriculum area of the arts by: a) identifying and giving examples of visual and performing arts: their components and stages of development b) compiling a file of pictures, materials, and activities suitable for promoting development through a multi-dimensional approach to art c) experimenting with various art materials d) developing a system to organize art supplies and materials e) discussing the role of the caregiver in promoting creativity and dramatic play f) writing and presenting a children's puppet show g) identifying and learning songs for different curriculum purposes h) participating in music enrichment activities such as: - autoharp or recorder workshop - attending or participating in a school or community musical event.	1, 2, 3
F10. Implement the program plan in the curriculum area of social studies by: a) defining the term social studies b) listing and giving examples of important concepts in early social studies (self-awareness, social awareness, cultural awareness) c) developing activities that promote self, social, and cultural awareness in preschoolers.	2

Major Topic: I. Children's Services – The Field

Unit: F. Care Facility Licensing and Program Planning

Objectives	Performance Criteria
F11. Implement the program plan in the curriculum areas of science and mathematics by: a) developing an effective set of science resources b) assisting children with the scientific process of discovery c) using authentic science equipment d) setting out "interest" centres e) allowing children time for exploration and discovery f) presenting activities from various branches of science g) developing activities to encourage interest in mathematics/science.	2
F12. Develop and present experiences in community awareness and social responsibility by: a) inviting community workers to visit, e.g., librarian, doctor, firefighter, etc. b) planning field trips to visit facilities in the community, e.g., fire halls, parks, etc.	2
F13. Plan daily routines for the program that: a) ensure the basic physical needs of children are met (food, rest, elimination, physical activity, and hygiene) b) include a variety of activities – (environments, structures, interest areas, social grouping, degree of stimulation, etc.	2
F14. Develop a plan for formative and summative evaluation of the program.	1, 4

Major Topic *II. Child Development*

Unit: *A. Prenatal Development*

Objectives	Performance Criteria
A1. Know the terminology associated with human reproduction, and describe the physiology of the reproductive system.	1
A2. Describe the menstrual cycle and factors influencing conception.	1
A3. Identify changes that occur in the mother and the fetus during pregnancy.	1
A4. List good health practices for pregnant women, with regard to: a) nutrition b) physical activity c) medical care d) avoidance of teratogens e) attendance at prenatal classes.	1

Major Topic: II. Child Development

Unit: B. Birth and the Newborn

Objectives	Performance Criteria
B1. Describe the signs and stages of labour.	1
B2. Compare current methods of childbirth, and list the advantages and disadvantages of each.	1
B3. List and describe possible complications of birth.	1
B4. Explain hospital procedures and tests that are performed on the baby immediately after birth: a) Apgar. b) PKU.	1
B5. Describe the physical appearance and ability of a newborn: a) body proportions b) reflexes c) sensory abilities.	1, 5
B6. Compare advantages and disadvantages of breastfeeding, relative to: a) nutrition and health b) convenience c) attitudes and feelings d) economy.	1, 7
B7. Describe characteristics of clothing for infants.	1
B8. Apply, in a simulated setting, techniques of bathing, diapering, and feeding.	2

Major Topic: II. Child Development

Unit: C. Introduction to Development

Objectives	Performance Criteria
C1. Define the following terms:	1
a) stage b) development c) growth d) maturation.	
C2. Define and give examples of:	1
a) physical growth and development b) cognitive growth and development c) social and emotional growth and development.	
C3. Explain the principles of physical growth and patterns of development, such as:	1
a) cephalocaudal principle b) proximodistal principle c) hierarchical skill development d) gross and fine motor skill development.	
C4. Outline the approximate ages and stages of development throughout the life cycle.	1
C5. Conclude that although each child follows essentially the same developmental path, each individual has different needs.	1
C6. Describe factors that influence development. These include:	1
a) nutrition b) environment c) glandular functioning d) genetics.	

