



# Park Hill School District

Building Successful Futures • Each Student • Every Day

## High School Child Growth and Development Curriculum

**Course Description:** Child Growth and Development students study the physical, intellectual, social, and emotional development of a child from conception to five years of age. This course teaches parenting and caregiving roles in relation to the developing child as well as guiding them in the learning process. The on-site preschool lab allows for actual experience in planning and implementing lessons and observing preschool children. This class is a basic foundation course for any student wanting to pursue a career in education or working with children in any capacity.

### Scope and Sequence:

Timeframe	Unit	Instructional Topics
3 weeks	Prenatal/Labor Delivery	Topic 1: Family Planning Topic 2: Prenatal Care Topic 3: Fetal Development
3 weeks	Infant Development	Topic 1: Developmental Stages Topic 2: Providing for the Infant's Needs
3 weeks	Pre-K Curriculum and Professionalism	Topic 1: Curriculum Topic 2: Observations Topic 3: Professionalism
3 weeks	Toddlers	Topic 1: Developmental Stages of Toddlers Topic 2: Providing for Toddler's Needs
2 weeks	Child Growth and Development	Topic 1: Parenting Roles and Styles Topic 2: Discipline and Positive Guidance Techniques Topic 3: Communication Skills
4 weeks	Preschoolers	Topic 1: Developmental Stages Topic 2: Preschool Assessments

# **Curriculum Revision Tracking**

**Spring, 2018**

All Units:

- Updated ISTE Standards

## Unit 1: Prenatal/ Labor Delivery

**Subject:** Child Growth and Development

**Grade:** 10-12

**Name of Unit:** Prenatal Development and Labor and Delivery

**Length of Unit:** 3 weeks

**Overview of Unit:** This unit discusses family planning and the stages of fetal development and the stages of labor and delivery.

### Priority Standards for unit:

- NSFCSE 12.1 Analyze principles of human growth and development across the lifespan.
- NSFCSE 12.2 Analyze conditions that influence human growth and development.
- NSFCSE 12.3 Analyze strategies that promote growth and development across the life span.
- NSFCSE 15.4 Analyze physical and emotional factors related to beginning the parenting process.

### Supporting Standards for unit:

- NSFCSE 15.1 Analyze roles and responsibilities of parenting.
- NSFCSE 15.2 Evaluate parenting practices that maximize human growth and development.
- NSFCSE 15.3 Evaluate external support systems that provide services for parents.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
principles of human growth and development across the life span	analyze	analyze	3
conditions that influence human growth and development	analyze	analyze	2
strategies that promote growth and development across the life span	analyze	analyze	4

physical and emotional factors related to beginning the parenting process	analyze	analyze	A3
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**Essential Questions:**

1. Why is it important to family plan and how does one know they are ready for kids?
2. Why is it important for a mother to take care of herself while she is pregnant?
3. Why is it important to understand the development that takes place in utero?

**Enduring Understanding/Big Ideas:**

1. Students will reflect on the responsibility (i.e. emotionally, financially) of raising a child. Students will understand the many components that go into raising a child such as the change in lifestyle. In addition, students will understand the act of conception.
2. Students will understand the affects the mother has on her unborn child based on lifestyle decisions. For example, healthy eating choices, smoking, alcohol and drugs. The teacher will extend this to the long-term effects. (premature birth, health consequences, long term illnesses)
3. Students will understand the development that takes place in the womb. The three trimesters and what major organs are developing in certain months, and why it is so important from the development of the fetus perspective for the mom to take care of herself.

**Unit Vocabulary:**

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none"> <li>• Birth control</li> <li>• Family planning</li> <li>• Conception</li> </ul>	<ul style="list-style-type: none"> <li>• Amnion</li> <li>• Placenta</li> <li>• Umbilical cord</li> <li>• Trimesters</li> <li>• Germinal stage</li> <li>• Embryo</li> <li>• Fetus</li> <li>• Quickening</li> <li>• Contractions</li> <li>• Labor</li> <li>• Lamaze method</li> <li>• Natural childbirth</li> </ul>

**Resources for Vocabulary Development:**

- Decker, C. A. (2016). *Child Development, Early Stages Through Age 12* (8th ed.). Castle Rock, CO: The Goodheart-Willcox Company.

## Topic 1: Family Planning

### **Engaging Experience 1**

**Title:** Family Planning Project

**Suggested Length of Time:** 2 Class periods

### **Standards Addressed**

#### *Priority:*

- NSFCSE 15.4 Analyze physical and emotional factors related to beginning the parenting process.

