



Approved Innovative Course

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Course: Speech and Language Development

PEIMS Code: N1302098

Abbreviation: SLDEV

Grade Level(s): 11-12

Number of Credits: 1.0

Course description:

The Speech and Language Development course provides for the development of advanced knowledge and skills related to the speech and language acquisition and growth of developing children. A clear understanding of healthy speech development as well as the speech, language, and communication developmental milestones is a prerequisite for studying communication disorders.

To pursue a career in communication sciences and disorders, students should learn the biological, neurological, psychological, developmental, and cultural bases of human communication and the building blocks for learning to listen, speak, read, and write using language to understand and express meaning.

Essential knowledge and skills:

- (a) General requirements. This course is recommended for students in Grades 11-12. Recommended prerequisites: Principles of Health Science, Principles of Health Science, Anatomy and Physiology, and Introduction to Speech Pathology and Audiology. Students shall be awarded one credit for successful completion of this course.
- (b) Introduction.
 - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development.
 - (3) The Speech and Language Development course is designed to provide for the development of advanced knowledge and skills related to speech and language acquisition and growth of developing children. Understanding of healthy development



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and the speech, language, and communication developmental milestones is a prerequisite for studying communication disorders. The course will provide students with the knowledge and skills necessary to pursue further education, possibly culminating in a bachelor's degree and subsequent master's degree in communication sciences and disorders.

- (4) To pursue a career in communication sciences and disorders, students should learn the biological, neurological, acoustic, psychological, and developmental and cultural bases of human communication expressed both nonverbally and verbally through speech production. Students are expected to demonstrate knowledge and understanding of the how these physiological systems work together to allow for effective communication between people.
 - (5) Interpersonal communication is influenced by the individual's cultural and linguistic heritage. Cultural and linguistic awareness and sensitivity are necessary when studying healthy development. Students should recognize how culture and heritage language shape and influence the acquisition of listening, speaking, reading, and writing skills.
 - (6) Success in high school and the next steps beyond high school require effective communication and language skills in the areas of listening, speaking, reading, and writing in order to understand academic language and express meaning for academic purposes. Students are expected to demonstrate knowledge and understanding of the academic language skills needed in order to be successful in school.
 - (7) To pursue a career in the healthcare industry, students should learn to reason, think critically, make decisions, solve problems, research topics of interest, and communicate effectively. Students should recognize that quality service delivery for individuals with communication disorders depends on the ability to work well with others.
 - (8) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
 - (9) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and skills.
- (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
 - (A) express ideas in a clear manner, and



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- (B) exhibit the ability to cooperate, contribute, and collaborate as a member of a team.
- (2) The student demonstrates knowledge of basic human communication processes, including the biological, neurological, psychological, developmental, and linguistic and cultural bases for communication. The student is expected to:
- (A) differentiate between communication, speech, language, and hearing;
 - (B) summarize the structural bases of speech production and hearing;
 - (C) compare and contrast anatomy and physiology of the speech mechanism;
 - (D) examine anatomy and physiology of the auditory system;
 - (E) identify healthy verbal and nonverbal communication development;
 - (F) describe the developmental building blocks and prerequisites for healthy speech and language development;
 - (G) analyze and apply the terminology related to human communication, such as speech sound production, fluency (stuttering), voice, language, hearing, hearing loss, pragmatics, swallowing, and cognition; and
 - (H) interpret the social-interactive and psychological bases of communication and the linguistic and cultural influences on interpersonal communication.
- (3) The student demonstrates knowledge and understanding of various theoretical perspectives of **healthy** speech and language acquisition. The student is expected to:
- (A) explain and investigate the major theories of language acquisition;
 - (B) compare and contrast the major theories of speech sound production; and
 - (C) research the connections between language development and speech development, as they relate to phonological awareness in learning to read.
- (4) The student analyzes and evaluates the healthy development of speech sound production in children. The student is expected to:
- (A) examine the fundamentals of articulatory phonetics in relation to the respiratory system including the larynx, the vocal tract, and articulators (velopharynx, tongue, lips, and jaw), and air flow;
 - (B) analyze the foundation for speech acquisition in relation to auditory perception before birth and in infants;
 - (C) describe early vocal development in infants as a prerequisite for speech;
 - (D) evaluate the importance of the use of vowels in infants and young children for the development of speech and ways to categorize or describe vowel and diphthong production;
 - (E) research the development of consonant inventories in young English-speaking children;
 - (F) differentiate and evaluate the models for describing consonant production;



