

## Child Development

Strand	
<u>Standards</u>	<u>Learning Targets</u>
A. Evaluate factors that influence child development	1. <ul style="list-style-type: none"> <li>Evaluate factors:               <ul style="list-style-type: none"> <li>that can influence child development</li> <li>influencing their own development</li> </ul> </li> </ul>
<b>Alignments:</b> 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	
<u>Instructional Strategies</u>	
<ul style="list-style-type: none"> <li>Small group discussion/evaluation/sharing of:               <ul style="list-style-type: none"> <li>TV families:                   <ul style="list-style-type: none"> <li>structures</li> <li>cycle</li> <li>advantages</li> <li>disadvantages</li> </ul> </li> <li>of example families</li> <li>how games and activities influence the 5 types of development</li> </ul> </li> <li>Complete the Family Challenges worksheet by evaluating family situations</li> <li>Students will complete a teacher created:               <ul style="list-style-type: none"> <li>Family Album foldable</li> <li>Personal Development paper</li> </ul> </li> <li>Notes/lecture with teacher created Power Points: <u>Why We Study Child Development and Families</u> <ul style="list-style-type: none"> <li>Student note taking</li> <li>Teacher led class discussion</li> </ul> </li> </ul>	

**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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<u>Standards</u>	<u>Learning Targets</u>
<p>B. Investigate changes, adaptations, and responsibilities needed for parenting roles</p>	<p>1.</p> <ul style="list-style-type: none"> <li>Investigate the adaptations and responsibilities associated with parenting</li> <li>Evaluate the additional problems associated with teen parenting</li> <li>Investigate sexually transmitted infections (STI) and the possible birth defects associated with them</li> <li>Complete the Baby Simulator project</li> </ul>
<p><b>Alignments:</b>            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</p>	

### **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](http://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

## Child Development

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<u>Standards</u>	<u>Learning Targets</u>
C. Summarize reproductive systems, the fertilization process, fertility problems, and prenatal development	1. <ul style="list-style-type: none"> <li>Summarize:               <ul style="list-style-type: none"> <li>the fertilization process</li> <li>options for infertility</li> <li>the 3 stages of fetal development and the growth that occurs in each stage</li> </ul> </li> </ul>
<b>Alignments:</b> 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	
<p style="text-align: center;"><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>Student created graphic organizer to summarize:               <ul style="list-style-type: none"> <li>conception</li> <li>prenatal development</li> </ul> </li> <li>Students will complete a note guide as they watch the <u>Conception to Birth</u> video</li> <li>Fertility Options worksheet to review conception and infertility options</li> <li>Notes/lecture with teacher created PowerPoint: <u>Conception and Prenatal Development</u> <ul style="list-style-type: none"> <li>Student note taking</li> <li>Teacher led class discussion</li> </ul> </li> </ul>	

### **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



## Child Development

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<u>Standards</u>	<u>Learning Targets</u>
D. Identify factors that affect pregnancy and cause birth defects	1. Explain: <ul style="list-style-type: none"> <li>the effects of substance abuse on pregnancy</li> <li>genetic and environmental factors that affect pregnancy</li> </ul>
<b>Alignments:</b> 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	
<p style="text-align: center;"><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>Cooperative learning: Small groups will study assigned birth defects and share with the class to complete graphic organizers</li> <li>Student created graphic organizers to summarize:               <ul style="list-style-type: none"> <li>conception</li> <li>prenatal development</li> </ul> </li> <li>Help This Unborn Child review sheet with scenarios to evaluate actions during pregnancy</li> <li>Notes/lecture with teacher created PowerPoint: <u>Conception and Prenatal Development</u> <ul style="list-style-type: none"> <li>Student note taking</li> <li>Teacher-led class discussion</li> </ul> </li> </ul>	
<p style="text-align: center;"><b><u>Assessments/Evaluations</u></b></p> <ul style="list-style-type: none"> <li>Assessed using a scoring guide:               <ul style="list-style-type: none"> <li>District resource Help This Unborn Child worksheet</li> <li>Teacher created:                   <ul style="list-style-type: none"> <li>Chapter 5 assessment</li> <li>Prenatal foldable</li> </ul> </li> </ul> </li> </ul> <p>Mastery: 80%</p>	

