

WGSD Curriculum
Family and Consumer Science Department

Course: Child Development I
Grade Level: 9-12
LG 1 Prenatal Development

High Priority Standards

National Standards for Family and Consumer Sciences Education

Human Development

12.2 Analyze conditions that influence human growth and development.

12.2.1 Analyze the effect of heredity and environment on human growth and development.

Parenting

15.4 Analyze physical and emotional factors related to beginning the parenting process.

15.4.1 Analyze biological processes related to prenatal development, birth, and health of mother and child.

Missouri Learning Standards

ELA-Literacy.WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

Learning Goal	Proficiency Scale
The student will be able to determine health concerns and needs during prenatal development.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">• Explaining fetal development during pregnancy and the relationship between fetal development and the mother’s health.• Describing the process of labor and delivery and possible complications of delivery.• Examining how substance abuse, genetic, and environmental factors affect fetal

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	<p>development.</p> <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: trimesters, embryonic, abnormal development, chromosomal abnormality, reflex movements, monozygotic (identical) twins, dizygotic (fraternal) twins, Siamese twins, presentation, dilation stage, expulsion stage, placental stage, crowning, episiotomy, dominant traits, recessive traits, premature, rH factor, diabetes, pregnancy-induced hypertension (PIH), sexually transmitted diseases (STDS), fetal alcohol syndrome (FAS), sudden infant death, rooting reflex, failure to thrive• Performing processes such as:<ul style="list-style-type: none">○ Identifying the stages of fetal development.○ Recalling details about labor and delivery.○ Identifying factors that affect fetal development. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">● Describe fetal development during pregnancy.● Describe the process of labor and delivery.● Explain effects of substance use and abuse as related to the unborn child.● Identify genetic and environmental factors that affect pregnancy.	

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Learning Design

- Describe fetal development during pregnancy.
 - * Medical procedures during prenatal development (Ultrasound, fetoscopy, amniocentesis)
 - * *Month at a Time*
 - * *Multiple Birth Diagrams*
 - * *Structures of a Pregnant Woman*
- Describe the process of labor and delivery.
 - * *Choices of Delivery*
 - * Childbirth Film
 - * *Stages of Labor*
 - * Labor Related Terms (footling, breech, frank breech, cesarian)
 - * *Healthy Newborn Book*
 - * Apgar and Brazelton Scoring Guides
- Explain effects of substance use and abuse as related to the unborn child.
 - * *Heroin Addict's Child*
 - * Substance Abuse Discussion
- Identify genetic and environmental factors that affect pregnancy.
 - * *Birth Defects Powerpoint*
 - * *Birth Defects Pre/Post Test*
 - * *Birth Defects Vocabulary*
 - * Heredity versus Environment Discussion

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LG 2 Parenting

High Priority Standards

**National Standards for Family and Consumer Science
Parenting**

15.1 Analyze roles and responsibilities of parenting.

- 15.1.1 Analyze parenting roles across the life span.
- 15.1.2 Analyze expectations and responsibilities of parenting.
- 15.1.3 Analyze consequences of parenting practices to the individual, family, and society.
- 15.1.4 Analyze societal conditions that influence parenting across the life span.
- 15.1.5 Explain cultural differences in roles and responsibilities of parenting.

NETS/TILS

Information Literacy

Use multiple perspectives to analyze and evaluate information from a variety of technological resources. Students critically assess numerous solutions and investigate them from differing viewpoints.

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Learning Goal	Proficiency Scale
<p style="text-align: center;">Students will understand diverse roles in parenting.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none">• Evaluating factors and choices in parenting.• Evaluating parenting roles.• Predicting the personal changes and adaptations needed for parenting roles.• Comparing parenting practices in various cultures. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: monogamous, communal, polygamous, same sex couple, social interaction, self-actualization, hierarchy of needs, emotional wellness, family life cycle, open adoption, independent adoption, illegal market adoption, closed adoption, foster families, cultural diversity, family planning• Performing processes such as:<ul style="list-style-type: none">○ Identifying factors and choices in parenting roles.○ Identifying changes that parents experience as a child develops. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>

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Learning Targets

Students know how to:

- Evaluate factors and choices in parenting roles.
- Predict changes and adaptations needed for parenting roles.
- Analyze parenting practices in different cultures.

