

Course Title – Child Development

Implement start year – 2014-2015

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Unit #4, topic – Special Needs, Disabilities & Challenges

Transfer goal: Students will be able to independently use their learning to recognize, care for, and find resources for students with special needs, disabilities and challenges.

Stage 1 – Desired Results

Established Goals

2009 NJCCC Standard(s), Strand(s)/CPI #
(<http://www.nj.gov/education/cccs/2009/final.htm>)

Common Core Curriculum Standards for Math and English
(<http://www.corestandards.org/>)

9.4 Career and Technical Education All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

Strand: Early Childhood Development & Services

Career Cluster: Human Services Career Cluster

9.4.12.J.(1).2 Demonstrate knowledge of principles of child growth and development, including social, emotional, physical, and cognitive milestones, to provide appropriate and comprehensive program offerings.

9.4.12.J.(1).3 Demonstrate listening and communication skills, including listening respectfully and attentively to the child to facilitate ongoing development.

9.4.12.J.(1).7 Analyze situations and apply problem-solving and critical thinking skills to provide solutions.

9.4.12.J.(1).9 Research knowledge of safety and sanitation procedures associated with environments in this pathway to assure compliance and readiness for potential hazards.

21st Century Themes (www.21stcenturyskills.org)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

21st Century Skills

Learning and Innovation Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills:

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

<p>9.4.12.J.(1).12 Describe ethical and legal responsibilities, laws, and regulations to protect children and families.</p> <p>9.4.12.J.(1).14 Incorporate play and other activities in program plans to develop children’s skills.</p> <p>9.4.12.J.(1).15 Evaluate curriculum for multicultural awareness activities to ensure a culturally rich and inviting learning environment.</p> <p>9.4.12.J.(1). 16 Evaluate curriculum for inclusiveness of special needs children.</p>	
<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Every family faces challenges throughout the life cycle. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Each child develops differently and may or may not experience mild, moderate, or severe disabilities. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • Identify Resources which are available to child care professionals and families when dealing with disabilities, giftedness and abuse. <p><i>EU 4</i></p> <ul style="list-style-type: none"> • Federal law requires that public schools meet the needs of children with disabilities. 	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • What types of challenges do families encounter? • What are some physical, social, emotional and mental challenges? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • What are different medical and physical needs/disabilities that may affect children and the effects on their families? • What factors may contribute to a disability or special need? • If you were expecting a perfect child, how would you feel and what would you do if you discovered your child had a physical, emotional or mental disability? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • What kind of things might you need help with if you had a child facing physical, emotional, social and mental challenges? • what are the best resources to help you if you are faced with a disability, giftedness or abuse.” • <p><i>EU 4</i></p> <ul style="list-style-type: none"> • What strategies can be used to assist challenged students?

Knowledge:

Students will know . . .

EU 1

- Challenges families face in everyday life.

EU2

- The types of physical, emotional and mental challenges of families with special needs children.

EU3

- Resources available that promote the safety, permanency, and well-being of children, youth, and families by connecting child welfare, adoption, and related professionals as well as the general public.
- Civic responsibility of reporting child abuse

EU4

- Federal laws that require all children to be educated

Skills:

Students will be able to . . .

EU 1

- Describe different challenges that families face.
- Locate resources to help families when they are experiencing challenges.

EU2

- Differentiate between physical, emotional and mental challenges.
- Identify household and community hazards for families with special needs/disable/challenged students.
- Locate resources to help parents manage physical, emotional and mental challenges conditions that special needs children have.

EU3

- Research support groups, on-line communities, resources, and tools covering topics on child welfare, child abuse and neglect, out-of-home care, adoption, and more.
- Locate specific resources in our town and state.
- Recognize potential child abuse/neglect situations.
- Know when, where and how to report child abuse

EU4

- Describe several ways in which children with special needs are provided the same educational opportunities in public schools.
- Identify different educational plans for students with special needs/disabilities/challenges (IEP and 504 etc).

Stage 2 – Assessment Evidence

Recommended Performance Tasks: *Each unit must have at least 1 Performance Task. Each EU must be addressed in a performance task. Consider the GRASPS form.*

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Journal entries from periodic writing prompts that will include facets of learning and summarizers.
- Open question and answer discussions that will include the facets of learning and summarizers.
- Personal action plan for safety at home. Instruct students to pick a special need and have to alter their household to make their home environment safe and easy to use.

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- Students to use the Kids Quest at the Centers for Disease and Prevention <http://www.cdc.gov/ncbddd/kids/index.html> to research different special needs students (A)
- Invite a guest speaker from a local resource center to come to talk to the class (A)
- Go to the State of NJ Department of Children and Families website; <http://www.nj.gov/dcf> and research the type of information that is found there. Have students research what constitutes abuse by law, the indicators of abuse, the how & when to report abuse and what happens after abuse has been reported. (A)
- Create a word splash on the wall to identify the types of challenges that students face by giving students a piece of paper or index card to write on and put on the board. (A)
- Assign students to bring in a current article about challenges facing families today to share with the class. They can source the internet, newspapers, videos and magazine or social media networks. Questions for Discussion/Formative Assessment 1. How did the newspapers, video clips, magazines, etc. help identify issues and trends affecting families? 2. How reliable are these sources in identifying issues and trends that affect families? 3. What issues and trends are local/global? 4. What issues and trends affect your family? 5. How did communicating your ideas out loud help stimulate thoughts for the list? (M)
- Have students read http://www.stageoflife.com/Teen_Challenges.aspx and write a journal reflection about what article they chose and why and how they feel about it after reading someone else's experience (M)
- Create a matching worksheet with the famous people and their disability at <http://library.thinkquest.org/11799> (A)
- Read aloud poems from teen students with special needs from <http://www.lehman.cuny.edu/faculty/jfleitas/bandaides/teenpoems.html> and have the students discuss how they are like these peers (M)
- Compare and contrast an IEP and 504. (M)
- Interview the MD students within your school with a student made questionnaire about their academic challenges and triumphs. (M)
- Create a lesson plan to be student taught to the MD classes within your school (T)