

Course Title: Child Development

Unit: 1	Learning About Children
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<p align="center">Content Standard(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</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
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<p align="center">Learning Objective(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Explain why childhood is an important time of development. 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.
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<p>Essential Question(s):</p>	<p>What factors should individuals consider when deciding to become a parent?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>I. Learning about Children</p> <p>A. Importance of Studying Children</p> <ol style="list-style-type: none"> 1. Readiness of parenthood 2. Purpose of observation in 	<p>Quick Talk: Students are paired together and share all that they know about why it is important to study about children.</p>	<p>Lead Questions</p>

<p>studying children</p> <p>B. Factors that Influence the Growth and Development of Children</p> <ol style="list-style-type: none"> 1. Heredity 2. Environment 3. Nutrition 4. Physical activity 5. Developmental disorders 6. Early brain development 7. Birth defects 8. Exceptionalities <p>C. Contributions of Child Development Theorists</p> <ol style="list-style-type: none"> 1. Freud 2. Piaget 3. Erikson 4. Skinner 5. Havighurst 6. Maslow 7. Present day <ol style="list-style-type: none"> a. Dr. Phil b. Dr. Dobson c. Dr. Spock 	<p>Teacher Talk: Explain the types of Observation Records and why they are important.</p> <p>Field Trip: Visit a Child Care Center. Use Observation Log to record activities and behavior of children and workers.</p> <p>Challenge Envelopes: A statement, word(s), real life problem, question, case study or scenario is placed in an envelope related to growth and development of children. Students draw envelopes and respond to the challenge by identifying solutions to address the challenge.</p> <p>Assumption Smashing: List common assumptions about growth and development of children, and then eliminate them one by one.</p> <p>Show Time Video: Watch Video/CD on Birth Defects and discuss information presented.</p> <p>Demonstration: Using a FAS (fetal alcohol syndrome) Simulated Infant, discuss the effects of alcohol on the infant.</p> <p>Turn and Share: Assign to each student passages from textbooks/references about child development theorists and have them share knowledge gained with another student.</p> <p>10+2 Discussion: Direct instruction where the teacher presents a brief overview of child development theorists for ten minutes, students share and reflect for two</p>	<p>Lead Questions</p> <p>Arrangements for Field Trip Observation Records Field Trip Permission Form</p> <p>Envelopes Real life Problems, Case Studies or Scenarios</p> <p>White Board Markers Erasers Lead Questions</p> <p>TV/VCR Video about Birth Defects</p> <p>Infant Simulator with FAS</p> <p>Textbooks References Computers Internet Web sites</p> <p>Lead Questions</p>
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	<p>minutes. Repeat cycle.</p> <p>Computer Research: Using the computer, students compare theorists and develop a chart outlining the major differences.</p> <p>Application Cards: At the end of instruction, students write three things learned on index cards, and give to teacher.</p>	<p>Guidelines for Activity</p> <p>Computers Internet Web sites References Chart Rubric</p> <p>Index Cards</p>
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Unit Assessment:	Challenge Envelopes, Chart on Theorists, Booklet on Theorists, Class Participation, and Rubrics
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Unit/Course CTSO Activity:	Develop an FCCLA Illustrated Talk STAR Event about the causes and impact of birth defects. Students participate in STAR Events – Teach and Train, Career Investigation, Applied Technology, Early Childhood, Entrepreneurship, Focus on Children, Interpersonal Communications, Job Interview, and Life Event Planning
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Unit/Course Culminating Product:	Students produce a booklet about the child development theorists and their impact on parenting.
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<p>Course/Program Credential(s): <input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input checked="" type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree</p> <p><input checked="" type="checkbox"/> Other: CDA - Child Development Assistant Credential AAFCS Pre-Professional Assessments - Early Childhood Education, Education Careers, and/or Family Services</p>

Course Title: Child Development

Unit: 2	Prenatal Development and the Newborn Child
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</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.
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 1. Describe the various early signs of pregnancy. 2. Describe the three stages of prenatal development. 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.
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Essential Question(s):	What does a woman need to do throughout her pregnancy to optimize health for herself and her baby?
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
II. Prenatal Development and the Newborn Child A. Stages of Prenatal Development 1. Risks to mother 2. Risks to child	<p>KWL (Know, Want to Know, Learn): Students identify what they know about a topic, what they want to know, and after reading, identify what they learned or would still like to learn.</p> <p>Graphic Organizer of Three Trimesters of Pregnancy: Students are divided into three groups who will determine characteristics of each trimester</p>	<p>Lead Questions</p> <p>Guidelines for Activity Graphic Organizer Computers Internet</p>

