

Child Development I - Curriculum

Grades 10, 11, 12
Updated 2013

Overview:

Child Development I addresses the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of infants and children. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is utilized in order to integrate suggested topics into the study of child development and parenting. The focus is on research-based nurturing and parenting practices and skills, including brain development research, that support positive development of children. Topics include consideration of the roles, responsibilities and challenges of parenthood; human sexuality; adolescent pregnancy; prenatal development; preparation for birth; the birth process, meeting the physical, social, emotional, intellectual, moral, and cultural growth and developmental needs of infants and children; impacts of heredity, environment, and family and societal crisis on development of the child; meeting children's needs for food, clothing, shelter, and care giving; caring for children with special needs; parental resources, services, and agencies; and career awareness. Applications through authentic settings such as volunteer experiences, internships, and service learning are encouraged. This course is recommended for all students regardless of the career cluster or pathway to build basic parenting skills and is especially appropriate for students with interest in human services and education-related careers.

SAS

BIG IDEA:

Children grow and learn in understandable observable patterns that can be recognized and optimized through consistent and stable family and community environments.

UNIT ESSENTIAL QUESTIONS:

How are children encouraged to tell and write their own stories?

What are health and safety issues that impact children in other countries?

What are some current health and safety issues in the United States that effect infants, children, and teenagers?

What environmental situations prior to birth can affect child development?

What influence does current and past research have on child care and early education techniques?

What is brain development?

What is the difference between discipline and punishment?

What is the relationship between reading to children and the development of vocabulary and language skills?

What practices can a caregiver utilize to ensure that a child is stimulated for learning?

What styles of reading affect a child's imagination and creativity?

What types of reading and methods of storytelling stimulate a child's imagination?

How are developmental theories used in working with young children?

How can community and school organizations help families meet the needs of children?

How can family members balance the needs of their children and the responsibilities of their work?

How can parents learn more about other child development theories and parenting strategies?

How can research and technology be used to optimize brain development?

How do positive and or negative environments affect a child's emotional and social well- being?

How does one select age appropriate literacy activities?

How does the availability of community resources impact the development of its children?

KEYSTONE/COMMON CORE/ELA

Keystone Content Module/Assessment Anchor: N/A

Course Time Prior to Keystone/PSSA: N/A

Keystone Eligible Content: N/A

Connecting to Common Core and Other Standards:

PA Standards found at www.pdesas.org/standards/standardsdownloads

National Common Core found at www.corestandards.org

ISTE found at www.iste.org/standards/nets-for-students.aspx

Career Education and Work found at www.pacareerstandards.com/

*See Appendix for complete documents.

ELL Differentiation: Math & LA specifics found at www.pde.sas.org/module/sas/curriculumframework/eloverlay.aspx

Generic found at <http://www.easad.net/esl>

Todos resources found at www.todos-math.org

Enrichment: ELA- Standard CC 1.3: Reading literature

Remediation: Refer to Instructional Activities for alternative resources

IEP/GIEP: Refer to individual student's education plan under specially designed instruction

Family and Consumer Science Planned Course: Child Development I

Grades 10-12

Unit 1 : CHILDREN, PARENTING AND YOU

SAS - BIG IDEA: Children grow and learn in understandable observable patterns that can be recognized and optimized through consistent and stable family and community environments.

SAS - UNIT ESSENTIAL QUESTIONS:

How are children encouraged to tell and write their own stories?
What are some current health and safety issues in the United States that affect infants, children, and teenagers?
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What is brain development?
What is the difference between discipline and punishment?
What is the relationship between reading to children and the development of vocabulary and language skills?
How are developmental theories used in working with young children?
How can community and school organizations help families meet the needs of children?
How can family members balance the needs of their children and the responsibilities of their work?
How can parents learn more about other child development theories and the parenting strategies?
How do positive and or negative environments affect a child's emotional and social well-being?
How does the availability of community resources impact the development of its children?

SAS- CONCEPTS

Current global health and safety issues impact children at various developmental stages
New research continues to expand our understanding of child development and parenting.
Stable family environments optimize child development.
Work and family responsibilities need to be effectively blended to meet the needs of children.

