



Alabama Department of Postsecondary Education

Representing the Alabama Community College System

STATEWIDE CAREER/TECHNICAL EDUCATION COURSE ARTICULATION REVIEW MINUTES

Articulation Agreement Identifier: CHD 202 (2006-1) Identifier is the postsecondary course prefix followed by Plan-of-Instruction version number (e.g.; INT 100 (2005-1)).

Applicable CIP code(s): 19.0708

Postsecondary course prefix, number, and title: CHD 202 – Children’s Creative Experiences

Secondary Education course(s) title and number: 440901/510021 - Child Development + 441103/510043 - Creative Arts

Initial Review: Jan 28, 2010 Annual DPE Review: February 9, 2012

Effective date: **Fall Semester 2011.**

Course Content Analysis (all postsecondary course objectives must be sufficiently addressed in the secondary courses):

Notes:

- 1 Skills and knowledge contained in the postsecondary course objectives must be present in the corresponding secondary objectives for a “match” to occur.**
- 2. Postsecondary and Secondary objectives must reflect similar content and performance levels before the course articulation agreement will be recommended to the TEDAC Oversight Committee.**
- 3. More than one Secondary course may be used in order to articulate to a Postsecondary course.**

Postsecondary Course Objectives	Secondary Course(s) and Location(s)	TEDAC Comments
<p>Module A – Fostering Creativity In The Curriculum</p> <p>Competency: A1.0 Provide materials that foster creative and aesthetic development in children.</p> <p>Objective: (Psychomotor assessment) A1.1 Select developmentally appropriate materials that foster creative and aesthetic development in children.</p> <p>Competency: A2.0 Value creativity and aesthetic develop in children.</p> <p>Objectives: (affective assessment) A2.1.1 State the value of creative and aesthetic development of children. A2.1.2 Prioritize behaviors associated with creative and aesthetic development of children.</p> <p>Competency: A3.0 Provide a developmentally appropriate activities for creative experiences for children.</p> <p>Objective: A3.1 Design an appropriate classroom environment that provide opportunities that guide children’s creative and aesthetic development.</p>	<p>Course Title – Creative Arts</p> <p>Unit 1 – Produce</p> <p>Content Standards:</p> <ol style="list-style-type: none"> 1. Create original works of art from direct observation. <ul style="list-style-type: none"> • Organizing spatial relationships utilizing linear and atmospheric perspective Example: photo montage, furniture arrangement • Creating the illusion of three-dimensional forms through tonal rendering Examples: sketching a floor plan, creating a diorama from a floor plan • Incorporating traditional categories of subject matter into original works of art Examples: designing a patchwork quilt, creating a landscape design 2. Create original works of art using reflective ideas, personal experiences, and imaginary content. Examples: create a family or personal collage 3. Apply steps artists use in the production of art, including conceptualizing ideas and forms, refining ideas and forms, and reflecting on and evaluating both the process of production and the product. 4. Applying the elements of art and principles of design to the production of two-and three-dimensional artwork. Example: two-dimensional—sketch clothing, three-dimensional – clothing 	

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	<p>5. Demonstrate the use of traditional, digital, and multimedia techniques to create works of art. Examples: two-dimensional—creating an interior design or fashion design timeline, designing and advertisement for a food product, three-dimensional—creating a cookbook, creating a window covering digital –creating a video for prevention of at-risk behaviors.</p> <p>6. Incorporate various subjects, ideas, and symbols from daily life as subject matter for artwork in the appropriate design filed. Examples: designing fabric silhouettes, motifs, rubbings</p> <p>7. Demonstrate safe and responsible handling of art materials, including cleanup, storage, and replenishment of supplies where applicable.</p> <ul style="list-style-type: none"> • Identifying safety and environment regulations <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Determine original works of art from direct observation. 2. Organize spatial relationships using linear and atmospheric perspective. 3. Create the illusion of three-dimensional forms through tonal rendering. 4. Create original works of art incorporating traditional subject matter. 	

