

CARLISLE AREA SCHOOL DISTRICT

Carlisle, PA 17013

**CHILD DEVELOPMENT**

**GRADES 10-12**

Date of Board Approval: June 19, 2014

**CARLISLE AREA SCHOOL DISTRICT  
PLANNED INSTRUCTION COVER PAGE**

<b>TITLE OF COURSE:</b>	<u>Child Development</u>	<b>SUBJECT:</b>	<u>FCS</u>	<b>GRADE LEVEL:</b>	<u>10-12</u>
<b>COURSE LENGTH:</b>	<u>1 year</u>	<b>DURATION:</b>	<u>50 minutes</u>	<b>FREQUENCY:</b>	<u>4/wk</u>
<b>PREREQUISITES:</b>	<u>None</u>	<b>CREDIT:</b>	<u>1 credit</u>	<b>LEVEL:</b>	<u>N/A</u>

**Course Description/Objectives:**

Child Development helps students to understand the decisions and responsibilities involved in parenting and in working with children. The course explores child growth and development from conception to adolescence, providing an in-depth study of the physical, social, emotional and intellectual development of infants, toddlers, and preschool children. The relationship of play, safety, healthcare, and discipline to a child's growth and development are studied. Students interested in pursuing careers in human services, nursing, pediatrics, care of the physically and/or mentally challenged, or elementary education are strongly encouraged to take this course. Opportunities are provided to complete observations and assignments in the high school's preschool lab.

**Text:** *The Developing Child*, McGraw Hill, 2010 by Holly E. Brisbane.

**Curriculum Writing Committee:** Theresa Dixon and Jennifer Wiegand

## COURSE TIME LINE

### **Unit 1: Studying Children**

- Growth and Development
- Childhood Past and Present
- Theorists
- Observation Methods

8 days

### **Unit 2: The Family Unit and Parenthood**

- Types and Functions of Families
- Parenthood
- Social Trends Affecting Families
- Child Abuse

10 days

### **Unit 3: Pregnancy and Prenatal Development**

- Conception and Pregnancy
- Prenatal Development and Testing
- Birth Defects
- Preparing for Baby

18 periods

### **Unit 4: The Birth Process**

- Signs and Phases of Labor
- Physical Characteristics of a Baby at Birth
- Importance of Bonding
- Basic Needs of Infants

18 periods

### **Unit 5: Physical Development Birth-1 Year**

- Physical Growth and Development
- Caring for Baby
- Nutrition

24 periods

### **Unit 6: Emotional and Social Development-1<sup>st</sup> Year**

- Attachment and Social-Emotional Development
- How Behavior is Learned
- Temperament Traits
- Stranger Anxiety

12 periods

**Unit 7: Intellectual Development During the 1<sup>st</sup> Year**

- Play, Toys and Intellectual Development
- The Role Caregivers in Promoting Daily Learning
- Intelligence Quotient
- Piaget’s Theory of Stages of Intellectual Development

12 periods

**Unit 8: Development During Toddler Years**

- Toddler Development
- Common Difficulties with Toddlers
- Schedules and Routines to Promote Development
- Disciplining Toddlers

18 periods

**Unit 9: Development During Preschool Years**

- Typical Development
- Preschool Programs
- Written Language and Expression
- Establishing Friendships

18 periods

**Unit 10: Observations and Participation in Preschool**

- Early Childhood Education as a Career
- Early Childhood Education Programs
- Learning Centers in Early Childhood Classrooms
- Communicating with Parents
- Developing Lessons and Developing Activities

16 periods

TOTAL: 154 days

# KNOW, UNDERSTAND, DO

**COURSE:** Child Development

**TIME FRAME:** 8 days

**UNIT # 1:** Studying Children (Compact)

**GRADE:** 10-12

## STANDARDS:

### **Pennsylvania Academic Standards for Family and Consumer Sciences-Grades 9-12:**

- 11.4.9.A • Analyze physical, intellectual and social/emotional development in relation to theories of child development.
- 11.4.12.A • Analyze current research on existing theories in child development and its impact on parenting (Piaget, Erickson and prior findings versus new brain development research).
- 11.4.12.C • Analyze practices that optimize child development (stimulation, safe environment, nurturing care givers, reading to children)

