

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
FAMILY AND CONSUMER SCIENCES DEPARTMENT
CHILD DEVELOPMENT & LIFE MANAGEMENT SKILLS CURRICULUM

Child Development & Life Management Curriculum Guide

Pacing Guide:

Semester 1

Child Development

Unit 1 – Child Care and Education – 15 days

Unit 2 – Parenting – 7 days

Unit 3 – Pregnancy & Childbirth – 8 days

Unit 4 – Baby’s First Year – 12 days

Unit 5 – The Child, ages 1-3 years – 12 days

Unit 6 – The Child, ages 4-6 years - 12 days

Unit 7 – The Child, ages 7-12 years – 8 days

Semester 2

Life Management Skills

Unit 1 – Management Skills – 10 days

Unit 2 – Housing & Transportation - 10 days

Unit 3 – Wellness & Nutrition – 25 days

Unit 4 – Clothing & Fibers – 15 days

Unit 5 – Interpersonal Skills – 12 days

Unit 6 – Career Preparation – 15 days

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<p>21st Century Skills Standards: 9.1 Personal Financial Literacy</p>	<p>9.1.12.A.3: Analyze the relationship between various careers and personal earning goals. 9.1.12.A.4: Identify a career goal and develop a plan and timetable for achieving it, including education/training requirements, costs and possible debt. 9.1.12.A.6: Summarize the financial risks and benefits of entrepreneurship as a career choice. 9.1.12.A.9: Analyze how personal and cultural values impact spending and other financial decisions.</p>
<p>9.2 Career Awareness</p>	<p>9.2.12.C.1: Review career goals and determine steps necessary for attainment. 9.2.12.C.3: Identify transferable career skills and design alternate career plans. 9.2.12.C.4: Analyze how economic conditions and societal changes influence employment trends and future education. 9.2.12.C.6: Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities and resources required for owning and managing a business. 9.2.12.C.9: Analyze the correlation between personal and financial behavior and employability.</p>
<p>Career Ready Practices</p>	<p>CRP1-Act as a responsible contributing citizen and employee CRP2-Apply appropriate academic and technical skills CRP3-Attend to personal health and financial well being CRP4-Community clearly and effectively and with reason CPR5-Consider the environment, social and economic impacts of decisions CPR6-Demonstrate creativity and innovation CRP7-Employ valid and reliable research strategies CRP8-Utilize critical thinking to make sense of problems and persevere in solving them CRP9-Model integrity, ethical leadership and effective management CRP10-Plan education and career paths aligned to personal goals CRP11-Use technology to advance productivity CRP12-Work productivity in teams while using cultural global competence</p>

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Technology Standards:

8.1.A: Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations

8.1.C: Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and to contribute to the learning of others.

8.1.E: Research and Information Fluency: Students apply digital tools to gather, evaluate and use information.

8.1.F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

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Differentiation/Accommodations/Modifications

Note: Each district should review the various strategies noted below and determine which are applicable for their population within varied grade levels and languages and make edits where needed.

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<p><i>(content, process, product and learning environment)</i></p> <p>Extension Activities</p> <ul style="list-style-type: none"> • Incorporate challenging assessments • Utilize advanced materials and resources to meet the needs of student • Competitive and collaborative projects • Independent projects requiring research skills for assessing information • Higher Level decision making • Advanced discussion techniques • Collaborate with teacher and fellow classmates to determine labs to achieve the learning goals. 	<p>Modifications for the Classroom</p> <ul style="list-style-type: none"> • Internet bilingual dictionaries during class and during assignments • Word banks for tests and quizzes • Developing content area vocabulary • Extended time for all assessment • Hands on demonstration of expected outcome • Collaboration between ESL and classroom teachers • Pair novice ELL students with advanced ELL students <p>Modifications for Homework/Assignments</p> <ul style="list-style-type: none"> • Extended time to complete homework • Internet text translators • Use of graphic organizers • Modified homework assignments • Internet bilingual dictionaries 	<p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> • In-Class-Support • Provide study guides • Extended time on assessments • Research guide • Model skills/techniques • Repetitive hands on demonstrations • Assign peer helper in class • Pair visual prompts with verbal presentation • Provide verbal reminder of assignments • Preferential seating <p>Modifications for Homework</p> <ul style="list-style-type: none"> • Extended time to complete assignments • Simplify complicated assignments as needed by student 	<p>Modifications for Classroom</p> <ul style="list-style-type: none"> • Pair visual prompts with verbal presentations • Intervention and Referral Team (I&RS) in –house strategies for teachers • Extra textbooks at home • Extended time for assignments • Highlight key vocabulary • Pair visual prompts with verbal presentations • Model skills/techniques • Modify assignments • Place in a higher level group for peer assistance and modeling • Preferential seating as noted by student and teacher • Repetition and practice • Provide copy of class notes • Provide verbal reminder of assignment • Assist with technology, textbook online for work at home <p>Modifications for Homework</p>

