

# Family and Consumer Science Planned Course: Child Development II

## Grades 10 - 12

Unit: **Families & Childcare**

Content Standard: **Identify the different options available through various childcare services.**

State Curriculum Standard: **6.2 Demonstrate appreciation for diverse perspectives, needs, and characteristics of individuals and families.**

**PSSA Math Anchors: M11.A.3 Compute accurately and fluently and make reasonable estimates.**

**PSSA Reading Anchors: R11.A.2.1.2 Identify and/or apply meaning of content-specific words in text.**

Course Content	Student Performance	Resources	Assessments
<p>A. Childcare Outside the Home is and Will Continue to Be a Factor of Society</p> <p>B. Each Childcare Facility has its Own Set of Criteria</p>	<ul style="list-style-type: none"> <li>• Compile a list of childcare facilities and classify them as: <ul style="list-style-type: none"> <li>• Development</li> <li>• Custodial</li> <li>• Comprehensive</li> </ul> </li> <li>• Compile and write an analysis of one style facility defining its pros/cons</li> <li>• Use class reports to create a comparison chart based on teacher generated criteria</li> <li>• View and discuss video</li> </ul>	<ul style="list-style-type: none"> <li>• Phone books</li> <li>• <u>Child and Adult Care Professional</u> (Glencoe, 2004)</li> <li>• Lab manual</li> <li>• Post-its (chart size)</li> <li>• Teacher charting criteria</li> <li>• Streaming video clips</li> </ul>	<ul style="list-style-type: none"> <li>• List</li> <li>• Report</li> <li>• Copy of final chart in portfolio</li> <li>• Quiz</li> <li>• Test</li> </ul>

## Family and Consumer Science Planned Course: Child Development II Grades 10 - 12

Unit: **Your Role in Childcare**

Content Standard: **Identify career opportunities, educational requirements, personal qualities and lifetime feasibility of being a childcare provider.**

State Curriculum Standard:   **11.2.12C     Analyze teamwork and leadership skills.**  
    **11.2.9F     Demonstrate job seeking skills.**  
    **11.2.12F     Analyze employment trends in the Family and Consumer Sciences field.**  
    **4.1.1        Determine the roles and functions of individuals engaged in early childhood education and services.**  
    **4.1.2        Explore opportunities for employment and entrepreneurial endeavors.**  
    **4.1.3        Examine education and training requirements and opportunities for career paths in EC and services.**  
    **4.1.4        Examine the impact of ECE and services on local, national, and global economics.**  
**PSSA Math Anchors:     M11.A.3     Compute accurately and fluently and make reasonable estimates.**  
**PSSA Reading Anchors: R11.A.2.1.2 Identify and/or apply meaning of content-specific words in text.**

Course Content	Student Performance	Resources	Assessments
<p>A. Career Opportunities In Child and Geriatric Care Will Always Exist</p> <p>B. Each Career in Caregiving Has Educational Requirements</p> <p>C. An Individuals Personal Qualities Will Influence His/Her Feasibility for Specific Jobs</p>	<ul style="list-style-type: none"> <li>Anticipatory set-list care jobs from lowest to highest income potential</li> <li>Research and report on child or geriatric care career of interest</li> <li>Aptitude test</li> <li>Prepare list of interview questions and appropriate answers</li> </ul>	<ul style="list-style-type: none"> <li>Text</li> <li>Career Guidance Room</li> <li>Library</li> <li>Internet</li> <li>COIN test</li> <li>Aptitude tests and reporting</li> <li>Speakers               <ul style="list-style-type: none"> <li>Childcare</li> <li>Home Healthcare</li> <li>Nanny</li> <li>Hospice worker</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Research paper</li> <li>Aptitude test assessed results</li> <li>Interview questions</li> <li>Quiz/test</li> </ul>

## Family and Consumer Science Planned Course: Child Development II Grades 10 - 12

Unit: **Child Growth and Development/Basic Principles of Development**

Content Standard: **Identify the theorists of child development, the principles they developed and the areas of development to be considered.**

State Curriculum Standard: **11.4.12 Analyze current research into existing theories on child development.**  
**4.2.1 Examine child development theories and their implication for educational and child care practices.**  
**PSSA Math Anchors: M11.A.3 Compute accurately and fluently and make reasonable estimates**  
**PSSA Reading Anchors: R11.A.2.1.2 Identify and/or apply meaning of content-specific words in text.**