### **Pennsylvania Academic Standards for Business, Computer and Information Technology-Grades 9-12:**

- 15.3.12.J • Apply strategies to overcome barriers to active listening.
- 15.3.12.K • Apply cultural mores to evaluate intent of verbal and non-verbal behaviors.
- 15.3.12.E • Evaluate chosen print and electronic resources for advanced research.

### **Pennsylvania Common Core Standards for Science and Technical Subjects-Grades 9-12:**

- CC.3.6.9-10.C • Produce clear and coherent writing in which the development, organization, and style are appropriate for task, purpose and audience.
- CC.3.6.9-10.H • Draw evidence from informational texts to support analysis, reflection, and research.
- CC.3.6.11-12.F • Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate, synthesize multiple sources on the subject, demonstrate understanding of the subject under investigation.

# KNOW, UNDERSTAND, DO

**COURSE:** Child Development

**TIME FRAME:** 8 days

**UNIT # 1:** Studying Children (Compact)

**GRADE:** 10-12

## UNDERSTANDINGS

Studying children is beneficial to human development.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Structured Observations in the Preschool lab.

### KNOW

- Define: heredity, typical behaviors, human life cycle, developmental tasks, running record, anecdotal record, frequency count, developmental checklist.
- Explain the difference between subjective and objective observations.
- Distinguish between the characteristics of growth and development.
- Explain the impact of early childhood on all of human development.
- Identify the major theorists of child development and their significance to early learning research.

### DO

- In pairs or small groups, research one of the theorists of child development: Piaget, Erickson, Skinner, Vygotsky, or Montessori.
- Analyze the influences of human development.
- Create a poster that depicts how childhood has changed over the years.
- Practice observation methods using video resources to develop mastery of creating running records, anecdotal records, developmental checklists, and frequency counts.

# KNOW, UNDERSTAND, DO

**COURSE:** Child Development

**TIME FRAME:** 10 days

**UNIT #2:** The Family Unit and Parenthood (Important)

**GRADE:** 10-12

## STANDARDS:

### **Pennsylvania Academic Standards for Family and Consumer Sciences-Grades 9-12:**

- 11.4.12.D • Analyze plans and methods to blend work and family responsibilities to meet the needs of children.
- 11.2.12.F • Assess the relationship of family functions to human developmental stages.
- 11.2.9.F • Contrast past and present family functions and predict their probable impact on the future of the family.

### **Pennsylvania Common Core Standards for Science and Technical Subjects-Grades 9-12:**

- CC.3.6.11-12.C • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
- CC.3.5.11-12.I • Synthesize information from a range of sources into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
- CC.3.5.11-12.A • Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

### **Pennsylvania Academic Standards for Health, Safety and Physical Education-Grades 9-12:**

- 10.1.12.A • Evaluate factors that impact growth and development during adulthood and late adulthood.
- 10.1.9.A • Analyze factors that impact growth and development between adolescence and adulthood.

# KNOW, UNDERSTAND, DO

**COURSE:** Child Development

**TIME FRAME:** 10 days

**UNIT #2:** The Family Unit and Parenthood (Important)

**GRADE:** 10-12

## UNDERSTANDINGS

The family unit and parenting styles impact a child's ability to thrive in childhood, adolescence and adulthood.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Book Study and Presentation-"A Child Called It" by David Pelzer

### KNOW

- Identify the functions of a family.
- Describe the different types of family structures: nuclear, single parent, blended, extended.
- Explain the challenges that divorce, separation and death bring to the family unit.
- Distinguish between different parenting styles.
- Describe the problems faced by teenage parents.
- Define: intergenerational, legal guardian, custodial parent.
- Distinguish between abuse and neglect.
- Distinguish between positive and negative reinforcement.