#### *Supporting:*

- NSFCSE 15.1 Analyze roles and responsibilities of parenting.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

**Detailed Description/Instructions:** After class review of family planning: including fertility, adoption, and contraception, students will research and apply what they know to different scenarios in order to apply different family planning options. Scenarios will be provided by the teacher, and students will then evaluate options to determine best course of action for hypothetical situations. Students will be required to research options for the scenario they have been given and give a 5-minute presentation to the class about various options and a recommended course of action.

**Bloom's Levels:** Analyze

**Webb's DOK:** 3

## Topic 2: Prenatal Care

### **Engaging Experience 1**

**Title:** Mother's to Be Guide Book

**Suggested Length of Time:** 1 class period

*Priority:*

- NSFCSE 15.4 Analyze physical and emotional factors related to beginning the parenting process.

*Supporting:*

- NSFCSE 15.2 Evaluate parenting practices that maximize human growth and development.
- NSFCSE 15.3 Evaluate external support systems that provide services for parents.

**Detailed Description/Instructions:** The students will create a guide book that discusses the importance of a healthy lifestyle choices for the mother to be, and how these choices effect the baby.

**Bloom's Levels:** Create

**Webb's DOK:** 3

## Topic 3: Fetal Development

### **Engaging Experience 1**

**Title:** Fetal development phases puzzle

**Suggested Length of Time:** 1 class period

#### **Standards Addressed**

*Priority:*

- NSFCSE 12.3 Analyze strategies that promote growth and development across the lifespan.

*Supporting:*

- NSFCSE 15.3 Evaluate external support systems that provide services for parents.

**Detailed Description/Instructions:** The students based on pictures they receive from the teacher of the developmental stages of a zygote, embryo and fetus will organize these photos based on the correct timeline. ie organizing based from 0-9 months.

**Bloom's Levels:** Create

**Webb's DOK:** 3

## Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

The students will work in groups and develop a poster. They will be assigned a month in pregnancy and illustrate and discuss what is going on with the mother and what is going on with the baby. These will be hung up on the wall to form a timeline. The students will then be asked to take notes on their own of the timeline.



## Summary of Engaging Learning Experiences for Topics

<b>Topic</b>	<b>Engaging Experience Title</b>	<b>Description</b>	<b>Suggested Length of Time</b>
Family Planning	Family Planning Project	After class review of family planning: including fertility, adoption, and contraception, students will research and apply what they know to different scenarios in order to apply different family planning options. Scenarios will be provided by the teacher, and students will then evaluate options to determine best course of action for hypothetical situations. Students will be required to research options for the scenario they have been given and give a 5-minute presentation to the class about various options and a recommended course of action.	2 Class periods
Prenatal Care	Mother's to Be Guide Book	The students will create a guide book that discusses the importance of a healthy lifestyle choices for the mother to be, and how these choices affect the baby.	1 class period
Fetal Development	Fetal development phases puzzle	The students based on pictures they receive from the teacher of the developmental stages of a zygote, embryo and fetus will organize these photos based on the correct timeline. ie organizing based from 0-9 months.	1 class period

## Unit 2: Infant Development

**Subject:** Child Growth and Development

**Grade:** 10-12

**Name of Unit:** Infants

**Length of Unit:** 3 weeks

**Overview of Unit:** Developmental stages of Infants

### Priority Standards for unit:

- NSFCSE 12.1 Analyze principles of human growth and development across the life span.
- NSFCSE 12.2 Analyze conditions that influence human growth and development.
- NSFCSE 12.3 Analyze strategies that promote growth and development across the lifespan.

### Supporting Standards for unit:

- NSFCSE 15.1 Analyze roles and responsibilities of parenting.
- NSFCSE 15.2 Evaluate parenting practices that maximize human growth and development.
- NSFCSE 15.3 Evaluate external support systems that provide services for parents.
- NSFCSE 15.4 Analyze physical and emotional factors related to beginning the parenting process.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
principles of human growth and development across the life span	Analyze	Analyze	2
conditions that influence human growth and development	Analyze	Analyze	3
strategies that promote growth and development across the life span	Analyze	Analyze	4

### Essential Questions:

1. Why is it so important to understand the development of an infant?
2. How do you care for an infant?

**Enduring Understanding/Big Ideas:**

1. Students will understand what development takes place in the first year of life, in the areas of physical, intellectual, social and emotional development.
2. Students will demonstrate knowledge and an understanding of how to care for an infant, i.e. changing diapers and clothes, feeding an infant, stimulating an infant for growth and development, and basic health needs.

