WGSD Curriculum
Family and Consumer Science Department

Course: Child Development II
Grade Level: 9-12
LG 1 Positive Interactions

High Priority Standards

National Standards for Family and Consumer Sciences Education
Child Development, Care and Guidance (Advanced)
 	
B. Analyzing Developmental Stages (Physical, Social, Emotional, and Cognitive).
    2. Apply knowledge of developmental stages to observation and/or interaction with individual children.
G. Interacting with Children
    5. Use appropriate verbal and nonverbal communications skills when disciplining or guiding children.
    6. Describe age-appropriate behavioral expectations.
    7. Build positive self-concept attitudes and behaviors.

Learning Goal	Proficiency Scale

Students will be able to interact with young children in a positive manner.	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:
	  • Interacting with children in a respectful and supportive manner.
	  • Assessing cultural and environmental needs in the classroom community.
	  • Evaluating and reflecting on interactions with children to promote positive relationships.
	  • Determining and responding to the unique needs of children.
	
	Level 2: Student demonstrates he/she is nearing proficiency by:
	  • Recognizing and recalling specific vocabulary, such as: attachment behaviors, development, development scales, preschooler, separation distress, temperament.

	• Performing processes such as:
	o Describing age-appropriate behavioral expectations of children.
	o Establishing developmentally appropriate behavior guidelines.
	o Communicating with children in an age-appropriate manner.
	Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students will know how to:
- Interact with students in the Statesmen Preschool.
- Create goals for improved interactions with young children.

Learning Design

- *Goal Worksheet*
- *Student/Teacher Dialogue*
- *Grading Rubrics Personal Assessment*

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LG 2 Child's Play

High Priority Standards

National Standards for Family and Consumer Sciences Education
Child Development, Care and Guidance (Advanced)
D. Providing Children's Activities
     1. Analyze play and its influence on the development of children.
     2. Plan age- and developmentally-appropriate activities.
     3. Implement age- and developmentally-appropriate activities.
     4. Evaluate age- and developmentally- appropriate activities.
     5. Adapt activities for children with special needs.
     6. Adapt activities to the environment.

Learning Goal	Proficiency Scale
Students will understand the significance of play for a developing child.	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: • Analyzing the influence of different types of play on the development of children. • Adapting activities for children due to outside factors such as the environment, adult to child ration, available resources and materials, and the unique needs of the children. • Evaluating the effect of structured and unstructured play on children. • Establishing activities, routines, and transitions.

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

- Recognizing and recalling specific vocabulary, such as: Tactile senses, staple supplies, draw and tell, fairy tales, family life stories, flannel boards, flipcharts, picture books, racism, reviews, sexism, storybooks, storytelling, anecdotal records, conflict, cooperative play, dramatic play, imaginative stage, functional stage, manipulative stage, modeling, parallel play, personification, prop box, puppet, role-playing, socio-dramatic play, solitary play, hand-eye coordination, skywriting, manuscript writing, classification, empty set, matching, numerals, one-to-one correspondence, rational counting, set, sorting, close-ended questions, feely box, open-ended questions, science, science table, Zaner-Blosser fonts, D'Nealian fonts
- Performing processes such as:
  - o Identifying activities for age and developmentally appropriate play.
  - o Implementing activities in multiple areas, such as; art, drama, writing, music, math, movement, and outdoor play.

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

Learning Targets

Students know how to:

- Plan, implement, and evaluate age and developmentally appropriate activities in the areas of art, storytelling, blocks, socio-dramatic play, writing, math, science, food, movement activities music, and outdoor play.

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Learning Design

- Story Time Project
- Zaner Bloser & D'Nealian Assignment
- Song Repertoire
- Music Experience
- Developmental Sequencing in Art Projects
- Stages in Math Development
- Dot-to-Dot ABC's
- Environmental Print Cards
- File Folder Game
- Science Experiments
- Block Development & Observation
- New Learning Center Plan for integrating special conditions (children, environment, etc.)

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LG 3 Ethics

High Priority Standards

National Standards for Family and Consumer Sciences Education
Child Development, Care and Guidance (Advanced)
    A. Exploring Ethics and Professionalism in Child Development Careers.
        1. Explaining the ethical responsibilities of working with children
        2. Discussing the rights of families.
        5. Providing a professional role model.
        11. Utilize child development career information in career planning.

Learning Goal	Proficiency Scale

Students will understand the responsibilities required when working with 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:
	  • Explaining the ethical responsibilities associated when working with children and families.
	  • Determining the roles and functions of individuals engaged in teaching.
	  • Examining different types of programs available to families and the benefits of each type of program to families.
	
	Level 2: Student demonstrates he/she is nearing proficiency by:
	  • Recognizing and recalling specific vocabulary, such as: accreditation, chain child care centers, child care centers, employer sponsored programs, family day care,

	Head Start, Kindergarten, laboratory schools, Montessori schools, parent cooperatives, privately sponsored programs, school-age child care programs.
	• Performing processes such as:
	o Identifying the traits of a positive role model.
	o Summarizing effective characteristics of good teachers.
	o Identifying professional and legal issues in child care and education.
	Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students know how to:
- Explain ethical responsibilities of working with children and their families.
- Provide a positive role model for the children.
- Demonstrate professional behavior.
- Utilize child development career information in career planning

Learning Design

- Comparing Teaching to Other Careers
- Interview of Child Care Professional
- Summarize effective characteristics in successful teachers
- Participate in a field trip to another child care facility
- Examine the different types of early childhood facilities – family day care, Montessori, Head Start, secondary school preschool, employer sponsorship, kindergarten, child care center, school-aged child care center, laboratory school, private sponsorship, chain child care centers, etc.