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	<ul style="list-style-type: none"> • Provide student with clearly stated and written expectations and grading criteria for homework <p>Modification for Assessments</p> <ul style="list-style-type: none"> • Extended time for tests and quizzes • Internet text translators • Use of graphic organizers • Modified homework assignments • Internet bilingual dictionaries <p>Resources WIDA Standards</p> <ul style="list-style-type: none"> • Standard 1: Social and Instructional Language • Standard 2: The language of Language Arts • Standard 3: The language of Mathematics • Standard 4: The language of Science • Standard 5: The language of Social Studies 	<p>Modification for Assessments</p> <ul style="list-style-type: none"> • Extended time for tests and quizzes • Permit retake for failing grade • Restate and clarify directions and questions • Provide study guides for classroom tests • Provide self-contained teacher with test or question bank for appropriate modifications 	<ul style="list-style-type: none"> • Extended time to complete homework • Simplify complicated assignments into smaller units in phases as needed by student <p>Modification for Assessments</p> <ul style="list-style-type: none"> • Extended time for tests and quizzes • Restate and clarify directions and questions • Provide study guides for classroom tests • Permit retake for failing grade • Provide self-contained teacher with test or question bank for appropriate modifications
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CONTENT: Unit 1			
Theme: Child Care and Education			
Essential Questions: Why is childhood an important time of life? What are ways that parents and caregivers stimulate the development of connections in a child's brain? How to children benefit from play? Why study children? Who are the major theorists of child development and what are their beliefs? What are the major influences on a child's development? What are the methods and guidelines for observing children? What are the different types of child care settings? What are the career opportunities for working with young children?			
<p>Content: <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • Why childhood is an important time of development. • Ways that play benefits children. • Why children are studied. • The major influences on child development • Methods and guidelines for observing young children • The types of child care. • Career options such as preschool teacher, child psychologist and child care center worker. 	<p>Skills: <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • Use appropriate methods of observation with young children. • Record observations using the four methods. • Understand why the study of children is important. • Identify and the theories of child development and credit the authors. • Distinguish the difference between types of child care. • Use play to stimulate child brain development in an age appropriate manner. • Be aware of the education and demands of the careers of a preschool teacher, child psychologist and child care center worker. • Observe preschool children at The Children's Studio daycare center. 	<p>Assessments: <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i></p> <ul style="list-style-type: none"> • Group activities • Graded written classwork • Maintenance of notebook • Class participation • Section quizzes and tests • Partnered projects • Mid-term exam • Final exam 	<p>Standards (NJSLs): 2.4.12.C.1-7</p> <p>NASAFACS: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 12.1, 12.2, 12.3, 14.1, 14.2</p> <hr/> <p>Time Frame: 15 days</p> <p>Materials: Brisbane, Holly E. 2004. <i>The Developing Child</i>. Peoria, IL: Glencoe/McGraw-Hill.</p> <p>Internet Resources, Additional books, white board, Videos, DVDs, Teacher prepared materials and power point presentations.</p>