<p>B. Stage of Labor</p> <ol style="list-style-type: none"> 1. Risks to mother 2. Risks to child 	<p>including risks to mother and risks to the child. They combine their responses. Students complete a Graphic Organizer for reference. Ideas for Organizer: Three scoop ice cream cone.</p> <p>Research on Test Procedures: Students research testing procedures commonly administered during pregnancy.</p> <p>Research on Risks: Students select one of the following topics to research and then teach the concept to the class through a PowerPoint presentation:</p> <ul style="list-style-type: none"> • Types and causes of birth defects • Potential causes of a miscarriage • Complications of premature infant <p>KWL (Know, Want to Know, Learn): Students identify what they know about a topic, what they want to know, and after reading, identify what they learned or would still like to learn.</p> <p>10 + 2 Discussion: Direct instruction where the teacher presents the stages of labor including breech delivery and cesarean section for ten minutes, students share and reflect for two minutes, and then the cycle repeats.</p> <p>Show Time Video: Students watch and discuss <i>Miracle of Life</i> video.</p>	<p>Web sites References Lead Questions</p> <p>Guidelines for Activity Graphic Organizer Computers Internet Web sites References Lead Questions</p> <p>Guidelines for Activity Graphic Organizer Computers Internet Web sites References Lead Questions CTX</p> <p>KWL Chart</p> <p>Lead Questions</p> <p>TV/VCR Time/Life <i>Miracle of Life</i> Permission Slips Lead Questions</p>
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	<p>10 + 5 Discussion: Students discuss the importance of bonding.</p> <p>Hands-on Project: Students create a project (Examples: crochet baby blanket, cross-stitch baby bib or samples) for donation to a local hospital.</p> <p>Brochure: Students design a brochure that describes the stages of prenatal development; potential risks to mother and child during prenatal development, labor and birth; causes of birth defects; and the physical and emotional needs of the mother and newborn child.</p>	<p>Lead Questions</p> <p>Guidelines for Project Project Supplies Sewing Equipment</p> <p>Guidelines for Activity Computers Internet Web sites References Rubric Art Supplies Lead Questions</p>
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Unit Assessment:	Graphic Organizer, Research Reports, PowerPoint Presentation, Bonding Project, Brochure, Class Participation, and Rubric
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Unit/Course CTSO Activity:	Develop an FCCLA Illustrated Talk STAR Event about the importance of prenatal care for expectant mothers at the high school. Students participate in STAR Events – Teach and Train, Career Investigation, Applied Technology, Early Childhood, Entrepreneurship, Focus on Children, Interpersonal Communications, Job Interview, and Life Event Planning.
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Unit/Course Culminating Product:	Students create a PowerPoint Presentation to share with the class. Brochure
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<p>Course/Program Credential(s): <input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input checked="" type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree</p> <p><input checked="" type="checkbox"/> Other: CDA - Child Development Assistant Credential AAFCS Pre-Professional Assessments - Early Childhood Education, Education Careers, and/or Family Services</p>

Course Title: Child Development

Unit: 3	Infants
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<p>Content Standard(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</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 an infant • Explaining how infants develop communication skills
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<p>Learning Objective(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</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.
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<p>Essential Question(s):</p>	<p>How can parents aid in the development of their infant? What are appropriate developmental stages of infants?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>III. Infants A. Physical Needs</p>	<p>Buzz Session: Students share what they know about taking care of a baby.</p> <p>PowerPoint Presentation: Physical Needs of Infants.</p>	<p>Lead Questions</p> <p>PowerPoint Presentation Computer CTX</p>