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LG 4 Programming

High Priority Standards

National Standards for Family and Consumer Sciences Education
Child Development, Care and Guidance (Advanced)
F. Establishing a Quality Child Care Program.
    1. Identify components of quality child care programs
    2. Identify barriers to quality (eg, salaries, space, social attitudes, training)

Learning Goal	Proficiency Scale
Students will be able to care for young children and help them learn to care for themselves.	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 a safe and healthy atmosphere for young children in a classroom or child care setting. • Implementing strategies which promote self-care and health children. • Recognizing the social, emotional, and physical needs of young children. Level 2: Student demonstrates he/she is nearing proficiency by: • Recognizing and recalling specific vocabulary, such as: Consistency, flexible rules, limits, rules,active listening, direct guidance, encouragement, guidance, ignoring, indirect guidance, listening, modeling, observation, persuading, praising,

prompting, redirecting, suggesting, warning, auditory signals, dawdling, demonstrating, individual transition, novelty transition, routines, transition, guidance problems, I-message, overstimulate, stress, time out, AI

DS, abrasion, anaphylactic shock, bacteria, burn, closed wound, communicable diseases, diabetes, epilepsy, first-degree burn, food poisoning, grand mal seizure, head lice, HIV, insulin open wound, petit mal seizure, policy, rabies, second-degree burn, third-degree burn, wound.

- Performing processes such as:
    - o Identifying symptoms of common contagious diseases.
    - o Implementing basic health practices.
    - o Identifying

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

Learning Targets

Students know how to:
- Identify components of quality childcare programs.
- Predict barriers to quality.
- Maintain a safe, healthy, and developmentally appropriate environment for children.
- Examine rules and regulations for a safe child care environment.
- Compare and contrast age-appropriate toys and equipment.
- Identify symptoms of various common childhood illnesses and diseases.
- Critique appropriate technology used in the classroom
- Study nutritional needs of the young children
- Implement basic health practices and prevention procedures regarding childhood illnesses and communicable diseases.
- Analyze developmentally appropriate practices in planning for early childhood classes
- Examine child development theories and their implication on childhood programs

- Implement strategies to teach children health, safety, and sanitation habits.

Learning Design

- Day Care Rules Worksheet
- Child Care Program Comparison Sheet
- Types of Child Care Programs
- Early Childhood Fill In Worksheet
- Common Childhood Illnesses Worksheet
- Appropriate Smart Board Websites
- Arranging appropriate snacks in the preschool
- Allergies For the Very Young Power point
- Common Communicable Diseases Power Point

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Grade Level: 10 -12

LG 5   Lesson plans

High Priority Standards

National Standards for Family and Consumer Sciences Education
Child Development, Care and Guidance (Advanced)
 	
4.3 Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.
    4.3.2 Implement learning activities in all curriculum areas that meet the developmental needs of children.
    4.3.3 Implement an integrated curriculum that incorporates a child's language, learning styles, early experiences, and cultural values.

Learning Goal	Proficiency Scale
Students will be able to design an integrated learning plan.	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: • Applying Bloom's Taxonomy of cognitive development to design a learning plan that includes items such as a pre-assessment, learning goal, behavioral objectives, learning activities, and evaluation. • Apply a variety of teaching methods to meet the learning needs of the children. Level 2: Student demonstrates he/she is nearing proficiency by: • Recognizing and recalling specific vocabulary, such as: chronological age, developmental age, consumables supplies, multicultural toys, pre-assessment, concept, behavioral objective, evaluation, assessment, behaviors, block pain, process-centered approach, direct learning experience, indirect learning experience, lesson plan, level of performance, motivation, program goals, spiral curriculum, transition. • Performing processes such as:

o   Arranging learning centers for discovery and development.
o   Identifying age appropriate learning activities.

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

Learning Design

Blooms' Taxonomy worksheet
Lesson planning

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LG 6 Health

High Priority Standards
National Standards for Family and Consumer Sciences Education **Comprehensive Standard** 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. 　　4.4.3 Implement strategies to teach children health, safety, and sanitation habits.

Learning Goal	Proficiency Scale
Students will be able to maintain a healthy environment for 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: - Maintaining the physical environment to prevent accidents and disease. - Implementing strategies to teach children health, safety, and sanitation habits. - Explaining government or state rules and regulations established for child safety and health. Level 2: Student demonstrates he/she is nearing proficiency by: - Recognizing and recalling specific vocabulary, such as: limits, rules, active listening, direct guidance, encouragement, ignoring, indirect guidance, listening, modeling, observation, persuading, praising, prompting, redirecting, suggesting, warning, auditory signals, dawdling, demonstrating, individual transition, novelty transition, routines, overstimulate, stress, time-out, abrasion, anaphylactic shock, bacteria, burn, closed wound, communicable diseases, diabetes, epilepsy, first-degree burn, food poisoning, grand mal seizure, head lice, HIV, insulin, open wound, petit mal seizure, policy, rabies, second-degree burn, third-

	degree burn, wound.
	• Performing processes such as:
	o Identifying symptoms of various childhood illnesses and diseases.
	o Identifying developmentally appropriate practices for childcare centers.
	Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students know how to:
- o Choose age appropriate toys and equipment.
- o Examine child development theories and their implication on childhood programs.