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LG 3 Developmental Stages of Children

High Priority Standards

National Standards for Family and Consumer Science

Human Development

12.1 Analyze principles of human growth and development across the life span.

12.1.1 Analyze physical, emotional, social, spiritual, and intellectual development.

12.2.2 Analyze interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.

12.3 Analyze strategies that promote growth and development across the life span.

12.3.1 Analyze the role of nurturance on human growth and development.

Learning Goal	Proficiency Scale
Students will understand the physical, intellectual and social/emotional developmental stages of children.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">• Describing developmental stages of children, and activities that reinforce child development.• Assessing a child’s participation in activities and providing opportunities for further development (eg: games, play) based on the assessment.• Comparing and contrasting individual differences in development, and relating those differences to developmental stages. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: gross motor skills, fine motor skills, neural growth, stimuli, cognition, symbolic play, concrete operational

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	<p>stage, social development, emotional development, intellectual development.</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Choosing activities for children that are developmentally appropriate.○ Identifying the developmental stages of children.○ Recognizing and describing how children may display individual differences in development. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
Learning Targets	
<p>Students know how to:</p> <ul style="list-style-type: none">● Identify the developmental stages of children.● Identify activities that reinforce each of the developmental stages.● Assess children’s participation in activities and be able to recognize growth and development occurring in each stage.● Compare and contrast individual differences in development.● Relate individual differences to predictable developmental sequences.● Propose ways to optimize development through play.	
Learning Design	
<ul style="list-style-type: none">● The student will identify the developmental stages.● The student will identify activities that reinforce each of the developmental stages.● The student will assess children’s participation in activities and be able to recognize growth and development occurring in each stage. <p>* <i>Long Term Study of a Preschool Child</i> * <i>Infant Mobile</i> * <i>Preschool Game</i></p>	

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- * *Ages and Stages Worksheet*
- * *Infant Grasping Ability*
- * *Development of Teeth in an Infant*
- * *Motor development of Preschool Children*
- The student will compare and contrast individual differences in development.
 - * *Discussion of Statesmen Preschool Children*
 - * *Age Seven In America*
 - * *Learning Styles of Children*
- The student will relate individual differences to predictable developmental sequences.
 - * *Toddler Rules*
 - * *Early Childhood Scenarios*
 - * *Dr. Chess Assessment*
- The student will propose ways to optimize development through play.
 - * *Preschool Game - Student Created*
 - * *Infant Mobile*
 - * *Toys are Tools for Thinking*
 - * *Games Analysis Worksheet*
 - * *Early Brain Development Notes*
 - * *Discussions of Statesmen Preschool Interactions*

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LG 4 Safe Environment

High Priority Standards

National Standards for Family and Consumer Science

Education and Early Childhood

4.4 Demonstrate a safe and healthy learning environment for children.

4.4.1 Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity.

4.4.2 Apply safe and healthy practices that comply with state regulations.

4.4.5 Document symptoms of child abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities.

Learning Goal

Students will understand how to create and maintain a safe environment for children.

Proficiency Scale

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Explaining first-aid procedures commonly needed in a childcare setting.
- Creating a comprehensive plan for childhood wellness.
- Applying practices that create a safe environment at home and childcare facilities.
- Explaining the physical and/or emotional signs of abuse and neglect.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: immunity, antibodies,

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	<p>naturally acquired immunity, artificially acquired immunity, symptoms, contagious disease, allergy, childproofing, restraint systems, safety recall, first aid, diagnosis, terminally ill, active physical play, manipulative constructive play, imitative imaginative play, language logic play, dental caries, orthodontist, child safety seats, children with special needs, borderline, chronic, gifted and talented children, learning disabilities, behavioral disorders, attention deficit hyperactivity disorder, attention deficit disorder, hyperactivity, Individualized Educational Plan, Shaken Baby Syndrome.</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Identifying first aid procedures for various situations.○ Recognizing the components of a plan for childhood wellness.○ Identifying what makes home and daycare safe for young children. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Learning Targets

Students know how to:

- Determine and apply appropriate first-aid procedures.
- Create a comprehensive plan for childhood wellness.
- Determine the components of a safe environment, at home and at day care.
- Recognize and describe the signs of abuse and neglect.

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Learning Design

- The student will determine appropriate first-aid procedures.
 - * Nurse presentation
- The student will devise a comprehensive plan for childhood wellness.
 - * *Childhood Diets for Toddler, Preschool, and School Age Children*
 - * *Common Childhood Illnesses*
 - * *Childhood Allergies Powerpoint & Notes*
- The list components of a safe environment - home and child care facilities.
 - * Home Safety Discussion
 - * *Home Safety Worksheet*
 - * *Cops: 3rd Graders Plotted Teacher Attack*
- The student will describe the signs of abuse and neglect.
 - * *The Murder of Robbie Wayne*
 - * *A Heroin Addict's Child*

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LG 5 Life Changes and Choices

High Priority Standards

National Standards for Family and Consumer Sciences Education

Human Development

12.2 Analyze conditions that influence human growth and development.

12.2.2 Analyze the impact of social, economic, and technological forces on individual growth and development.

12.3 Analyze strategies that promote growth and development across the life span.

12.3.3 Analyze the role of family and social services support systems in meeting human growth and development needs.

Parenting

15.3 Evaluate external support systems that provide services for parents.

15.3.1 Assess community resources and services available to families.

Learning Goal	Proficiency Scale
The student will understand how life choices and changes affect the development of young children.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">• Analyzing how community resources may influence the lives of children.• Explaining how external influences impact child development.• Comparing life choices made by parents and the impact on the development of children. Level 2: Student demonstrates he/she is nearing proficiency by:

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- Recognizing and recalling specific vocabulary, such as: neurons, impulses, axon, dendrites, synapse, pruning, resilience, developmental acceleration, developmental delay, teachable moment, physiological needs, esteem, self-actualization.
- Performing processes such as:
 - Recognizing how technology affects individuals and families.
 - Identifying available community resources that may benefit families.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students know how to:

- Identify and analyze the impact of technology on individual and family life styles.
- Determine appropriate resources within the community to impact positive change in the lives of children.