### DO

- Read/Analyze current article on Parenting and Children. Present the article to the class.
- Create pamphlets for parents describing how to help children deal with divorce, death and separation in a family unit.
- Analyze how a family unit provides the needs outlined in Maslow's Hierarchy.
- Sort, according to the type of family structure, the many tasks and responsibilities associated with parenting.
- Present in writing, good and poor reasons for adding a baby to the family unit.
- Discuss/Reflect-Guest Speaker Presentation-Children and Youth.

# KNOW, UNDERSTAND, DO

**COURSE:** Child Development

**TIME FRAME:** 18 days

**UNIT #3:** Pregnancy and Prenatal Development

**GRADE:** 10-12

## STANDARDS:

### **Pennsylvania Academic Standards for Family and Consumer Sciences-Grades 9-12:**

- 11.3.9.E • Analyze the energy requirements, nutrient requirements and body composition for individuals at various stages of the life cycle.
- 11.3.9.D • Analyze the relationship between diet and disease and risk factors (calcium and osteoporosis; fat, cholesterol and heart disease; folate and birth defects; sodium and hypertension).
- 11.1.12.B • Analyze the management of financial resources across the lifespan.

### **Pennsylvania Academic Standards for Health, Safety and Physical Education-Grades 9-12:**

- 10.1.9.E • Analyze how personal-choice, disease and genetics can impact health maintenance and disease prevention.
- 10.1.12.B • Evaluate factors that impact the body systems and apply protective/preventive strategies: fitness level, environment, health status, and nutrition.
- 10.1.12.D • Evaluate issues relating to use/non-use of drugs: psychology of addiction, social impact, chemical use and fetal development, laws relating to alcohol, tobacco and chemical substances, impact on individual, impact on community.

### **Pennsylvania Common Core Standards for Science and Technical Subjects-Grades 9-12:**

- CC.3.5.11-12.B • Determine the central ideas or conclusions of text; summarize complex concepts, processes or information presented in a text by paraphrasing them in simpler but still accurate terms.
- CC.3.6.11-12.C • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
- CC.3.5.11-12.I • Synthesize information from a range of sources into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

# KNOW, UNDERSTAND, DO

**COURSE:** Child Development

**TIME FRAME:** 18 days

**UNIT #3:** Pregnancy and Prenatal Development

**GRADE:** 10-12

## UNDERSTANDINGS

Conception, pregnancy and prenatal development have a biological, emotional, social and economic impact on the family unit.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Project-“How Much Kids Cost”

### KNOW

- Describe the three stages of pregnancy.
- Describe the changes that affect a woman and the family during each stage of pregnancy.
- Describe the common prenatal tests for the diagnosis of birth defects.
- Describe the process of human conception and how multiple births occur.
- Identify the importance of early and regular medical care during pregnancy.
- Define: Rh factor, obstetrician, midwife, formula, pediatrician, alternative birth center, fetal monitoring, baby reflexes, bonding

### DO

- Book Study and Discussion-“What to Expect when You’re Expecting.”
- Create a chart depicting appropriate weight gain during pregnancy. Design a diet to support a health pregnancy.
- Using appropriate vocabulary, create a flow chart depicting the process of fertilization.
- Create a chart that depicts month to the month fetal development. Identify the stages using appropriate vocabulary.
- Create a nine-month timeline-which shows the biological changes a woman’s body encounters during pregnancy.
- Discuss/Reflect: Guest Speaker presentation-Neonatal Nurse-Midwife or obstetrician.