Course Content	Student Performance	Resources	Assessments
<p>A. Knowledge of Theorists and Theory are Good Background for Understanding Child Development</p> <p>B. Five Areas of Development Identifiable at Any Age</p> <p>C. Five Principles of Development that Occur Simultaneously Throughout Life</p>	<ul style="list-style-type: none"> <li>Listen/discuss/take notes on various theories affecting child education and nurture</li> <li>Class discussion with cues, visual prompts</li> <li>Complete group project expanding information on developmental areas</li> <li>Student produced examples of each principle</li> </ul>	<ul style="list-style-type: none"> <li>Overhead</li> <li>Rubric</li> <li><u>Child and Adult Care Professional</u> (Glencoe, 2004)</li> <li>Text based handouts</li> <li>Visuals from supplementary teacher selected resource</li> <li>Reading(s) on each principle of development from real life examples (current magazines)</li> <li>Blank overhead sheets</li> </ul>	<ul style="list-style-type: none"> <li>Quiz</li> <li>Group presentation project</li> <li>Completed handout(s)</li> <li>Student-generated examples (5)</li> <li>Written skit or cartoon indicating developmental misconceptions and illustrating principles of development</li> </ul>

## Family and Consumer Science Planned Course: Child Development II Grades 10 - 12

Unit: **Understanding Toddlers**

Content Standard: **Identify significant signs of intellectual, emotional, social and physical growth in toddlers.**

State Curriculum Standard: **11.4.6A Compare and contrast child development guided practices according to the stage of development.**  
**11.4.9A Analyze physical, intellectual, social and emotional development in relation to theories.**  
**11.4.6B Identify ways to keep children healthy and safe at each stage of development.**  
**11.4.9B Evaluate health and safety standards relating to children at each stage of development**  
**11.3.12B Research current issues on health and safety affecting children at each stage of child development.**  
**4.2.1 Examine child development theories and their implication for educational and child care practices.**  
**PSSA Math Anchors: M11.A.3 Compute accurately and fluently and make reasonable estimates**  
**PSSA Reading Anchors: R11.A.1.3.1 Make inferences, draw conclusions, and make generalizations based on text.**

Course Content	Student Performance	Resources	Assessments
<p>A. Toddler is Unique Individual</p> <p>B. Exploration and Discovery are Big Part of Toddler Intellectual Growth</p> <p>C. Toddlers are Just Beginning to Exercise Some Emotional Control</p> <p>D. Social Development is Slow for Toddlers/Parallel (Salutary) Play is Prevalent</p> <p>E. Physical Growth Slows but Motor Development and Coordination Advance Rapidly for Toddler</p>	<ul style="list-style-type: none"> <li>View/discuss video</li> <li>Create a toddler caricature</li> <li>Complete and record observation of toddler</li> <li>Brainstorm and list toddler emotions</li> <li>View/discuss discipline /notes</li> <li>Discussion of toddler physical changes and abilities</li> <li>Video/discuss “terrible two’s” concept</li> </ul>	<ul style="list-style-type: none"> <li>“Living the Life of a Toddler” (<u>The School Company</u>) VHS</li> <li><u>The Developing Child</u> (Glencoe, 2006)</li> <li><u>Parenting</u> (Glencoe, 2007) Notes from Chapters 21-24</li> <li>“The Typical Twos” - Insight Media”</li> <li>“Toddlers – The Second Year of Life” (Learning Seed)</li> </ul>	<ul style="list-style-type: none"> <li>Caricature</li> <li>Observation</li> <li>List</li> <li>Quiz/test</li> </ul> <p><b><u>Enrichment:</u></b></p> <ul style="list-style-type: none"> <li>Analyze brain growth in toddler and the need for enriched environment</li> </ul> <p><b><u>Remediation:</u></b></p> <ul style="list-style-type: none"> <li>Complete related project selected from “Re-teaching Activities”</li> </ul>

## Family and Consumer Science Planned Course: Child Development II Grades 10 - 12

Unit: **Understanding Pre-Schoolers**

Content Standard: **Identify signs of pre-schoolers' physical, intellectual, emotional, social, and moral development.**

State Curriculum Standard:   **11.4.6A      Compare and contrast child development guided practices according to the stage of development.**  
   **11.4.9A      Analyze physical, intellectual, social and emotional development in relation to theories.**  
   **11.4.6B      Identify ways to keep children healthy and safe at each stage of development.**  
   **11.4.9B      Evaluate health and safety standards relating to children at each stage of development.**  
   **11.4.12B     Research current issues on health and safety affecting children at each stage of child development.**  
   **4.2.1        Examine child development theories and their implication for educational and child care practices.**