<p>B. Emotional Needs C. Social Development Needs</p>	<p>Show Time: Show a DVD or Video on the Physical Needs of Infants</p> <p>Demonstration: Using an infant simulator, demonstrate how to hold, feed, burp, diaper and bath a baby.</p> <p>KWL - Know, Want to Know, Learn: Students identify what they know, what they want to know, and what they want to learn about the emotional and social needs of infants.</p> <p>PowerPoint Presentation: Emotional Needs Social Development Needs</p> <p>Information Sheet: Students research and develop an information sheet on the emotional and social needs of an infant.</p>	<p>Lead Questions</p> <p>TV/VCR/DVD Video</p> <p>RealCare Baby Diapers Bottles</p> <p>KWL Chart</p> <p>PowerPoint Presentation Computer CTX Lead Questions</p> <p>Guidelines for Activity Computers Internet Web sites References Lead Questions Rubric</p>
<p>D. Intellectual Needs</p>	<p>PowerPoint Presentation: Intellectual Needs</p>	<p>PowerPoint Presentation Computer CTX Lead Questions</p>
<p>E. Developmental Milestones</p>	<p>Information Sheet: Students research and develop an information sheet on the intellectual needs of an infant.</p>	<p>Guidelines for Activity Computers Internet Web sites References Lead Questions Rubric</p>

<p>F. Infant Care Skills Needed by Caregiver</p>	<p>Listen-Think-Pair-Share: Students listen to questions, individually think about a response, discuss their ideas with a partner, and then share their ideas with the class about the intellectual and developmental milestones of infants.</p> <p>Whole Class Activity: Students develop a chart that identifies developmental milestones.</p> <p>Flash Cards: Use flash cards to teach the developmental changes throughout infancy.</p> <p>Quick Write: Quick activity where students have a short time to write all they know about the skills a caregiver needs to care for an infant.</p> <p>Information Sheet: Students research and develop an information sheet on infant care skills needed by a caregiver.</p>	<p>Lead Questions</p> <p>Lead Questions</p> <p>Flash Cards</p> <p>Guidelines for Activity Computers Internet Web sites References Lead Questions Rubric</p> <p>Guidelines for Activity Computers Internet Web sites References Lead Questions Rubric</p>
<p>G. How a Child Learns H. Ways to Stimulate Brain Development</p>	<p>Turn and Share: Students formulate individual responses on how children learn and ways to stimulate brain development and then turn to a partner to share their answers. Teacher calls on several random pairs to share their answers with the class.</p>	<p>Lead Questions</p>

<p>I. Development of Communication Skills</p>	<p>Four Corners: Label the four corners of the room with “Disagree, Strongly Disagree, Agree, and Strongly Agree.” As you describe components of Piaget’s Theories, have students move to section of the room that represents their point of view. Discuss their selection.</p> <p>Field Trip: Visit the library to research books that are appropriate for infants. Students develop a list of appropriate books.</p> <p>Information Sheet: Students develop an information sheet for parents on how they can stimulate brain development.</p> <p>Discussion: Students discuss the importance of the development of communication skills in infants.</p> <p>Information Sheet: Students develop an information sheet for parents on how they can stimulate brain development.</p> <p>Case Studies: Students are provided with case studies of families having newborns. Students describe how the family can meet the physical, emotional, social and intellectual developmental needs of their infant. Share Out.</p>	<p>Signs (Piaget’s Theories) Markers</p> <p>Arrangements for Field Trip Permission Slips Lead Questions</p> <p>Guidelines for Activity Computers Internet Web sites References Lead Questions Rubric</p> <p>Lead Questions</p> <p>Guidelines for Activity Computers Internet Web sites References Lead Questions Rubric</p> <p>Guidelines for Activity Computers Internet Web sites References Case Studies Rubrics</p>
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Unit Assessment:	Quick Write, Milestones Chart, Information Sheets, Case Studies, Class Participation, and Rubrics
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Unit/Course CTSO Activity:	Develop an FCCLA Gift of Reading State Project; Participate in the FCCLA Reading Story STAR Event. Students participate in STAR Events – Teach and Train, Career Investigation, Applied Technology, Early Childhood, Entrepreneurship, Focus on Children, Interpersonal Communications, Job Interview, and Life Event Planning
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Unit/Course Culminating Product:	Information Sheets
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Course Title: Child Development

Unit: 4	Toddlers
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<p>Content Standard(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</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 • Summarizing the connection between brain research and learning • Explaining the importance of reading to the toddler
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<p>Learning Objective(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</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.
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<p>Essential Question(s):</p>	<p>In what ways can parents help their toddler develop?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>IV. Toddlers</p> <p>A. Physical Needs</p> <ol style="list-style-type: none"> 1. Height, weight, posture, proportion 2. Nutritional meals and snacks 3. Large and small motor skills 4. Characteristics of children’s 	<p>Carousel Brainstorming:</p> <p>Subtopics or questions about a topic are posted throughout the room. Students gather data and brainstorm as they visit each of the topics.</p> <p>Topics include the physical needs, emotional needs, social needs, and intellectual needs of toddlers. Students should brainstorm ways that</p>	<p>References</p> <p>Poster-Size Post-Its for Brainstorming</p>