**Unit Vocabulary:**

Academic Cross-Curricular Words	Content/Domain Specific
Reflexes Crawl Ossification Stimuli	Milestones Gross motor Fine motor Colic Solids Weaning Cognition Memory Perceptual learning Sensorimotor

**Resources for Vocabulary Development:**

Decker, C. A. (2016). *Child Development, Early Stages Through Age 12* (8th Ed.). Castle Rock, CO: The Goodheart-Willcox Company.

## Topic 1: Developmental Stages

### **Engaging Experience 1**

**Title:** Baby First Year Timeline

**Suggested Length of Time:** 2 Class periods

#### **Standards Addressed**

*Priority:*

- NSFCSE 12.1 Analyze principles of human growth and development across the life span.

*Supporting:*

- NSFCSE 15.1 Analyze roles and responsibilities of parenting.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

**Detailed Description/Instructions:** The students will be divided up into 9 groups each given a month in infant development to research and asked to complete a developmental chart for that month and this will be pieced together and posted on the wall and the students will be asked to share out the information for that month.

**Bloom's Levels:** Create

**Webb's DOK:** 2

## Topic 2: Providing for the Infant's Needs

### **Engaging Experience 1**

**Title:** Cost of having a baby

**Suggested Length of Time:** 1 class period

#### **Standards Addressed**

*Priority:*

- NSFCSE 12.2 Analyze conditions that influence human growth and development.

*Supporting:*

- NSFCSE 15.3 Evaluate external support systems that provide services for parents.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

**Detailed Description/Instructions:** The students will be given a list of necessary items and additional items to find the cost of, they will also be given a budget by the teacher that they have to make sure they stay within. They are able to use any resources online to find the cost of the items. This allows them to see how expensive a baby can be in the first year of life.

**Bloom's Levels:** Evaluate

**Webb's DOK:** 2

## Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

The students will be completing an Infant demonstration and PowerPoint presentation. They will be given an assigned topic, i.e. diapering an infant, clothing an infant, exercises for an infant, feeding an infant solid foods and bottle feeding, placing an infant in a car seat. They will be asked to research and give a demonstration and presentation on how to complete these tasks along with facts and information.

## Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Developmental Stages	Baby first year timeline	The students will be divided up into 9 groups each given a month in infant development to research and asked to complete a developmental chart for that month and this will be pieced together and posted on the wall and the students will be asked to share out the information for that month.	2 class periods
Providing for the Infant's Needs	Cost of Having a baby	The students will be given a list of necessary items and additional items to find the cost of, they will also be given a budget by the teacher that they have to make sure they stay within. They are able to use any resources online to find the cost of the items. This allows them to see how expensive a baby can be in the first year of life.	1 class period

## Unit 3: Pre-K Curriculum and Professionalism

**Subject:** Child Growth and Development

**Grade:** 10-12

**Name of Unit:** Curriculum and Preschool Lab

**Length of Unit:** 3 weeks

**Overview of Unit:** This unit provides them with the background knowledge they need to teach the preschoolers and run a preschool program.

### Priority Standards for unit:

- NSFCSE 4.3 Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.
- NSFCSE 4.4 Demonstrate a safe and healthy learning environment for children.
- NSFCSE 4.5 Demonstrate techniques for positive collaborative relationships with children.
- NSFCSE 4.6 Demonstrate professional practices and standards related to working with children.

### Supporting Standards for unit:

- NSFCSE 4.1 Analyze career paths within early childhood, education & related services.
- NSFCSE 4.2 Analyze developmentally appropriate practices to plan for early childhood, education, and services.

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
integration of curriculum and instruction to meet children's developmental needs and interests	Demonstrate	apply	3
a safe and healthy learning environment for children	Demonstrate	apply	2
techniques for positive collaborative relationships with children	Demonstrate	apply	3
professional practices and standards related to working with children	Demonstrate	apply	3

### Essential Questions:

1. What makes a good curriculum and why are lesson plans important?
2. Why is it important to observe a preschooler?
3. Why is it important to learn professional skills when creating a preschool program?