**PSSA Math Anchors:**

**PSSA Reading Anchors: R11.A.2.1.2 Apply meaning of context-specific words in text.**

Course Content	Student Performance	Resources	Assessments
<p>A. Pre-Schoolers: Children 3-5 Years of Age</p> <p>B. Each Age of Pre-Schooler Has Predictable Change in Each Developmental Area</p>	<ul style="list-style-type: none"> <li>View/discuss/role play extreme difference between 3 and 5 year olds</li> <li>Group work on characteristics and conflicts of toddlers age 3-5; class presentation based on teacher generated criteria and rubric</li> <li>View and discuss video and accompanying handout</li> </ul>	<ul style="list-style-type: none"> <li>"Living the Life of a Pre-Schooler" (The School Co.)</li> <li><u>Parenting</u> (Glencoe, 2007) notes Chap.18, 19</li> <li><u>The Child and Adult Care Professional</u>, (Glencoe, 2004), Chapter 20</li> <li>Library</li> <li>Internet</li> <li>The Developing Child – "Observation #3" (Magna)</li> <li>"Now I'm Five" VHS (CEV)</li> </ul>	<ul style="list-style-type: none"> <li>Group presentation</li> <li>Journal entries/observations</li> <li>Quiz</li> </ul> <p><b><u>Enrichment:</u></b></p> <ul style="list-style-type: none"> <li>Complete an extended case study on one child; chart developmental milestones reached</li> </ul> <p><b><u>Remediation:</u></b></p> <ul style="list-style-type: none"> <li>Complete: The Developing Child "Re-teaching Worksheets" for Chapter 8, Section 1</li> </ul>

# Family and Consumer Science Planned Course: Child Development II

## Grades 10 - 12

Unit: **Understanding School Age Children**

Content Standard: **Describe the physical and intellectual development, the impact of puberty and friendships on school age children.**

State Curriculum Standard:   **11.4.6A**   **Compare and contrast child development guided practices according to the stage of development.**  
   **11.4.9A**   **Analyze physical, intellectual, social and emotional development in relation to theories.**  
   **11.4.6B**   **Identify ways to keep children healthy and safe at each stage of development.**  
   **11.4.9B**   **Evaluate health and safety standards relating to children at each stage of development.**  
   **11.4.12B** **Research current issues on health and safety affecting children at each stage of child development.**  
   **4.2.1**    **Examine child development theories and their implication for educational and child care practices.**  
**PSSA Math Anchors:   M11.E.4   Draw conclusions based on data.**  
**PSSA Reading Anchors: R11.A.1.3.2 Cite evidence from text to support generalizations.**

Course Content	Student Performance	Resources	Assessments
<p>A. School Age Children Need to be Developmentally Understood to Better Work With Them</p> <p>B. Self-esteem, Friendships, and Stress Play a Part in the Lives of School Age Children</p>	<ul style="list-style-type: none"> <li>View/take notes/discuss video</li> <li>Student jigsaw of ages within range (quad, pair and share) of 5's, 6's, 7's, and 8's</li> <li>Group discussion of areas</li> <li>Divide into groups of identical age –generate and record “A Story of a Day in the Life of a ____ Year Old”</li> </ul>	<ul style="list-style-type: none"> <li>“Child Development: Five to Eight” VHS, (Meridian)</li> <li><u>Child and Adult Care Professionals</u>, (Glencoe, 2004), Chapter 21</li> <li>Handouts appropriate to group assignments</li> <li><u>The Developing Child</u>, (Glencoe, 2007), “Re-teaching supplements”</li> </ul>	<ul style="list-style-type: none"> <li>Video notes</li> <li>Test</li> <li>Story (copies of stories to portfolio)</li> </ul> <p><b><u>Enrichment:</u></b></p> <ul style="list-style-type: none"> <li>Classroom or Specials observation at Bushkill Elementary School</li> </ul> <p><b><u>Remediation:</u></b></p> <ul style="list-style-type: none"> <li>Complete worksheet: The Developing Child: “Re-teaching Activities”, Charting Emotional Development 4 to 6, Promoting Self Care 4 to 6</li> </ul>

## Family and Consumer Science Planned Course: Child Development II Grades 10 - 12

Unit: **Operating an Early Childhood Program**

Content Standard: **Identify the various philosophies, the impact of licensing laws and regulations and the roles of the staff on an early childhood program.**

State Curriculum Standard: **11.4.6D Identify considerations prior to selecting childcare providers.**  
**11.4.9D Analyze the roles, responsibilities, and opportunities for family involved in schools.**  
**11.4.12D Strategize tactics to blend work and family responsibilities to meet the needs of children.**  
**4.2.1 Examine child development theories and their implication for educational and child care practices.**  
**PSSA Math Anchors: M11.A.3 Compute accurately and fluently and make reasonable estimation.**  
**PSSA Reading Anchors: R11.A.2.1.2 Apply meaning of context-specific words in text.**