**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

Strand	
<u>Standards</u>	<u>Learning Targets</u>
E. Evaluate and recognize appropriate activities and decisions during pregnancy	<p>1.</p> <ul style="list-style-type: none"> <li>Evaluate: <ul style="list-style-type: none"> <li>the proper nutrition requirements for a pregnant woman</li> <li>financial choices for expecting parents</li> <li>labor and delivery choices</li> </ul> </li> <li>Recognize possible discomforts and complications of pregnancy</li> </ul>
<p><b>Alignments:</b>  CCSS: 11-12.RST.7  Performance: 1.7, 1.8, 3.1, 3.2, 3.5  Knowledge: (H/PE) 5,6  HEGLE: HME.1.B; HME.2.E; HME.3.B  NSFACS: 2.1.3, 15.3.2, 15.4.1  NETS: 3d  DOK: 3</p>	
<p style="text-align: center;"><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>Student pairs will: <ul style="list-style-type: none"> <li>conduct internet research on First Year financial cost</li> <li>prepare poster explaining prenatal nutrition and health tips</li> <li>evaluate and construct a menu for a pregnant woman for 1 week following nutrition guidelines</li> </ul> </li> <li>Cooperative learning to evaluate cost of diapers for the first year of life</li> <li>Complete the Labor and Delivery Options worksheet to evaluate personal choices</li> <li>Notes/lecture with teacher created PowerPoint: <u>Pregnancy</u> <ul style="list-style-type: none"> <li>Student note taking</li> <li>Teacher led class discussion</li> </ul> </li> </ul>	

<p style="text-align: center;"><b><u>Assessments/Evaluations</u></b></p> <ul style="list-style-type: none"> <li>Assessed using a scoring guide:             <ul style="list-style-type: none"> <li>Teacher created:                 <ul style="list-style-type: none"> <li>Cost of Diapers</li> <li>Prenatal Nutrition activity</li> <li>Chapter 6 Assessment</li> </ul> </li> <li>District resource Labor and Delivery Options worksheet</li> </ul> </li> <li>Teacher created Cost of Baby's First Year project – assessed using a checklist</li> </ul> <p>Mastery: 80%</p>
<p style="text-align: center;"><b><u>Sample Assessment Questions</u></b></p> <ul style="list-style-type: none"> <li>List 5 ways you can control costs when preparing for a baby</li> <li>List 5 things a couple should discuss before the baby arrives</li> </ul>
<p style="text-align: center;"><b><u>Instructional Resources/Tools</u></b></p> <ul style="list-style-type: none"> <li>Computers/Internet</li> <li>Chapter 6 note guide</li> <li>MyPlate for pregnancy handout</li> <li><i>Developing Child</i> textbook</li> </ul>
<p style="text-align: center;"><b><u>Literacy Connections</u></b></p> <ul style="list-style-type: none"> <li>Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem</li> </ul>
<p style="text-align: center;"><b><u>Cross Curricular Connections</u></b></p> <ul style="list-style-type: none"> <li>Health: Nutrition</li> <li>Science: Anatomy/Biology</li> <li>ELA: Research</li> </ul>

Strand	
<u>Standards</u>	<u>Learning Targets</u>
F. Explain the process of labor and delivery	1. <ul style="list-style-type: none"> <li>Explain the 3 stages of labor</li> </ul>
<b>Alignments:</b> 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	
<p style="text-align: center;"><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>Students will complete:               <ul style="list-style-type: none"> <li>the Events of Labor worksheet to review labor stages and scenarios of pregnancy</li> <li>note guide while watching Stages of Labor for Teens video</li> <li>watch the <u>Miracle of Birth</u> DVD</li> </ul> </li> <li>Labor and delivery stages review line: Students will get cards describing events and form a line in the correct order of process</li> <li>Notes/lecture with teacher created PowerPoint: <u>Labor and Delivery</u> <ul style="list-style-type: none"> <li>Student note taking</li> <li>Teacher led class discussion</li> </ul> </li> </ul>	
<p style="text-align: center;"><b><u>Assessments/Evaluations</u></b></p> <ul style="list-style-type: none"> <li>Assessed using a scoring guide:               <ul style="list-style-type: none"> <li>District resource Events of Labor worksheet</li> <li>Stages of Labor note guide</li> <li>Teacher created Chapter 7 assessment</li> </ul> </li> </ul> <p>Mastery: 80%</p>	

