

## Wilson Area School District Planned Course Guide

**Title of planned course:** Child Care and Development

**Subject Area:** Family and Consumer Science

**Grade Level:** 9-12

**Course Description:** This course is designed for students who desire to know more about how children grow and develop. Students will learn about the physical, emotional, social and intellectual development of infants, toddlers, preschoolers, and school-age children. Through the use of theory, projects, and observations, students will be able to make real-life connections.

**Time/Credit for this Course:** Half Year / 0.5 Credit

**Curriculum Writing Committee:** Sue Johnson

## Curriculum Map

August / September  
January / February Prenatal Care/Pregnancy/Childbirth

September / October  
February / March Infancy

October / March The Toddler Years

November / April The Preschool Years

November / December  
April / May The School-Age Years

December / May Meeting Children's Special Needs

January  
May / June Meeting Children's Nutritional Needs

## Wilson Area School District Planned Course Materials

**Course Title:** Child Care and Development

**Textbook:** Child Development, Early Stages Through Age 12, Goodheart-Wilcox Company, 2016

**Supplemental Books:** The Developing Child, Glencoe/McGraw- Hill, 2004  
Children's Books

**Teacher Resources:**

- [parenting.com](http://parenting.com)
- [babycenter.com](http://babycenter.com)
- [cdc.gov](http://cdc.gov)
- [care.com](http://care.com)
- [thinksmall.org](http://thinksmall.org)
- [justfacts.com](http://justfacts.com)
- [familyeducation.com](http://familyeducation.com)
- [myplate.com](http://myplate.com)

## Curriculum Scope & Sequence

**Planned Course:** Child Care and Development

**Unit:** Prenatal Care/Pregnancy/Childbirth

**Time frame:** 3 weeks

**State Standards:** 11.4.9B, 11.4.12C, 11.4.12D

**Essential content/objectives:** At the end of the unit, students will be able to:

- Summarize how genetic factors affect prenatal development
- Explain the role of the environment on prenatal development and give examples of environmental factors that can harm the fetus
- Identify the three stages of prenatal development
- Compare and contrast changes that occur within each stage of prenatal development
- Give examples of developmental changes that occur month-by-month during the period of gestation
- Differentiate among options for a birthplace
- Compare and contrast three methods of delivery
- Identify and describe the signs of labor
- Explain important events that occur during each of the three stages of labor
- Compare and contrast mood disorders that mothers may experience in the postpartum period

**Core Activities:** Students will complete/participate in the following:

- Journal Writing-Child Care experience, personal development
- Want ads for “Emma”
- Slide presentation on Child Abuse
- Outline on abuse
- Current event articles - each form of abuse
- “Expecting Mothers” project - Nutrition requirements, suggested exercise
- Baby and Mother month by month development slide presentation - picture examples
- Book reading on delivery/ stages and options

**Extensions:**

- Writing prompts
- Independent learning
- Critical thinking
- Problem solving

**Remediation:**

- Tutoring
- Outlining
- Review questions/study guides
- Retests

**Instructional Methods:**

- Direct instruction
- Personal Reflection
- Small and large group discussion
- Independent research
- Internet research
- Jigsaw pairing
- Projects/Field Assignments

**Materials & Resources:**

- Child Development Book
- Projector
- Smartboard
- Chromebooks

**Assessments:**

- Observation
- Participation
- Questioning
- Problem-solving exercises
- Case analysis
- Test

## Curriculum Scope & Sequence

**Planned Course:** Child Care and Development

**Unit:** Infants

**Time frame:** 3 weeks

**State Standards:** 11.4.12A, 11.4.9B, 11.4.12B, 11.4.12C, 11.4.12D, 11.4.9E, 11.4.12E

**Essential content/objectives:** At the end of the unit, students will be able to:

- Describe a child's physical, intellectual, social, and emotional growth in the first year
- Compare and contrast different types of reflexes
- Differentiate between gross-motor skills and fine-motor skills
- Give examples of physical development, intellectual development, and social-emotional development milestones children might achieve in the first year
- Describe how to meet nutritional needs from birth to one year of age
- Demonstrate how to give baths to newborns and infants
- Identify ways to encourage physical activity during infancy
- Compare and contrast developmental theories
- Explain the importance of attachment