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	<p>5. Utilize reflective ideas, personal experiences, imaginary content create an original work of art.</p> <p>6. Apply steps used in the production of art.</p> <p>7. Produce two-dimensional and three-dimensional artwork applying the elements of art and principles of design.</p> <p>Unit 2 – Respond Content Standards:</p> <p>1. Determine original works of art from direct observation.</p> <p>2. Organize spatial relationships using linear and atmospheric perspective.</p> <p>3. Create the illusion of three-dimensional forms through tonal rendering.</p> <p>4. Create original works of art incorporating traditional subject matter.</p> <p>5. Utilize reflective ideas, personal experiences, imaginary content create an original work of art.</p> <p>6. Apply steps used in the production of art.</p> <p>7. Produce two-dimensional and three-dimensional artwork applying the elements of art and principles of design.</p> <p>Learning Objectives:</p> <p>1. Determine personal, sensory, emotional, and intellectual responses to the visual qualities of a work</p>	

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	<p>of art.</p> <ol style="list-style-type: none"> 2. Compare works of art with functional and natural objects, aesthetic components, and formal qualities. 3. Critique selected works of art to determine the effectiveness of their organization. 11. Utilize specialized terminology from art history, aesthetics, criticism, and production in discussions of works of art. <ul style="list-style-type: none"> • Defining visual arts terminology, including the elements of art and principles of design • Describing intrinsic qualities of a work of art Example: comparing handmade furniture to factory made furniture 12. Describe historical themes, symbols, and styles associated with works of art from various cultures, times, and places, including major periods and movements. <ul style="list-style-type: none"> • Identifying the style associated with selected works of major artists Examples: Frank Lloyd Wright—organic architecture Ray Halston Frowick—pillbox hat Mies van der Rohe—Barcelona chair <ul style="list-style-type: none"> • Describing the extrinsic context qualities of a work of art Examples: optical color mixing theory—newspaper images, television resolution <ul style="list-style-type: none"> • Using digital processes or media to identify symbols and styles associated with works of art from various periods Examples: using the Internet to view, collect, or find examples of art and architecture in the fashion and 	

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	<p>interior design industries</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Utilize specialized terminology from art history, aesthetics, criticism, and production in discussions of works of art. 2. Define the visual arts terminology, including the elements of art and principles of design. 3. Describe the intrinsic qualities of a work of art. 4. Describe historical themes, symbols, and styles associated with works of art from various cultures, times, and places, including major periods and movements. 5. Describe the extrinsic context qualities of a work of art. 6. Use digital process or media to identify symbols and styles associated with works of art from various periods. <p>Unit 4 – Technology and Careers</p> <p>Content Standards:</p> <ol style="list-style-type: none"> 13. Analyze ways technological and scientific advances in the arts and other disciplines, including humanities, sciences, and mathematics, determine the influence of the creation of artwork and products in an appropriate design field. Example: silk screen prints 14. Utilize technology to create artwork and products in appropriate design field. 15. Analyze careers to determine options and entrepreneurial opportunities related to the world of art, art design, and the appropriate design field. 	

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	<p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Determine ways technological and scientific advances in the arts and other disciplines, including humanities, sciences, and mathematics, determine the influence of the creation of artwork and products in an appropriate design field. 2. Utilize technology to create artwork and products in appropriate design field. 3. Determine careers to determine options and entrepreneurial opportunities related to the world of art, art design, and the appropriate design field. 	
<p>Module B – The Arts And The Young Child Competency: B1.0 Use art programs to enhance the social, emotional, physical, and cognitive growth of young children. Objective: (Psychomotor assessment) B1.1 Observe and document the impact of creative experiences on the social, emotional, physical, and cognitive growth of children. B1.2 Develop a curriculum that incorporates art programs to enhances the social, emotional, physical, and cognitive growth in children. Competency: B2.0 Value the use of art programs to enhance the social, emotional, physical, and cognitive development of children. Objectives: (Affective assessment) B2.1.1 State the value of the arts programs in development of children.</p>	<p>Course title – Child Development Unit 1 – Learning About Children Content Standards:</p> <ol style="list-style-type: none"> 1. Assess the importance of child development study. <ul style="list-style-type: none"> • Determining readiness for parenthood • Explaining the purpose of observation in child development study 2. Evaluate factors that influence growth and development of children. Examples: heredity, environment, nutrition, physical activity, developmental disorders, early brain development, birth defects, exceptionalities. 3. Explain contributions of child development theorists. Examples: Freud, Piaget, Erikson, Skinner, Havighurst, Maslow <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Explain why childhood is an important time of development. 	

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	<ol style="list-style-type: none"> 2. Determine the changes that parenthood brings. 3. Analyze considerations couples should look at before deciding to become parents. 4. Describe reasons for studying children. 5. Determine the importance of observing young children. 6. Evaluate methods of observation. 7. Discuss guidelines for observing young children. 8. Explain why confidentiality is essential when observing and interpreting the behavior of children. 9. Determine how personal characteristics are inherited. 10. Analyze major birth defects. 11. Explain causes of birth defects. 12. Determine how birth defects can be diagnosed and prevented. 13. Assess factors that influence growth and development. 14. Compare major child development theorists. <p>Unit 2 – Prenatal Development and the Newborn Child</p> <p>Content Standards:</p> <ol style="list-style-type: none"> 4. Describe stages of prenatal development and labor and potential risks to mother and child during prenatal development, labor, and birth. <ul style="list-style-type: none"> • Describing causes of birth defects and the impact of each 5. Determine physical and emotional needs of the mother and newborn child. <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Describe the various early signs of pregnancy. 2. Describe the three stages of prenatal development. 	

