## Strand

<table>
<thead>
<tr>
<th>Standards</th>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Evaluate factors that influence child development</td>
<td>1. Evaluate factors:</td>
</tr>
<tr>
<td></td>
<td>• that can influence child development</td>
</tr>
<tr>
<td></td>
<td>• influencing their own development</td>
</tr>
</tbody>
</table>

### Alignments:
- CCSS: 11-12.WHST.2a
- Performance: 1.6, 4.3
- Knowledge: (CA) 4
- HEGLE: FIS.2.A
- NSFACS: 6.1, 13.1, 15.1
- NETS: N/A
- DOK: 4

### Instructional Strategies

- Small group discussion/evaluation/sharing of:
  - TV families:
    - structures
    - cycle
    - advantages
    - disadvantages
    - of example families
  - how games and activities influence the 5 types of development
- Complete the Family Challenges worksheet by evaluating family situations
- Students will complete a teacher created:
  - Family Album foldable
  - Personal Development paper
- Notes/lecture with teacher created Power Points: Why We Study Child Development and Families
  - Student note taking
  - Teacher led class discussion
### Assessments/Evaluations

- Assess using a scoring guide:
  - Teacher created Personal Development Paper
  - Family Challenges worksheet
  - Teacher created:
    - Family Album foldable
    - Chapter 1 and 2 assessment

Mastery: 80%

### Sample Assessment Questions

- Explain 3 factors in your life that have influenced your development
- Identify one children’s game and explain how it would promote development in all 5 areas

### Instructional Resources/Tools

- Chapters 1 and 2 note guides
- Foldable supplies
- Developing Child textbook

### Literacy Connections

- Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes
  a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension

### Cross Curricular Connections

- Psychology
- Science: Anatomy/Physiology
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</thead>
<tbody>
<tr>
<td>B. Investigate changes, adaptations, and responsibilities needed for parenting roles</td>
<td></td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Investigate the adaptations and responsibilities associated with parenting</td>
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<td></td>
<td></td>
<td>• Evaluate the additional problems associated with teen parenting</td>
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<tr>
<td></td>
<td></td>
<td>• Investigate sexually transmitted infections (STI) and the possible birth defects associated with them</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Complete the Baby Simulator project</td>
</tr>
</tbody>
</table>

**Alignments:**
- CCSS: 11-12.RST.4; 11-12.RST.7; 11-12.WHST.7
- Performance: 1.4, 3.1, 3.4
- Knowledge: (H/PE) 3 (MA) 1
- HEGLE: FIS.2.C
- NSFACS: 15.1.2
- NETS: 3b,c
- DOK: 4
### Instructional Strategies

- Cooperative learning in pairs for STI research
- Internet research on STIs to complete a chart on:
  - symptoms
  - effects
  - treatment
- Baby simulator project for students to experience the situation of a teen parent
- Scenarios presented in Parenting Challenges worksheet for students to evaluate and discuss possible solutions
- Parent interview to discuss with parents the choices and challenges of parenting
- Notes/lecture with teacher created PowerPoint: Teen Pregnancy
  - Student note taking
  - Teacher led class discussion

### Assessments/Evaluations

- Assessed using a scoring guide:
  - District resource:
    - Baby Simulator project
    - Teen Parenting Challenges worksheet
  - Teacher created:
    - STI research
    - Chapter 4 assessment
- Teacher created Parent Interview – assessed using a checklist

Mastery: 80%

### Sample Assessment Questions

- Research the list of STIs and find symptoms, transmissions, cures, and long-term effects
- How would you react if you had to give up the freedom of your normal activities to care for a child?
### Instructional Resources/Tools

- Chapter 4 note guide
- Computers/Internet
- www.yourstdhelp.com
- Baby simulators
- *Developing Child* textbook

### Literacy Connections

- Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics
- Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem
- Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

### Cross Curricular Connections

- Health/Science: Diseases
- Social Studies: Relationships of Individuals and Groups to Institutions and Traditions
- ELA: Research
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</table>
| C. | Summarize reproductive systems, the fertilization process, fertility problems, and prenatal development | 1. Summarize:  
  • the fertilization process  
  • options for infertility  
  • the 3 stages of fetal development and the growth that occurs in each stage |