<p>clothing</p> <p>5. Toilet training</p> <p>B. Emotional Needs</p> <ol style="list-style-type: none"> 1. Emotional changes 2. Bedtime problems 3. Toilet training 4. Developing a positive self-concept <p>C. Social Needs</p> <ol style="list-style-type: none"> 1. Developing a positive self-concept 2. Discipline techniques 3. The importance of play <p>D. Intellectual Needs</p> <ol style="list-style-type: none"> 1. Discipline techniques 2. Methods of learning 3. Seven basic elements of intellectual 4. Activity 5. The importance of play <p>E. Developmental Milestones</p> <p>F. Developmental Self-Care Skills</p> <p>G. Emotional Development</p> <p>H. Importance of Friends and Play</p> <p>I. Brain Research and Learning</p> <p>J. Importance of Reading</p>	<p>caregivers help toddlers fully develop in each area.</p> <p>Group Investigation: The class is divided into teams. Teams select topics to investigate, prepare a report, and then assemble to present their findings (PowerPoint Presentation) to the entire class. Topics to include:</p> <ul style="list-style-type: none"> • Development Milestones of toddlers • Self Care Skills needed by toddlers • Emotional development of toddlers • Importance of friends and play • Brain research and learning • Importance of reading to toddlers <p>Hands-On Project: Students develop a <i>Learning Through Play</i> Project to incorporate the following developmental concepts:</p> <ul style="list-style-type: none"> • Classification – develop a family tree • Shape – draw a lineless picture 	<p>Guidelines for Activity</p> <p>Computers</p> <p>Internet</p> <p>Web sites</p> <p>References</p> <p>Software</p> <p>Lead Questions</p> <p>Rubrics</p> <p>Presentation Guidelines</p> <p>CTX</p> <p>Guidelines for Project</p> <p>Computers</p> <p>Internet</p> <p>Web sites</p> <p>References</p> <p>Rubrics</p> <p>Lead Questions</p>
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	<ul style="list-style-type: none"> • Size and Space – set the table • Number and Quantity – develop a calendar • Time – growing plants <p>Review of Literature: Review children’s books and evaluate them for use with toddlers.</p>	<p>Guidelines for Activity Rubrics Evaluation Forms Children’s Books</p>
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Unit Assessment:	PowerPoint Presentation, Reviews of Children’s Books, Rubrics, Class Discussion, and Rubrics
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Unit/Course CTSO Activity:	Members participate in the FCCLA Illustrating Story STAR Event. Members participation in other STAR Events - Chapter Service Project, Chapter Showcase, Focus on Children, Interpersonal Communication, Life Event Planning, Entrepreneurship, Applied Technology, Career Investigation, and Job Interview
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Unit/Course Culminating Product:	<i>Learning Through Play</i> Project Develop an instructional kit for teen parents recognizing and illustrating age appropriate play (include charts, examples, and sample activities that can be used as the toddler grows physically and intellectually.)
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Course/Program Credential(s): <input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input checked="" type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input checked="" type="checkbox"/> Other: CDA - Child Development Assistant Credential AAFCS Pre-Professional Assessment - Early Childhood Education, Education Careers, and Family Services

Course Title: Child Development

Unit: 5	Preschoolers
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<p>Content Standard(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</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 self-help and self-care habits • Evaluating the impact of building self-confidence in the preschool-age child • Describing language development of preschool-age children
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<p>Learning Objective(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</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.
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<p>Essential Question(s):</p>	<p>In what ways do parents help their preschoolers develop physically, emotionally, socially, and intellectually?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>V. Preschoolers</p> <ol style="list-style-type: none"> A. Physical Needs B. Emotional Needs C. Social Needs D. Intellectual Needs E. Developmental Milestones 	<p>Buzz Session: Students discuss what they know about preschoolers.</p> <p>Turn and Share: Assign passages in textbook or other resource materials to each student and have them share knowledge gained with another student. Areas to</p>	<p>Lead Questions</p> <p>Textbook or Other Resources</p> <p>Lead Questions</p>