<b><u>Sample Assessment Questions</u></b>
<ul style="list-style-type: none"><li>• Which stage of labor is the baby born in?</li></ul>
<b><u>Instructional Resources/Tools</u></b>
<ul style="list-style-type: none"><li>• DVDs:<ul style="list-style-type: none"><li>• <u>Stages of Labor</u></li><li>• <u>Miracle of Birth</u></li></ul></li><li>• Chapter 7 note guide</li><li>• <i>Developing Child</i> textbook</li></ul>
<b><u>Literacy Connections</u></b>
<ul style="list-style-type: none"><li>• 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</li></ul>
<b><u>Cross Curricular Connections</u></b>
<ul style="list-style-type: none"><li>• Science: Biology</li></ul>

Strand	
<u>Standards</u>	<u>Learning Targets</u>
G. Summarize characteristics and care of a newborn	1. <ul style="list-style-type: none"> <li>Summarize the characteristics of a newborn</li> <li>Show and explain how to hold, feed, bathe, and care for an infant</li> <li>Demonstrate infant soothing techniques</li> </ul>
<b>Alignments:</b> CCSS: 11-12.RST.9 Performance: 1.5, 3.1 Knowledge: (H/PE) 2 HEGLE: HME.2.A NSFACS: 12.1.1 NETS: N/A DOK: 2	
<u>Instructional Strategies</u>	
<ul style="list-style-type: none"> <li>Cooperative groups to practice infant care techniques</li> <li>Complete the Are Baby's Needs Being Met worksheet with scenarios evaluating the proper care of newborns</li> <li>Comparative learning pairs will complete Baby Care packet with scenarios evaluating care and development of babies up to one year old</li> <li>Small groups will brainstorm reasons that babies cry and how to comfort them – followed by discussion</li> <li>DVD activities – Watch:               <ul style="list-style-type: none"> <li><u>Happiest Baby</u> and practice swaddling technique for babies</li> <li><u>Infant Care</u> and complete a note guide</li> <li><u>Sudden Infant Death Syndrome</u> and complete a note guide</li> </ul> </li> <li>Teacher demonstration of baby simulator for students</li> <li>Notes/lecture with teacher created PowerPoints: <u>Neonatal Care and Physical/Social/Emotional/Intellectual Development of Infants</u> <ul style="list-style-type: none"> <li>Student note taking</li> <li>Class discussion</li> </ul> </li> </ul>	

### **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	
<u>Standards</u>	<u>Learning Targets</u>
H. Distinguish among developmental stages of an infant from birth to one year	1. <ul style="list-style-type: none"> <li>Assess patterns:               <ul style="list-style-type: none"> <li>in milestones of physical development</li> <li>of intellectual development and the dangers of Shaken Baby Syndrome</li> <li>of social and emotional needs of infants for proper development</li> </ul> </li> <li>Propose ways to optimize development through play</li> </ul>
<b>Alignments:</b> 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	
<u>Instructional Strategies</u>	
<ul style="list-style-type: none"> <li>Work in pairs to research online and produce newsletters on physical development</li> <li>Model the use of the Microsoft Publisher Newsletter template</li> <li>Teacher created examples for shared reading of prepared newsletters</li> <li>Work in pairs to complete an evaluation activity to asses:               <ul style="list-style-type: none"> <li>physical needs</li> <li>clothing</li> <li>toys</li> </ul>               of an infant up to 1 year of age             </li> <li>Cooperative learning pairs to:               <ul style="list-style-type: none"> <li>complete Baby Care packet with scenarios to assess care and development of babies up to one year of age</li> <li>create poster explaining colic and ways to cope</li> </ul> </li> <li>Complete Brain Development assessment</li> </ul>	

- 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
  - 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