**Alignments:**
CCSS: 11-12.W.2a-b; 11-12.RST.2  
Performance: 3.1  
Knowledge: (CA) 6 (H/PE) 1  
HEGLE: FIS.1.K  
NSFACS: 15.2.1, 15.4.1  
NETS: N/A  
DOK: 2

**Instructional Strategies**
- Student created graphic organizer to summarize:  
  • conception  
  • prenatal development  
- Students will complete a note guide as they watch the Conception to Birth video  
- Fertility Options worksheet to review conception and infertility options  
- Notes/lecture with teacher created PowerPoint: Conception and Prenatal Development  
  • Student note taking  
  • Teacher led class discussion
### Assessments/Evaluations

- Assessed using a scoring guide:
- Teacher created:
  - Prenatal foldable
  - Chapter 5 assessment
- District resource Fertility Options review
- Conception to Birth video note guide

Mastery: 80%

### Sample Assessment Questions

- Explain in-vitro fertilization
- Where does fertilization occur?

### Instructional Resources/Tools

- Conception to Birth DVD
- Chapter 5 note guide
- Foldable supplies
- Developing Child textbook

### Literacy Connections

- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content
  a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension
  b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic
- Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms
Cross Curricular Connections

- Health/Science: Body Systems
**Strand**

<table>
<thead>
<tr>
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</thead>
</table>
| D. Identify factors that affect pregnancy and cause birth defects | 1. Explain:  
  • the effects of substance abuse on pregnancy  
  • genetic and environmental factors that affect pregnancy |

**Alignments:**

CCSS: 11-12.RST.2  
Performance: 1.6, 1.8, 3.1, 4.7  
Knowledge: (HP) 3  
HEGLE: RAR.1.F  
NSFACS: 15.4.1  
NETS: N/A  
DOK: 2

**Instructional Strategies**

- Cooperative learning: Small groups will study assigned birth defects and share with the class to complete graphic organizers  
- Student created graphic organizers to summarize:  
  • conception  
  • prenatal development  
- Help This Unborn Child review sheet with scenarios to evaluate actions during pregnancy  
- Notes/lecture with teacher created PowerPoint: Conception and Prenatal Development  
  • Student note taking  
  • Teacher-led class discussion

**Assessments/Evaluations**

- Assessed using a scoring guide:  
  • District resource Help This Unborn Child worksheet  
  • Teacher created:  
    • Chapter 5 assessment  
    • Prenatal foldable

Mastery: 80%
## Sample Assessment Questions

- Explain the cause and effects of Fetal Alcohol Syndrome
- Alcohol affects what organ of the prenatal infant most?

## Instructional Resources/Tools

- Prenatal Foldable supplies
- Birth defect graphic organizer
- Chapter 5 note guide
- Conception to Birth DVD
- *Developing Child* textbook

## Literacy Connections

- Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms

## Cross Curricular Connections

- Health/Science: Substance abuse
- Science: Anatomy/Biology
<table>
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</thead>
</table>
| E. Evaluate and recognize appropriate activities and decisions during pregnancy | 1. Evaluate:  
- the proper nutrition requirements for a pregnant woman  
- financial choices for expecting parents  
- labor and delivery choices  
- Recognize possible discomforts and complications of pregnancy |

**Alignments:**
CCSS: 11-12.RST.7  
Performance: 1.7, 1.8, 3.1, 3.2, 3.5  
Knowledge: (H/PE) 5,6  
NSFACS: 2.1.3, 15.3.2, 15.4.1  
NETS: 3d  
DOK: 3