<p>F. Importance of Nutritious Meals and Snacks</p>	<p>cover should include:</p> <ul style="list-style-type: none"> • Physical needs of preschoolers • Emotional needs of preschoolers • Social needs of preschoolers • Intellectual needs of preschoolers • Developmental milestones of preschoolers <p>Information Sheet on Nutritional Needs of Preschoolers: Students research the nutrition needs of preschoolers and develop an Information Sheet to be distributed to parents.</p> <p>Laboratory: Students plan and prepare a nutritious snack appropriate for preschoolers.</p>	<p>Guidelines for Activity Computers Internet Web sites References Rubric Lead Questions</p> <p>Snack Foods Paper Plates, Napkins, and Cups Kitchen Equipment Planning Sheets</p>
<p>G. Developing Self-Help and Self-Care Habits</p>	<p>10 + 2 Discussion: Direct instruction where the teacher presents a brief overview of preschooler self-help skills and self-care habits for ten minutes, students share and reflect for two minutes. Repeat cycle.</p> <p>Information Sheet on Self-Help and Self-Care Habits: Students research and develop an Information Sheet on how preschoolers develop self-help and self-care habits. The sheet is distributed to parents.</p>	<p>Lead Questions</p> <p>Guidelines for Information Sheet Computers Internet Web sites References Lead Questions Rubric</p>
<p>H. Building Self-Confidence</p>	<p>Brainstorm: Students brainstorm ways to build self-confidence in preschool age children. List all ideas on the board and discuss the suggestions.</p>	<p>Lead Questions</p>

<p>I. Language Development</p>	<p>Information Sheet on Self-Confidence: Students research and develop an Information Sheet on how preschoolers develop self-confidence. The sheet is distributed to parents.</p> <p>Problem Solving: Students demonstrate to their classmates how to use word games, puzzles, jokes, tongue twisters, and brainteasers with preschool children to encourage problem solving and critical thinking.</p> <p>Teacher Talk: Teacher discusses language development of preschoolers.</p> <p>Literature Review: Students read five books suitable for a four-to-six year old and write reviews.</p> <p>Information Sheet on Self-Confidence: Students research and develop an Information Sheet on how language development of preschoolers and identify 20 appropriate children's books for preschoolers. The sheet is distributed to parents.</p> <p>Art Project: Collect items from the yard and house. Pair students. Using the items from the bag, have them create an art project a preschooler could make.</p>	<p>Guidelines for Information Sheet Computers Internet Web sites References Lead Questions Rubric</p> <p>Word games, puzzles, brainteasers, etc.</p> <p>Lead Questions</p> <p>Children's Books Rubric</p> <p>Guidelines for Information Sheet Computers Internet Web sites References Lead Questions Rubric</p> <p>Bag of Items (pine cones, egg cartons, yarn, stones, fabric Art Supplies</p>
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<p>Unit Assessment:</p>	<p>Art Project, Book Evaluation, Information Sheets, Class Participation, and Rubrics</p>
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Unit/Course CTSO Activity:	Members participate in the FCCLA Illustrating Story STAR Event; Participate in the FCCLA Reading Story STAR Event. Members participate in other STAR Events – Teach and Train, Career Investigation, Applied Technology, Early Childhood, Entrepreneurship, Focus on Children, Interpersonal Communications, Job Interview, and Life Event Planning.
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Unit/Course Culminating Product:	Develop a series of self-esteem-building activities for Head-Start students Information Sheets
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<p>Course/Program Credential(s): <input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input checked="" type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree</p> <p><input checked="" type="checkbox"/> Other: CDA - Child Development Assistant Credential AAFCS Pre-Professional Assessments - Early Childhood Education, Education Careers, and/or Family Services</p>

Course Title: Child Development

Unit: 6	School-Age Children
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</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 • 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
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will:</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.
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Essential Question(s):	What parenting skills are needed to parent a school-age child?
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
VI. School-Age Children <ol style="list-style-type: none"> A. Physical Needs B. Emotional Needs C. Social Needs D. Intellectual Needs E. Developmental Milestones F. Personal Hygiene G. Connecting Competence and Self-esteem H. Relationships with Peers 	<p>Computer Research: Divide class into groups and assign them an area to research and present to the class. Presentations should be in the form of a PowerPoint Presentation. Areas include:</p> <ul style="list-style-type: none"> • Physical needs • Emotional needs • Social needs • Intellectual needs • Developmental milestones 	Guidelines for Activity Computers Internet Web sites References Rubric Lead Questions

- Personal hygiene
- Connecting competence and self-esteem
- Relationships with peers

Note-Taking:

As each group presents, students take notes.