East Stroudsburg Area School District
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Unit 1 -FCS National and State Standards	Unit 1-Concepts	Unit 1-Competencies	Unit 1-Content Vocabulary	Unit 1-Materials, Resources, & Instructional Activities	Unit 1- Assessments
<p>6.0 Evaluate the significance of family and its impact on the well-being of individuals and society.</p> <p>12.1-3 Analyze conditions that influence human growth and development.</p> <p>11.2.3B Identify the importance of routines and schedules while differentiating between short and long term goals.</p> <p>11.2.6.F Compare and contrast how different cultures meet family responsibilities within differing configurations.</p> <p>11.4.6A Compare and contrast child development guided</p>	<p>Students will begin their study of children.</p> <p>Students will explore and experience how to make a difference in children's lives and how to study and observe them.</p> <p>Students will research and evaluate many of the challenges of parenting and some of the skills and planning necessary to build strong families.</p>	<p>12.1.1 Analyze physical, emotional, social, spiritual, and intellectual development</p> <ul style="list-style-type: none"> Identify the differences in the areas of development Compare and contrast different methods of observation and interpretation Produce a family dynamics project-including parenting styles and family structures. <p>12.1.3 Analyze current and emerging research about human growth and development, including research on brain development</p> <ul style="list-style-type: none"> Read and respond to current events articles Research and categorize major theorists Chart brain growth <p>12.2.1 Analyze the effect of heredity</p>	<ul style="list-style-type: none"> Typical behavior Caregiver Stimulation Heredity Environment Developmental Task Human Life Cycle Developmental Checklist Interpretation Subjective Objective Confidentiality Baseline 	<p><u>. MATERIALS</u></p> <ul style="list-style-type: none"> Text-The Developing Child-Glencoe The Developing Child Student Activity Manual The Developing Child Observation Manual The Developing Child Teacher Resource Guide Specific topic related manuals Illustrated guides Science related texts Library reference materials Magazines Current event resources/newspaper Web based informational updates Online data bases Rubrics Graphic Organizers DVDs/VHS Video clips Power Point presentations Art/Craft supplies Recipes Posters Exemplars Models 	<ul style="list-style-type: none"> Pre/Post Tests Teacher observation Student self-critique Peer edits Response journals Notes Individual and group projects Portfolio Charts Diagrams Illustrations Class participation Read/Respond Interpretations of: <ul style="list-style-type: none"> Observations Case studies Data Interviews Surveys Profiles Inventories Debate Research PowerPoint presentations Storyboards

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<p>practices according to the stage of child development.</p> <p>11.2.9.C Prove the effectiveness of the use of teamwork and leadership skills in accomplishing the work of the family.</p> <p>11.2.9.F Contrast past and present family functions and predict their probable impact on the future of the family</p> <p>11.4.9.A Analyze physical, intellectual, and social/emotional development in relation to theories of child development.</p> <p>11.2.12.A Justify solutions developed by using practical reasoning skills.</p> <p>11.4.12.A Analyze current research into existing theories on child development.</p>		<p>and environment on human growth and development</p> <ul style="list-style-type: none"> Distinguish heredity from environment Self- analysis of characteristics and traits <p>12.2.2 Analyze the impact of social, economic, and technological forces on individual growth and development.</p> <ul style="list-style-type: none"> Evaluate the effect of trends and innovations <p>12.2.5 Analyze geographic, political, and global influences on human growth and development.</p> <ul style="list-style-type: none"> Participate in small group discussion on the personal impact of socioeconomics <p>12.3.3 Analyze the role of family and social services support systems in meeting human growth and developmental needs</p> <ul style="list-style-type: none"> Summarize the qualities that contribute to 		<ul style="list-style-type: none"> Demonstration materials Manipulative materials Empathy Belly Infant Simulators Kitchen and food supplies <p><u>RESOURCES</u></p> <p>Guest speakers Topic Experts Websites Library Media Interactive virtual sites</p> <p><u>INSTRUCTIONAL ACTIVITIES</u></p> <p>Cooperative Learning Jigsaw Interviewing Dramatizing Read/Respond Developing permanent products such as: Posters Mobiles Fabric Depictions</p> <p>Experimentation Demonstration Illustration Presentations Create child based craft samples Recipe production Oral/silent/reading Writing samples Peer Editing Peer Sharing Reflection</p>	<ul style="list-style-type: none"> I Movies Checklists Questionnaires Quizzes Tests Graphic Organizers Reports: Oral Written w/Visuals Written work sets Paper Virtual Practicums: Baby-Think-it-Over Empathy Belly Rubrics .
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<p>Common Core Standards:</p> <p>Reading: CC.1.2.11-12B CC.1.2.11-12K</p> <p>Writing: CC.1.4.11-12.A</p> <p>Speaking and Listening: CC.1.5.11-12.D</p> <p>Math: CC.2.1.5.B.2</p> <p>Biology: 3.1.B.B1.</p>		<p>building a strong family.</p> <ul style="list-style-type: none">• Explore impact of sexual activity decisions using guest speakers and case studies.• Summarize effective ways to guide children's behavior.			
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Family and Consumer Science Planned Course: Child Development I

Grades 10-12

Unit 2 : Pregnancy and Childbirth

SAS - BIG IDEA: Children grow and learn in understandable observable patterns that can be recognized and optimized through consistent and stable family and community environments.

SAS - UNIT ESSENTIAL QUESTIONS:

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What are some current health and safety issues in the United States that affect infants, children, and teenagers?
What influence does current and past research have on child care and early education techniques?
What environmental situations prior to birth can affect child development?
What is brain development?
What is the relationship between reading to children and the development of vocabulary and language skills?
How can community and school organizations help families meet the needs of children?
How can family members balance the needs of their children and the responsibilities of their work?
How can research and technology be used to optimize brain development?
How do positive and or negative environments affect a child's emotional and social well-being?
How does the availability of community resources impact the development of its children?

SAS- CONCEPTS

Current global health and safety issues impact children at various developmental stages
New research continues to expand our understanding of child development and parenting.
Work and family responsibilities need to be effectively blended to meet the needs of the changing family.