**Instructional Strategies**
- Student pairs will:  
  - conduct internet research on First Year financial cost  
  - prepare poster explaining prenatal nutrition and health tips  
  - evaluate and construct a menu for a pregnant woman for 1 week following nutrition guidelines  
  - Cooperative learning to evaluate cost of diapers for the first year of life  
  - Complete the Labor and Delivery Options worksheet to evaluate personal choices  
  - Notes/lecture with teacher created PowerPoint: Pregnancy  
    - Student note taking  
    - Teacher led class discussion
### Assessments/Evaluations
- Assessed using a scoring guide:
  - Teacher created:
    - Cost of Diapers
    - Prenatal Nutrition activity
    - Chapter 6 Assessment
  - District resource Labor and Delivery Options worksheet
- Teacher created Cost of Baby’s First Year project – assessed using a checklist

Mastery: 80%

### Sample Assessment Questions
- List 5 ways you can control costs when preparing for a baby
- List 5 things a couple should discuss before the baby arrives

### Instructional Resources/Tools
- Computers/Internet
- Chapter 6 note guide
- MyPlate for pregnancy handout
- *Developing Child* textbook

### Literacy Connections
- Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem

### Cross Curricular Connections
- Health: Nutrition
- Science: Anatomy/Biology
- ELA: Research
### Standards

F. Explain the process of labor and delivery

### Learning Targets

1. Explain the 3 stages of labor

### Alignments:

- CCSS: 11-12.RST.9
- Performance: 1.6, 2.3
- Knowledge: (H/PE) 2
- HEGLE: HME.1.B
- NSFACS: 15.4.1
- NETS: N/A
- DOK: 2

### Instructional Strategies

- Students will complete:
  - the Events of Labor worksheet to review labor stages and scenarios of pregnancy
  - note guide while watching Stages of Labor for Teens video
  - watch the Miracle of Birth DVD
- Labor and delivery stages review line: Students will get cards describing events and form a line in the correct order of process
- Notes/lecture with teacher created PowerPoint: Labor and Delivery
- Student note taking
- Teacher led class discussion

### Assessments/Evaluations

- Assessed using a scoring guide:
  - District resource Events of Labor worksheet
  - Stages of Labor note guide
  - Teacher created Chapter 7 assessment

Mastery: 80%
### Sample Assessment Questions

- Which stage of labor is the baby born in?

### Instructional Resources/Tools

- DVDs:
  - Stages of Labor
  - Miracle of Birth
- Chapter 7 note guide
- Developing Child textbook

### Literacy Connections

- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible

### Cross Curricular Connections

- Science: Biology
<table>
<thead>
<tr>
<th>Strand</th>
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</thead>
<tbody>
<tr>
<td>G. Summarize characteristics and care of a newborn</td>
<td>1. Summarize the characteristics of a newborn</td>
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<tr>
<td></td>
<td>2. Show and explain how to hold, feed, bathe, and care for an infant</td>
<td>3. Demonstrate infant soothing techniques</td>
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<tr>
<td>Alignments:</td>
<td></td>
<td></td>
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<tr>
<td>CCSS: 11-12.RST.9</td>
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<tr>
<td>Performance: 1.5, 3.1</td>
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<tr>
<td>Knowledge: (H/PE) 2</td>
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<td>HEGLE: HME.2.A</td>
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<td>NSFACS: 12.1.1</td>
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<tr>
<td>NETS: N/A</td>
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<td>DOK: 2</td>
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<tr>
<td>Instructional Strategies</td>
<td></td>
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</tr>
<tr>
<td>• Cooperative groups to practice infant care techniques</td>
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<tr>
<td>• Complete the Are Baby’s Needs Being Met worksheet with scenarios evaluating the proper care of newborns</td>
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<tr>
<td>• Comparative learning pairs will complete Baby Care packet with scenarios evaluating care and development of babies up to one year old</td>
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<tr>
<td>• Small groups will brainstorm reasons that babies cry and how to comfort them – followed by discussion</td>
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<tr>
<td>• DVD activities – Watch:</td>
<td></td>
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<tr>
<td>• Happiest Baby and practice swaddling technique for babies</td>
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<tr>
<td>• Infant Care and complete a note guide</td>
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<tr>
<td>• Sudden Infant Death Syndrome and complete a note guide</td>
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<tr>
<td>• Teacher demonstration of baby simulator for students</td>
<td></td>
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<tr>
<td>• Notes/lecture with teacher created PowerPoints: Neonatal Care and Physical/Social/Emotional/Intellectual Development of Infants</td>
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<td></td>
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<tr>
<td></td>
<td>• Student note taking</td>
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<td></td>
<td>• Class discussion</td>
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</tbody>
</table>
### Assessments/Evaluations

