



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School Child Growth and Development Curriculum

Course Description: Child Growth and Development students study the physical, intellectual, social, and emotional development of a child from conception to five years of age. This course teaches parenting and caregiving roles in relation to the developing child as well as guiding them in the learning process. The preschool lab allows for actual experience in planning and implementing lessons and observing preschool children. This class is a basic foundation course for any student wanting to pursue a career in education or working with children in any capacity.

Client-Connected Project: This course includes recommendations for at least one Client-Connected Project. These work-world situated projects are designed to give students opportunities to connect classroom learning to authentic settings beyond the walls of school. By successfully completing such projects, students grow professionally, build marketable skills for after graduation, and earn a Park Hill Future Ready Asset.



Curriculum Standards: National Standards for Family and Consumer Sciences.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
15 - 20 Blocks	Unit 1: Prenatal/Labor Delivery	Topic 1: Family Planning Topic 2: Prenatal Care Topic 3: Fetal Development
15 - 20 Blocks	Unit 2: Infant Development	Topic 1: Developmental Stages Topic 2: Providing for the Infant's Needs
10 Blocks	Unit 3:	Topic 1: Curriculum

	<u>Pre-K Curriculum and Professionalism</u>	<u>Topic 2: Observations</u> <u>Topic 3: Professionalism</u>
15 - 20 Blocks	<u>Unit 4: Toddlers</u>	<u>Topic 1: Developmental Stages of Toddlers</u> <u>Topic 2: Providing for Toddler's Needs</u>
10 Blocks	<u>Unit 5: Child Growth and Development</u>	<u>Topic 1: Parenting Roles and Styles</u> <u>Topic 2: Discipline and Positive Guidance Techniques</u> <u>Topic 3: Communication Skills</u>
15 - 20 Blocks	<u>Unit 6: Preschoolers</u>	<u>Topic 1: Developmental Stages</u> <u>Topic 2: Hands-On Learning Activities</u>

Curriculum Revision Tracking

Spring, 2025

All Unit:

- Removed ISTE Standards
- Added learning targets

Unit 6:

- Changed Topic 2 from Preschool Assessments to Hands-On Learning Activities

Unit 3:

- Added Client-Connected Project to Engaging Scenario

Spring, 2024

Unit 3:

- Added client connected project to engaging scenario.

Spring, 2018

All Units:

- Updated ISTE Standards

Unit 1: Prenatal/ Labor Delivery

Subject: Child Growth and Development

Grade: 10-12

Name of Unit: Prenatal Development and Labor and Delivery

Length of Unit: 15-20 Blocks

Overview of Unit: This unit discusses family planning and the stages of fetal development and the stages of labor and delivery.

Priority Standards for unit:

- NSFCS 12.1 Analyze principles of human growth and development across the lifespan.
- NSFCS 12.2 Analyze conditions that influence human growth and development.
- NSFCS 12.3 Analyze strategies that promote growth and development across the life span.
- NSFCS 15.4 Analyze physical and emotional factors related to beginning the parenting process.

Supporting Standards for unit:

- NSFCS 15.1 Analyze roles and responsibilities of parenting.
- NSFCS 15.2 Evaluate parenting practices that maximize human growth and development.
- NSFCS 15.3 Evaluate external support systems that provide services for parents.

Priority Standard: NSFCS 12.1 Analyze principles of human growth and development across the lifespan.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will analyze physical, emotional, social, moral, and cognitive development.	3
	Analyzing
Students will analyze interrelationships among physical, emotional, social, moral, and cognitive aspects of human growth and development.	3
	Analyzing

Students will analyze current and emerging research about human growth and development, including but not limited to brain development research.	4
	Evaluating

Priority Standard: NSFCS 12.2 Analyze conditions that influence human growth and development.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will analyze the influences of heredity and environment on human growth and development.	4
	Evaluating
Students will analyze the influences of life events on individuals' physical, emotional, social, moral and cognitive development.	3
	Analyzing

Priority Standard: NSFCS 12.3 Analyze strategies that promote growth and development across the life span.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will analyze the role of nurturance on human growth and development.	4
	Evaluating
Students will analyze the role of educational and family and social services support systems and resources in meeting human growth and development needs.	3
	Analyzing

Priority Standard: NSFCFS 15.4 Analyze physical and emotional factors related to beginning the parenting process.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will analyze biological processes related to prenatal development, birth, and health of child and mother.	4
	Evaluating
Students will analyze social, emotional, and environmental factors of prenatal development and birth in relation to the health of parents and child.	4
	Evaluating
Students will analyze alternatives to biological parenthood.	2
	Applying

Essential Questions:

1. Why is it important to have a family plan and how does one know they are ready for kids?
2. Why is it important for a mother to take care of herself while she is pregnant?
3. Why is it important to understand the development that takes place in utero?