Strand	
<u>Standards</u>	<u>Learning Targets</u>
I. Distinguish among developmental stages of toddlers	1. <ul style="list-style-type: none"> <li>• Relate individual differences to predictable physical developmental sequences</li> <li>• Assess patterns of intellectual development</li> <li>• Assess social and emotional needs of toddlers for proper development and positive self esteem</li> <li>• Propose ways to optimize development through play</li> </ul>
<b>Alignments:</b> 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	
<u>Instructional Strategies</u>	
<ul style="list-style-type: none"> <li>• Labs:               <ul style="list-style-type: none"> <li>• “Physical Abilities” – assess physical developmental sequences of toddlers</li> <li>• “Creativity” – assess and promote toddler intellectual development and creativity</li> <li>• “Play Dough” – make play dough to promote toddler development</li> </ul> </li> <li>• Cooperative pairs will complete a Chapter 11 graphic organizer on physical development</li> <li>• Shared reading of example booklets</li> <li>• Student produced Toddler Booklet on physical/intellectual/social/emotional development</li> <li>• Watch the <u>Toddler Development</u> DVD and complete the note guide</li> <li>• Notes/lecture with teacher created PowerPoint: <u>Physical Development of Toddlers</u> <ul style="list-style-type: none"> <li>• Student note taking</li> <li>• Teacher led class discussion</li> </ul> </li> </ul>	

**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

Strand	
<u>Standards</u>	<u>Learning Targets</u>
J. Devise a comprehensive plan for childhood wellness	<p>1.</p> <ul style="list-style-type: none"> <li>Identify: <ul style="list-style-type: none"> <li>components of a safe environment</li> <li>proper nutritional needs of toddlers</li> <li>common bedtime problems</li> <li>community health concerns, such as immunizations schedules</li> </ul> </li> <li>Summarize the process of toilet training</li> </ul>
<b>Alignments:</b> 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	
<u>Instructional Strategies</u>	
<ul style="list-style-type: none"> <li>Cooperative learning groups to complete Nutrition activity of planning a daily menu for toddlers using nutrition guidelines</li> <li>Cooperative pairs to construct a home safety poster</li> <li>Watch the <u>Toddler Development</u> DVD and complete a note guide</li> <li>Student produced Toddler Booklet on physical/intellectual/social/emotional developmental issues including: <ul style="list-style-type: none"> <li>toilet training</li> <li>bedtimes issues</li> <li>immunization charts</li> </ul> </li> <li>Shared reading of example booklets</li> </ul>	

<p style="text-align: center;"><b><u>Assessments/Evaluations</u></b></p> <ul style="list-style-type: none"> <li>Teacher created – assessed using a:             <ul style="list-style-type: none"> <li>scoring guide:                 <ul style="list-style-type: none"> <li>Toddler Nutrition activity</li> <li>Toddler booklet</li> <li><u>Toddler Development</u> DVD note guide</li> </ul> </li> <li>checklist:                 <ul style="list-style-type: none"> <li>Home Safety poster</li> </ul> </li> </ul> </li> </ul> <p>Mastery: 80%</p>
<p style="text-align: center;"><b><u>Sample Assessment Questions</u></b></p> <ul style="list-style-type: none"> <li>Plan a daily menu for a toddler based on nutrition guidelines</li> </ul>
<p style="text-align: center;"><b><u>Instructional Resources/Tools</u></b></p> <ul style="list-style-type: none"> <li>MyPlate handouts</li> <li><u>Toddler Development</u> DVD</li> <li><i>Developing Child</i> textbook</li> </ul>
<p style="text-align: center;"><b><u>Literacy Connections</u></b></p> <ul style="list-style-type: none"> <li>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes             <ol style="list-style-type: none"> <li>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</li> <li>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</li> </ol> </li> </ul>
<p style="text-align: center;"><b><u>Cross Curricular Connections</u></b></p> <ul style="list-style-type: none"> <li>Psychology</li> <li>Health/Science:             <ul style="list-style-type: none"> <li>Nutrition</li> <li>Immunizations</li> </ul> </li> </ul>



Strand	
<u>Standards</u>	<u>Learning Targets</u>
K. Identify appropriate guidance and discipline	1. <ul style="list-style-type: none"> <li>• Distinguish discipline from abuse</li> <li>• Demonstrate positive guidance techniques</li> <li>• Apply positive guidance techniques formulating ways to cope with child misbehavior</li> </ul>
<b>Alignments:</b> 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	
<p style="text-align: center;"><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>• Guided practice in positive guidance techniques</li> <li>• Discipline activity to:               <ul style="list-style-type: none"> <li>• evaluate scenarios</li> <li>• apply positive guidance techniques to properly discipline toddlers</li> </ul> </li> <li>• Watch <u>Nanny 911</u> and complete a reflection on proper discipline methods</li> <li>• Use COPE24 scenarios/curriculum to:               <ul style="list-style-type: none"> <li>• evaluate misbehavior</li> <li>• reflect on possible methods of coping</li> </ul> </li> <li>• Notes/lecture with a teacher created PowerPoint: <u>Positive Discipline vs. Abuse</u> <ul style="list-style-type: none"> <li>• Student note taking</li> <li>• Class discussion</li> </ul> </li> </ul>	