Artifacts:

Have students bring in first or second grade school pictures. Post them around the room. Have students guess who each person is. Then bring in the present year school picture and compare. Post on a “Then and Now” bulletin board.

Homework Assignment:

Students write a set of questions to be asked on their interviews. They interview five parents to identify the greatest challenges their parents had in raising them or their siblings during the school age years. Students write summaries of their interviews and present information to the class.

Class Discussion:

Discuss how self-esteem can be impacted by their peers.

Turn and Share:

Divide into pairs and discuss how the school age child relates to their peers.

Show Time:

Students view Conflict Resolution DVD and discuss ways to resolve conflict.

Compare and Contrast:

Students write a paper comparing the school-age child with the toddler. They discuss their differences and how parenting responsibilities

Lead Questions

Guidelines for Activity

Pictures

Bulletin Board

Lead Questions

Art Supplies

Guidelines for Activity

Computers

Internet

Web sites

References

Lead Questions

Rubric

Lead Questions

Lead Questions

TV/VCR/DVD

DVD

Lead Questions

Guidelines for Activity

Computers

Internet

Web sites

References

	<p>change.</p> <p>Milestones Chart: Students develop a chart that identifies the milestones of the school-age child. Report Out.</p> <p>School-Age Children’s Guidebook: Students develop a School-Age Child Guidebook to be distributed to parents. The guidebook provides information on how to parent school-age children. Share Out.</p>	<p>Lead Questions Rubric</p> <p>Guidelines for Activity Computers Internet Web sites References Lead Questions Rubric Milestones Chart</p> <p>Guidelines for Activity Computers Internet Web sites References Lead Questions Rubric</p>
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Unit Assessment:	PowerPoint Presentation, Interview with Parents, Compare and Contrast Paper, Milestones Chart, School-Age Guidebook, Class Participation, and Rubrics
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Unit/Course CTSO Activity:	Develop an FCCLA STOP the Violence project on the effects of bullying. Member participation in other STAR Events - Chapter Service Project, Chapter Showcase, Focus on Children, Interpersonal Communication, Life Event Planning, Entrepreneurship, Applied Technology, Career Investigation, and Job Interview.
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Unit/Course Culminating Product:	Milestones Chart School-Age Children’s Guidebook
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<p>Course/Program Credential(s): <input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input checked="" type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree</p> <p><input checked="" type="checkbox"/> Other: CDA - Child Development Assistant Credential AAFCS Pre-Professional Assessments - Early Childhood Education, Education Careers, and/or Family Services</p>

Course Title: Child Development

Unit: 7	Adolescents
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <p>10. Describe physical, emotional, social, and intellectual developmental needs of the adolescent.</p> <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 own personal identity • Recognizing the importance of adolescents’ developing strong personal morals and values
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will:</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.
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Essential Question(s):	<p>In what ways can parents help adolescents cope with the changes they are experiencing? Why is good hygiene important at this stage of development?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>VII. Adolescents</p> <ol style="list-style-type: none"> A. Physical Needs B. Emotional Needs C. Social Needs D. Intellectual Needs 	<p>10 + 2 Discussion: Direct instruction where the teacher presents for ten minutes, students share and reflect for two minutes, then repeats the cycle. Topic: Adolescent changes physically, emotionally, socially and intellectually.</p> <p>Graphic Organizer (Venn Diagram): Students use a graphic organizer to identify the overlapping needs of the adolescent.</p>	<p>Lead Questions Topics</p> <p>Guidelines for Activity Computers Internet Web sites References Lead Questions Graphic Organizer</p>