**Enduring Understanding/Big Ideas:**

1. Students will understand that curriculum is the important ideas, skills and concepts that we want to teach our preschoolers to better prepare them for kindergarten. Students will be able to research, create, develop and implement lesson plans.
2. Students will be able to recognize milestones that preschoolers should be able to improve on and master based on where they should be developmentally.
3. Students will learn professional skills and be able to create and safe and nurturing learning environment.

**Unit Vocabulary:**

Academic Cross-Curricular Words	Content/Domain Specific
Curriculum Lesson plan Observation	Direct learning experiences Field sensitive Field independent Visual learner Auditory learner Theme Concept Goal Objective

**Resources for Vocabulary Development:**

Herr, J. (2016). *Working with Young Children* (8th Ed.). Tinley Park, IL: The Goodheart-Willcox Company.

## Topic 1: Curriculum

### **Engaging Experience 1**

**Title:** Creating a lesson plan for preschool lab

**Suggested Length of Time:** 2 class periods

#### **Standards Addressed**

*Priority:*

- NSFCSE 4.3 Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.

*Supporting:*

- NSFCSE 4.2 Analyze developmentally appropriate practices to plan for early childhood, education, and services.

**Detailed Description/Instructions:** Based on a schedule the teacher gives them and the different subject areas the students will create a lesson plans for the preschoolers. The lesson plan form includes, goals, objectives, materials needed, detailed list of events, open ended questions and an evaluation piece.

**Bloom's Levels:** Understand

**Webb's DOK:** 3

## Topic 2: Observations

### **Engaging Experience 1**

**Title:** Subjective and objective observations

**Suggested Length of Time:** 45 Minutes

#### **Standards Addressed**

*Priority:*

- NSFCSE 4.6 Demonstrate professional practices and standards related to working with children.

*Supporting:*

- NSFCSE 4.2 Analyze developmentally appropriate practices to plan for early childhood, education, and services.

**Detailed Description/Instructions:** The students will be given a list and a scenario and have to separate out what is a subjective comment verses an objective comment. This gives them practice for when they observe their assigned preschooler. It is extremely important they learn what is a fact-based observation verses and opinion based observation.

**Bloom's Levels:** Apply

**Webb's DOK:** 3

## Topic 3: Professionalism

### **Engaging Experience 1**

**Title:** Childcare professional Guest Speaker or Preschool Program Director

**Suggested Length of Time:** 1 Class period

#### **Standards Addressed**

##### *Priority:*

- NSFCSE 4.5 Demonstrate techniques for positive collaborative relationships with children.
- NSFCSE 4.6 Demonstrate professional practices and standards related to working with children.

##### *Supporting:*

- NSFCSE 4.1 Analyze career paths within early childhood, education & related services.

**Detailed Description/Instructions:** The teacher will invite a guest speaker from a childcare center and or a preschool program director. This will give the students an opportunity outside of the classroom to get information on careers and professionalism when working in early childhood education. The students will complete a guest speaker questionnaire and summarize what they have learned.

**Bloom's Levels:** Analyze

**Webb's DOK:** 2

## Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

The students will be creating lesson plans for the preschool lab. Most will create 15 total lesson plans to be taught over the course of 10 weeks. The students will be given a lab schedule, they will create plans in the areas of Language Arts, Art, Dramatic play, Science, Math and Blocks and Active play. They will research and create these the four days prior to when preschool lab begins. They alternate every other week by teaching one week and observing a preschooler the next and back a forth for the 10 weeks.

## Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Curriculum	Creating a lesson plan for preschool lab	Based on a schedule the teacher gives them and the different subject areas the students will create a lesson plans for the preschoolers. The lesson plan form includes, goals, objectives, materials needed, detailed list of events, open ended questions and an evaluation piece.	2 class periods
Observations	Subjective and objective observations	The students will be given a list and a scenario and have to separate out what is a subjective comment verses an objective comment. This gives them practice for when they observe their assigned preschooler. It is extremely important they learn what is a fact-based observation verses and opinion-based observation.	45 minutes
Professionalism	Childcare professional Guest Speaker or Preschool Program Director	The teacher will invite a guest speaker from a childcare center and or a preschool program director. This will give the students an opportunity outside of the classroom to get information on careers and professionalism when working in early childhood education. The students will complete a guest speaker questionnaire and summarize what they have learned.	1 class period

## Unit 4: Toddlers

**Subject:** Child Growth and Development

**Grade:** 10-12

**Name of Unit:** Toddler Developmental Unit

**Length of Unit:** 3 weeks

**Overview of Unit:** This unit goes through the developmental stages of a toddler in the areas of physical, intellectual, social and emotional development.