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- (G) summarize progression in speech development for combining sounds into syllable shapes and words; and
- (H) analyze the linguistic and cultural influences of the heritage/native language on the development of speech sound production in English.
- (5) The student analyzes and evaluates the development of language skills in children. The student is expected to:
- (A) explain the components of a developing language system in terms of vocabulary, grammar, and social/interpersonal communication;
- (B) examine the components of language and discuss the prerequisite skills for developing language;
- (C) distinguish between language delay, language disorders, and language difference;
- (D) contrast healthy language development in terms of comprehension and expression from birth through age five years;
- (E) summarize healthy language development in the areas of syntax, morphology, semantics, metalinguistics, phonology and phonological awareness, and pragmatics from kindergarten (age 5) through grade 5 (age 10 or 11);
- (F) summarize healthy continuing language development in adolescence in the areas of syntax, morphology, semantics, metalinguistics, phonology, and pragmatics; and
- (G) summarize cultural and ethnic differences in language development.
- (6) The student analyzes and evaluates the healthy development of verbal fluency skills in children. The student is expected to:
- (A) define and distinguish between verbal fluency, disfluencies, and stuttering;
- (B) identify common disfluencies;
- (C) explain the development of speech and language skills and periods of expected disfluencies;
- (D) distinguish between and discuss variables that may affect a child's verbal fluency; and
- (E) compare and contrast verbal fluency for English language learners.
- (7) The student analyzes and evaluates the parameters of voice production in children and adults. The student is expected to:
- (A) examine the physical and physiological parameters of voice production;
- (B) compare and contrast the components of healthy voice production including voice quality, pitch, loudness, resonance, and duration;
- (C) evaluate causes or etiologies of variations in voice production;
- (D) differentiate changes in the parameters of voice production across the life span;
- (E) analyze environmental variables that may affect voice production; and



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- (F) analyze the practice of speech-language pathology, allowable services, and the ethical considerations for the speech-language pathologist in dealing with individuals with a possible voice disorder and the requirement for ongoing work with a physician.
- (8) The student analyzes and evaluates the development of effective language and communication skills needed to demonstrate high levels of achievement in elementary and secondary school. The student is expected to:
- (A) describe the milestones of communication development for pragmatics, semantics, syntax, phonology and metalinguistics and compare them to the milestones of literacy development in literacy socialization, phonological awareness, print knowledge, reading, and writing;
 - (B) differentiate between interpersonal language used for conversational interaction and more formal, literate language used for learning academic content;
 - (C) define and give examples of tier 1, tier 2, and tier 3 vocabulary as it relates to language development and meeting grade level expectations across subject areas in the areas of academic vocabulary;
 - (D) explain the development of language used for oral and written narratives and how story grammar can be used as a bridge between conversational language and academic language;
 - (E) analyze the development of pragmatic-language skills and the types of verbal, nonverbal, and written communication skills needed to do well in school; and
 - (F) define emergent literacy and discuss the language base necessary for the development of reading skills.
- (9) The student explores the knowledge and skills necessary to discriminate between healthy versus unhealthy speech and language development. The student is expected to:
- (A) describe the role of the speech-language pathologist in discriminating between healthy speech and language development and speech sound disorders and language disorders;
 - (B) research techniques for and the purpose of screening speech and language skills in children;
 - (C) analyze techniques for and the purpose of the evaluation of speech and language skills in children;
 - (D) evaluate Response to Intervention (RTI) as it relates to accurate identification of a speech or language disorder in school-age children; and
 - (E) analyze the role of the speech-language pathologist in referral, counseling, and providing basic information when there are concerns about a child's speech or language development.