Enduring Understanding/Big Ideas:

1. Students will reflect on the responsibility (i.e. emotionally, financially) of raising a child. Students will understand the many components that go into raising a child such as the change in lifestyle. In addition, students will understand the act of conception.
2. Students will understand the effects the mother has on her unborn child based on lifestyle decisions. For example, healthy eating choices, smoking, alcohol and drugs. The teacher will extend this to the long-term effects. (premature birth, health consequences, long term illnesses)
3. Students will understand the development that takes place in the womb. The three trimesters and what major organs are developing in certain months, and why it is so important from the development of the fetus perspective for the mom to take care of herself.

Unit Vocabulary:

- Birth control
- Family planning
- Conception
- Amnion
- Placenta
- Umbilical cord
- Trimesters
- Germinal stage
- Embryo
- Fetus
- Quickening
- Contractions
- Labor
- Lamaze method
- Natural childbirth

Topic 1: Family Planning

Engaging Experience 1

Title: Family Planning Project

Suggested Length of Time: 2 Blocks

Standards Addressed

Priority:

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

Supporting:

- NSFCS 15.1 Analyze roles and responsibilities of parenting.

Detailed Description/Instructions: After class review of family planning: including fertility, adoption, and contraception, students will research and apply what they know to different scenarios in order to apply different family planning options. Scenarios will be provided by the teacher, and students will then evaluate options to determine the best course of action for hypothetical situations. Students will be required to research options for the scenario they have been given and give a 5-minute presentation to the class about various options and a recommended course of action.

Bloom's Levels: Analyze

Webb's DOK: 3

Topic 2: Prenatal Care

Engaging Experience 1

Title: Mother's to Be Guidebook

Suggested Length of Time: 1 Block

Priority:

- NSFCS 12.2 Analyze conditions that influence human growth and development.
- NSFCS 15.4 Analyze physical and emotional factors related to beginning the parenting process.

Supporting:

- NSFCS 15.2 Evaluate parenting practices that maximize human growth and development.
- NSFCS 15.3 Evaluate external support systems that provide services for parents.

Detailed Description/Instructions: The students will create a guidebook that discusses the importance of healthy lifestyle choices for the mother to be, and how these choices affect the baby.

Bloom's Levels: Analyze

Webb's DOK: 3

Topic 3: Fetal Development

Engaging Experience 1

Title: Fetal Development Phases Timeline

Suggested Length of Time: 1 Block

Standards Addressed

Priority:

- NSFCS 12.1 Analyze principles of human growth and development across the lifespan.
- NSFCS 12.3 Analyze strategies that promote growth and development across the lifespan.

Supporting:

- NSFCS 15.3 Evaluate external support systems that provide services for parents.

Detailed Description/Instructions: The students based on pictures they receive from the teacher of the developmental stages of a zygote, embryo and fetus will organize these photos based on the correct timeline.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Option: Patient Education Brochure

Students will deep dive into 3 topics of choice from the overall unit. Students will create an informative brochure that is geared to educate patients and new to be parents on any 3 of the following topics.

- A Baby's Beginning
- Factors That Affect the Unborn Baby
- Health Habits During Pregnancy
- Prenatal Development
- Physical Changes and Complications for the Mother
- Birth Defects
- Infertility & Multiple Births
- Teen Pregnancy
- Labor & Delivery
- Postpartum Care and Newborn Care/Testing
- What to Expect When You're Expecting

Option: Pregnancy and Prenatal Development Booklet

Students will create a visual and explanatory booklet on topics about pregnancy, growth and development prenatally. Each page should cover a topic that explains and connects.