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	<ol style="list-style-type: none"> 3. Determine the characteristics of the three trimesters of pregnancy. 4. Analyze warning signs of pregnancy complications and possible tests that may be done during pregnancy. 5. Explain how a pregnant woman's emotions affect her stress level. 6. Analyze ways to reduce stress. 6. Determine causes of birth defects and the impact of each. 7. Analyze what happens during each of the three stages of childbirth. 8. Describe possible complications the mother or newborn may experience during labor and delivery. 9. Describe the care given to a mother and newborn after delivery. <p>Unit 3 – Infants Content Standards:</p> <ol style="list-style-type: none"> 6. Describe physical, emotional, social and intellectual developmental needs of the infant. <ul style="list-style-type: none"> • Summarizing developmental milestones during the first year of life • Identifying infant care skills required by the caregiver • Describing how emotions and temperament develop in the infant • Explaining how the infant learns through social interaction • Describing ways to stimulate brain development in 	

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	<p>an infant</p> <ul style="list-style-type: none"> • Explaining how infants develop communication skills <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Describe physical, social, emotional and intellectual development during the first year of life. 2. Describe the development of senses and motor skills during the first twelve months. 3. Determine activities that support the development of the brain. 4. Define emotional and social development. 5. Explain how a baby’s care affects emotional and social development. 6. Analyze different temperament traits. 7. Describe how emotions change during infancy. 8. Analyze signs of social development in babies. 9. Determine how behavior is learned. 10. Illustrate signs of intellectual growth in infants. <p>Unit 4 – Toddlers</p> <p>Content Standards:</p> <ol style="list-style-type: none"> 7. Describe physical, emotional, social, and intellectual developmental needs of the toddler. <ul style="list-style-type: none"> • Identifying developmental milestones of children ages one to three • Describing how self-care skills are introduced to the toddler • Explaining how individual differences affect emotional development in toddlers • Explaining the importance of friends and play to a toddler’s social development 	

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	<ul style="list-style-type: none"> • Summarizing the connection between brain research and learning • Explaining the importance of reading to the toddler <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Describe the changes in an average toddler’s physical appearance. 2. Distinguish between a toddler’s large and small motor skills; give examples of each. 3. Plan healthy meals and snacks appropriate for toddlers. 4. Describe the patterns of emotional development in toddlers. 5. Describe the patterns of social development in toddlers. 6. Explain how a positive self-concept affects a toddler’s development. 7. Compare the basic personality types of young children. 8. Determine effective discipline techniques. 9. Analyze various methods of learning. 10. Explain the basic elements of intellectual activity. <p>Unit 5 – Preschoolers</p> <p>Content Standards:</p> <ol style="list-style-type: none"> 8. Describe physical, emotional, social, and intellectual developmental needs of the preschooler. <ul style="list-style-type: none"> • Summarizing developmental milestones of children ages four to five • Explaining the importance of providing nutritious meals and snacks for preschoolers • Describing how preschool-age children develop 	

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	<p>self-help and self-care habits</p> <ul style="list-style-type: none"> • Evaluating the impact of building self-confidence in the preschool-age child • Describing language development of preschool-age children <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Determine the physical changes in children from four to six. 2. Compare average motor development of four, five and six-year-olds. 3. Explain why good nutrition is essential for children four to six. 4. Describe ways to encourage good nutrition in preschoolers. 5. Explain how to help children develop good self-care habits. 6. Evaluate emotional development in preschool children. 7. Describe social development in preschooler. 8. Explain moral development in children four to six. 9. Analyze ways to help children learn from everyday experiences. 10. Determine ways to encourage child's interest in reading, art, and music. <p>Unit 6 – School Age Children</p> <p>Content Standards:</p> <ol style="list-style-type: none"> 9. Describe physical, emotional, social and intellectual developmental needs of the school-age child. <ul style="list-style-type: none"> • Analyzing developmental milestones for the six-to twelve-year-old child 	