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CONTENT: Unit 2			
Theme: Parenting			
Essential Questions: What are the different styles of parenting? Why must parents learn to adapt their parenting skills over time? What are the four ways to encourage appropriate behavior?		What are the problems associated with teen pregnancy? What are the drawbacks of single parenthood? What pressures can affect a teen marriage? How can expectant parents plan for a baby's care?	
Content: <i>(As a result of this learning segment, students will know...)</i>	Skills: <i>(As a result of this learning segment, students will be able to...)</i>	Assessments: <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i>	Standards (NJSLs): 2.4.12.C.1-7
<ul style="list-style-type: none"> • How knowledge of child development is linked to reasonable expectations of parents and care-givers. • The different styles of parenting and ways to improve those skills. • How to talk to children. • How to encourage appropriate behavior. • The problems encountered with teen pregnancy. • The drawbacks of single parenthood and teen marriage. • The lifelong consequences of teen parenting. • The costs associated with a baby. • The career options of a social worker and a family counselor. 	<ul style="list-style-type: none"> • Differentiate between the styles of parenting and understand why parenting styles must change over time. • Encourage appropriate behavior using 4 methods. • Identify the problems associated with teen pregnancy. • Evaluate the options in dealing with a teen pregnancy. • Analyze how expectant parents can plan for a baby's care. • Prepare a plan to control and reduce the expenses of a new baby. • Evaluate the occupation options of a social worker and a family counselor. 	<ul style="list-style-type: none"> • Group activities • Graded written classwork • Maintenance of notebook • Completion of observation journal • Children's Studio evaluation • Class participation • Section quizzes and tests • Partnered projects • Mid-term exam • Final exam 	NASAFACS: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 6.1, 6.2, 12.1, 12.2, 12.3, 14.1, 14.2, 15.1, 15.2, 15.3, 15.4
			Time Frame: 7 days
			Materials: Brisbane, Holly E. 2004. <i>The Developing Child</i> . Peoria, IL: Glencoe/McGraw-Hill. Internet Resources, White board, Videos, DVDs, Teacher prepared materials and power point presentations. Observation of preschool children at The Children's Studio daycare center.

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CONTENT: Unit 3				
Theme: Pregnancy & Childbirth				
Essential Questions: Why is early and regular medical care during pregnancy important? What are the 3 stages of pregnancy? When does the fetus acquire disease-fighting antibodies? Is there a difference between a miscarriage and a stillbirth? What are the 4 major birth defects? What causes them to occur?		What is fetal alcohol syndrome and how does it affect the child? What are the benefits of breastfeeding vs. bottle feeding? What are the choices available for childbirth? What is the Apgar scale? Why do premature babies need special care?		
Content: <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> • The importance of pre-natal care. • The stages of pregnancy, pre-natal development and birth. • Possible problems during pregnancy. • The 4 major birth defects and their causes. • The benefits of breastfeeding. • Different childbirth settings. • The tests performed on newborns • The career options of a genetic counselor and a nurse-midwife. 	Skills: <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> • Identify the importance of early pre-natal care. • Analyze the differences in the three stages of pregnancy. • Differentiate between miscarriage and stillbirth. • Understand FAS and the consequences for the child. • Compare the benefits of breastfeeding vs. bottle feeding. • Identify childbirth options available. • Understand what tests are performed on newborns and why. • Analyze the job and responsibilities of a genetic counselor and a nurse-midwife as career options. 	Assessments: <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i> <ul style="list-style-type: none"> • Group activities • Graded written classwork • Maintenance of notebook • Completion of observation journal • Children’s Studio evaluation • Class participation • Section quizzes and tests • Partnered projects • Mid-term exam • Final exam 	Standards (NJSL): NASAFACS: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 6.1, 6.2, 12.1, 12.2, 12.3, 14.1, 14.2, 15.1, 15.2, 15.3, 15.4	
			Time Frame: 8 days	
			Materials: Brisbane, Holly E. 2004. <i>The Developing Child</i> . Peoria, IL: Glencoe/McGraw-Hill. Internet Resources, Journals, White board, Videos, DVDs, Teacher prepared materials and power point presentations. Observation of preschool children at The Children’s Studio daycare center.	