- Assessed using a scoring guide:
  - District resource:
    - Baby Simulation project
    - Babies Care packet
    - Are Baby’s Needs Being Met worksheet
    - DVD reinforcement worksheets:
      - Infant Care
      - SIDS
  - Teacher created: Chapters 7 and 8 assessments

Mastery: 80%

### Sample Assessment Questions

- The most important thing you can do to help prevent SIDS?

### Instructional Resources/Tools

- DVDs:
  - Infant Care
  - The Happiest Baby
  - SIDS
- Chapter 7 note guide
- Baby simulators
- Developing Child textbook

### Literacy Connections

- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible

### Cross Curricular Connections

- ELA: Speaking and Listening
## Strand

<table>
<thead>
<tr>
<th>Standards</th>
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<tbody>
<tr>
<td>H. Distinguish among developmental stages of an infant from birth to one year</td>
</tr>
</tbody>
</table>

## Learning Targets

1. 
   - Assess patterns:
     - in milestones of physical development
     - of intellectual development and the dangers of Shaken Baby Syndrome
     - of social and emotional needs of infants for proper development
   - Propose ways to optimize development through play

### Alignments:

- **CCSS:** 11-12.WHST.2a,b
- **Performance:** 1.2, 1.5, 1.6, 1.8, 2.2, 3.3
- **Knowledge:** (H/PE) 1,2,4,5 (SS) 6
- **HECLE:** HME.4.D
- **NSFACS:** 12.1.1, 12.1.2, 15.2.1, 15.2.2
- **NETS:** 2a,d
- **DOK:** 4

### Instructional Strategies

- Work in pairs to research online and produce newsletters on physical development
- Model the use of the Microsoft Publisher Newsletter template
- Teacher created examples for shared reading of prepared newsletters
- Work in pairs to complete an evaluation activity to assess:
  - physical needs
  - clothing
  - toys of an infant up to 1 year of age
- Cooperative learning pairs to:
  - complete Baby Care packet with scenarios to assess care and development of babies up to one year of age
  - create poster explaining colic and ways to cope
- Complete Brain Development assessment
• DVDs – Watch:
  • *Shaken Baby Syndrome* and complete a note guide
  • *Elijah* and discuss Shaken Baby Syndrome causes and ways to prevent it
• Notes/lecture with teacher created PowerPoint: *Physical/Social/Emotional/Intellectual Development of Infants*
  • Student note taking
  • Teacher led class discussion

### Assessments/Evaluations

• Assessed using a scoring guide:
  • Teacher created:
    • Physical Development newsletter
    • Chapters 8-10 assessments
  • District resource:
    • Baby Care packet
    • Brain Development Reinforcement worksheet
    • SBS DVD reinforcement worksheets
• Assessed using a checklist:
  • Teacher created Colic poster
  • District resource Toy/Food/Clothing evaluation activity

Mastery: 80%

### Sample Assessment Questions

• List and explain 5 items that would help provide a stimulating environment for infants

### Instructional Resources/Tools

• DVDs:
  • *Elijah’s Story*
  • *SBS*
  • *Infant Development*
  • Chapters 8-10 note guides
• Computers/Internet
• *Developing Child* textbook
**Literacy Connections**

- Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes  
  - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension  
  - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic  

**Cross Curricular Connections**

- Science: Anatomy/Physiology  
- Psychology  
- Social Studies: Relationships of Individuals and Groups to Institutions and Traditions  
- ELA: Research
### Strand

**Standards**

I. Distinguish among developmental stages of toddlers

### Learning Targets

1. 
   - Relate individual differences to predictable physical developmental sequences
   - Assess patterns of intellectual development
   - Assess social and emotional needs of toddlers for proper development and positive self esteem
   - Propose ways to optimize development through play