# KNOW, UNDERSTAND, DO

**COURSE:** Child Development

**TIME FRAME:** 18 days

**UNIT #4:** The Birth Process (Essential)

**GRADE:** 10-12

## STANDARDS:

### **Pennsylvania Academic Standards for Family and Consumer Sciences-Grades 9-12:**

- 11.4.12.D • Analyze plans and methods to blend works and family responsibilities to meet the needs of children.
- 11.4.12.B • Analyze current issues in health and safety affecting children at each stage of child development.
- 11.4.12.C • Analyze practices that optimize child development (stimulation, safe environment, nurturing care givers, reading to children)

### **Pennsylvania Common Core Standards for Science and Technical Subjects-Grades 9-12:**

- CC.3.5.11-12.I • Synthesize information from a range of sources into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
- CC.3.5.11-12.B • Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- CC.3.6.11-12.C • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

### **Pennsylvania Academic Standards for Business, Computer and Information Technology-Grades 9-12:**

- 15.3.12.J • Apply strategies to overcome barriers to active listening.
- 15.3.12.K • Apply cultural mores to evaluate intent of verbal and non-verbal behaviors.

# KNOW, UNDERSTAND, DO

**COURSE:** Child Development

**TIME FRAME:** 18 days

**UNIT #4:** The Birth Process (Essential)

**GRADE:** 10-12

## UNDERSTANDINGS

The birth process has a biological, social, emotional and economic impact on the family unit.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Research and presentation on childbirth topics-student's choice/teacher approved.

### KNOW

- Describe the signs of labor.
- Describe the stages of labor: early (latent), active and transitional.
- Distinguish between and cite reasons for the major types of childbirth.
- Describe the baby's physical appearance at birth.
- Identify the common hospital procedures following labor and delivery.
- Identify the elements of the Apgar Scale following birth.
- Describe how a newborn's basic needs are met.
- Describe the causes for postpartum depression.
- Describe importance of bonding.

### DO

- Discuss/Reflect: Guest Speaker: Midwife versus Obstetrician to discuss labor and delivery.
- Discuss/Reflect: Guest Speaker: Hospital Procedures
- Research project: correlation between premature birth and impact on child's normal growth and development.
- Poster project: the three stages of labor-complications and solutions.
- Video and discussion-"The Birth Process"
- Article review: "Sudden Infant Death Syndrome" Write an informative essay on the proposed causes of and cures for Sudden Infant Death Syndrome.

# KNOW, UNDERSTAND, DO

**COURSE:** Child Development

**TIME FRAME:** 24 days

**UNIT #5:** Physical Development (Essential)

**GRADE:** 10-12

## STANDARDS:

### **Pennsylvania Academic Standards for Family and Consumer Sciences-Grades 9-12:**

- 11.4.12.A • Analyze current research on existing theories in child development and its impact on parenting.
- 11.4.12.B • Analyze current issues in health and safety affecting children at each stage of child development.
- 11.4.12.D • Analyze plans and methods to blend work and family responsibilities to meet the needs of children.
- 11.4.9.E • Explain how story telling, story reading and writing enhance literacy development in children.
- 11.3.9.E • Analyze the energy requirements, nutrient requirements and body composition for individuals at various stages of the life cycle.
- 11.3.12.C • Evaluate sources of food and nutrition information.

### **Pennsylvania Common Core Standards for Science and Technical Subjects-Grades 9-12:**

- CC.3.6.11-12.C • Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- CC.3.5.11-12.I • Synthesize information from a range of sources into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
- CC.3.6.11-12.H • Draw evidence from informational texts to support analysis, reflection and research.

# KNOW, UNDERSTAND, DO

**COURSE:** Child Development

**TIME FRAME:** 24 days

**UNIT #5:** Physical Development (Essential)

**GRADE:** 10-12

## UNDERSTANDINGS

Significant physical development milestones are reached in the first year of life. The type of social, emotional, intellectual and physical environment created by the family unit impacts the physical development of the child in significant manner.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Developmental Milestones Timeline/Journal-spans several units and includes the physical, emotional, social and intellectual milestone-birth to first year for teacher assigned child profile.