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FCS National and State Standards	Unit 2- Objectives	Unit 2- Competencies	Unit 2-Content Vocabulary	Unit 2-Materials, Resources, & Instructional Activities	Unit 2- Assessments
<p>12.1-3 Analyze conditions that influence human growth and development.</p> <p>12.2.5 Analyze geographic, political, and global influences on human growth and development.</p> <p>15.3.1 Assess community resources and services available to families.</p> <p>15.4.1 Analyze biological processes related to prenatal development, birth, and health of child and mother.</p> <p>15.4.4 Analyze legal and ethical impacts of current and emerging technology on fertility and family</p>	<p>Students will explore concepts related to prenatal development, conception, genetics, multiple births, infertility and potential problems and dangers to the fetus.</p> <p>Students will learn about physical, emotional and personal care during pregnancy. How to prepare for a newborn and options related to childbirth.</p> <p>Students will become familiar with labor stages, cesarean and premature births and newborn tests and care.</p>	<p>12.2.1 Analyze the effect of heredity and environment on human growth and development</p> <ul style="list-style-type: none"> Evaluate the methods of family planning and outline the three stages of prenatal development. Self- assess, analyze and categorize personal genetic traits Research and present current issues in health and safety affecting prenatal development 	<ul style="list-style-type: none"> Genome Infertility Surrogate Zygote Fetus Amniotic Fluid Placenta Umbilical cord Obstetrician (ob-gyn) Rh Factor Gestational diabetes Preeclampsia Cervix Contraction Dilate/Efface Cord blood Cesarean birth Induce 	<p><u>MATERIALS</u></p> <ul style="list-style-type: none"> Text-The Developing Child-Glencoe The Developing Child Student Activity Manual The Developing Child Observation Manual The Developing Child Teacher Resource Guide Specific topic related manuals Illustrated guides Science related texts Library reference materials Magazines Current event resources/newspapers Web based informational updates Online data bases Rubrics Graphic Organizers DVDs/VHS Video clips Power Point presentations 	<ul style="list-style-type: none"> .Pre/Post Tests Teacher observation Student self-critique Peer edits Response journals Notes Individual and group projects Portfolio Charts Diagrams Illustrations Class participation Read/Respond Interpretations of: <ul style="list-style-type: none"> Observations Case studies Data Interviews Surveys Profiles Inventories

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<p>planning.</p> <p>11.4.12.B Analyze current issues in health and safety affecting children at each stage of child development.</p> <p>11.4.12.E Identify practices that develop the child's imagination, creativity and reading and writing skills through literature.</p> <p>Common Core Standards:</p> <p>Reading: CC.1.2.11-12B CC.1.2.11-12K</p> <p>Writing: CC.1.4.11-12.A</p> <p>Speaking and Listening: CC.1.5.11-12.D</p> <p>Math: CC.2.1.5.B.2</p> <p>Biology: 3.1.B.B1.</p>		<p>12.2.2 Analyze the impact of social, economic, and technological forces on individual growth and development.</p> <ul style="list-style-type: none"> Chart methods of family planning summarizing accessibility and safety. <p>15.3.1 Assess community resources and services available to families.</p> <ul style="list-style-type: none"> Report on internet research of local community resources. Participate in presentations by local guest speakers of community organizations. <p>15.4.1. Analyze biological processes related to prenatal development, birth, and health of child and mother.</p> <ul style="list-style-type: none"> Summarize and present month by 		<ul style="list-style-type: none"> Art/Craft supplies Recipes Posters Exemplars Models Demonstration materials Manipulative materials Empathy Belly Infant Simulators Kitchen and food supplies <p><u>RESOURCES</u></p> <p>Guest speakers Topic Experts Websites Library Media Interactive virtual sites</p> <p><u>INSTRUCTIONAL ACTIVITIES</u></p> <p>Cooperative Learning Jigsaw Interviewing Dramatizing Read/Respond Developing permanent products such as: Posters Mobiles Fabric Depictions</p> <p>Experimentation Demonstration Illustration Presentations</p>	<p>Debate</p> <ul style="list-style-type: none"> Research PowerPoint presentations Storyboards I Movies Checklists Questionnaires Quizzes Tests Graphic Organizers Reports: Oral Written w/Visuals Written work sets Paper Virtual Practicums: Baby-Think-it-Over Empathy Belly Rubrics
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		<p>month development of mother and fetus.</p> <ul style="list-style-type: none">• Become familiar with specific cellular changes and tissue growth in the prenatal period. <p>15.4.4 Analyze legal and ethical impacts of current and emerging technology on fertility and family planning.</p> <ul style="list-style-type: none">• Research, read, summarize and present current trends and technological advances in areas of fertility and family planning.		<p>Create child based craft samples Recipe production Oral/silent/reading Writing samples Peer Editing Peer Sharing Reflection</p>	
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Unit 3: Infant Development

SAS - BIG IDEA: Children grow and learn in understandable observable patterns that can be recognized and optimized through consistent and stable family and community environments.

SAS - UNIT ESSENTIAL QUESTIONS:

What are health and safety issues that impact children in other countries?

What are some current health and safety issues in the United States that affect infants, children, and teenagers?

What influence does current and past research have on child care and early education techniques?

What is brain development?

What is the difference between discipline and punishment?

What is the relationship between reading to children and the development of vocabulary and language skills?

What practices can a caregiver utilize to ensure that a child is stimulated for learning?

What styles of reading affect a child's imagination and creativity?