**Core Activities:** Students will complete/participate in the following:

- Case Studies
- First 23 Days Video
- Neonate Presentation
- Infant Development Chart
- Infant Safety Pamphlet project
- Infant Milestones Video and questions
- Guest speaker - pediatric nurse
- Infant care research
- Bathing infants demonstration
- Developmental theorist project
- Infant Test

**Extensions:**

- Case Studies
- Current Events
- Problem solving situations

**Remediation:**

- Daily review
- Tutoring
- Peer support

**Instructional Methods:**

- Direct instruction
- Journal writing
- Small and large group discussion
- Independent research
- Jigsaw pairing
- Projects
- Tests

**Materials & Resources:**

- Child Development Book
- First 23 Days DVD
- Projector
- Chromebooks
- Smart board
- Infant Milestones DVD

**Assessments:**

- Questioning
- Observations
- Rubrics
- Test

## Curriculum Scope & Sequence

**Planned Course:** Child Care and Development

**Unit:** Toddlers

**Time frame:** 3 weeks

**State Standards:** 11.4.9A, 11.4.12B, 11.4.12C, 11.4.12D, 11.4.12E

**Essential content/objectives:** At the end of the unit, students will be able to:

- Describe a child's organ maturation in the toddler years.
- Explain body growth and development.
- Give examples of large-motor and fine-motor skills.
- Describe physical development, intellectual development, and social-emotional development milestones children might achieve.
- Describe the nutritional needs of toddlers.
- Identify common feeding problems that might occur during the toddler years and give examples of possible ways to solve these problems.
- Explain the process of toilet learning and identify factors involved.
- Identify factors that influence vocabulary development.
- Describe how self-awareness develops in toddlers.
- Summarize how children express their emotions in the toddler years.

**Core Activities:** Students will complete/participate in the following:

- "Who wants to be Two" activity
- Toddler video and questions
- Toddler development chart
- Developmental theorist project
- Discipline and guidance presentation
- Discipline case studies
- Self-esteem presentation
- Reading to children
- Developing creativity
- Book research
- Temper tantrum activity
- Toddler test

**Extensions:**

- Writing prompts
- Independent learning
- Critical thinking
- Problem solving

**Remediation:**

- Review
- Tutoring
- Peer support



**Instructional Methods:**

- Direct instruction
- Independent exercises
- Writing reflectively
- Cooperative groups
- Internet research
- Charting information

**Materials & Resources:**

- Child Development Book
- Projector
- Smart board
- Chromebooks
- Worksheets
- Art supplies
- Toddler video

**Assessments:**

- Questioning
- Observation
- Classwork assignment
- Projects
- Test

## Curriculum Scope & Sequence

**Planned Course:** Child Care and Development

**Unit:** Preschoolers

**Time frame:** 3 weeks

**State Standards:** 11.4.9A, 11.4.12B, 11.4.12C, 11.4.12D, 11.4.12E

**Essential content/objectives:** At the end of the unit, students will be able to:

- Describe the major changes in brain development during the preschool years
- Summarize major changes in gross- and fine-motor development during the preschool years
- Give examples of physical development milestones children might achieve in the preschool years
- Summarize the changes in pretend play, mental images, drawing, language, and memory that occur during the preschool years
- Describe the major areas of concept learning during the preschool years
- Identify intellectual developmental milestones preschoolers might achieve
- Access how feelings and emotions change during the preschool years
- Give examples of social-emotional development milestones preschoolers might achieve

**Core Activities:** Students will complete/participate in the following:

- Case Studies
- Journal entries
- Preschool video and questions
- Preschool development chart
- Preschool language video clip
- Developing language research
- Developing creativity
- Temperament presentation
- Language activities
- Guiding preschoolers emotions
- Preschool years test

**Extensions:**

- Guest speaker - daycare worker
- Research toddler art activities
- Case studies

**Remediation:**

- Outline
- Peer support
- Tutoring

**Instructional Methods:**

- Direct instruction
- Journal writing
- Small and large group discussion
- Independent research
- Projects