Course Content	Student Performance	Resources	Assessments
<p>A. The Core of an Early Childhood Program is the Philosophy by Which it Operates</p> <p>B. Each State has a Set of Licensing Laws and Regulations That Early Childhood Programs Must Follow</p> <p>C. Many Different Jobs Available as Part of an Early Childhood Program</p>	<ul style="list-style-type: none"> <li>Discussion of various philosophies and how systems grow from philosophies</li> <li>Comparison chart of program services, staffing and regulations</li> <li>Read and discuss PDE regulations using MAX Reading Symbols to mark text</li> <li>View and discuss video(s)</li> <li>Discuss jobs in depth and research chosen job for report</li> </ul>	<ul style="list-style-type: none"> <li><u>The Child and Adult Care Professional</u> (Glencoe, 2004), Chapter 4 and Section 2 of Chapter 18-23</li> <li>PDE regulations</li> <li>"Handling Hazards in Childcare" VHS (CEV, 2 videos)</li> <li>Library/internet</li> <li>"The Childcare Worker: A Recipe for Success", VHS, (CEV)</li> </ul>	<ul style="list-style-type: none"> <li>Chart</li> <li>Quiz</li> <li>Paper</li> <li>Reading analysis</li> </ul> <p><b><u>Enrichment:</u></b></p> <ul style="list-style-type: none"> <li>Propose program features to accommodate one of the following:: <ul style="list-style-type: none"> <li>Inclusion of the disabled</li> <li>Reporting child abuse</li> <li>Family communication</li> </ul> </li> </ul> <p><b><u>Remediation:</u></b></p> <ul style="list-style-type: none"> <li>Text-based worksheet (Chapters 14 and 18)</li> </ul>

## Family and Consumer Science Planned Course: Child Development II Grades 10 - 12

Unit: **Providing an Appropriate Environment of Learning, Development and Safety for the Child**

Content Standard: **Identify the principles to use in planning an early childhood environment.**

State Curriculum Standard:   **11.2.6D**   **Identify the concepts and principles used in planning space for activities.**  
   **111.2.9D**   **Design space for a specified activity to meet a given need.**  
   **11.2.12D**   **Based on efficiency, aesthetics, and psychology, evaluate space plans for the ability to meet a variety of needs including those individuals with special needs.**  
   **4.2.1**       **Examine child development theories and their implication for educational and child care practices.**  
**PSSA Math Anchors:**       **M11.A.3**   **Compute accurately and fluently and make reasonable estimation.**  
**PSSA Reading Anchors:** **R11.A.2.1.2** **Apply meaning of context-specific words in text.**

Course Content	Student Performance	Resources	Assessments
<p>A. Environment Created in Child Care Center Should Contribute to All Areas of Child Development</p> <p>B. Follow Existing Guidelines When Creating Early Childhood Learning Environment</p> <p>C. Each Area of Learning Environment has Specific Criteria</p>	<ul style="list-style-type: none"> <li>Discuss/create list of learning areas</li> <li>View/discuss video</li> <li>Create learning environment using floor plan format</li> <li>Complete project: in-depth creation, resourcing, and cost estimation for maximum/minimum financing needed for on area learning center</li> </ul>	<ul style="list-style-type: none"> <li><u>The Child and Adult Care Professional</u>, (Glencoe, 2004), Chap. 12, 13</li> <li><u>The Developing Child</u>, (Glencoe, 2006), Chap 22, section 2</li> <li>“Creative Environments for Learning and Play”, VHS (CEV)</li> <li>Internet</li> <li>Computer</li> <li>Graph paper</li> <li>Drafting tools</li> <li>Drafting templates</li> <li>References/magazines</li> </ul>	<ul style="list-style-type: none"> <li>List</li> <li>Floor plan (entire center)</li> <li>Center project – one learning center area</li> </ul> <p><b><u>Enrichment:</u></b></p> <ul style="list-style-type: none"> <li>Analyze environmental safety of actual center by checklist from student created model</li> </ul> <p><b><u>Remediation:</u></b></p> <ul style="list-style-type: none"> <li>Correct deficiency in projects</li> </ul>

Unit: **Developing Daily Schedules and Routines**



## Family and Consumer Science Planned Course: Child Development II Grades 10 - 12

Content Standard: **Identify the factors that need to be considered when developing a schedule and or routines to be followed in a child-care facility.**

State Curriculum Standard: 11.4.6C Identify the role of caregiver in providing a learning environment.  
 11.4.9C Evaluate the child and environment to assess if the environment is conducive to learning.  
 11.4.12C Analyze practices that optimize child development  
 4.2.1 Examine child development theories and their implication for educational and child care practices.  
 4.3.6 Establish activities, routines and transitions.  
 PSSA Math Anchors: M11.A.3. Compute accurately/make reasonable estimates.  
 PSSA Reading Anchors: R11.A.2.1.2 Apply meaning of context-specific words in text.