What types of reading and methods of storytelling stimulate a child's imagination?

How are developmental theories used in working with young children?

How can community and school organizations help families meet the needs of children?

How can family members balance the needs of their children and the responsibilities of their work?

How can parents learn more about other child development theories and parenting strategies?

How can research and technology be used to optimize brain development?

How do positive and or negative environments affect a child's emotional and social well-being?

How does one select age appropriate literacy activities?

How does the availability of community resources impact the development of its children?

SAS- CONCEPTS

Current global health and safety issues impact children at various developmental stages

Literature develops children's imagination and creativity through reading and writing.

New research continues to expand our understanding of child development and parenting.

Stable family and community environments optimize child development.

Work and family responsibilities need to be effectively blended to meet the needs of the changing family.

FCS National and State Standards	Unit 3- Objectives	Unit 3- Competencies	Unit 3-Content Vocabulary	Unit 3-Materials, Resources, & Instructional Activities	Unit 3- Assessments
<p>12.1-3 Analyze conditions that influence human growth and development.</p> <p>15.1.5 Explain cultural differences in roles and responsibilities of parenting.</p> <p>15.2.1 Choose nurturing practices that support human growth and development.</p> <p>15.2.3 Assess common practices and emerging</p>	<p>Students will learn how an infant grows physically in the first year of life and how to care for an infant to best nurture physical development.</p> <p>Introduce students to an infant's basic emotions and social development. Students will learn how to guide, influence and encourage emotional and social development.</p>	<p>12.1.1 Analyze physical development</p> <p>Connect the four major influences on an infant's growth and development.</p> <p>Investigate how a baby typically grows in the first year.</p> <p>Demonstrate proper handling of an infant to ensure safety and prevent injury.</p> <p>Analyze the dietary needs of infants as they relate to national nutritional guidelines.</p> <p>Research current trends for safety and</p>	<ul style="list-style-type: none"> • Developmental milestone • Stimulating environment • Reflex • Gross motor skill • Fine motor skill • Shaken baby syndrome • Weaning • Colostrum • Cradle cap • Immunization/vaccine • Colic • Attachment • Failure to thrive • Temperament • Model • Neuron • Synapse • Neurotransmitter • Sensorimotor period • Object permanence • Symbolic thinking • Manipulative 	<p><u>MATERIALS</u></p> <ul style="list-style-type: none"> • Text-The Developing Child-Glencoe • The Developing Child Student Activity Manual • The Developing Child Observation Manual • The Developing Child Teacher Resource Guide • Specific topic related manuals • Illustrated guides • Science related texts • Library reference materials • Magazines • Current event resources/newspapers 	<ul style="list-style-type: none"> • .Pre/Post Tests • Teacher observation • Student self-critique • Peer edits • Response journals • Notes • Individual and group projects • Portfolio • Charts • Diagrams • Illustrations • Class participation • Read/Respond • Interpretations of: Observations