**Priority Standards for unit:**

- NSFCSE 12.1 Analyze principles of human growth and development across the lifespan.
- NSFCSE 12.2 Analyze conditions that influence human growth and development.
- NSFCSE 12.3 Analyze strategies that promote growth and development across the lifespan.

**Supporting Standards for unit:**

- NSFCSE 15.1 Analyze roles and responsibilities of parenting.
- NSFCSE 15.2 Evaluate parenting practices that maximize human growth and development.
- NSFCSE 15.3 Evaluate external support systems that provide services for parents.
- NSFCSE 15.4 Analyze physical and emotional factors related to beginning the parenting process.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
principles of human growth and development across the lifespan	Analyze	Analyze	2
conditions that influence human growth and development	Analyze	Analyze	3
strategies that promote growth and development across the lifespan	Analyze	Analyze	4

**Essential Questions:**

1. Why is it important to understand the development of a toddler?
2. How do you provide for the developmental needs of a toddler?

**Enduring Understanding/Big Ideas:**

1. Students will understand the development of a toddler in the areas of physical, intellectual, social and emotional development as far as milestones they should each month, i.e. crawling to walking, from simple words to two word sentences, dealing with temper tantrums, and going from solitary play to parallel play.
2. Students will learn how to create an environment that will help them care for and nurture new skills toddlers are learning. For example, self-feeding, toilet training, giving options.

**Unit Vocabulary:**

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none"><li>● Developmental</li><li>● Eye-hand coordination</li><li>● self-esteem</li></ul>	<ul style="list-style-type: none"><li>● Dexterity</li><li>● Regression</li><li>● Mental imagery</li><li>● Solitary play</li><li>● Deferred</li><li>● Temper-tantrum</li><li>● Autonomy</li></ul>

**Resources for Vocabulary Development:**

- Decker, C. A. (2016). *Child Development, Early Stages Through Age 12* (8th Ed.). Castle Rock, CO: The Goodheart-Willcox Company.



## Topic 1: Developmental Stages of Toddlers

### **Engaging Experience 1**

**Title:** Ability Activity

**Suggested Length of Time:** 45 Minutes

### **Standards Addressed**

*Priority:*

- NSFCSE 12.2 Analyze conditions that influence human growth and development.

*Supporting:*

- NSFCSE 15.4 Analyze physical and emotional factors related to beginning the parenting process.

**Detailed Description/Instructions:** The students are asked to do four different activities that help them relate to being a toddler, crawl on the floor while getting patted on the head, put together a simple puzzle with eyes shut, draw a picture of a house with opposite hand, look at the picture in the mirror and cut the drawing of the house out. They are asked to write down how they felt while they were doing these different activities and who it relates to being a toddler and what as a parent they could do to help develop the skills necessary to improve the child's skills.

**Bloom's Levels:** Analyze

**Webb's DOK:** 2

## Topic 2: Providing for Toddler's Needs

### **Engaging Experience 1**

**Title:** As They Grow Article

**Suggested Length of Time:** 1 class period

#### **Standards Addressed**

*Priority:*

- NSFCSE 12.3 Analyze strategies that promote growth and development across the life span.

*Supporting:*

- NSFCSE 15.2 Evaluate parenting practices that maximize human growth and development.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

**Detailed Description/Instructions:** The students will be writing an article for a parent's magazine. This article will cover the development of a child ages 12 months to 3 years old. In this article they will discuss age appropriate emotional, social, physical, and intellectual behaviors. Include at least five activities parents can do to encourage development in these areas as well as five to ten tips to remember. The article should be at least 500 words in length and include visuals. The paper will be graded on the quality of your information as well as your presentation. You may use your textbook and/or the internet to complete this assignment.

**Bloom's Levels:** Analyze

**Webb's DOK:** 4

## Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will create a PowerPoint using chapters 11, 12, and 13 and using their own research. You will have a minimum of 9 slides and a maximum of 15. These are areas in which Toddlers and caregivers need support. They will do the following....