- Conception
- Trimesters & Prenatal Development
- Birth Defects
- Environmental Hazards
- Exercise During Pregnancy
- Healthy Eating During Pregnancy
- Prenatal Medical Care
- Labor, Delivery and Postpartum Care

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Family Planning	Family Planning Project	After class review of family planning: including fertility, adoption, and contraception, students will research and apply what they know to different scenarios in order to apply different family planning options. Scenarios will be provided by the teacher, and students will then evaluate options to determine the best course of action for hypothetical situations. Students will be required to research options for the scenario they have been given and give a 5-minute presentation to the class about various options and a recommended course of action.	2 Blocks
Prenatal Care	Mother's to Be Guidebook	The students will create a guidebook that discusses the importance of healthy lifestyle choices for the mother to be, and how these choices affect the baby.	1 Block
Fetal Development	Fetal Development Phases Timeline	The students based on pictures they receive from the teacher of the developmental stages of a zygote, embryo and fetus will organize these photos based on the correct timeline.	1 Block

Unit 2: Infant Development

Subject: Child Growth and Development

Grade: 10-12

Name of Unit: Infant Development

Length of Unit: 15-20 Blocks

Overview of Unit: This unit discusses the developmental stages of infants.

Priority Standards for unit:

- NSFCS 12.1 Analyze principles of human growth and development across the lifespan.
- NSFCS 12.2 Analyze conditions that influence human growth and development.

Supporting Standards for unit:

- NSFCS 15.1 Analyze roles and responsibilities of parenting.
- NSFCS 15.2 Evaluate parenting practices that maximize human growth and development.
- NSFCS 15.3 Evaluate external support systems that provide services for parents.
- NSFCS 15.4 Analyze physical and emotional factors related to beginning the parenting process.

Priority Standard: NSFCS 12.1 Analyze principles of human growth and development across the lifespan.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will analyze physical, emotional, social, moral, and cognitive development.	3
	Analyzing
Students will analyze interrelationships among physical, emotional, social, moral, and cognitive aspects of human growth and development.	3
	Analyzing
Students will analyze current and emerging research about human growth and development, including but not limited to brain development research.	4
	Evaluating

Priority Standard: NSFCS 12.2 Analyze conditions that influence human growth and development.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will analyze the influences of heredity and environment on human growth and development.	4
	Evaluating
Students will analyze the influences of life events on individuals' physical, emotional, social, moral and cognitive development.	3
	Analyzing

Essential Questions:

1. Why is it so important to understand the development of an infant?
2. How do you care for an infant?

Enduring Understanding/Big Ideas:

1. Students will understand what development takes place in the first year of life, in the areas of physical, intellectual, social and emotional development.
2. Students will demonstrate knowledge and an understanding of how to care for an infant, i.e. changing diapers and clothes, feeding an infant, stimulating an infant for growth and development, and basic health needs.

Unit Vocabulary:

- Reflexes
- Crawl
- Ossification
- Stimuli
- Milestones
- Gross motor
- Fine motor
- Colic
- Solids
- Weaning
- Cognition
- Memory
- Perceptual learning
- Sensorimotor

Topic 1: Developmental Stages

Engaging Experience 1

Title: Baby's First Year Timeline

Suggested Length of Time: 2 Blocks

Standards Addressed

Priority:

- NSFCS 12.1 Analyze principles of human growth and development across the lifespan.

Supporting:

- NSFCS 15.1 Analyze roles and responsibilities of parenting.

Detailed Description/Instructions: The students will be divided up into 9 groups each given a month in infant development to research and asked to complete a developmental chart for that month and this will be pieced together and posted on the wall and the students will be asked to share out the information for that month.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 2: Providing for the Infant's Needs

Engaging Experience 1

Title: Cost of Having a Baby

Suggested Length of Time: 1 Block

Standards Addressed

Priority:

- NSFCS 12.2 Analyze conditions that influence human growth and development.

Supporting:

- NSFCS 15.3 Evaluate external support systems that provide services for parents.

Detailed Description/Instructions: The students will be given a list of necessary items and additional items to find the cost of, they will also be given a budget by the teacher that they have to make sure they stay within. They are able to use any resources online to find the cost of the items. This allows them to see how expensive a baby can be in the first year of life.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Option: The students will be completing an Infant demonstration and PowerPoint presentation. They will be given an assigned topic, i.e. diapering an infant, clothing an infant, exercises for an infant, feeding an infant solid foods and bottle feeding, placing an infant in a car seat. They will be asked to research and give a demonstration and presentation on how to complete these tasks along with facts and information.

Option: Real Care Baby or Alternative Care of Baby

Students will have the option to take home the Real Care Baby to care for the Baby over the weekend. Students will demonstrate responsibility and care of the Baby through this project. An option to the Real Care Baby is to take care of someone else's child and interview a parent. The goal would be equal time of taking care of a baby through each engaging scenario.

Option: The First Year

Students will create an infographic that covers key points of infant development by a breakdown of months. This can be displayed as a timeline in the room to cover 0-12 months.