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<p>research about discipline on human growth and development. 15.2.4 Assess the effects of abuse and neglect on children and families and determine methods of prevention.</p> <p>15.3.1 Assess community resources and services available to families.</p> <p>11.4.6.B Identify ways to keep children healthy and safe at each stage of development.</p> <p>11.4.6.C Identify the role of the caregiver in providing a learning environment.</p> <p>11.4.6.D Identify considerations</p>	<p>Students will examine how an infant's brain grows and develops with an emphasis on how to promote intellectual growth.</p>	<p>suitability in infants clothing and equipment.</p> <p>Cite evidence why medical and health practices, such as immunizations are essential for optimal physical development of an infant.</p> <p>12.1.1 Analyze social and emotional development.</p> <p>Identify the six basic emotions that babies experience.</p> <p>Discuss the theories of attachment and relate them to the emotional development of infants.</p> <p>Analyze and reflect on how temperament affects a baby's social development.</p> <p>Assess the effect of the emotional climate of the home on a baby's development.</p> <p>Explore how play and enriched environments contribute to healthy social development of infants.</p>	<ul style="list-style-type: none"> • Web based informational updates • Online data bases • Rubrics • Graphic Organizers • DVDs/VHS • Video clips • Power Point presentations • Art/Craft supplies • Recipes • Posters • Exemplars • Models • Demonstration materials • Manipulative materials • Empathy Belly • Infant Simulators • Kitchen and food supplies <p><u>RESOURCES</u></p> <p>Guest speakers Topic Experts Websites Library Media Interactive virtual sites</p> <p><u>INSTRUCTIONAL ACTIVITIES</u></p> <p>Cooperative Learning Jigsaw Interviewing Dramatizing</p>	<p>Case studies</p> <p>Data</p> <p>Interviews</p> <p>Surveys</p> <p>Profiles</p> <p>Inventories</p> <p>Debate</p> <ul style="list-style-type: none"> • Research • PowerPoint presentations • Storyboards • I Movies • Checklists • Questionnaires • Quizzes • Tests • Graphic Organizers • Reports: Oral Written w/Visuals • Written work sets Paper Virtual • Practicums: Baby-Think-it-Over
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<p>prior to selecting childcare providers.</p> <p>11.4.9.A Analyze social/emotional development in relation to theories of child development.</p> <p>11.4..9.B Evaluate health and safety hazards.</p> <p>11.4.12.A Identify characteristics in each stage of development (Infancy/Birth to 1 year) analyzing current research on existing theory.</p> <p>11.4.9.C Evaluate the child's environment to assess if it is conducive to learning.</p> <p>11.4.12.B Analyze current issues in health</p>		<p>12.1.1 Analyze intellectual development</p> <p>Find evidence of brain growth by identifying the experiences that will promote intellectual growth.</p> <p>Illustrate how the brain becomes organized.</p> <p>Apply theories of Child Development to specific abilities that infants learn.</p> <p>Explore how age appropriate manipulatives and enriched environments contribute to healthy intellectual development of infants.</p>		<p>Read/Respond Developing permanent products such as: Posters Mobiles Fabric Depictions</p> <p>Experimentation Demonstration Illustration Presentations Create child based craft samples Recipe production Oral/silent/reading Writing samples Peer Editing Peer Sharing Reflection</p>	<p>Empathy Belly</p> <ul style="list-style-type: none"> Rubrics
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<p>and safety affecting children at each stage of child development.</p> <p>11.4.12.C Analyze practices that optimize child development, (e.g., stimulation, safe environment, nurturing caregivers and reading to children).</p> <p>11.4.12.D Strategize tactics to blend work and family responsibilities.</p> <p>11.4.12.E Identify practices that develop the child's imagination, creativity and reading and writing skills through literature.</p> <p>Common Core Standards:</p> <p>Reading: CC.1.2.11-12B</p>		<p>12.2.2 Analyze the impact of social, economic, and technological forces on individual growth and development.</p> <ul style="list-style-type: none"> • Chart methods of family planning summarizing accessibility and safety. <p>15.3.1 Assess community resources and services available to families.</p> <ul style="list-style-type: none"> • Report on internet research of local community resources. • Participate in presentations by local guest speakers of community organizations. <p>15.4.1. Analyze biological processes related to prenatal development, birth, and health of child and mother.</p>			
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<p>CC.1.2.11-12K</p> <p>Writing: CC.1.4.11-12.A</p> <p>Speaking and Listening: CC.1.5.11-12.D</p> <p>Math: CC.2.1.5.B.2</p> <p>Biology: 3.1.B.B1.</p>		<ul style="list-style-type: none">• Summarize and present month by month development of mother and fetus.• Become familiar with specific cellular changes and tissue growth in the prenatal period. <p>15.4.4 Analyze legal and ethical impacts of current and emerging technology on fertility and family planning.</p> <ul style="list-style-type: none">• Research, read, summarize and present current trends and technological advances in areas of fertility and family planning.			
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Unit 4: Career Exploration in Child Care

SAS - BIG IDEA: Children grow and learn in understandable observable patterns that can be recognized and optimized through consistent and stable family and community environments.

SAS - UNIT ESSENTIAL QUESTIONS:

What influence does current and past research have on child care and early education techniques?
What practices can a caregiver utilize to ensure that a child is stimulated for learning?
How are developmental theories used in working with young children?
How can community and school organizations help families meet the needs of children?
How does the availability of community resources impact the development of its children?

SAS- CONCEPTS

Current global health and safety issues impact children at various developmental stages
Literature develops children's imagination and creativity through reading and writing.
New research continues to expand our understanding of child development and parenting.
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FCS National and State Standards	Unit 4- Objectives	Unit 4- Competencies	Unit 4-Content Vocabulary	Unit 4-Materials, Resources, & Instructional Activities	Unit 4- Assessments
<p>12.3.1 Analyze the role of nurturance on human growth and development.</p> <p>12.3.3 Analyze the role of family and social services support systems in meeting human growth and development needs.</p> <p>15.3.1 Assess community resources and services available to families.</p> <p>15.2.5 Apply criteria for selecting care and services for children.</p> <p>15.3.2 Appraise community resources that provide opportunities that are related to parenting.</p>	<p>Research and evaluate careers available in the area of child care and early learning.</p> <p>Relate needed qualifications and education to particular careers involving children.</p> <p>Describe appropriate interaction between caregivers and children in professional learning environment.</p>	<p>11.2.6.F Examine characteristics of workers in Family and Consumer Sciences/Child Development fields.</p> <p>Select, research and present on careers involving direct and indirect interaction with children.</p> <p>Explain confidentiality laws in regards to professional interaction with children and families.</p> <p>Explore the range of training levels pertaining to careers with children including certifications and education.</p> <p>.</p>	<ul style="list-style-type: none"> • Paraprofessional • Entrepreneur • Aptitude • Service learning/volunteerism • Career Ladder • Networking • Transferable skills • Ethical • Benefits packages • Scholarly/credible resources 	<p><u>MATERIALS</u></p> <ul style="list-style-type: none"> • Text-The Developing Child-Glencoe • The Developing Child Student Activity Manual • The Developing Child Observation Manual • The Developing Child Teacher Resource Guide • Specific topic related manuals • Illustrated guides • Science related texts • Library reference materials • Magazines • Current event resources/newspapers • Web based informational updates • Online data bases • Rubrics • Graphic Organizers • DVDs/VHS • Video clips • Power Point presentations • Art/Craft supplies 	<ul style="list-style-type: none"> • .Pre/Post Tests • Teacher observation • Student self-critique • Peer edits • Response journals • Notes • Individual and group projects • Portfolio • Charts • Diagrams • Illustrations • Class participation • Read/Respond • Interpretations of: <ul style="list-style-type: none"> Observations Case studies Data Interviews Surveys Profiles Inventories Debate