**Materials & Resources:**

- Child Development Book
- Chromebooks
- Projector
- Smart board

**Assessments:**

- Rubrics
- Presentations
- Questioning
- Observations
- Testing

## Curriculum Scope & Sequence

**Planned Course:** Child Care and Development

**Unit:** The School-Age Years

**Time frame:** 3 weeks

**State Standards:** 11.4.9A, 11.4.12B,11.4.12C,11.4.12D, 11.4.12E

**Essential content/objectives:** At the end of the unit, students will be able to:

- Describe brain development and other organ maturation during the school-age years
- Give examples of physical development milestones children might achieve in the school-age years
- Give examples of ways parents can encourage their children to get enough physical activity during the school-age years
- Explain brain development and cognitive changes that affect children's learning in the school-age years
- Identify intellectual developmental milestones school-age children might achieve
- Describe how school-age children's interactions with adults and children change
- Name the four sources of children's stress during the school-age years
- Give examples of social-emotional developmental milestones school-age children might achieve

**Core Activities:** Students will complete/participate in the following:

- Journal entries
- School age development chart
- School age video and questions
- Cognitive changes, encouraging physical activities, and stress research
- Case studies
- Play Presentation
- Play and creative activities
- School age test

**Extensions:**

- Writing prompts
- Case studies
- Think-pair-share
- Student questioning

**Remediation:**

- Outlining
- Tutoring
- Peer support
- Review games

**Instructional Methods:**

- Journal writing
- Direct instruction
- Small and large group discussion
- Internet research
- Cooperative groups

**Materials & Resources:**

- Child Development book
- Chromebooks
- Art supplies
- Projector

**Assessments:**

- Observation
- Rubrics
- Participation
- Projects
- Questioning
- Test

## Curriculum Scope & Sequence

**Planned Course:** Child Care and Development

**Unit:** Meeting Children's Special Needs

**Time frame:** 1 weeks

**State Standards:** 11.4.9B, 11.4.9C, 11.4.12E

**Essential content/objectives:** At the end of the unit, students will be able to:

- Explain the principles behind developmental differences and special needs among children
- Describe physical, intellectual, and social-emotional special needs of children
- Describe help available for children with physical, intellectual, and social-emotional special needs
- Describe the role of support groups in helping families who have children with special needs
- Explain why children with and without special needs are more alike than different

**Core Activities:** Students will complete/participate in the following:

- Birth defects presentation
- Analyze case studies of children with special needs
- Individual research on various birth defects
- Art activities for special needs
- Special needs simulation
- Test

**Extensions:**

- Guest speaker - Life skills teacher - IU20
- Problem solving situations

**Remediation:**

- Peer support
- Tutoring

**Instructional Methods:**

- Direct instruction
- Small and large cooperative groups
- Individual research
- Reflective writing

**Materials & Resources:**

- Projector
- Art supplies
- Chromebooks

**Assessments:**

- Observation
- Participation
- Rubrics
- Self-evaluation

## Curriculum Scope & Sequence

**Planned Course:** Child Care and Development

**Unit:** Meeting Children's Nutritional Needs

**Time frame:** 2 week

**State Standards:** 11.4.12B, 11.4.12D

**Essential content/objectives:** At the end of the unit, students will be able to:

- Describe how to meet nutritional needs of infants, toddlers, preschoolers, and school age children
- Develop healthy eating plans
- Identify unhealthy food choices and eating habits

**Core Activities:** Students will complete/participate in the following:

- Group activity - healthy food choices for each age group
- Daily menus for each age group
- Snack suggestions for each age group
- Prepare sample snack for each age group

**Extensions:**

- Menu planning graphic organizer
- My plate activities
- Guest speaker - Dietician
- Penn State extension
- Problem solving

**Remediation:**

- Peer support
- Tutoring
- Outlining

**Instructional Methods:**

- Kitchen experimentation
- Projects
- Direct instruction

**Materials & Resources:**

- Kitchen supplies
- Projector
- Chromebooks
- Child Development book
- Guide to Good Food book

**Assessments:**

- Rubrics
- Observation
- Participation
- Self-evaluation