Learning Design

- The student will analyze the impact of technology on individual and family life styles.
 - * *American versus Foreign Toys*
 - * *Infant Toy Analysis*
 - * *Guidelines for Internet use for Children*
- The student will determine appropriate resources within the community to impact positive change in the lives of children.
 - * *Early Brain Development*
 - * *Reggio Emilia discussion*

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LG 6 Parent and Teacher Choices

High Priority Standards

National Standards for Family and Consumer Sciences Education

Education and Early Childhood

4.5 Demonstrate techniques for positive collaborative relationships with children.

4.5.1 Apply developmentally appropriate guidelines for behavior.

4.5.2 Demonstrate problem-solving skills with children.

4.5.3 Demonstrate interpersonal skills that promote positive and productive relationships with children.

4.5.4 Implement strategies for constructive and supportive interactions between children and families.

4.5.5 Analyze children's developmental progress and summarize developmental issues and concerns.

Learning Goal

The student will be able to utilize strategies in order to positive influence the social/emotional development of children.

Proficiency Scale

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Creating positive and supportive interactions with children and families.
- Applying research-based and developmentally appropriate guidelines for behavior.
- Applying research-based problem-solving skills with children.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: guidance, discipline, self-control, power assertion, love withdrawal, threaten, authoritarian parenting, permissive parenting, democratic parenting, attention, boss, counter hurt, disabled, logical consequences, misbehavior, obedience, play therapy.

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- Performing processes such as:
 - Identifying developmentally appropriate guidelines for behavior.
 - Identifying positive interactions with children and families.
 - Recognizing interactions that promote self-esteem in young children.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students know how to:

- Apply appropriate guidance and discipline techniques.
- Communicate in ways that promote positive self-esteem for children

Learning Design

- The student will demonstrate appropriate guidance/discipline techniques.
 - * *Goals of Misbehavior*
 - * *Temper Tantrums and Toddlers*
 - * *Godzilla & Sandman Short Story*
 - * *Toddler Rules*
- Exhibit communication skills that promote positive self-esteem.
 - * *Positive Parenting Assignments*
 - * *Signed Ethics Policy*
 - * *Cat's in the Cradle*
 - * *Social & Emotional Development of a Toddler*
 - * *Children Interaction in the Statesmen Preschool*

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LG 7 Careers

High Priority Standards

**National Standards for Family and Consumer Science
Education and Early Childhood**

- 4.1 Analyze a career path within early childhood education, and related services.
- 4.1.1 Explain the roles and functions of individuals engaged in early childhood education, and services.
 - 4.1.2 Analyze opportunities for employment and entrepreneurial endeavors.
 - 4.1.3 Summarize education and training requirements and opportunities for career paths in early childhood education, and services.

NETS/TILS

Information Literacy

Use multiple perspectives to analyze and evaluate information from a variety of technological resources. Students critically assess numerous solutions and investigate them from differing viewpoints.

Learning Goal	Proficiency Scale
<p>Students will understand the career opportunities which exist in early childhood education and services.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none">• Analyzing careers in early childhood education and child care.• Comparing and contrasting the skills necessary for a career in early childhood education and child care.• Demonstrating knowledge of ethical and professional issues that are present in the

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	<p>field of early childhood education and child care.</p> <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: child care programs, in-home child care, au pairs, nannies, family child care, center based child care, for profit programs, not for profit programs, work related child care programs, school age child care programs, nursery schools, Montessori schools, Head Start, regulations, adult child ratio, developmentally appropriate practices, developmentally inappropriate practices, self-assessment, personal priorities, aptitudes, career plan, short term goals, long term goals, career burnout, professional qualifications, work ethic, code of professional ethics.• Performing processes such as:<ul style="list-style-type: none">○ Identifying career options.○ Identifying some ethical and professional responsibilities that are present in the child care field. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">● Assess personal characteristics and professional requirements needed for careers related to children.● Demonstrate effective communication techniques for the workplace.● Examine ethical and professional issues and responsibilities related to children.	

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Learning Design

- The student will identify careers related to children.
- The student will assess personal characteristics and professional requirements needed for careers related to children.
- The student will demonstrate effective communication techniques for the workplace.
 - * Working in the Statesmen Preschool.
- The student will examine ethical and professional issues and responsibilities related to children.
 - * Class Discussions on recent news events.