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<p>11.2.6.F Examine characteristics of workers in Family and Consumer Sciences fields.</p> <p>Common Core Standards:</p> <p>Reading: CC.1.2.11-12B CC.1.2.11-12K</p> <p>Writing: CC.1.4.11-12.A</p> <p>Speaking and Listening: CC.1.5.11-12.D</p> <p>Math: CC.2.1.5.B.2</p> <p>Biology: 3.1.B.B1.</p>				<ul style="list-style-type: none"> • Recipes • Posters • Exemplars • Models • Demonstration materials • Manipulative materials • Empathy Belly • Infant Simulators • Kitchen and food supplies <p><u>RESOURCES</u></p> <p>Guest speakers Topic Experts Websites Library Media Interactive virtual sites</p> <p><u>INSTRUCTIONAL ACTIVITIES</u></p> <p>Cooperative Learning Jigsaw Interviewing Dramatizing Read/Respond Developing permanent products such as: Posters Mobiles Fabric Depictions</p> <p>Experimentation Demonstration Illustration Presentations Create child based</p>	<ul style="list-style-type: none"> • Research • PowerPoint presentations • Storyboards • I Movies • Checklists • Questionnaires • Quizzes • Tests • Graphic Organizers • Reports: Oral Written w/Visuals • Written work sets Paper Virtual • Practicums: Baby-Think-it-Over Empathy Belly • Rubrics
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				craft samples Recipe production Oral/silent/reading Writing samples Peer Editing Peer Sharing Reflection	
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ADDENDUM TO CURRICULUM

FCS Standards Checklist -Child Development

ELA-Common Core

Reading Informational Text 1.2

CC.1.2.11-12.A	Determine and analyze the relationship between two texts
CC.1.2.11-12.B	Cite contextual evidence to analyze and make inferences and conclusions
CC.1.2.11-12.C	Analyze the interaction and development of a complex set of ideas or events
CC.1.2.11-12.D	Evaluate how an author's point of view shapes content and style of a text
CC.1.2.11-12.E	Analyze and evaluate structure used for written expression
CC.1.2.11-12.F	Evaluate how words and phrases shape meaning in texts
CC.1.2.11-12.G	Integrate and evaluate multiple sources of information in a variety of media
CC.1.2.11-12.H	Analyze texts based upon reasoning, premises, purposes and arguments
CC.1.2.11-12.I	Analyze historical documents for theme, purpose and rhetorical features
CC.1.2.11-12.J	Acquire and use accurately domain-specific words sufficiently for college/career readiness level; demonstrate independence in gathering vocabulary knowledge
CC.1.2.11-12.K	Determine or clarify the meaning of unknown and multiple-meaning words
CC.1.2.11-12.L	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently

Reading Literature 1.3- (Enrichment Options)

CC.1.3.11-12.A	Determine and analyze relationships between two or more themes; provide objective summarization
CC.1.3.11-12.B	Site strong textual evidence to support analysis of text based on an author's implicit and explicit assumptions and beliefs
CC.1.3.11-12.C	Analyze the impact of the author's choices regarding developmental elements of story or drama
CC.1.3.11-12.D	Evaluate how an author's point of view shapes the content and style of a text
CC.1.3.11-12.E	Evaluate the structure of texts (sentences, paragraphs, larger portions)
CC.1.3.11-12.F	Evaluate how words and phrases shape meaning and tone
CC.1.3.11-12.G	Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source
CC.1.3.11-12.H	Demonstrate knowledge of works of literature that reflect major periods of literature
CC.1.3.11-12.I	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading content using flexible ranges of strategy
CC.1.3.11-12.J	Acquire and use accurately domain- specific words and phrases sufficient for college and career readiness level; demonstrate independence vocabulary knowledge
CC.1.3.11-12.K	Read and comprehend fiction on grade level, reading independently and proficiently

Writing 1.4

CC.1.4.11-12.A	Write texts to examine and convey complex ideas
CC.1.4.11-12.B	Write with a sharp focus identifying topic, task, and audience
CC.1.4.11-12.C	Select relevant facts, extend definitions, choose concrete detail, select quotations, or other information and examples appropriate to an audience's knowledge of the topic; include graphics and multi-media for comprehension
CC.1.4.11-12.D	Organize complex ideas, concepts and information so that elements build on preceding knowledge
CC.1.4.11-12.E	Establish and maintain a formal style and objective tone while attending to the discipline in which they are writing Establish and maintain a formal style
CC.1.4.11-12.F	Demonstrate grade appropriate command of conventions, grammar, usage, capitalization, punctuation and spelling
CC.1.4.11-12.G	Write arguments to support claims
CC.1.4.11-12.H	Write with a sharp distinct focus identifying topic, task and audience Introduce the precise knowledgeable claim
CC.1.4.11-12.I	Distinguish claims from alternative or opposing claims; develop counter claims fairly and thoroughly supplying evidence to anticipate the audience's knowledge level, concerns, values and possible biases.
CC.1.4.11-12.J	Create logically organized claims, counter-claims, reasons, and evidence; use words, phrases and clauses to create cohesion and clarify relationships; provide a concluding statement to support the argument
CC.1.4.11-12.K	Establish and maintain a formal style and objective tone while attending to the norms of the discipline of which they are writing
CC.1.4.11-12.L	Demonstrate grade appropriate command of the conventions of standard English grammar, usage, punctuation, capitalization and spelling
CC.1.4.11-12.M	Create narratives to develop real or imagined experiences or events
CC.1.4.11-12.N	Engage and orient the reader by setting out a problem, situation, or observation and its significance