### KNOW

- Describe a child's physical growth during the first year.
- Describe the proper procedures for bathing, diapering and dressing an infant child.
- Define the sleep patterns of children birth to one year.
- Explain the strategies for meeting the sleep requirements of an infant.
- Distinguish between the three types of reflexes: sucking, rooting and automatic.
- Define: developmental milestones.
- Distinguish between fine and gross motor skills.
- Explain how teeth develop during the 1<sup>st</sup> year of life.

### DO

- Properly bath, diaper and dress a newborn or infant.
- Label the brain as it relates to the physical development of children: birth to one year.
- Compare and analyze the Food Guide Pyramid (My Plate) for infants-chart an infant's nutritional needs.
- Evaluate and analyze various baby foods. Compare the cost, taste, and nutritionally value between organic and commercial baby food.
- Video/Discussion/Reflection: I am Your Child: The First Year will Last Forever. Write an informative paper on the long-term effects explaining how family dynamics can negatively or positively impact the first year of life and development trends over a life span.

# KNOW, UNDERSTAND, DO

**COURSE:** Child Development

**TIME FRAME:** 12 days

**UNIT #6:** Emotional and Social Development (Important)

**GRADE:** 10-12

## STANDARDS:

### **Pennsylvania Academic Standards for Family and Consumer Sciences-Grades 9-12:**

- 11.4.12.A • Analyze current research on existing theories in child development and its impact on parenting.
- 11.4.12.B • Analyze current issues in health and safety affecting children at each stage of child development.
- 11.4.12.C • Analyze practices that optimize child development: stimulation, safe environment, nurturing caregivers, reading to children.
- 11.4.12.E • Identify practices that develop the child's imagination, creativity and reading and writing skills through literature.
- 11.4.9.C • Evaluate various environments to determine if they provide the characteristics of a proper learning environment.
- 11.2.12.A • Justify solutions developed by using practical reasoning skills.

### **Pennsylvania Common Core Standards for Science and Technical Subjects-Grades 9-12:**

- CC.3.6.11-12.H • Draw evidence from informational texts to support analysis, reflection and research.
- CC.3.5.11-12.B • Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- CC.3.6.11-12.C • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

# KNOW, UNDERSTAND, DO

**COURSE:** Child Development

**TIME FRAME:** 12 days

**UNIT #6:** Emotional and Social Development (Important)

**GRADE:** 10-12

## UNDERSTANDINGS

Significant emotional and social development milestones are reached in the first year of life. The type of social, emotional, intellectual and physical environment created by the family unit impacts the emotional and social development of the child in significant manner.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Developmental Milestone Timeline/Journal-spans several units and includes the physical, emotional, social and intellectual milestones-birth to first year for teacher assigned child profile.

### KNOW

- Define the factors that impact a child's self-concept.
- Describe the basic emotions an infant can express: joy, anger, disgust, interest, and sadness.
- Describe how infants portray emotion.
- Define the basic types of temperament: intensity, persistence, sensitivity, perceptiveness, adaptability, regularity, energy, first reaction, and mood.
- Describe how infants portray temperament.
- Explain the causes of "failure to thrive."
- Describe how children learn social & emotional skills through play.
- Explain Erikson's theory of trust versus mistrust in the first year.

### DO

- Extended research project: Piaget and Erikson's theories on child development.
- Create a chart describing the difference between exploration and play.
- Group discussion: how caregivers can promote social development via play. Use this information to create an original child's activity.
- Analyze toys and games for their value in teaching children social and emotional skills.
- List the ways to comfort a crying babying. Research the causes and cures for colic. Write an information article that provides advice to a parent to comforting a child with colic.
- Discuss: nature or nurture as it related to a child's self-concept.