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CONTENT: Unit 4					
Theme: Baby's First Year					
Essential Questions: What basic needs to babies need? How does talking promote development? What is Sudden Infant Death Syndrome and how can it be possibly prevented? What are the basic patterns of physical development? What motor skill developments are normal during the first year?		What are neurons and how are they stimulated? How does a baby's brain become organized? What is Shaken Baby Syndrome? What is Ricketts, and how can it be prevented? What are the four signs of intellectual development in the child's first year?			
Content: <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> • The difference between growth and development. • Physical developments in the first year of life. • Brain development in the first year. • Emotional and social development during the first year. • The nine traits of temperament • Intellectual development during the first year. • Piaget's four periods of learning. • The career options of a nuclear medicine technologist and a nanny. 	Skills: <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> • Identify age related markers of physical developments in the first year. • Understand how the brain is stimulated and develops within the first year. • Analyze the cause and effect of Shaken Baby Syndrome. • Associate proper nutrition and deficiency conditions, such as Ricketts, in an infant. • Design and construct an age appropriate and stimulating mobile or sign. • Understand SIDS and possible prevention. • Recognize the steps of social development in an infant. • Predict the showing of sign of intellectual development in the first year. • Describe the Ferber method of self-soothing. • Discuss Piaget's four periods of learning. • Evaluate the occupations of a nuclear medicine technologist and a nanny as options for future study. 	Assessments: <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i> <ul style="list-style-type: none"> • Group activities • Graded written classwork • Maintenance of notebook • Completion of observation journal • Children's Studio evaluation • Class participation • Section quizzes and tests • Partnered projects • Mid-term exam • Final exam 	Standards (NJSL): NASAFACS: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 6.1, 6.2, 12.1, 12.2, 12.3, 14.1, 14.2		
			Time Frame: 12 days		Materials: Brisbane, Holly E. 2004. <i>The Developing Child</i> . Peoria, IL: Glencoe/McGraw-Hill. Internet Resources, Journals, White board, Videos, DVDs, Teacher prepared materials and power point presentations. Observation of preschool children at The Children's Studio daycare center.

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CONTENT: Unit 5			
Theme: The Child, ages 1-3 years			
Essential Questions: How much does a child grow between the ages of one and three years old? What should a toddler be learning to do? How do you teach good hygiene to children?		What are common bedtime problems for this age group? How should you toilet train a child? What is meant by the “roller-coaster” of toddler emotions? What type of toys are safe and appropriate for this age?	
Content: <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> • Physical changes in children ages 1-3. • The difference between large and small motor skills. • Emotional development in children ages 1-3. • Social development in children ages 1-3. • Intellectual development in children ages 1-3. • The options of pediatrician, dental hygienist and speech pathologist as career choices. 	Skills: <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> • Describe average changes in height, weight, proportion and posture from ages 1-3. • Identify habits that build healthy teeth. • Distinguish between large and small motor skills. • Explain how to help children learn and practice good hygiene. • Describe common bedtime problems and how to minimize them. • Relate how to toilet train a child. • Chart the patterns of emotional development from ages 1-3. • Handle a temper tantrum. • Explain how children make friends. • Describe patterns of social development from ages 1-3. • Design and construct an age appropriate toy. • Identify ways children learn. • Explain how children develop concepts. • Evaluate the careers of pediatrician, dental hygienist and speech pathologist for the possibility of future study. 	Assessments: <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i> <ul style="list-style-type: none"> • Group activities • Graded written classwork • Maintenance of notebook • Completion of observation journal • Children’s Studio evaluation • Class participation • Section quizzes and tests • Partnered projects • Mid-term exam • Final exam 	Standards (NJSLs): 2.4.12.C.1-7 NASAFACS: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 6.1, 6.2, 12.1, 12.2, 12.3, 14.1, 14.2
		Time Frame: 12 days	
		Materials: Brisbane, Holly E. 2004. <i>The Developing Child</i> . Peoria, IL: Glencoe/McGraw-Hill. Internet Resources, Journals, White board, Videos, DVDs, Teacher prepared materials and power point presentations, Art & Craft supplies. Observation of preschool children at The Children’s Studio daycare center.	