Course Content	Student Performance	Resources	Assessments
A. Scheduling is Planning for Use of Time  B. Five Factors That Influence Child Care Schedule  C. Routine: Regularly Expected Procedure That is Followed in Order to Accomplish Something	<ul style="list-style-type: none"> <li>• Discussion on importance of timing, regularity and dependability to young children</li> <li>• Completion of teacher made handout to define security of environment</li> <li>• Preparation /critique of possible schedule</li> <li>• View and discuss video</li> <li>• List routines to follow in child care facility</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Child and Adult Care Professionals</u>, (Glencoe, 2004), Chapter 9</li> <li>• Teacher-generated handout(s)/reading(s)</li> <li>• Scheduling format</li> <li>• “Children at Work”, VHS, (CEV)</li> <li>• Teacher-supplied scheduling criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Completed handout(s)</li> <li>• Schedule</li> <li>• Common necessary routines list</li> </ul>

## Family and Consumer Science Planned Course: Child Development II Grades 10 - 12

Unit: **Food for Health, Learning and Fun**

Content Standard: **Identify the nutrients required for good nutrition, balanced diet, and meal planning for young children.**

State Curriculum Standard: **11.3.12F Evaluate the application of nutrition and meal planning principles in the selection, planning, preparation and serving of meals that meet the specific nutritional needs of individual across the lifespan.**

**4.4.4 Provide safe and healthy meals and snacks**

PSSA Math Anchors: **M11.A.3. Compute accurately and fluently growth and development**

PSSA Reading Anchors: **R11.A.2.1.2 Apply meaning of context-specific words in text.**

Course Content	Student Performance	Resources	Assessments
<p>A. Six Types of Nutrients Needed to Support, Develop and Maintain Healthy Body</p> <p>B. My Pyramid.gov is Unique Resource to Support Individually Tailored Diet Plan</p> <p>C. Childhood Diet is Basis for Lifetime Eating Habits and Time to Teach Basic Nutrition</p>	<ul style="list-style-type: none"> <li>• Compile 2 day diet list</li> <li>• Complete handouts from My Pyramid</li> <li>• In-depth paper on use of one nutrient in young child</li> <li>• Develop nutritionally excellent weekly diet plan for specific age young child (include 3 meals/day and snacks)</li> <li>• Prepare one nutritious fun snack</li> <li>• Discussion/teacher generated list of needs</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Child and Adult Care Professional</u>, (Glencoe, 2004), Chapter 10</li> <li>• <u>The Developing Child</u>, (Glencoe, 2007), pp324-328, 415-417, 482-486, 549-550, 177</li> <li>• Eating guidelines: pp 154, 327, 415, 420</li> <li>• Internet</li> <li>• Handouts</li> <li>• Library</li> <li>• MyPyramid.gov</li> <li>• Size charts</li> </ul>	<ul style="list-style-type: none"> <li>• List</li> <li>• Handout(s)</li> <li>• Paper</li> <li>• Weekly Diet Plan (age specific)</li> <li>• Snack</li> <li>• Quiz/test</li> </ul> <p><b><u>Enrichment:</u></b></p> <ul style="list-style-type: none"> <li>• Explore with reporting team on Childhood Onset Diabetes and Obesity report (interview)</li> </ul> <p><b><u>Remediation:</u></b></p> <ul style="list-style-type: none"> <li>• Complete additional nutrition project to evaluate and report on lunchroom changes required by federal law</li> </ul>

## Family and Consumer Science Planned Course: Child Development II Grades 10 - 12

Unit: **Curriculum Planning for a Childcare Center - Art**

Content Standard: **Identify the impact of art on the overall curriculum.**

State Curriculum Standard: **11.43.9.E Examine the impact of art on overall early childhood curriculum.**

- 4.3.1 Examine a variety if curriculum and instructional models**
- 4.3.2 Implement learning activities in all curriculum areas that meet the development needs of children.**
- 4.3.3 Implement an integrated curriculum that incorporates a child's language, learning styles, home experience and cultural values.**
- 4.3.4 Demonstrate a variety of teaching methods to meet individual needs of children.**
- 4.3.5 Arrange learning centers that provide for children's exploration, discovery, and development.**

**PSSA Math Anchors:**

**PSSA Reading Anchors: R11.A.1.3.1 Make inferences, draw conclusions, and make generalizations based on text.**

Course Content	Student Performance	Resources	Assessments
A. Children Go Through Predictable Stages When Learning To Create Art	<ul style="list-style-type: none"> <li>Discussion of illustrations from stages in art creation</li> </ul>	<ul style="list-style-type: none"> <li><u>Child and Adult Care Professionals</u>, (Glencoe, 2004), Chapter 28</li> <li>Overhead</li> </ul>	<ul style="list-style-type: none"> <li>List</li> <li>Planned/unplanned art activity</li> <li>Quiz</li> </ul>
B. Certain Art Supplies are Best for Art Education of Young Children	<ul style="list-style-type: none"> <li>Make list of age appropriate supplies</li> </ul>	<ul style="list-style-type: none"> <li>Progression of art skills illustrations</li> </ul>	
C. Children Enjoy Working on Their Own in Art Center; However, Some Activities Are Better When Teacher Led	<ul style="list-style-type: none"> <li>Discussion/students develop a planned art activity and an unplanned informal one</li> </ul>		<p><b><u>Enrichment:</u></b></p> <ul style="list-style-type: none"> <li>Outline project approach (Reggio Emilia) group of activities to teach a preschool child complex art concept (impressionism, cubism, abstraction)</li> </ul>