Major Topic: II. *Child Development*

Unit: D. *The Infant*

Objectives	Performance Criteria
D1. Outline the sequence of development from birth to six months, in relation to: a) physical size b) physical abilities (reflexes) c) cognitive development (sensory learning) d) expression of emotion.	1
D2. List and describe Piaget's four stages of cognitive development.	1
D3. Compare and contrast the influence of genetics vs. environment on physical, cognitive, social, and emotional growth.	1
D4. Discuss factors that influence the emotional development of an infant: a) presence or absence of mothering b) response to needs c) stimulation.	1, 3

Major Topic: II. Child Development

Unit: E. The Toddler

Objectives	Performance Criteria
E1. Describe physical development and growth patterns of the toddler, taking account of: a) patterns of development of eyesight, hearing, and speech b) the process of teeth formation and the need for appropriate dental care c) signs of readiness for toilet training and guidelines for establishing sound health and hygiene habits.	1
E2. Review cognitive development of the toddler as defined by Piaget, and: a) define intelligence b) define and discuss the importance of symbolic thought and egocentrism c) list procedures for helping a child learn.	1
E3. Outline the patterns of emotional and social development of this age group.	1

Major Topic: II. Child Development

Unit: F. The Preschooler

Objectives	Performance Criteria
F1. Describe the average size and physical abilities of the preschooler.	1
F2. Identify the level of cognitive development in this stage with consideration of: a) capabilities of performing mental operations b) importance of symbolic thought c) influence of creativity d) language skill level to be mastered at this stage e) signs of language disorders.	5
F3. Outline the range and expression of a preschooler's emotions.	1
F4. Identify and discuss factors that influence the development of a child's feelings of self-confidence and self-worth. These include: a) quality of care given b) opportunities for success c) positive social interactions.	1, 5
F5. Indicate how the development of a preschool child permits: a) learning of sex roles b) participation in household responsibilities c) participation in organized programs.	1
F6. Synthesize the child development concepts learned, by: a) preparing a long-term developmental study based on observations, interactions, tests, and use of enrichment activities with a specific preschooler b) presenting the report to parents in an interview situation.	1, 5, 7

Major Topic: II. *Child Development*

Unit: G. *Development of Morals and Personality*

Objectives	Performance Criteria
G1. Define the term personality.	1
G2. Describe the influence of the following on personality development: a) peers b) family c) society.	1, 3
G3. State key differences among the personality development theories of: a) Skinner b) Freud c) Erikson.	1
G4. Practise value clarification by: a) identifying words that describe values b) analysing the process by which values are formed, tested and changed c) examining and critiquing one's own values.	1, 6
G5. Describe Kohlberg's stages and Piaget's tests of moral development.	1
G6. Identify ways of encouraging young children to acquire acceptable morals and values.	1, 3

Major Topic: III. *Essentials for Healthy Development*

Unit: A. *Meeting Nutritional Needs*

Objectives	Performance Criteria
A1. State the functions of the major nutrients in the body.	1
A2. Describe the process of digestion and absorption of nutrients.	1
A3. define and perform a nutrition assessment by:	1, 7
a) completing a food recall record on a specific child b) comparing the record to the RDI (using microcomputer, if available) c) assessing adequacy of the diet with recommendations for changes, if necessary.	
A4. Discuss food habits and their effects on nutrition, to include:	1
a) identification of common eating problems and misconceptions b) importance and means of establishing good eating habits at an early age.	
A5. Plan, prepare, and serve meals and snacks according to nutritional needs of children.	2
A6. Arrange meal and snack times conducive to enjoyment and digestion of food by:	2, 4
a) modelling relaxed enjoyment of food, and acceptable social behaviour b) arranging the physical environment attractively to ensure adequate space and comfort for each child c) planning and carrying out transitions to and from meal and snack times, which are orderly and relaxed and do not require any child to wait for long periods d) modelling and encouraging a moderate amount of conversation, mutual help, growing independence, and appropriate use of food and utensils e) ensuring seating arrangements are comfortable for adults and children f) setting up the environment to encourage the children to be independent, e.g., pouring milk, putting away dishes, cleaning up after meals g) respecting children's likes and dislikes, and implementing consistent mealtime polices on likes and dislikes	

Major Topic: *III. Essentials for Healthy Development*

Unit: *A. Meeting Nutritional Needs*

Objectives	Performance Criteria
h) refraining from coercing children to eat, e.g., bribery, withdrawal of food i) introducing new foods in a non-judgmental, experimental atmosphere j) arranging for appropriate routines before eating k) inviting parents to share mealtimes with children.	
A7. Follow hygienic procedures for food preparation, food storage, and clean up.	2
A8. Plan food curriculum activities that:	2, 4
a) develop healthy attitudes and habits b) develop sensory enjoyment of food c) develop a familiarity with a wide variety of foods d) develop an understanding of the relationship between eating and body function e) involve children in food preparation.	
A9. Create and collect pictures, posters, recipes, etc., for teaching nutrition and food preparation to preschoolers.	2