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CONTENT: UNIT 6			
Theme: The Child, ages 4-6 years			
Essential Questions: How do the physical abilities differ between 4, 5 and 6 year olds? When should a child be able to tie his shoes? Why is good nutrition especially important for this age group? How do children show anger, fear and jealousy at these ages?		Should children in this age group compete in sports and activities? How do you teach a child right from wrong? What are the different types of intelligence? What are some ways to meet the needs of learning disabled and gifted children?	
Content: <i>(As a result of this learning segment, students will know...)</i>	Skills: <i>(As a result of this learning segment, students will be able to...)</i>	Assessments: <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i>	Standards (NJSLs): 2.4.12.C.1-7 NASAFACS: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 6.1, 6.2, 12.1, 12.2, 12.3, 14.1, 14.2
<ul style="list-style-type: none"> • Physical changes in children ages 4-6. • Emotional development in children ages 4-6. • Social & moral development in children ages 4-6. • Intellectual development in children ages 4-6. • The different types of intelligence. • Career options as a special education teacher. 	<ul style="list-style-type: none"> • Describe how an average child's height, weight, proportion and posture change from age four to six. • Compare average motor development of four, five and six year olds. • Devise an activity to improve dexterity and hand-eye coordination. • Explain why good nutrition is essential for children ages 4-6. • Illustrate emotional development in children ages four, five and six. • Identify ways children show anger, fear and jealousy and develop ways to respond. • Debate the advantages and disadvantages of competition in this age group. • Describe a child's relationship with family for each year in this group. • Create strategies for helping 	<ul style="list-style-type: none"> • Group activities • Graded written classwork • Maintenance of notebook • Completion of observation journal • Children's Studio evaluation • Class participation • Section quizzes and tests • Partnered projects • Mid-term exam • Final exam 	Time Frame: 12 days
			Materials: Brisbane, Holly E. 2004. <i>The Developing Child</i> . Peoria, IL: Glencoe/McGraw-Hill. Internet Resources, Journals, White board, Videos, DVDs, Teacher prepared materials and power point presentations, Art & Craft supplies. Observation of preschool children at The Children's Studio daycare center.

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	<p>children develop a sense of right and wrong.</p> <ul style="list-style-type: none">• Propose ways of handling outside influences on a child's behavior.• Use techniques to encourage children's interest in reading, art and music.• Discuss different kinds of intelligence.• Identify ways to meet the needs of children with learning disabilities and gifted children.• Evaluate the occupation of a special education teacher for the possibility of further study.		
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CONTENT: UNIT 7			
Theme: The Child, ages 7-12 years			
Essential Questions: What is meant by a “sense of self” and how does it pertain to a child in this age group? What are the physical changes in puberty? How do thinking skills change from this age group to early adolescence?		What is concrete thinking? Hypothetical thinking? What are the different types of child abuse? What is the difference between reasonable response and an abusive response?	
Content: <i>(As a result of this learning segment, students will know...)</i>	Skills: <i>(As a result of this learning segment, students will be able to...)</i>	Assessments: <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i>	Standards (NJSLs): 2.4.12.C.1-7
<ul style="list-style-type: none"> • Physical changes in children ages 7-12. • Emotional development in children ages 7-12. • Social development in children ages 7-12. • Intellectual development in children ages 7-12. • The different forms of child abuse. 	<ul style="list-style-type: none"> • Describe the average changes in height and weight during these ages. • Identify the physical changes that take place in puberty. • Recognize signs of the child’s growing sense of self. • Illustrate changes in friendship in these years. • Analyze peer pressure. • Compare the thinking skills of children in middle childhood and early adolescence. • Formulate examples of concrete thinking. • Identify signs of intellectual development in children 7-12. • Categorize examples of child abuse by type. • Determine the difference of a reasonable response vs. an abusive response. 	<ul style="list-style-type: none"> • Group activities • Graded written classwork • Maintenance of notebook • Completion of observation journal • Children’s Studio evaluation • Class participation • Section quizzes and tests • Partnered projects • Mid-term exam Final exam 	NASAFACS: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 6.1, 6.2, 12.1, 12.2, 12.3, 14.1, 14.2
			Time Frame: 8 days
			Materials: Brisbane, Holly E. 2004. <i>The Developing Child</i> . Peoria, IL: Glencoe/McGraw-Hill. Internet Resources, Journals, White board, Videos, DVDs, Teacher prepared materials and power point presentations, Art & Craft supplies. Observation of preschool children at The Children’s Studio daycare center.