- List 8 tips that will be helpful in making the toilet training process easier and less stressful for adults and toddlers.
- List 5 tips to remember in dressing toddlers.
- List 5 tips to remember to make bedtime an easier transition for both the toddler and the caregiver.
- Plan a single day menu for a toddler using the food pyramid guidelines and suggested servings. (Breakfast, lunch, dinner and two snacks)
- List four tips a caregiver should remember when dealing with the hygiene of a toddler. (Bathing and dental)
- List one example of a sensory activity a toddler can do in each area. (5 senses, smell, sight, hearing, taste and touch)
- List 5 tips for handling a toddler's emotions.
- Give 3 activities you can do with a toddler to encourage problem solving skills.

## Summary of Engaging Learning Experiences for Topics

<b>Topic</b>	<b>Engaging Experience Title</b>	<b>Description</b>	<b>Suggested Length of Time</b>
Developmental Stages of Toddlers	Ability Activity	The students are asked to do four different activities that help them relate to being a toddler, crawl on the floor while getting patted on the head, put together a simple puzzle with eyes shut, draw a picture of a house with opposite hand, look at the picture in the mirror and cut the drawing of the house out. They are asked to write down how they felt while they were doing these different activities and who it relates to being a toddler and what as a parent they could do to help develop the skills necessary to improve the child's skills.	1 class period
Providing for Toddler's Needs	As They Grow Article	The students will be writing an article for a parent's magazine. This article will cover the development of a child ages 12 months to 3 years old. In this article they will discuss age appropriate emotional, social, physical, and intellectual behaviors. Include at least five activities parents can do to encourage development in these areas as well as five to ten tips to remember. The article should be at least 500 words in length and include visuals. The paper will be graded on the quality of your information as well as your presentation. You may use your textbook and/or the internet to complete this assignment.	1 class period

## Unit 5: Parenting/ Discipline

**Subject:** Child Growth and Development

**Grade:** 10-12

**Name of Unit:** Parenting and Discipline

**Length of Unit:** 2 weeks

**Overview of Unit:** This unit discusses parent roles in reference to parenting styles. It reviews discipline methods and researching positive guidance techniques and communicating with your children.

### Priority Standards for unit:

- NSFCSE 15.1 Analyze roles and responsibilities of parenting.
- NSFCSE 15.2 Evaluate parenting practices that maximize human growth and development.
- NSFCSE 15.3 Evaluate external support systems that provide services for parents.
- NSFCSE 15.4 Analyze physical and emotional factors related to beginning the parenting process.

### Supporting Standards for unit:

- NSFCSE 12.1 Analyze principles of human growth and development across the lifespan.
- NSFCSE 12.2 Analyze conditions that influence human growth and development.
- NSFCSE 12.3 Analyze strategies that promote growth and development across the lifespan.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
roles and responsibilities of parenting	Analyze	Analyze	3
parenting practices that maximize human growth and development	Evaluate	Evaluate	3
external support systems that provide services for parents	Evaluate	Evaluate	3

physical and emotional factors related to beginning the parenting process	Analyze	Analyze	3
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**Essential Questions:**

1. Why is it important to learn the parenting styles?
2. Why are positive guidance techniques essential to learn and use?
3. Why is it important to communicate based on the development level of the child?

**Enduring Understanding/Big Ideas:**

1. Students will understand what the different parenting styles are and when is an appropriate time to use each of them. For example, when you have an infant or toddler it is appropriate to use a more authoritarian parenting style because they do not understand consequences or cause and effect.
2. Students will research and learn about a positive guidance technique that they can apply in disciplining a child or every day interacting with a child. For example, positive reinforcement and how to use it.
3. Students will learn that the way they communicate using discipline or a positive guidance technique has to change and adapt to the child's developmental level.

**Unit Vocabulary:**

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none"> <li>● Discipline</li> </ul>	<ul style="list-style-type: none"> <li>● Positive Guidance</li> <li>● Authoritarian</li> <li>● Authoritative</li> <li>● Permissive</li> <li>● Over parenting</li> <li>● Socialize</li> </ul>

**Resources for Vocabulary Development:**

- Decker, C. A. (2016). *Child Development, Early Stages Through Age 12* (8th Ed.). Castle Rock, CO: The Goodheart-Willcox Company.

## Topic 1: Parenting Roles and Styles

### **Engaging Experience 1**

**Title:** Defining and discussing parenting roles and styles

**Suggested Length of Time:** 1 Class period

#### **Standards Addressed**

*Priority:*

- NSFCSE 15.1 Analyze roles and responsibilities of parenting.

*Supporting:*

- NSFCSE 12.2 Analyze conditions that influence human growth and development.