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- (10) The student demonstrates verbal and nonverbal communication skills. The student is expected to:
- (A) describe and demonstrate in simulations the communication skills appropriate to the situation when interacting with elementary age students, classroom teachers, speech-language pathologists, principals, and parents regarding healthy communication skills;
 - (B) identify verbal and nonverbal communication techniques that should be used when communicating with children that have sensory loss, language barriers, cognitive impairment, and other learning disabilities;
 - (C) demonstrate use of electronic communication and technology devices that may be used when interacting with children with communication disorders; and
 - (D) distinguish between oral interpretation and translation skills from English to a second language or from a heritage language into English.
- (11) The student analyzes and evaluates the influence of dialects of Standard American English or native language on the development of speech and language skills in English, and on the production of English. The student is expected to:
- (A) provide examples of how a common phrase may be expressed across Standard American English and three different dialects;
 - (B) interpret terms such as pidgin and creole that may influence the development of speech and language development;
 - (C) describe and analyze how speech and language patterns vary as a function of language, age, socioeconomic status, and geography;
 - (D) analyze the characteristics of American English dialects in terms of speech sound production and language use;
 - (E) summarize the influence of heritage language on the speech sound production and grammar development of English in English language learners; and
 - (F) analyze considerations for English language learners in terms of expected speech and language development.

Description of specific student needs this course is designed to meet:

The Speech and Language Development course is designed to provide an overview of the building blocks and sequence of development of speech sound production and language skills in the areas of vocabulary, grammar, and social/interpersonal communication. The course is intended to help prepare high school students who may be interested in a career as a speech-language pathologist, audiologist, or speech-hearing scientist for undergraduate and graduate work in communication sciences and disorders.



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Major resources and materials:

Textbook such as:

Gleason, J.B. (2009). *The development of language*. Allyn & Bacon. 7th Edition.

Hulit, L., Howard, M., & Fahey, K. (2014). *Born to talk: An introduction to speech and language development*. Pearson Publishers. 6th Edition.

Oller, J. Oller, S. & Oller, S. (2012). *Milestones: Normal speech and language development across the lifespan*. Pearson Publishers.

Online resources matched to topic. Extensive use of www.asha.org, www.mayoclinic.org/healthy-living, www.kidshealth.org and similar websites

Recommended course activities:

This course will augment the skills students will use during internship experiences with speech-language pathologists or audiologists.

Recommended course activities: textbook with technology-infused direct instruction; case studies approach to differentiate between typical and atypical development of speech and language skills; project-based activities to compare and align speech sound development and language development at six-month intervals between birth and five years of age

Sample optional activities: Observation of speech-language therapy sessions; interviews of professionals and graduate students in speech-language pathology or audiology; interviews of family members of individuals with communication disorders; project or research paper on one of the areas of speech and language development covered in class.

Suggested methods for evaluating student outcomes:

Ongoing monitoring by teacher
Evaluation of performance and final research paper
Grading of lessons by teachers
Student self-assessment
Peer review and evaluation by audience during final project performances
Assessment of student research and documentation



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Teacher qualifications:

- (1) Human Development and Family Studies: Grades 8-12
 - (2) Health Science: Grades 6-12.
 - (3) Health Science Technology Education: Grades 8-12.
 - (4) Vocational Health Occupations.
 - (5) Vocational Health Science Technology.
 - (6) School Speech-Language Pathologist.
 - (7) Speech and Hearing Therapy.
 - (8) Speech and Language Therapy.
- Two years of wage earning experience in the licensed occupational field

Additional information:

Students are expected to apply the knowledge and skills necessary to pursue further education culminating in a bachelor's degree and subsequent master's degree in Communication Sciences and Disorders.