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	<ul style="list-style-type: none"> • Explaining personal hygiene of the school-age child • Describing the connection between competence and self-esteem in school age children • Determining how relationships with peers change during this period <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Describe physical, social, emotional and intellectual development of school-age children. 2. Determine the average changes in height and weight of children during this period. 3. Analyze the physical changes that take place in puberty. 4. Evaluate the signs of the child's sense of self. 5. Describe changes in friendship during this period. 6. Analyze the effects of peer pressure. 7. Explain changes in how children get along with parents during this period. 8. Determine signs of intellectual development of the school-age child. 9. Compare the thinking skills of children in middle childhood and early adolescence. <p>Unit 7 – Adolescents</p> <p>Content Standards:</p> <ol style="list-style-type: none"> 10. Describe physical, emotional, social, and intellectual developmental needs of the adolescent. <ul style="list-style-type: none"> • Describing the developmental milestones of thirteen-to eighteen-year-old children • Summarizing the importance of nutrition, hygiene, exercise, and sleep during adolescence • Explaining the need for adolescents to develop their 	

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	<p>own personal identity</p> <ul style="list-style-type: none"> • Recognizing the importance of adolescents' developing strong personal morals and values <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Compare and contrast the physical development of adolescent male and adolescent females. 2. Compare the social and emotional differences between adolescent boys and girls. 3. Describe how the intellectual development of males and females differ. 4. Assess the importance of nutrition, hygiene, exercise, and sleep during adolescence. 5. Determine how morals and values are formed by an individual. <p>Unit 8 – Care and Guidance of Children</p> <p>Content Standards:</p> <ol style="list-style-type: none"> 11. Explain the importance of consistency when guiding children. <ul style="list-style-type: none"> • Identifying ways to encourage appropriate behavior and correct inappropriate behavior 12. Assess the importance of play and play activities in the lives of children <ul style="list-style-type: none"> • Explaining the significance of child-adult interaction • Identifying enrichment activities that optimize learning Examples: art, music, science, literature 13. Prepare nutritious meals for children. <ul style="list-style-type: none"> • Practicing safety and sanitation techniques during 	

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	<p>food preparation</p> <ul style="list-style-type: none"> • Demonstrating safe and correct use of kitchen equipment <p>14. Determine ways to meet children’s health and safety needs, including recognizing safety hazards and devices, selecting safe and age-appropriate toys, identifying the need for regular health check-ups and immunizations, describing care of children with illness, and outlining procedures to follow in an emergency situation.</p> <p>15. Explain procedures for reporting child abuse.</p> <p>16. Compare factors to consider when selecting child care providers.</p> <ul style="list-style-type: none"> • Describing ways to assist children in transitioning from home to daycare to school <p>17. Assess community support services and resources available to families with children who have special needs.</p> <ul style="list-style-type: none"> • Identifying needs of special children and ways parents meet those needs • Summarizing current approaches to educate children with special needs <p>18. Determine ways to assist children with stress and family crisis.</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Explain the importance of consistency in guiding children. 2. Determine effective ways of dealing with misbehavior. 3. Explain how and why to set limits. 4. Apply effective techniques for encouraging 	

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	<p>appropriate behavior.</p> <ol style="list-style-type: none"> 5. Determine the importance of play in the intellectual, physical, social and emotion development in children. 6. Evaluate toys that are age-appropriate. 7. Analyze ways play benefits children. 8. Determine the significance of child-adult interaction. 9. Demonstrate activities that optimize learning. 10. Prepare nutritious and appealing meals and snacks for children using safe and sanitary techniques. 11. Describe guidelines for maintaining a safe environment and for promoting children’s safety. 12. Evaluate ways to promote and practice fire safety in the home. 13. Explain sun safety for children. 14. Determine weather or disaster emergencies. 15. Analyze ways to prevent and treat falls, burns and poisonings in the home. 16. Determine the positive environmental factors that influence good health in children. 17. Explain the importance of first aid training. 18. Explain the importance of cleanliness in the home. 19. Describe caring for children with special illnesses. 20. Compare various injuries and how to treat them. 21. Interpret immunization and health check up schedule. 22. Evaluate the All Kids program in Alabama. 23. Analyze the various types of child care and the advantages and disadvantages of each. 24. Assess the signs of child abuse and neglect and procedures for reporting. 25. Determine situations and feelings that cause stress and its effect on families and children. 	

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	<p>Unit 9 – Technology and Careers Content Standards: 19. Analyze ways technology impacts and is used to study the growth and development of children. 20. Explain career options related to child development. 1. Analyze methods of evaluating how technology impacts the family through the family life cycle. 2. Determine the responsibilities and rewards of choosing a career in child development. 3. Analyze the process of preparing for choosing a career in child development.</p>	