## Family and Consumer Science Planned Course: Child Development II Grades 10 - 12

Unit: **Curriculum Planning for a Childcare Center – Language Arts**

Content Standard: **Identify the importance of language development and communication skills in curriculum planning for a child-care center.**

State Curriculum Standard: **11.4.9.E** Explain how storytelling enhances literacy development in children  
**4.3.1** Examine a variety of curriculum and instructional models.  
**4.3.2** Implement learning activities in all curriculum areas that meet the development needs of children.  
**4.3.3** Implement an integrated curriculum that incorporates a child's language, learning styles, home experiences, and cultural values.  
**4.3.4**  
**4.3.5** Demonstrate a variety of teaching methods to meet individual needs of children.  
**4.3.5** Arrange learning centers that provide for children's exploration, discovery, and development.

**PSSA Math Anchors:**

**PSSA Reading Anchors:** R11.A.2.3 Make inferences, draw conclusions, and make generalizations based on text.  
R11.B.2.1.1, 2 Identify, interpret, compare, describe and analyze language and literary structures

Course Content	Student Performance	Resources	Assessments
A. Language Arts Curriculum Includes Activities that Teach Children to Listen, Speak, Read and Write (Communication Skills)	<ul style="list-style-type: none"> <li>Draw picture reflecting written story; write a brief synopsis and verbally share related story with teacher</li> </ul>	<ul style="list-style-type: none"> <li>Children's book read aloud by teacher</li> <li>Walking field trip to Bushkill Library (optional)</li> <li>Librarian as guest speaker</li> </ul>	<ul style="list-style-type: none"> <li>Picture/synopsis</li> <li>Verbal story</li> <li>Book evaluations</li> <li>Performance evaluation (reading)</li> <li>Child's book</li> <li>Student-made teaching manipulative</li> </ul>
B. Book for Young Children Should Meet Certain Criteria	<ul style="list-style-type: none"> <li>Relate cognition from favorite literature and its effect or lack in personal early childhood experience</li> </ul>	<ul style="list-style-type: none"> <li><u>Child and Adult Care Professionals</u>, (Glencoe, 2004), Chapter 25</li> <li>Assorted children's literature</li> </ul>	<p><b>Enrichment:</b></p> <ul style="list-style-type: none"> <li>Make application to adult and elder care for increase of mental function by exposure to literature</li> </ul>
C. Young Children Love to Hear and Tell Stories	<ul style="list-style-type: none"> <li>Discuss/notes/reading(s) on literary criteria for children</li> <li>Evaluate several books based on criteria</li> </ul>	<ul style="list-style-type: none"> <li>Teacher made handout(s)</li> <li>Library</li> <li>Art supplies</li> </ul>	<p><b>Remediation:</b></p> <ul style="list-style-type: none"> <li>Explore and report visual use of literature in non-reading students</li> </ul>

## Family and Consumer Science Planned Course: Child Development II Grades 10 - 12

Unit: **Curriculum Planning for a Childcare Center**

Content Standard: **Identify the importance of language development and communication skills in curriculum planning for a child-care center.**

State Curriculum Standard: **11.4.9.E Explain how storytelling enhances literacy development in children**  
**4.3.6 Examine a variety of curriculum and instructional models.**  
**4.3.7 Implement learning activities in all curriculum areas that meet the development needs of children.**  
**4.3.8 Implement an integrated curriculum that incorporates a child's language, learning styles, home experiences, and cultural values.**  
**4.3.9 Demonstrate a variety of teaching methods to meet individual needs of children.**  
**4.3.10 Arrange learning centers that provide for children's exploration, discovery, and development**  
**4.3.5 Compute accurately and fluently growth and development**  
**PSSA Math Anchors: M11.A.3. Compute accurately and fluently growth and development**  
**PSSA Reading Anchors: R11.A.2.3 Make inferences, draw conclusions, and make generalizations based on text.**  
**R11.B.3..1.1 Interpret the use of facts and opinions to make a point.**

Course Content	Student Performance	Resources	Assessments
	<ul style="list-style-type: none"> <li>Document sharing of story or book with child</li> <li>Create visuals for enrichment of any type literary activity (poetry/finger play/flannel board induction)</li> <li>Help a child document his/her story</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-generated recording form</li> <li>Art materials and manipulatives</li> <li>Inclusion in the Parenting Classroom,(Inclusion teaching supplement), (Glencoe, 2007) or alternate case study of inclusion for non-readers</li> </ul>	<p><b><u>Enrichment:</u></b></p> <ul style="list-style-type: none"> <li>Teacher generated paired activity using p. 44 <u>Inclusion in the Parenting Classroom</u> or other case study where non-readers are accommodated in classroom environmental planning</li> </ul>