**Detailed Description/Instructions:** The students define each of the different parenting styles, when is an appropriate age to use and what their opinion of that style is, this is done individually and in groups and then discussed in a large group. List and discuss how parenting roles have changed over the years.

**Bloom's Levels:** Analyze

**Webb's DOK:** 2

## Topic 2: Discipline and Positive Guidance Techniques

### **Engaging Experience 1**

**Title:** Positive Guidance Research Project

**Suggested Length of Time:** 1 Class period

#### **Standards Addressed**

##### *Priority:*

- NSFCSE 15.2 Evaluate parenting practices that maximize human growth and development.
- NSFCSE 15.3 Evaluate external support systems that provide services for parents.

##### *Supporting:*

- NSFCSE 12.3 Analyze strategies that promote growth and development across the lifespan.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

**Detailed Description/Instructions:** The students will research and create a presentation about a positive guidance technique, and they will present their information to the class. The teacher has listed possibly options for topics.

**Bloom's Levels:** Analyze

**Webb's DOK:** 3



## Topic 3: Communication Skills

### **Engaging Experience 1**

**Title:** Clear talking

**Suggested Length of Time:** 45 Minutes

#### **Standards Addressed**

*Priority:*

- NSFCSE 15.1 Analyze roles and responsibilities of parenting.

*Supporting:*

- NSFCSE 12.3 Analyze strategies that promote growth and development across the lifespan.

**Detailed Description/Instructions:** The students will be given handouts that go with a PowerPoint the teacher will be giving and they students will have class discussions about different methods of clear talking with children. Using both small and large group discussions, the teacher will hand out scenarios to each table to share what clear talking method they would use in that discipline situation.

**Bloom's Levels:** Analyze

**Webb's DOK:** 2

## Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

The students will work in groups collaboratively to create a discipline method of their own based on research and information they have gathered themselves or been given by the teacher. They will have to share this discipline method to the rest of the class. The class will then have to do a four corners activity and agree, disagree, somewhat agree and somewhat disagree with this method and say why or why not?

## Summary of Engaging Learning Experiences for Topics

<b>Topic</b>	<b>Engaging Experience Title</b>	<b>Description</b>	<b>Suggested Length of Time</b>
Parenting Roles and Styles	Defining and discussing parenting roles and styles	The students define each of the different parenting styles, when is an appropriate age to use and what their opinion of that style is, this is done individually and in groups and then discussed in a large group. List and discuss how parenting roles have changed over the years.	1 class period
Discipline and Positive Guidance Techniques	Positive Guidance Research Project	The students will research and create a PowerPoint on a positive guidance technique, they will present their information to the class. The teacher has listed possibly options for topics.	1 class period
Communication Skills	Clear Talking	The students will be given handouts that go with a PowerPoint the teacher will be giving and they students will have class discussions about different methods of clear talking with children. Using both small and large group discussions, the teacher will hand out scenarios to each table to share what clear talking method they would use in that discipline situation.	45 minutes

## Unit 6: Preschoolers

**Subject:** Child Growth and Development

**Grade:** 10-12

**Name of Unit:** Preschool Development

**Length of Unit:** 4 weeks

**Overview of Unit:** Preschoolers Growth and Development

### Priority Standards for unit:

- NSFCSE 12.1 Analyze principles of human growth and development across the life span.
- NSFCSE 12.2 Analyze conditions that influence human growth and development.
- NSFCSE 12.3 Analyze strategies that promote growth and development across the life span.

### Supporting Standards for unit:

- NSFCSE 15.1 Analyze roles and responsibilities of parenting.
- NSFCSE 15.2 Evaluate parenting practices that maximize human growth and development.
- NSFCSE 15.3 Evaluate external support systems that provide services for parents.
- NSFCSE 15.4 Analyze physical and emotional factors related to beginning the parenting process.
- ISTE 3 - Research and Information Fluency Students apply digital tools to gather, evaluate, and use information.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
principles of human growth and development across the life span	Analyze	Analyze	3
conditions that influence human growth and development	Analyze	Analyze	2
strategies that promote growth and development across the life span	Analyze	Analyze	4

### Essential Questions:

1. How do you provide for the developmental needs of a preschooler?
2. Why is it important to create and implement assessments for preschoolers?