<p>E. Developmental Milestones</p>	<p>Milestones Chart: Students research and develop a milestones chart on adolescence. Share Out.</p>	<p>Rubric</p> <p>Guidelines for Activity Computers Internet Web sites References Lead Questions Milestones Chart Rubric</p>
<p>F. Importance of Nutrition, Hygiene, Exercise, and Sleep</p>	<p>Guest Speaker: Invite a nutritionist, nurse, modeling-agency representative, hair stylist, personal-care specialist, etc. to discuss personal grooming and hygiene issues.</p>	<p>Arrangements for Guest Speaker Lead Questions</p>
<p>G. Development of Own Personal Identity</p>	<p>Identity Poster: Using a simple dress/shirt and pants outline, Students trace the outlines on poster board. Using magazines, drawing illustrations, word cut-outs, etc. have each student create their own identity poster. For the head: picture what you like to think about or read; for the hands and arms: what you like to do; for the heart: what you are passionate about; for the legs: what sports/activities you enjoy; for the feet: where you like to go and spend time. Put student's name on the back. Display around classroom and let students try to guess which models are their friend's.</p>	<p>Guidelines for Activity Computers Internet Web sites References Lead Questions Poster Board Art Supplies Simple Dress/Shirt and Pants Outline Rubric</p>
<p>H. Development of Strong Personal Morals and Values</p>	<p>Scenarios: Real-life problems that have arisen in life that students must solve. Teacher creates scenarios that address the multi-faceted qualities of integrity. Scenarios depict conflict where students create a solution, which depicts their morals and values.</p>	<p>Guidelines for Activity Computers Internet Web sites References Lead Questions Scenarios Rubric</p>

	<p>Parenting Teens Handbook: Students develop a handbook to describe guidelines to follow in parenting teens. Share Out.</p>	<p>Guidelines for Activity Computers Internet Web sites References Lead Questions Rubric</p>
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<p>Unit Assessment:</p>	<p>Venn Diagram, Milestones Chart, Reflection of Speaker, Identity Poster, Scenarios, Parenting Teens Handbook, Class Participation, and Rubrics</p>
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<p>Unit/Course CTSO Activity:</p>	<p>Develop an FCCLA Student Body project; Develop an FCCLA STOP the Violence project about healthy relationships. Guidelines for Activity Member participation in other STAR Events - Chapter Service Project, Chapter Showcase, Focus on Children, Interpersonal Communication, Life Event Planning, Entrepreneurship, Applied Technology, Career Investigation, and Job Interview</p>
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<p>Unit/Course Culminating Product:</p>	<p>Students design and make posters about the developmental needs of the adolescent. Display around campus. Students create a Milestones Chart. Students develop a Parenting Teens Handbook.</p>
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<p>Course/Program Credential(s): <input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input checked="" type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input checked="" type="checkbox"/> Other: CDA - Child Development Assistant Credential AAFCS Pre-Professional Assessments - Early Childhood Education, Education Careers, and/or Family Services</p>
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Course Title: Child Development

Unit: 8 **Care and Guidance of Children**

<p>Content Standard(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</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 behavior12. 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, literature13. Prepare nutritious meals for children.<ul style="list-style-type: none">• Practicing safety and sanitation techniques during food preparation• Demonstrating safe and correct use of kitchen equipment14. 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.15. Explain procedures for reporting child abuse.16. Compare factors to consider when selecting child care providers.<ul style="list-style-type: none">• Describing ways to assist children in transitioning from home to daycare to school17. Assess community support services and resources available to families with children who have special needs.<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 needs18. Determine ways to assist children with stress and family crisis.
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<p>Learning Objective(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</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 appropriate behavior.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.
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<p>E. Significance of Child-Adult Interaction</p>	<p>Observation: Have students visit mall, church, etc. and observe adult-child interaction and write observation. Have class discussion on observation and evaluate situations.</p>	<p>Observation Guidelines Lead Questions</p>
<p>F. Enrichment Activities that Optimize Learning</p>	<p>Application: Have students divide into group of six and have each student teach a game or song.</p>	<p>Guidelines for Activity Computers Internet Web sites References Rubric Finger Play for Children Children's Books Children's Song Books Children's Games</p>
<p>G. Prepare Nutritious Meals for Children</p> <ol style="list-style-type: none"> 1. Practicing safety and sanitation techniques 2. Using equipment safely and correctly 	<p>Power Point Presentation: Present information on child nutrition, meal appeal and safety in the kitchen.</p> <p>Laboratory and Research: Illustrate setting the table, and preparing a nutritious meal and snack using safe and sanitary techniques. Make a nutritious, attractive kid's cookbook and prepare a snack using recipe from book.</p>	<p>PowerPoint Presentation Computers CTX Lead Questions</p> <p>Guidelines for Activity Computers Internet Web sites References Rubric Cookbooks Lab Sheets Kitchen Equipment Food Items Table Settings Art Supplies Food Lab</p>
<p>H. Ways to Meet Children's Health and Safety Needs</p> <ol style="list-style-type: none"> 1. Safety hazards and devices 2. Safe and age-appropriate toys 3. Regular health check-ups and 	<p>Buzz Session: Divided class into two groups and have them discuss accidents that happened to each student as a child. Report the worst accident from each group to whole class.</p>	<p>Lead Questions</p>