<p style="text-align: center;"><b><u>Assessments/Evaluations</u></b></p> <ul style="list-style-type: none"> <li>Assessed using a scoring guide:             <ul style="list-style-type: none"> <li>District resource:                 <ul style="list-style-type: none"> <li>Positive guidance reinforcement worksheet</li> <li>COPE24 reflections</li> </ul> </li> <li>Teacher created:                 <ul style="list-style-type: none"> <li>Discipline Reflections activity</li> <li><u>Nanny 911</u> DVD reflection</li> </ul> </li> </ul> </li> </ul> <p>Mastery: 80%</p>
<p style="text-align: center;"><b><u>Sample Assessment Questions</u></b></p> <ul style="list-style-type: none"> <li>How can you change these negative statements to positive statements to deal with misbehavior?</li> <li>What is the difference between punishment and abuse?</li> </ul>
<p style="text-align: center;"><b><u>Instructional Resources/Tools</u></b></p> <ul style="list-style-type: none"> <li>COPE24 Curriculum at cope24.com</li> <li><u>Nanny 911</u> DVD</li> <li>Case study scenarios for discipline activity</li> </ul>
<p style="text-align: center;"><b><u>Literacy Connections</u></b></p> <ul style="list-style-type: none"> <li>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</li> </ul>
<p style="text-align: center;"><b><u>Cross Curricular Connections</u></b></p> <ul style="list-style-type: none"> <li>Health: Conflict resolution/coping skills</li> <li>Psychology</li> </ul>

## Child Development

Strand	
<u>Standards</u>	<u>Learning Targets</u>
L. Summarize criteria for quality child care	1. <ul style="list-style-type: none"> <li>Differentiate the types of available childcare to make an informed decision for personal preferences</li> </ul>
<b>Alignments:</b> 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	
<u><b>Instructional Strategies</b></u> <ul style="list-style-type: none"> <li>Teacher led discussion on how to make an informed decision on childcare</li> <li>Student produced graphic organizer on types of available childcare</li> <li>Personal reflection on childcare experiences and preferences</li> </ul>	
<u><b>Assessments/Evaluations</b></u> <ul style="list-style-type: none"> <li>Teacher created using a scoring guide:               <ul style="list-style-type: none"> <li>Graphic organizer</li> <li>Reflection</li> </ul> </li> </ul> Mastery: 80%	
<u><b>Sample Assessment Questions</b></u> <ul style="list-style-type: none"> <li>What childcare do you plan to provide your child and why?</li> </ul>	

**Instructional Resources/Tools**

- Graphic organizer
- *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**

- ELA: Research/Graphing

## Child Development

Strand	
<u>Standards</u>	<u>Learning Targets</u>
M. Identify careers related to childcare and guidance	1. <ul style="list-style-type: none"> <li>Investigate careers related to child development</li> <li>Assess personal characteristics and professional requirements for possible careers</li> </ul>
<b>Alignments:</b> 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	
<u><b>Instructional Strategies</b></u> <ul style="list-style-type: none"> <li>Students will brainstorm possible careers and interests related to the child development area</li> <li>Cooperative learning in pairs to:               <ul style="list-style-type: none"> <li>research specific career</li> <li>complete a Career Research project</li> </ul> </li> <li>Student reflection on personal characteristics related to this career</li> </ul>	
<u><b>Assessments/Evaluations</b></u> <ul style="list-style-type: none"> <li>Teacher created Career Research project – assessed using a scoring guide</li> </ul> Mastery: 80%	
<u><b>Sample Assessment Questions</b></u> <ul style="list-style-type: none"> <li>Is this a career that would match your personality and interests? Why or why not?</li> </ul>	

**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