Major Topic: *III. Essentials for Healthy Development*

Unit: *B. Health*

Objectives	Performance Criteria
B1. Discuss the relationship between physical health and emotional health.	1
B2. Identify signs of health and illness.	1
B3. Identify common childhood illnesses, considering; a) causes b) symptoms c) treatment d) prevention	1
B4. State the means by which disease may spread and the developmental stages of disease.	1
B5. Discuss the ideal immunization schedule for a child, from birth to school age.	1
B6. List the procedures for caring for a sick child at home or in a daycare.	1
B7. List good health habits, and suggest ways to teach them to children.	1
B8. Identify signs and symptoms of stress.	1, 5
B9. Identify factors that may contribute to stress.	1, 5
B10. Practise methods of stress relief.	2
B11. Identify community resources available to people suffering from stress.	1
B12. Discuss trends in preventive and/or holistic health practices.	1

Major Topic: III. *Essentials for Healthy Development*

Unit: C. *Safety*

Objectives	Performance Criteria
C1. Identify safety hazards in the home and/or child care facility and ways of eliminating these hazards.	1, 5
C2. Identify safety hazards outside the home, with respect to: a) traffic b) bicycle c) playground.	2
C3. Demonstrate first-aid procedures for small children, including the following: a) artificial respiration b) Heimlich manoeuver (for choking) c) infant cardiopulmonary resuscitation.	2

Major Topic: III. *Essentials for Healthy Development*

Unit: D. *Play*

Objectives	Performance Criteria
D1. State the importance of play.	1
D2. Identify types of play and give examples of each:	1
a) active or physical b) destructive c) social d) creative e) imaginative.	
D3. Compare the stages of play and typical behaviour exhibited in each stage:	1, 5
a) solitary b) parallel c) cooperative d) organized.	
D4. Support children's learning through play by:	2
a) modelling exploratory behaviour b) using verbal or physical encouragement at the appropriate moments c) offering a variety of equipment, materials, and ideas d) recognizing that there are different cultural attitudes towards the value of play.	
D5. Extend each child's learning through play by:	2
a) providing vocabulary and language experiences b) providing experiences that require the child to store and express information c) questioning, commenting, and encouraging d) creating challenges for each child's physical strength and coordination e) involving children in planning their experiences.	
D6. Give examples of appropriate and safe toys for various ages.	2
D7. Make and evaluate a toy that is safe and appropriate for a selected age.	2

Major Topic: *III. Essentials for Healthy Development*

Unit: *D. Play*

Objectives	Performance Criteria
D8. Outline the positive and negative effects of television on children.	1

Major Topic: III. *Essentials for Healthy Development*

Unit: E. *Child Abuse*

Objectives	Performance Criteria
E1. Discuss events leading to the institution of the <i>Child Protection Act</i> .	1
E2. Describe the four most common types of abuse: a) physical b) emotional c) sexual d) neglect.	1
E3. List signs and symptoms of abuse in children.	1
E4. Research and discuss the potential impact of abuse on development by using: a) case studies b) guest speakers c) films.	4
E5. Identify and explore community resources that are available to help those who have been abused: a) government agencies b) private counselling c) family doctor d) community support groups.	1, 3
E6. State the moral and legal responsibilities of the caregiver as outlined in the <i>Child Protection Act</i> .	1