<p>L. Community Support Services and for Meeting Needs of Children with Special Needs</p> <ol style="list-style-type: none"> 1. Needs of special children 2. Ways parents meet needs of special children 3. Approaches to educate children with special needs <p>M. Ways to Assist Children with Stress and Family Crises</p>	<p>Observation: Visit local child care centers and fill out evaluation sheets to find the one that fits their needs.</p> <p>Research: Research community and county resources for agencies that provide aid and services for children with special needs. Report Out.</p> <p>Guest Speaker: Invite a professional who works with families in crisis.</p> <p>Assumption Smashing: Students discuss their ideas about family crisis for ten minutes and smash them after reading information from textbook or Internet research.</p>	<p>Permission slips Evaluation sheets</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions</p> <p>Speaker from Crisis Services Lead Questions</p> <p>Lead Questions</p>
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Unit Assessment:	Venn Diagram, Observation Sheets, Posters, Observation of Games and Songs, Rubric for Cookbook, Fire Escape Plan, Newsletter Articles, Evaluation Sheets, Class Participation, and Rubrics
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Unit/Course CTSO Activity:	Participate in the FCCLA STAR Event Applied Technology: Develop a newsletter to be distributed to elementary school parents at a PTO meeting.
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Unit/Course Culminating Product:	Students write an article for a newsletter for parents using objectives learned in this unit to be distributed at the elementary school PTO.
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<p>Course/Program Credential(s): <input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input checked="" type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree</p> <p><input checked="" type="checkbox"/> Other: CDA - Child Development Assistant Credential AAFCS Pre-Professional Assessment - Early Childhood Education, Education Careers, and/or Family Services</p>
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Course Title: Child Development

Unit: 9	Technology and Careers
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 19. Analyze ways technology impacts and is used to study the growth and development of children. 20. Explain career options related to child development.
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 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.
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Essential Question(s):	<p>How does technology impact the lives of children? How do you prepare for careers related to working with children?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>IX. Technology and Careers</p> <p style="padding-left: 20px;">A. Impact of Technology on the Study of Human Growth and Development of Children</p>	<p>Posters: Students divide into the following five groups to create posters illustrating how technology has benefited the quality of human growth and development of children:</p> <ul style="list-style-type: none"> • Television • Communication • Computers • Food Preparation • Dealing with Special Needs <p>(More topics could be added as needed.) Each group designates a spokesperson to present the information on the poster to the class.</p>	<p>Poster Boards Markers Magazines Glue Sticks Die Cutter Computers Internet Web sites References Rubric</p>

<p>B. Career Options Related to Child Development</p>	<p>Portfolio: Students develop an accumulation of resources that will benefit them as they desire to look for a job in a child development career.</p> <ul style="list-style-type: none"> • Suggested topics and assignments may include: Explain how their interests, abilities, values, and family responsibilities affect career choices. • Written in report form the portfolio can help clarify and explain the student's interests in and personality traits that would benefit the market. • Compile a resume. • Write a cover letter. • List various methods for seeking employment. • List questions to ask during an interview. • Explain the basic interviewing process. • Describe illegal questions and how to respond to them. • Describe the rights and responsibilities of employees and employers. • Summarize the importance of finding balance among family, work, and community roles. 	<p>Guidelines for Portfolio</p> <p>Computers Internet Web sites References Rubric Lead Questions</p>
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<p>Unit Assessment:</p>	<p>Participation in Poster Project, Resume, Cover Letter, Methods for Seeking Employment, Interview Questions, Teaching Portfolio, List of Legal Questions and Appropriate Responses, and Form - Balancing between Family, Work, and Community, Rubrics, and Class Participation</p>
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<p>Unit/Course CTSO Activity:</p>	<p>Members participate in the FCCLA Career Investigation STAR Event.</p>
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<p>Unit/Course Culminating Product:</p>	<p>Portfolio.</p>
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Course/Program Credential(s): Credential Certificate Postsecondary Degree University Degree



Other: CDA - Child Development Assistant Credential

AAFCS Pre-Professional Assessment - Early Childhood Education, Education Careers, and/or Family Services