# KNOW, UNDERSTAND, DO

**COURSE:** Child Development

**TIME FRAME:** 12 days

**UNIT #7:** Intellectual Development (Important)

**GRADE:** 10-12

## STANDARDS:

### **Pennsylvania Academic Standards for Family and Consumer Sciences-Grades 9-12:**

- 11.4.9.C • Evaluate various environments to determine if they provide the characteristics of a proper learning environment..
- 11.4.12.B • Analyze current issues in health and safety affecting children at each stage of child development.
- 11.4.12.C • Analyze practices that optimize child development (stimulation, safe environment, nurturing caregivers, reading to children).
- 11.4.12.D • Analyze plans and methods to blend work and family responsibilities to meet the needs of children.
- 11.4.12.E • Identify practices that develop the child’s imagination, creativity, and reading and writing skills through literature.
- 11.4.9.A • Analyze physical, intellectual and social/emotional development in relation to theories of child development.

### **Pennsylvania Common Core Standards for Science and Technical Subjects-Grades 9-12:**

- CC.3.6.11-12.C • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
- CC.3.6.11-12.H • Draw evidence from informational texts to support analysis, reflection and research.
- CC.3.5.11-12.C • Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

# KNOW, UNDERSTAND, DO

**COURSE:** Child Development

**TIME FRAME:** 12 days

**UNIT #7:** Intellectual Development (Important)

**GRADE:** 10-12

## UNDERSTANDINGS

Significant intellectual development milestones are reached in the first year of life. The type of social, emotional, intellectual and physical environment created by the family unit impacts the intellectual development of the child in significant manner.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Developmental Milestone Timeline/Journal-spans several units and includes the physical, emotional, social and intellectual milestones-birth to first year for teacher assigned child profile.

### KNOW

- Explain the functions of the parts of the brain: cerebrum, thalamus, cerebellum, spinal cord, brain stem, and pituitary gland.
- Explain Piaget's Four Periods of Learning and associative characteristics.
- Describe how a stimulating environment promotes brain development.
- Describe the purpose of an IQ test.
- Explain the purpose of baby talk as it relates to intellectual development.
- Describe an infant's preoperational period.

### DO

- Practice reading a children's book aloud.
- Analyze various toys to determine how they benefit a child's intellectual development.
- Watch/Discuss: "Baby Einstein"-Write an informative essay on the dangers of over stimulating a child's intellectual development.
- Apply the developmental milestones of speech from birth to one year to teacher-designed case studies.
- Apply the four intellectual abilities of children from birth to one year to video case studies: Remembering Experiences, Making Associations, Understanding Cause and Effect and Paying Attention.

# KNOW, UNDERSTAND, DO

**COURSE:** Child Development

**TIME FRAME:** 18 days

**UNIT #8:** Development During the Toddler Years

**GRADE:** 10-12

## STANDARDS:

### **Pennsylvania Academic Standards for Family and Consumer Sciences-Grades 9-12:**

- 11.4.12.B • Analyze current issue in health and safety affecting children at each stage of child development.
- 11.4.12.C • Analyze practices that optimize child development: stimulation, safe environment, nurturing caregivers, reading to children.
- 11.4.12.E • Identify practices that develop the child's imagination, creativity, and reading and writing skills through literature.
- 11.4.9.B • Evaluate health and safety hazards relating to children at each stage of child development.
- 11.4.9.E • Explain how storytelling, story reading and writing enhance literacy development in children.
- 11.3.9.E • Analyze the energy requirements, nutrient requirements and body composition for individuals at various stages of the life cycle.

### **Pennsylvania Common Core Standards for Science and Technical Subjects-Grades 9-12:**

- CC.3.6.11-12.C • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
- CC.3.5.11-12.I • Synthesize information from a range of sources into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
- CC.3.6.11-12.H • Draw evidence from informational texts to support analysis, reflection, and research.