**Enduring Understanding/Big Ideas:**

1. Students will understand the developmental milestones of an average preschooler and be able to apply that knowledge in creating developmental flyers that they will place in their preschool portfolio. These will help them to understand activities that they can do with preschoolers to help them improve in the areas of physical, intellectual, social and emotional development.
2. Students will understand and apply what they learn about preschoolers' developmental milestones and create and implement assessments to the preschoolers in the preschool program.

**Unit Vocabulary:**

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none"><li>● Balance</li><li>● Rotation</li><li>● Weight</li><li>● Literacy</li><li>● Emotional</li></ul>	<ul style="list-style-type: none"><li>● Manipulate</li><li>● Static balance</li><li>● Weight shift</li><li>● Egocentrism</li><li>● Intuitive substage</li><li>● Preconceptual substage</li><li>● Preoperational stage</li><li>● Reasoning</li><li>● Gender-role</li><li>● Moral development</li></ul>

**Resources for Vocabulary Development:**

- Decker, C. A. (2016). *Child Development, Early Stages Through Age 12* (8th Ed.). Castle Rock, CO: The Goodheart-Willcox Company.

## Topic 1: Developmental Stages

### **Engaging Experience 1**

**Title:** Preschoolers Developmental Flyers

**Suggested Length of Time:** 2 Class periods per area: Physical, Intellectual, Language, Social and Emotional are combined.

### **Standards Addressed**

#### *Priority:*

- NSFCSE 12.1 Analyze principles of human growth and development across the life span.

#### *Supporting:*

- NSFCSE 15.2 Evaluate parenting practices that maximize human growth and development.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

**Detailed Description/Instructions:** The students will research information and develop flyers that are based on the five developmental areas, physical, intellectual, language, social and emotional are combined into one. Each area requires research the listing of milestones, ways to help preschoolers achieve these milestones, vocabulary, and resources for parents.

**Bloom's Levels:** Analyze

**Webb's DOK:** 3

## Topic 2: Preschool Assessments

### **Engaging Experience 1**

**Title:** Creating and selecting assessments

**Suggested Length of Time:** 1 Class period

**Standards Addressed**

*Priority:*

- Analyze principles of human growth and development across the lifespan.

*Supporting:*

- Evaluate external support systems that provide services for parents

**Detailed Description/Instructions:** The students will be creating and selecting assessments based on examples from the teacher or that they have created themselves. These assessments help gauge where the preschooler is at developmentally in the area of different sets of skills. Examples would be recognizing letters, colors, shapes, and numbers. Showing cutting and pasting skills, being able to trace lines, letters and shapes.

**Bloom's Levels:** Analyze

**Webb's DOK:** 3

### **Engaging Experience 2**

**Title:** Assessing preschoolers

**Suggested Length of Time:** 1 Lab class period

**Standards Addressed**

*Priority:*

- Analyze principles of human growth and development across the lifespan.

*Supporting:*

- Evaluate external support systems that provide services for parents.

**Detailed Description/Instructions:** The students will use assessments that they have created or selected and in preschool lab they will assess the preschooler they have observed that semester.

**Bloom's Levels:** Analyze

**Webb's DOK:** 3

## Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

The students will create a portfolio over the period of 10 weeks of lab. The portfolio is based off a preschooler they have been assigned by the teacher. They will collect various items over the semester including, lesson plans, observations, work samples, skills checklist, assessments, their flyers they created in this unit. All of these items will be placed in a portfolio. These portfolios will then be given to the preschooler's parents at the end of the semester.



## Summary of Engaging Learning Experiences for Topics

<b>Topic</b>	<b>Engaging Experience Title</b>	<b>Description</b>	<b>Suggested Length of Time</b>
Developmental Stages	Preschoolers Developmental Flyers	The students will research information and develop flyers that are based on the five developmental areas, physical, intellectual, language, social and emotional are combined into one. Each area requires research the listing of milestones, ways to help preschoolers achieve these milestones, vocabulary, and resources for parents.	2 class periods per area
Preschool Assessments	Creating and Selecting Assessments	The students will be creating and selecting assessments based on examples from the teacher or that they have created themselves. These assessments help gauge where the preschooler is at developmental in the area of different sets of skills. Examples would be recognizing letters, colors, shapes, and numbers. Showing cutting and pasting skills, being able to trace lines, letters and shapes.	1 class period
Preschool Assessments	Assessing Preschoolers	The students will use assessments that they have created or selected and in preschool lab they will assess the preschooler they have observed that semester.	1 Lab class period

# Unit of Study Terminology

**Appendices:** All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

**Assessment Leveling Guide:** A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.