CC.1.4.11-12.O	Use narrative techniques such as reflection, telling details, and precise words and phrases to convey a vivid picture of the experiences, events and settings.
CC.1.4.11-12.P	Create a smooth progression using a variety of techniques; provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative
CC.1.4.11-12.Q	Write with awareness of the stylistic aspects of writing, use precise language, domain-specific vocabulary in order to manage complexity of a topic
CC.1.4.11-12.S	Draw evidence from literary or informational text s to support analysis, reflection, and research, applying grade level reading standards for literature and literary non- fiction.
CC.1.4.11-12.T	Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach,.
CC.1.4.11-12.U	Use technology, including the internet, to produce, publish, and or update individual or shared writing products
CC.1.4.11-12.V	Conduct short and sustained research projects to answer a question, solve a problem, narrow or broaden inquiry, or demonstrate understanding of the subject under investigation
CC.1.4.11-12.W	Gather relevant information from multiple authoritative print and digital sources for advanced research, avoiding plagiarism and overreliance on any one source or standard format for citation
CC.1.4.11-12.X	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences

Speaking and Listening 1.5

CC.1.5.11-12.A	Initiate and participate in a range of collaborative discussions on grade level topics, texts, and issues.
CC.1.5.11-12.B	Evaluate how the speaker's perspective, reasoning, and use of evidence affect the credibility of an argument through author's stance, premises, links among ideas, word choice, points of emphasis and tone
CC.1.5.11-12.C	Integrate multiple sources of information in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source.
CC.1.5.11-12.D	Present information, findings, and supporting evidence, convey and clear and distinct perspective
CC.1.5.11-12.E	Adapt speech to a variety of contexts and tasks
CC.1.5.11-12.F	Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning and evidence
CC.1.5.11-12.G	Demonstrate command of the conventions of standard English when speaking when based on grade 11-12 level and content.

Pennsylvania Common Core Mathematics

Grade 11-12

2.1 Numbers and Operations

- | | |
|--------------|---|
| CC.2.1.5.B.1 | Apply place value concepts to show understanding of operations and rounding as they pertain to whole numbers and decimals |
| CC.2.1.5.B.2 | Extend an understanding of operations and whole numbers to perform operations including decimals |

2.2 Algebraic Concepts

- | | |
|---------------|---|
| CC.2.2.5.A.4 | Analyze patterns and relationships using two rules |
| CC.2.1.HS.F.3 | Apply quantitative reasoning to choose and interpret units and scales in formulas, graphs and data displays |
| CC.1.HS.F.4 | Use units as a way to understand problems and to guide the solutions of multi-step problems |

2.3. Geometry

- | | |
|--------------|--|
| CC.2.3.8.A.1 | Apply the concepts of volume, cylinders, cones and spheres to solve real world and mathematical problems |
| CC.2.3.7.A.2 | Visualize and represent geometric figures and describe the relationships between them |

2.4 Measurement, Data and Probability

- | | |
|---------------|--|
| CC.2.4.HS.B.1 | Summarize, represent, and interpret data on a single count or measurement variable |
| CC.2.4.8.B.1 | Analyze and/or interpret bivariate data displayed in multiple representations |

SECONDARY STANDARDS

(Biology, Chemistry, Physics)

Science and Technology and Engineering Education

3.1.A. Organisms and Cells

3.1.10.A1 .Explain the characteristics of life common to all organisms.

3.1.B.A3. Explain how all organisms begin their life cycles as a single cell and that in multicellular organisms successive generations of embryonic cells form by cell division.

3.1.12.A6. Analyze how cells in different tissues/organs are specialized to perform specific functions.

3.1.10.A7. Describe the relationship between the structure of organic molecules and the function they serve in living organisms .Explain how cells store and use information to guide their functions.

3.1.10.A8. Investigate the spatial relationships of organisms' anatomical features using specimens, models, or computer programs.

3.1.B.B1. Explain that the information passed from parents to offspring is transmitted by means of genes which are coded in DNA molecules.

Explain how mutations can alter genetic information and the possible consequences on resultant cells.

3.1.12.B3. Analyze gene expression at the molecular level.

Explain the impact of environmental factors on gene expression.

- 3.1.B.C2. Describe how mutations in sex cells may be passed on to successive generations and that the resulting **phenotype** may help, **harm, or have little or no** effect on the offspring's success in its environment. Describe the relationship between environmental changes and changes in the gene pool of a population.
- 3.1.12.B4. Evaluate the societal impact of **genetic engineering** techniques and applications.