### Alignments:

- CCSS: 11-12.WHST.2a,b
- Performance: 1.6, 1.10, 2.5, 3.6, 4.7
- Knowledge: (H/PE) 5
- HECLE: HME.4.D
- NSFACS: 12.1.1, 12.2.4, 15.2.1
- NETS: N/A
- DOK: 4

### Instructional Strategies

- Labs:
  - “Physical Abilities” – assess physical developmental sequences of toddlers
  - “Creativity” – assess and promote toddler intellectual development and creativity
  - “Play Dough” – make play dough to promote toddler development
- Cooperative pairs will complete a Chapter 11 graphic organizer on physical development
- Shared reading of example booklets
- Student produced Toddler Booklet on physical/intellectual/social/emotional development
- Watch the Toddler Development DVD and complete the note guide
- Notes/lecture with teacher created PowerPoint: Physical Development of Toddlers
  - Student note taking
  - Teacher led class discussion
### Assessments/Evaluations

- Assessed using a checklist:
  - Teacher created labs:
    - Play Dough
    - Toddler Physical Ability
    - Creativity

- Assessed using a scoring guide:
  - District resource – Chapter 11 graphic organizer
  - Teacher created:
    - Toddler booklet
    - Chapters 11-13 assessments
    - Toddler Development DVD note guide

Mastery: 80%

### Sample Assessment Questions

- How can a parent promote self-esteem in a toddler?

### Instructional Resources/Tools

- Chapter 11 Graphic Organizer
- Lab activity materials
- DVDs:
  - Toddler Development
  - Nanny 911
- Developing Child textbook
Literacy Connections

- Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes
  a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension
  b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic

Cross Curricular Connections

- Science: Anatomy/Physiology
- Psychology
- Social Studies: Relationships of Individuals and Groups to Institutions and Traditions
- ELA: Research
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<tr>
<td>J. Devise a comprehensive plan for childhood wellness</td>
<td></td>
<td>1. Identify:</td>
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<tr>
<td></td>
<td></td>
<td>• components of a safe environment</td>
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<tr>
<td></td>
<td></td>
<td>• proper nutritional needs of toddlers</td>
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<tr>
<td></td>
<td></td>
<td>• common bedtime problems</td>
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<td></td>
<td></td>
<td>• community health concerns, such as immunizations schedules</td>
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<td></td>
<td></td>
<td>• Summarize the process of toilet training</td>
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</tbody>
</table>

**Alignments:**
CCSS: 11-12.WHST.2a,b
Performance: 1.2, 1.8, 3.1, 4.7
Knowledge: (H/PE) 2
HECLE: HME.1.B
NSFACS: 2.1.5
NETS: N/A
DOK: 2

**Instructional Strategies**
- Cooperative learning groups to complete Nutrition activity of planning a daily menu for toddlers using nutrition guidelines
- Cooperative pairs to construct a home safety poster
- Watch the Toddler Development DVD and complete a note guide
- Student produced Toddler Booklet on physical/intellectual/social/emotional developmental issues including:
  - toilet training
  - bedtimes issues
  - immunization charts
- Shared reading of example booklets
## Assessments/Evaluations

- Teacher created – assessed using a:
  - scoring guide:
    - Toddler Nutrition activity
    - Toddler booklet
    - Toddler Development DVD note guide
  - checklist:
    - Home Safety poster

Mastery: 80%

## Sample Assessment Questions

- Plan a daily menu for a toddler based on nutrition guidelines

## Instructional Resources/Tools

- MyPlate handouts
- Toddler Development DVD
- Developing Child textbook

## Literacy Connections

- Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes
  a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension
  b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic

## Cross Curricular Connections

- Psychology
- Health/Science:
  - Nutrition
  - Immunizations
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<tr>
<th>Strand</th>
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<tbody>
<tr>
<td>K. Identify appropriate guidance and discipline</td>
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<td>1.</td>
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<tr>
<td></td>
<td></td>
<td>• Distinguish discipline from abuse</td>
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<td></td>
<td></td>
<td>• Demonstrate positive guidance techniques</td>
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<tr>
<td></td>
<td></td>
<td>• Apply positive guidance techniques formulating ways to cope with child misbehavior</td>
</tr>
</tbody>
</table>