# KNOW, UNDERSTAND, DO

**COURSE:** Child Development

**TIME FRAME:** 18 days

**UNIT #8:** Development During the Toddler Years

**GRADE:** 10-12

<p><b>UNDERSTANDINGS</b></p> <p>Significant developmental milestones are reached the during the toddler years (one to three years of age). The type of social, emotional, intellectual and physical environment created by the family unit impacts the intellectual, social, emotional and physical development of a toddler.</p>	
<p><b>COMMON ASSESSMENTS/CULMINATING ACTIVITY</b></p> <p>Developmental Milestone Timeline/Journal-spans several units and includes the physical, emotional, social and intellectual milestones-birth to first year and first year to age three (toddler years) for teacher assigned child profile.</p>	
<p style="text-align: center;"><b>KNOW</b></p> <ul style="list-style-type: none"> <li>• Explain how toddlers develop intellectually through trial and error learning.</li> <li>• Explain how toddlers develop socially through parallel play and imaginary friends.</li> <li>• Identify how toddlers develop emotionally: fear and anxiety, negativism, empathy, flexible limits, friends.</li> <li>• Describe the physically milestones of toddlers: dexterity, bladder control, gross and fine motor skills,</li> <li>• Describe the various ways to promote healthy eating to toddlers.</li> <li>• Identify the signs a toddler is ready for potting training.</li> </ul>	<p style="text-align: center;"><b>DO</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast essay: infant and toddler social, emotional, intellectual and physical development.</li> <li>• Create a toddler friendly menu that addresses the complex nutritional needs and eating habits of children ages one through three.</li> <li>• Create a daily schedule for a toddler to include essential activities for physical, social, emotional and intellectual development.</li> <li>• Complete observations in the preschool program (older toddlers)-include types of play observed and social development witnessed.</li> <li>• Design and present a lesson for an older toddler-age 3.</li> </ul>

# KNOW, UNDERSTAND, DO

**COURSE:** Child Development

**TIME FRAME:** 8 days

**UNIT #9:** Development During Preschool Years (Compact)

**GRADE:** 10-12

## STANDARDS:

### **Pennsylvania Academic Standards for Family and Consumer Sciences-Grades 9-12:**

- 11.4.12.A • Analyze current research on existing theories in child development and its impact on parenting.
- 11.4.12.B • Analyze current issues in health and safety affecting children at each stage of child development.
- 11.4.12.C • Analyze practices that optimize child development: stimulation, safe environment, nurturing caregivers, reading to children.
- 11.4.9.D • Analyze the roles, responsibilities and opportunity for family involvement in schools.
- 11.4.12.E • Identify practices that develop the child’s imagination, creativity, and reading and writing skills through literature.
- 11.4.9.C. • Evaluate various environments to determine if they provide the characteristics of a proper learning environment.

### **Pennsylvania Common Core Standards for Science and Technical Subjects-Grades 9-12:**

- CC.3.6.11-12.H • Draw evidence form informational texts to support analysis, reflection and research.
- CC.3.6.11-12.C • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
- CC.3.5.11-12.C • Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

# KNOW, UNDERSTAND, DO

**COURSE:** Child Development

**TIME FRAME:** 8 days

**UNIT #9:** Development During Preschool Years (Compact)

**GRADE:** 10-12

## UNDERSTANDINGS

Significant developmental milestones are reached during the preschool years (three to five years of age). The type of social, emotional, intellectual and physical environment created by the family unit impacts the intellectual, social, emotional and physical development of a preschool aged child.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Group project: research a local preschool program using predetermined rubric. Present findings to the class.

### KNOW

- Describe the components of a quality preschool program.
- Discuss the pros and cons of preschool programs versus stay at home mom.
- Identify the emotions that can easily be expressed by developing preschoolers: anger, fear, jealousy, love, affection and empathy.
- List ways to child proof a home.
- Describe how caregivers can promote friendships and social development for preschoolers, outside an organized preschool program.
- Define: reading readiness.
- Differentiate between imitation learning, trial and error learning, directed learning and incidental learning.