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CONTENT: Unit 1			
Theme: Management Skills			
Essential Questions: Why is it necessary to prioritize? Why do you need to set goals? What might happen if you had no goals? What are the characteristics of people who are proactive in their decision making process? What are the steps in the decision making process?		Why is procrastination a problem? How can you avoid overscheduling? What resources can help to manage technology? Why do you need to use critical thinking when evaluating information? What rights do copyright holders have?	
Content: <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> • The reasons why and how to prioritize. • The reasons and steps for setting goals. • The decision making process. • Methods for problem solving. • Strategies for time-management. • Technology management strategies. 	Skills: <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> • Discuss reasons for and influences on priorities. • Explain the benefits of goal setting and the different types of goals. • Identify resources that help people achieve goals. • Compare strategies for making the most of resources. • Outline the four steps of the management process. • Analyze influences on people’s choices • Demonstrate the decision making process. • Apply methods for solving practical problems. • Create a to-do list and identify priorities. • Explain how to avoid common time-management problems. • Identify strategies for managing time effectively. • Relate strategies for managing technology. Evaluate the reliability of information. • Justify the importance of respecting ownership of information. 	Assessments: <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i> <ul style="list-style-type: none"> • Group activities • Graded written classwork • Maintenance of notebook • Submission of pertinent current events • Class participation • Section quizzes and tests • Partnered projects • Final exam 	Standards (NJSLs): 2.2.12.B.1-2, 2.2.12.A.1-3, 9.1.12.A.3, 9.1.12.A.4, 9.2.12.C.1, 9.2.12.C.3, 9.2.12.C.9 NASAFACS: 1.1, 1.2, 2.4, 2.6, 12.1
		Time Frame: 10 days	
		Materials: Couch, S, Felstehausen, G, Clark, P. 2006. <i>Creative Living Skills</i> . Peoria, IL: Glencoe/McGraw-Hill. Internet Resources, Calculators, white board, Videos, DVDs, Teacher prepared materials	

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CONTENT: Unit 2				
Theme: Housing & Transportation				
Essential Questions: What different types of housing are available? How much of income is usually spent on living expenses? What should be in a lease? What are a landlord's responsibilities?		How should a home be set up be designed and how much will it cost? What is liability, PIP and comprehensive insurance? Are they mandatory in NJ? What do they cover? What level of coverage do I need? What vehicle maintenance might be done at home?		
Content: <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> • Types of housing. • Features and constraints of a rental lease. • Budgeting of housing and transportation expenses. • Costs associated with setting up an apartment and a dorm room. • The elements of design and how they pertain to room design. • Factors to consider in selecting furniture and appliances. • Home cleaning strategies. • Home safety and emergency procedures. • Vehicle insurance. 	Skills: <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> • Identify typical housing costs for renters and homeowners. • Describe various types of housing. • Compare the pros and cons of renting vs. buying. • Explain the procedures for renting housing. (lease agreements, insurance, etc.) • Budget for housing costs to set up and maintain a residence and a dorm room. • Describe the 5 elements of design and the effects that can be created with each. • Consider factors for choosing home furnishings. • Suggest strategies for meeting storage needs. • Use ways to keep a home neat and clean. • Devise a plan for preventing home accidents and preparing for emergencies. • Identify the costs of vehicle ownership. • Distinguish between various types of auto insurance coverage. • Read an auto insurance policy. • Purchase adequate and appropriate vehicle insurance. • Identify vehicle maintenance that can be done by an individual. 	Assessments: <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i> <ul style="list-style-type: none"> • Group activities • Graded written classwork • Maintenance of notebook • Submission of pertinent current events • Class participation • Section quizzes and tests • Partnered projects • Final exam 	Standards (NJSLs): 2.1.12.A.1, 2.1.12.C.1-3, 2.1.12.D.3-5	
			Time Frame: 10 days	
			Materials: Couch, S, Felstehausen, G, Clark, P. 2006. <i>Creative Living Skills</i> . Peoria, IL: Glencoe/McGraw-Hill. Internet Resources, Calculators, white board, Videos, DVDs, Teacher prepared materials	