Major Topic: IV. Special Needs

Unit: A. Recognition

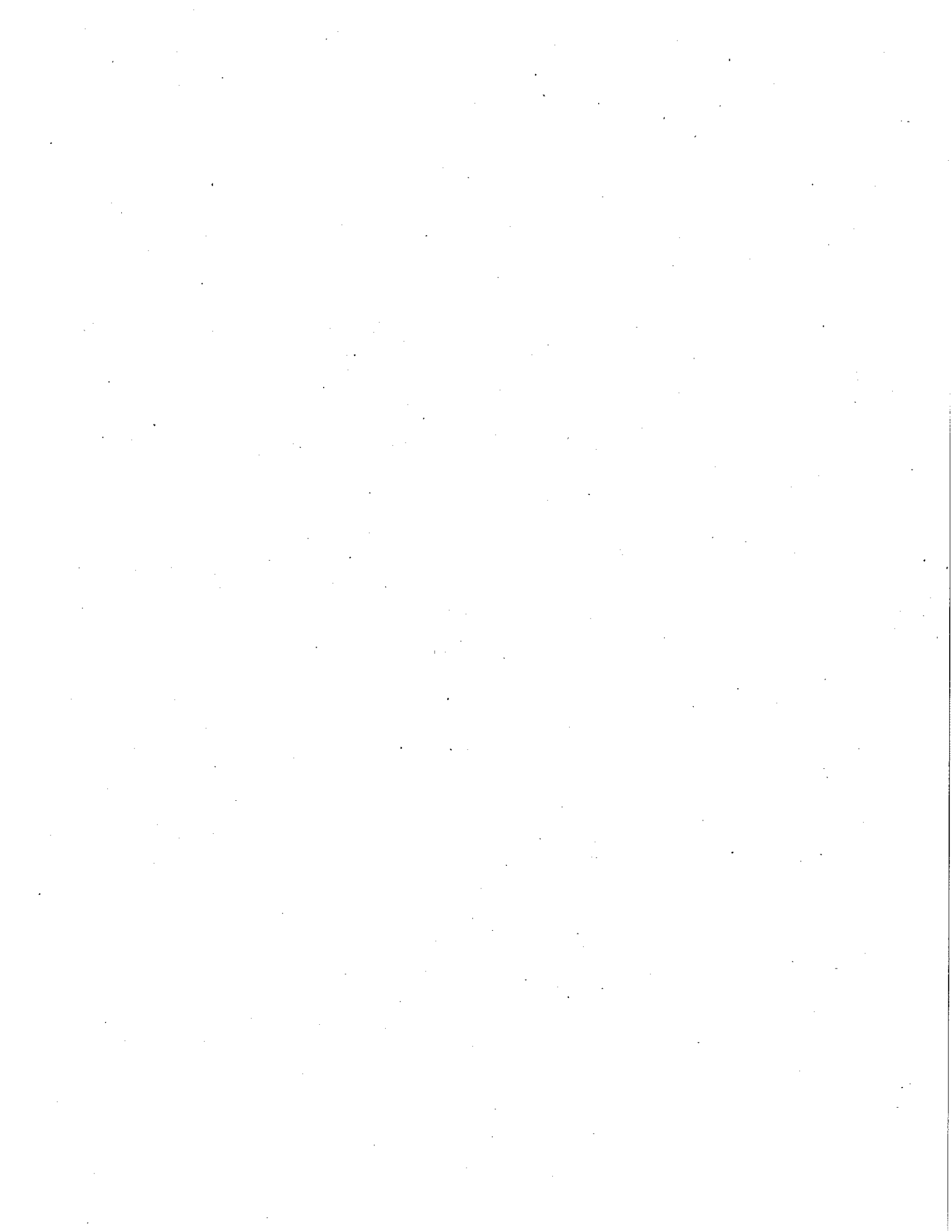
Objectives	Performance Criteria
A1. Routinely observe children in a playschool setting to identify individuals who differ significantly from the norm in physical, emotional, social, or cognitive development.	2, 4, 5
A2. Describe conditions and symptoms that may indicate a need for referral, specific to: a) speech and hearing problems b) vision problems c) physical problems d) developmental delays in cognitive, social, and emotional areas.	1, 3

Major Topic: IV. Special Needs

Unit: B. Integration

Objectives	Performance Criteria
B1. Discuss the importance of focussing on similarities and strengths of all children when in a caregiving situation.	1, 7
B2. Identify factors that facilitate maximum participation and development of the special needs child in the playschool environment.	5
B3. Define the role of specialists who provide assistance to child care facilities. These include: a) psychologist b) speech and hearing pathologist c) physiotherapist.	1
B4. Examine methods used by specialists in evaluating and recording progress of the special needs child.	1
B5. Recognize that there are various types of special needs such as: a) physically impaired b) learning disabled c) emotionally disturbed d) English language deficient e) economically deprived.	1, 3
B6. Plan experiences that enable children to learn English as a second language by: a) accepting the child's first language, and acknowledging its importance by encouraging its use in the centre b) allowing the child time to process the new language (silent period before expecting the child to respond in the second language) c) providing the child with opportunities to experience the second language in a "natural" environment d) providing the child with words and groups of words used in meaningful contexts, accompanied by gestures and body language e) reinforcing language with concrete objects f) repeating the same linguistic expressions in the same social context and later expanding them so that the child can hypothesize and adjust to the new linguistic environment.	2

Section D:
List of Resources



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