## Family and Consumer Science Planned Course: Child Development II Grades 10 - 12

Unit: **Curriculum Planning for a Childcare Center – Dramatic Play**

Content Standard: **Explain how dramatic play encourages growth in all developmental areas.**

State Curriculum Standard:   **11.4.12E**   **Explain practices that develop the child’s imagination, creativity, and reading skills through literature.**  
   **4.3.1**       **Examine a variety of curriculum and instructional models.**  
   **4.3.2**       **Implement learning activities in all curriculum areas that meet the development needs of children.**  
   **4.3.3**       **Implement an integrated curriculum that incorporates a child’s language, learning styles, home experiences, and cultural values.**  
   **4.3.4**       **Demonstrate a variety of teaching methods to meet individual needs of children.**  
   **4.3.5**       **Arrange learning centers that provide for children’s exploration, discovery, and development.**

**PSSA Math Anchors:       M11.A.3       Compute accurately/make reasonable estimates.**

**PSSA Reading Anchors: R11.A.2.1.2   Apply meaning of context specific words in text.**

<b>Course Content</b>	<b>Student Performance</b>	<b>Resources</b>	<b>Assessments</b>
<p>A. In Dramatic Play Children Often Imitate/Model Adults and Act Out Situations They Observe or Imagine</p> <p>B. Like Real Life Experience, Dramatic Play Helps Children Advance Skills in All Developmental Areas.</p>	<ul style="list-style-type: none"> <li>In groups, develop and present a dramatic play intended for young children using manipulatives; puppets, marionettes, costuming, sets and props</li> <li>Discussion of drama in five developmental areas</li> <li>Peer/teacher critique of dramatic play by rubric</li> </ul>	<ul style="list-style-type: none"> <li><u>Child and Adult Care Professionals</u>, (Glencoe, 2004), Chapter 27</li> <li><u>The Developing Child</u>, (Glencoe, 2006), Figure 22-10, pp. 640-641, 293, 457 (related milestones)</li> <li>Teacher handout(s)</li> <li>Rubric</li> <li>Checklist</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic play student performance</li> <li>Teacher/peer evaluation</li> </ul> <p><b><u>Enrichment:</u></b></p> <ul style="list-style-type: none"> <li>Propose how intergenerational dramatic experience can lead to growth and understanding between generations Plan such an activity as community service</li> </ul> <p><b><u>Remediation:</u></b></p> <ul style="list-style-type: none"> <li>List ways parents and children use drama in communication as emphasis and/or reinforcement with specific examples and connected goals</li> </ul>

## Family and Consumer Science Planned Course: Child Development II Grades 10 - 12

Unit: **Curriculum Planning for a Childcare Center – Social Studies**

Content Standard: **Recognize the impact a social studies curriculum can have on young children in a childcare center.**

State Curriculum Standard:   **11.4.6E**   **Explain practices that develop the child’s imagination, creativity, and reading skills through literature.**  
   **4.3.1**   **Examine a variety of curriculum and instructional models.**  
   **4.3.2**   **Implement learning activities in all curriculum areas that meet the development needs of children.**  
   **4.3.3**   **Implement an integrated curriculum that incorporates a child’s language, learning styles, home experiences, and cultural values.**  
   **4.3.4**   **Demonstrate a variety of teaching methods to meet individual needs of children.**  
   **4.3.5**   **Arrange learning centers that provide for children’s exploration, discovery, and development.**  
**PSSA Math Anchors:    M11.E.4   Draw conclusion based on data.**  
**PSSA Reading Anchors: R11.A.1.3.2   Cite evidence from text to support generalizations.**

Course Content	Student Performance	Resources	Assessments
<p>A. Social Studies Teaches Children About Themselves As Well As:</p> <ul style="list-style-type: none"> <li>Family</li> <li>Community</li> <li>The World</li> </ul> <p>B. Books are Effective Tool and Resource for Teaching Children the Various Aspects of Social Science</p> <p>C. Social Development Affects Quality of Life in the Elderly</p>	<ul style="list-style-type: none"> <li>Class discussion/make list for portfolio: “What is Social Studies?”</li> <li>Identify/describe child’s potential for influence and participation in               <ul style="list-style-type: none"> <li>Home</li> <li>Community</li> <li>World</li> </ul> </li> <li>Choose age appropriate book(s) to teach one aspect of social studies</li> <li>Prepare lesson plan to teach defined aspect of Social Studies to particular age child</li> <li>Assess social wellness for aging by defining               <ul style="list-style-type: none"> <li>Well-being</li> <li>Positive aging</li> <li>Caregiver interaction</li> <li>Community support</li> </ul> </li> <li>Write brief proposal for activities of social involvement that create positive outlook on aging (concrete, pragmatic, feasible)</li> </ul>	<ul style="list-style-type: none"> <li><u>Child and Adult Care Professionals</u>, (Glencoe, 2004), Chapter 25, Sections 2 and 3</li> <li>Library</li> <li>Internet</li> <li>Speaker – geriatric care</li> <li>Art supplies</li> <li>Media</li> <li>Lesson plan rubric/format</li> </ul>	<ul style="list-style-type: none"> <li>List</li> <li>Proposal</li> <li>Teacher observation</li> </ul>