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CONTENT: Unit 3			
Theme: Wellness & Nutrition			
Essential Questions: How do you achieve wellness? What is my BMI, how do I calculate it and what does it mean? How do I recognize stress and how do I combat it? How do you read food labels? Is the information reliable? How do I use them to plan my meals? Can the USDA nutrition websites help with planning a healthy meal/diet?		What is the best way to shop? What is the unit cost? How do I make a shopping list? How do you use a recipe correctly? How is the knife held properly? What is a traditional place setting? What are the proper mealtime manners?	
Content: <i>(As a result of this learning segment, students will know...)</i>	Skills: <i>(As a result of this learning segment, students will be able to...)</i>	Assessments: <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i>	Standards (NJSLs): 2.1.P-12.B.1, 2.1.12.B.2, 2.1.P-12.B.3, 2.1.4-12.C.2, 2.1.4-12.D.1,4, 9.2.12.C.3, 9.2.12.C.4 NASAFCS: 8.1, 8.2, 8.3, 8.4, 8.5, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 10.1, 10.2, 14.1, 14.2, 14.3, 14.4, 14.5
<ul style="list-style-type: none"> • The definition and goals of wellness. • Body Mass Index and Basal Metabolic Rate calculations and targets. • Methods of stress management. • Read, analyze and evaluate food & nutrition labels. • The Food Guide Pyramid and myplate.gov. • Meal planning factors. • Food shopping techniques. • Kitchen safety and sanitation. • Recipe reading. • Basic methods of cooking. • Measuring and cutting skills. • Table setting and mealtime etiquette. 	<ul style="list-style-type: none"> • Discuss the goals of wellness. • Calculate BMI and BMR, understand both. • Stress management methods. • Describe the main functions of the six classes of nutrients and identify good sources of each. • Evaluate the reliability of food and nutrition information. • Demonstrate how to use the Food guide Pyramid and myplate.gov to make daily food selections. • Explain the benefits of eating regular meals, especially breakfast. • Identify factors for successful meal planning. • Outline factors that affect food costs and food budget. • Interpret information on food labels. 	<ul style="list-style-type: none"> • Cooking lab participation • Preparation of Work schedules • Written food & lab evaluations • Group activities • Graded written classwork • Maintenance of notebook • Submission of pertinent current events • Class participation • Section quizzes and tests • Partnered projects • Final exam 	Time Frame: 25 days Materials: Couch, S , Felstehausen ,G, Clark, P. 2006. <i>Creative Living Skills</i> . Peoria, IL: Glencoe/McGraw-Hill. Food, Cookware, Knives & Appliances, Cookbooks, Maps, Internet Resources, Calculators, White board, Videos, DVDs, Teacher prepared materials

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	<ul style="list-style-type: none">• Judge the quality of various types of food.• Illustrate ways to prevent kitchen accidents, injuries and foodborne illness.• Discuss principles of safe food storage.• Identify the information provided in recipes.• Perform methods of measuring, cutting and mixing ingredients.• Compare cooking techniques.• Demonstrate how to set a traditional table.• Practice mealtime etiquette.		
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CONTENT: Unit 4						
Theme: Clothing & Fibers						
Essential Questions: What are natural fibers and what are synthetics? What indicates the quality of a piece of clothing? What do the symbols on the care label mean? How are clothes washed without getting ruined?		What are strong stitches used for seams vs. temporary seams? How is a button sewn on? How does an iron work? When should I use the steam setting? What are all the markings on a sewing pattern? How should it be placed and pinned to be cut?				
Content: <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> • The characteristics and care of different fibers. • How to evaluate the quality of a garment. • Laundry and stain removal skills. • Basic sewing tools. • Methods of hand-stitching. • Simple clothing repair and fastener attachment. • How to read and use a simple sewing pattern. 	Skills: <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> • Compare different types of fibers, fabric construction and finishes. • Evaluate the quality of a garment. • Explain the importance of proper clothing care. • Read fabric/clothing care label symbols. • Select appropriate laundry methods. • Remove different types of stains. • Compare options for dry cleaning. • Use an iron to remove wrinkles. • Identify the uses of basic sewing equipment and tools. • Perform hand stitching to close a seam and attach buttons and hooks. • Demonstrate basic skills for altering and repairing clothing. • Use a simple sewing pattern. 	Assessments: <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i> <ul style="list-style-type: none"> • Group activities • Graded written classwork • Maintenance of notebook • Submission of pertinent current events • Class participation • Section quizzes and tests • Individual project • Final exam 	Standards: NASAFACS: 16.1, 16.2, 16.4, 16.5			
						Time Frame: 15 days
						Materials: Couch, S, Felstehausen, G, Clark, P. 2006. <i>Creative Living Skills</i> . Peoria, IL: Glencoe/McGraw-Hill. Internet Resources, Calculators, white board, Videos, DVDs, Teacher prepared materials, laundry machines and supplies, sewing supplies and fabrics.