### DO

- Using limitations, color a page in crayon to better understand the learning obstacles preschoolers face.
- Create a children's book. Include pictures, captions and appropriate examples.
- Discuss/Reflect: Guest Speaker-Director of local preschool program.
- Observation in Preschool Lab: various physical traits of a developing preschooler-independent eating, riding a tricycle, independent play, etc.
- Observation in Preschool Lab: four types of learning.
- Video/Discussion-"Finding the Very Best Preschool." Write a letter of advice: how to choose a preschool.

# KNOW, UNDERSTAND, DO

**COURSE:** Child Development

**TIME FRAME:** 16 days

**UNIT #10:** Early Childhood Classroom Observation and Participation

**GRADE:** 10-12

## STANDARDS:

### **Pennsylvania Academic Standards for Family and Consumer Sciences-Grades 9-12:**

- 11.4.9.C • Evaluate various environments to determine if they provide the characteristics of a proper learning environment.
- 11.4.9.D • Analyze the roles, responsibilities and opportunity for family involvement in schools.
- 11.4.12.E • Identify practices that develop the child’ imagination, creativity and reading and writing skills through literature.

### **Pennsylvania Academic Standards for Career Education and Work-Grades 9-12:**

- 13.1.11.A • Relate careers to individual interests, abilities and aptitudes.
- 13.1.11.B • Analyze career options based on personal interests, abilities, aptitudes, achievements, and goals.
- 13.1.11.D • Evaluate school-based opportunities for career awareness/preparation, such as, but not limited to: career days, career portfolio, community service, cooperative education, senior project, internship, and job shadowing.

### **Pennsylvania Common Core Standards for Science and Technical Subjects-Grades 9-12:**

- CC.3.6.11-12.C • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
- CC.3.6.11-12.F • Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject; demonstrate understanding of the subject under investigation.
- CC.3.5.11-12.I • Synthesize information from a range of sources into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

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## UNDERSTANDINGS

Observing and participating in an Early Childhood classroom will better prepare students for careers in which they are working with children.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Plan and direct a theme oriented lesson in the preschool lab. Include an age appropriate activity.

### KNOW

- Explain the safety concerns associated with all Childcare Centers.
- Describe the USDA requirements for healthy food choices and serving sizes for children.
- Identify the characteristics of successful Early Childhood educators.
- Identify the responsibilities of a childcare provider when caring for children of various ages.
- Identify activities and projects that are appropriate for children and stimulate learning.
- Identify the health care routines that are a necessary part of an Early Childhood program.
- Determine the appropriate space needed to operate a preschool.

### DO

- Complete a career interest survey and write an informative essay describing the career opportunities in Early Childhood Education.
- Analyze and choose appropriate activities for preschool children.
- Demonstrate proper storytelling technique.
- Plan and direct a variety of learning experiences for preschool aged children.
- Field trip: Evaluate area preschool programs using a teacher-designed rubric.
- In small groups, plan and direct a large muscle game for preschool children.
- Design a preschool layout-determining areas and functions of the room.

## ASSESSMENT

The teacher will use a variety of assessment techniques selected from, but not limited to, the following list:

- 1) Objective tests/quizzes
- 2) Essay tests
- 3) Take-home / in-class essays
- 4) Research papers
- 5) Oral presentations:
  - Reports
  - Panel discussions
  - Simulations/Debates
- 6) Various writing assignments:
  - Letters
  - Essays-informative
  - Guest Speaker reflections
  - Journals
- 7) Posters/Pictures
- 8) Charts/Graphs
- 9) Homework
- 10) Class discussion
- 11) Teacher/Student conferences

Although each individual assessment will have its own grading value, common guidelines include, but are not limited to:

- Accurate information
- Logical development
- Proper format
- Clear presentation
- Focused argument/theme
- Neatness/Organization

Teacher and student-made rubrics will be developed at the discretion of the individual instructor.

## **Adaptations/Modifications for Students with I.E.P.s**

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

### **INSTRUCTION CONTENT**

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

### **SETTING**

- Preferential seating

### **METHODS**

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

### **MATERIALS**

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)