## Family and Consumer Science Planned Course: Child Development II Grades 10 - 12

Unit: **Curriculum Planning for a Childcare Center - Music**

Content Standard: **Identify the benefits a young child will receive from having music and movement as an intricate part of their childcare center.**

State Curriculum Standard: **11.4.6E Explain practices that develop the child's imagination, creativity, and reading skills through literature.**  
**4.3.1 Examine a variety of curriculum and instructional models.**  
**4.3.2 Implement learning activities in all curriculum areas that meet the development needs of children.**  
**4.3.3 Implement an integrated curriculum that incorporates a child's language, learning styles, home experiences, and cultural values.**  
**4.3.4 Demonstrate a variety of teaching methods to meet individual needs of children.**  
**4.3.5 Arrange learning centers that provide for children's exploration, discovery, and development.**

**PSSA Math Anchors:**

**PSSA Reading Anchors:** R11.A.1.3.1 Make inferences, draw conclusions, and make generalizations based on text.

R11.A.2.1.2 Identify and/or apply meaning of content specific words in text.

Course Content	Student Performance	Resources	Assessments
<p>A. Musical Expression Begins Early and Often Lasts Across the Lifespan</p> <p>B. Children Have Inborn Desire to Make Noise and Listen to Sounds</p> <p>C. Well Planned Activities and Caregiver Enthusiasm Can Instill Love of Music Contributing to Overall Development</p>	<ul style="list-style-type: none"> <li>Brainstorm ways children produce and use music</li> <li>Read and discuss research records involving music and brain development/mental stimulation</li> <li>Create list of sound and movement activities for young children and/or elderly</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 27, Sections 1 and 2</li> <li>Chapter 15, Section 1</li> <li>Chapter 23, Section 1</li> </ul>	<ul style="list-style-type: none"> <li>Brainstorm list with tools/instruments used</li> <li>Notes on brain research</li> <li>List of implications for caregivers</li> <li>List of sound/movement activities for               <ul style="list-style-type: none"> <li>Young children</li> <li>Elderly</li> </ul> </li> </ul>



## Family and Consumer Science Planned Course: Child Development II Grades 10 - 12

Unit: **Curriculum Planning for a Childcare Center – Science and Math**

Content Standard: **Identify science and math activities in the curriculum that will enable the young child to learn and grow.**

State Curriculum Standard: **11.4.6E Explain practices that develop the child’s imagination, creativity, and reading skills through literature.**  
**4.3.1 Examine a variety of curriculum and instructional models.**  
**4.3.2 Implement learning activities in all curriculum areas that meet the development needs of children.**  
**4.3.3 Implement an integrated curriculum that incorporates a child’s language, learning styles, home experiences, and cultural values.**  
**4.3.4 Demonstrate a variety of teaching methods to meet individual needs of children.**  
**4.3.5 Arrange learning centers that provide for children’s exploration, discovery, and development.**  
**PSSA Math Anchors: M11.E Answer questions that can be addressed with data.**  
**PSSA Reading Anchors: R11.A.2.1.2 Identify and/or apply meaning of content specific words in text.**

Course Content	Student Performance	Resources	Assessments
<p>A. As Technology Plays a Greater Role in Society, Excellence in Science and Math Becomes Increasingly Important Across the Lifespan</p> <p>B. Science is System of Knowledge Covering General Truths and Knowledge About How the Physical World Works</p> <p>C. Math is Study of Numbers, Their Functions and Interactions With Integration of Math Concepts Occurring Developmentally at 5-7 Age Range</p>	<ul style="list-style-type: none"> <li>Teacher led discussion about math and science and their current/potential future impact on young children</li> <li>Discuss how math and science knowledge enrich aging (Intergenerational activity – bird watching)</li> <li>Select one subject/theme and develop in depth activity</li> <li>Create setting for young child to sort/match various objects</li> </ul>	<ul style="list-style-type: none"> <li>Child and Adult Care Professionals, (Glencoe, 2004), Chapter 26</li> <li>“Intergenerational Activity” (Text, pp 607)</li> <li>Library</li> <li>Internet</li> <li>Various sorting/matching materials</li> </ul>	<ul style="list-style-type: none"> <li>List</li> <li>Activity</li> </ul> <p><b>Enrichment:</b></p> <ul style="list-style-type: none"> <li>Construct and install bird feeder in highly visible area near an adult care facility</li> <li>Fund raise to supply binoculars and program for intergenerational activity</li> </ul>

**Family and Consumer Science Planned Course: Child Development II**  
**Grades 10 - 12**