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CONTENT: Unit 5			
Theme: Interpersonal Skills			
Essential Questions: Why are relationships with authority figures different from those with others? What are possible consequences of an unhealthy relationship? What is the difference between verbal and non-verbal communication? What messages can body language send? How does active listening differ from simply hearing a message?		Why are teamwork and leadership both needed if a group is to meet its goals? What is an example of ethical leadership? How can a strong value system help you deal with negative peer pressure? What conditions must be met for negotiation to be successful? Why is mediation a good approach to resolving conflict?	
Content: <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> • The different types of relationships and their characteristics. • Verbal and non-verbal communication skills. • Teamwork and leadership skills. • Peer pressure and refusal skills. • Conflict resolution skills. 	Skills: <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> • Classify the different kinds of relationships. • Identify the characteristics of good relationships and unhealthy ones. • Distinguish between “I” and “you” messages. • Explain how tone, body language and image send messages to others. • Demonstrate active listening techniques. • Describe what makes a good team player. • Contrast positive and negative teamwork processes and roles. • Analyze the characteristics of effective leadership. • Relate the importance of resolving group conflict. • Compare positive and negative peer pressure. • Evaluate ways to manage peer pressure. • Use refusal skills. • Suggest and use strategies for preventing conflict. • Evaluate various ways to resolve conflicts. • Explain the benefits of mediation. 	Assessments: <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i> <ul style="list-style-type: none"> • Group activities • Participation in role play. • Graded written classwork • Maintenance of notebook • Submission of pertinent current events • Class participation. • Section quizzes and tests • Partnered projects • Final exam 	Standards: Standards (NJSL): 2.2.12.A.1-3, 2.2.12.B.1-2, 2.2.12.C.1-3, 2.4.12.A.1-6 NASAFACS: 2.1, 2.6, 12.1, 13.1, 13.2, 13.3, 13.4, 13.5, 13.6
		Time Frame: 12 days	
		Materials: Couch, S, Felstehausen, G, Clark, P. 2006. <i>Creative Living Skills</i> . Peoria, IL: Glencoe/McGraw-Hill. Internet Resources, Calculators, white board, Videos, DVDs, Teacher prepared materials	

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CONTENT: Unit 6			
Theme: Career Preparation			
Essential Questions: What are the differences between the public sector and the private sector? What are some rewards of being an entrepreneur? What are some possible drawbacks? What are career clusters and how can they help in planning a career path? What is job shadowing? How is it different from an internship? What does networking involve?		What are behaviors that would give a positive impression at an interview? What could improve the chances of advancement on the job? How should I leave my job? What is the purpose of constructive criticism? How can an employee respond to it positively? What are examples of workplace etiquette? How can workplace rivalry be minimized?	
Content: <i>(As a result of this learning segment, students will know...)</i>	Skills: <i>(As a result of this learning segment, students will be able to...)</i>	Assessments: <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i>	Standards: Standards (NJSLs): 9.1.12.A.3-9,12,13, 9.2.12.C.1,2,3,4,6,8,9
<ul style="list-style-type: none"> • Different types of employers and employment. • Personality assessment in relation to career clusters. • How to explore career paths and gain work experience. • Document preparation needed for a job search. • Interview preparation and techniques • The importance of attitude and work ethic. • Workplace etiquette. 	<ul style="list-style-type: none"> • Compare different types of employers and employment. • Propose ways to develop skills needed for the workplace. • Assess personal qualities that influence career choices. • Evaluate career options using information gathered from appropriate sources. • Compare ways of getting first hand work experience. • Write a cover letter. • Prepare a resume. • Complete a job application. • Use strategies for a successful job interview. • Describe strategies that can improve an employee's chance of advancement. 	<ul style="list-style-type: none"> • Group activities • Role play • Graded written classwork • Maintenance of notebook • Submission of pertinent current events • Section quizzes and tests • Class participation • Completed cover letter and resume • Partnered project • Final exam 	NASAFACS: 1.1, 1.2, 1.3, 13.3, 13.4, 13.5
			Time Frame: 15 days
			Materials: Couch, S, Felstehausen, G, Clark, P. 2006. <i>Creative Living Skills</i> . Peoria, IL: Glencoe/McGraw-Hill. Internet Resources, Calculators, white board, Videos, DVDs, Teacher prepared materials, resume suitable paper.

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	<ul style="list-style-type: none">• Demonstrate how to handle workplace situations with an appropriate attitude.• Discuss guidelines for leaving a job.• Explain how workplace relationships differ from friendships.• Communicate ways to get along with co-workers and supervisors.• Discuss the need to keep work life and personal life separate.		
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