**Alignments:**
CCSS: 11-12.RST.9
Performance: 1.6, 1.8, 4.7
Knowledge: (H/E) 5
HECLE: HME.4.A
NSFACS: 15.2.4
NETS: N/A
DOK: 4

**Instructional Strategies**
- Guided practice in positive guidance techniques
- Discipline activity to:
  - evaluate scenarios
  - apply positive guidance techniques to properly discipline toddlers
- Watch Nanny 911 and complete a reflection on proper discipline methods
- Use COPE24 scenarios/curriculum to:
  - evaluate misbehavior
  - reflect on possible methods of coping
- Notes/lecture with a teacher created PowerPoint: Positive Discipline vs. Abuse
  - Student note taking
  - Class discussion
### Assessments/Evaluations

- Assessed using a scoring guide:
  - District resource:
    - Positive guidance reinforcement worksheet
    - COPE24 reflections
  - Teacher created:
    - Discipline Reflections activity
    - Nanny 911 DVD reflection

Mastery: 80%

### Sample Assessment Questions

- How can you change these negative statements to positive statements to deal with misbehavior?
- What is the difference between punishment and abuse?

### Instructional Resources/Tools

- COPE24 Curriculum at cope24.com
- Nanny 911 DVD
- Case study scenarios for discipline activity

### Literacy Connections

- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible

### Cross Curricular Connections

- Health: Conflict resolution/coping skills
- Psychology
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<tbody>
<tr>
<td>L. Summarize criteria for quality child care</td>
<td></td>
<td>1. Differentiate the types of available childcare to make an informed decision for personal preferences</td>
</tr>
</tbody>
</table>

**Alignments:**
- CCSS: 11-12.RST.2
- Performance: 1.8, 3.8
- Knowledge: (SS) 6
- HECLE: HME.4.D
- NSFACS: 15.2.5
- NETS: N/A
- DOK: 3

**Instructional Strategies**
- Teacher led discussion on how to make an informed decision on childcare
- Student produced graphic organizer on types of available childcare
- Personal reflection on childcare experiences and preferences

**Assessments/Evaluations**
- Teacher created using a scoring guide:
  - Graphic organizer
  - Reflection
- Mastery: 80%

**Sample Assessment Questions**
- What childcare do you plan to provide your child and why?
<table>
<thead>
<tr>
<th>Instructional Resources/Tools</th>
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<tbody>
<tr>
<td>• Graphic organizer</td>
</tr>
<tr>
<td>• <em>Developing Child</em> textbook</td>
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<table>
<thead>
<tr>
<th>Literacy Connections</th>
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<tr>
<td>• Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms</td>
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<tr>
<th>Cross Curricular Connections</th>
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<tbody>
<tr>
<td>• ELA: Research/Graphing</td>
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<td>Strand</td>
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<td>-----------------------------------------------------------------------</td>
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<td>M. Identify careers related to childcare and guidance</td>
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</tbody>
</table>

**Alignments:**  
CCSS: 11-12.WHST.2a,b  
Performance: 1.10, 4.8  
Knowledge: (CA) 3  
CACLE: W.3.A  
NSFACS: 1.2.1  
NETS: 3b  
DOK: 3

**Instructional Strategies**  
• Students will brainstorm possible careers and interests related to the child development area  
• Cooperative learning in pairs to:  
  • research specific career  
  • complete a Career Research project  
• Student reflection on personal characteristics related to this career

**Assessments/Evaluations**  
• Teacher created Career Research project – assessed using a scoring guide  
Mastery: 80%

**Sample Assessment Questions**  
• Is this a career that would match your personality and interests? Why or why not?
### Instructional Resources/Tools

- *Developing Child* textbook
- Internet
- Graphic organizer

### Literacy Connections

- Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes
  a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension
  b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic

### Cross Curricular Connections

- ELA: Research