SECONDARY STANDARDS

Grades 9,12

US History (1850-Present), World History (1450-Present), Civics and Government

History

8.1. Historical Analysis and Skills Development

- 8.1.12.A. Evaluate patterns of continuity and rates of change over time, applying **context of events**.
- 8.1.12.C. Analyze, synthesize, and integrate historical data, creating a product that supports and appropriate illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)

8.2. Pennsylvania History

- 8.2.12.A. Evaluate the role groups and individuals from Pennsylvania played in the **social**, political, cultural, and **economic** development of the US and the world.

8.3. United States History

- 8.3.12.A. Evaluate the role groups and individuals from the U.S. played in the **social**, **political**, cultural, and **economic** development of the world.
- 8.3.9.C. Analyze how continuity and change have impacted the United States. □ **Belief systems** and religions □ Commerce and industry □ Technology □ **Politics** and government
□ Physical and **human geography** □ **Social** organizations

8.4. World History

8.4.12.A. Evaluate the role groups and individuals played in the **social**, **political**, cultural, and **economic** development throughout world history.

8.4.12.C. Evaluate how continuity and change have impacted the world today. □ **Belief systems** and religions □ Commerce and industry □ Technology □ **Politics** and government □ Physical and **human geography** □ **Social** organization

National Common Core Standard(s): **See Pennsylvania Standards**

ISTE Standards:

I. TECHNOLOGY OPERATIONS AND CONCEPTS

Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:

A. demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE *National Educational Technology Standards for Students*).

B. demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

II. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES

Teachers plan and design effective learning environments and experiences supported by technology. Teachers:

- A. design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
- B. apply current research on teaching and learning with technology when planning learning environments and experiences.
- C. identify and locate technology resources and evaluate them for accuracy and suitability.
- D. plan for the management of technology resources within the context of learning activities.
- E. plan strategies to manage student learning in a technology-enhanced environment.

III. TEACHING, LEARNING, AND THE CURRICULUM

Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. Teachers:

- A. facilitate technology-enhanced experiences that address content standards and student technology standards.

B. use technology to support learner-centered strategies that address the diverse needs of students.

C. apply technology to develop students' higher order skills and creativity.

D. manage student learning activities in a technology-enhanced environment.

IV. ASSESSMENT AND EVALUATION

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.

Teachers:

A. apply technology in assessing student learning of subject matter using a variety of assessment techniques.

B. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.

C. apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

V. PRODUCTIVITY AND PROFESSIONAL PRACTICE

Teachers use technology to enhance their productivity and professional practice. Teachers:

- A. use technology resources to engage in ongoing professional development and lifelong learning.
- B. continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
- C. apply technology to increase productivity.
- D. use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

VI. SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK–12 schools and apply that understanding in practice. Teachers:

- A. model and teach legal and ethical practice related to technology use.
- B. apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
- C. identify and use technology resources that affirm diversity.
- D. promote safe and healthy use of technology resources.
- E. facilitate equitable access to technology resources for all students

Career Awareness and Preparation

13.1.1

13.1.11. GRADE 11

- A. Relate careers to individual interests, abilities, and aptitudes.
- B. Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.
- C. Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.
- D. Evaluate school-based opportunities for career awareness/preparation, such as, but not limited to:
 - Career days
 - Career portfolio
 - Community service
 - Cooperative education
 - Graduation/senior project
 - Internship
 - Job shadowing
 - Part-time employment
 - Registered apprenticeship
 - School-based enterprise
- E. Justify the selection of a career.
- F. Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to:
 - **Associate degree**
 - **Baccalaureate degree**
 - **Certificate/licensure**
 - **Entrepreneurship**
 - **Immediate part/full time employment**
 - **Industry training**
 - **Military training**
 - **Professional degree**
 - **Registered apprenticeship**
 - **Tech Prep**
 - **Vocational Rehabilitation Centers**

- G. Assess the implementation of the individualized career plan through the ongoing development of the career portfolio.

13.1. Career Acquisition (Getting a Job)

- A. Apply effective speaking and listening skills used in a job interview.

- B. Apply research skills in searching for a job.

- CareerLinks
- Internet (i.e. O-NET)
- Networking
- Newspapers
- Professional associations
- Resource books (that is *Occupational Outlook Handbook*, *PA Career Guide*)

- E. Apply to daily activities, the essential workplace skills, such as, but not limited to:

- Commitment
- Communication
- Dependability
- Health/safety
- Personal initiative
- Scheduling/time management
- Team building
- Technical literacy
- Technology

13.3. Career Retention and Advancement

- A. Evaluate personal attitudes and work habits that support career retention and advancement.

- B. Evaluate team member roles to describe and illustrate active listening techniques:

- Clarifying
- Encouraging
- Reflecting
- Restating
- Summarizing

C. Evaluate conflict resolution skills as they relate to the workplace:

- Constructive criticism
- Group dynamics
- Managing/leadership
- Mediation
- Negotiation
- Problem solving

E. Evaluate time management strategies and their application to both personal and work situations.

13.4 Entrepreneurship

C. Identify and describe the basic components of a business plan, such as, but not limited to:

- Business idea
- Competitive analysis
- Daily operations
- Finances/budget
- Marketing
- Productive resources (human, capital, natural)
- Sales forecasting

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