Key information to cover for this engaging scenario:

- Physical development
- Intellectual development
- Emotional development
- Social development
- Major Developmental Milestones
- Learning theorist that support infant development at this stage and how it's supported
- Brain Research to support infants
- Nurturing activities caregivers do to support growth and development at this stage

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Developmental Stages	Baby's First Year Timeline	The students will be divided up into 9 groups each given a month in infant development to research and asked to complete a developmental chart for that month and this will be pieced together and posted on the wall and the students will be asked to share out the information for that month.	2 Blocks
Providing for the Infant's Needs	Cost of Having a Baby	The students will be given a list of necessary items and additional items to find the cost of, they will also be given a budget by the teacher that they have to make sure they stay within. They are able to use any resources online to find the cost of the items. This allows them to see how expensive a baby can be in the first year of life.	1 Block

Unit 3: Pre-K Curriculum and Professionalism

Subject: Child Growth and Development

Grade: 10-12

Name of Unit: Curriculum and Preschool Lab

Length of Unit: 10 Blocks

Overview of Unit: This unit provides them with the background knowledge they need to teach preschoolers and run a preschool program.

Priority Standards for unit:

- NSFCS 4.3 Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.
- NSFCS 4.5 Demonstrate techniques for positive collaborative relationships with children.
- NSFCS 4.6 Demonstrate professional practices and standards related to working with children.

Supporting Standards for unit:

- NSFCS 4.1 Analyze career paths within early childhood, education & related services.
- NSFCS 4.2 Analyze developmentally appropriate practices to plan for early childhood, education, and services.

Priority Standard: NSFCS 4.3 Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will analyze a variety of curriculum and instructional models.	3
	Analyzing
Students will implement learning activities in all curriculum areas that meet the developmental needs of learners.	3
	Analyzing

Students will implement an integrated curriculum that incorporates a learner's language, learning styles, early experiences, and cultural values.	2
	Applying
Students will demonstrate a variety of teaching methods to meet individual needs of learners.	4
	Creating
Students will arrange the classroom environment to provide for learners' exploration, discovery, development, and reflection through multiple methods including learning centers.	2
	Applying
Students will establish effective activities, routines, and transitions for various age groups.	2
	Applying

Priority Standard: NSFCS 4.5 Demonstrate techniques for positive collaborative relationships with children.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will demonstrate problem-solving and decision-making skills when working with children.	4
	Evaluating
Students will implement strategies for constructive and supportive interactions between children, their families, and communities.	3
	Analyzing
Students will analyze learners' developmental progress and summarize developmental issues and concerns.	2
	Applying

Priority Standard: NSFCS 4.6 Demonstrate professional practices and standards related to working with children.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explore opportunities for continuing training and education.	3
	Analyzing
Students will apply professional ethical standards as accepted by the recognized professional organizations.	3
	Analyzing
Students will review federal, state, and local standards, policies, regulations, and laws that affect programs for children, youth and adults and their families.	1
	Understanding
Students will demonstrate enthusiasm, initiative, and commitment to program goals and improvements.	1
	Understanding

Essential Questions:

1. What makes a good curriculum and why are lesson plans important?
2. Why is it important to observe a preschooler?
3. Why is it important to learn professional skills when creating a preschool program?

Enduring Understanding/Big Ideas:

1. Students will understand that curriculum is the important ideas, skills and concepts that we want to teach our preschoolers to better prepare them for kindergarten. Students will be able to research, create, develop and implement lesson plans.
2. Students will be able to recognize milestones that preschoolers should be able to improve on and master based on where they should be developmentally.
3. Students will learn professional skills and be able to create a safe and nurturing learning environment.

Unit Vocabulary:

- Curriculum
- Cognitive Learning
- Lesson plan
- Observation
- Direct learning experiences
- Visual learner
- Auditory learner
- Theme
- Concept
- Goal
- Objective

Topic 1: Curriculum

Engaging Experience 1

Title: Early Childhood Literacy

Suggested Length of Time: 1 Block

Standards Addressed

Priority:

- NSFCS 4.3 Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.

Supporting:

- NSFCS 4.2 Analyze developmentally appropriate practices to plan for early childhood, education, and services.

Detailed Description/Instructions: Child Growth students will practice skills in finding developmentally appropriate and engaging picture books for preschool early childhood literacy. Utilizing a classroom library or bringing in checked out books, students can find a book on a certain topic or in general finding books that are appropriate for preschool age. Students will practice reading early childhood books with confidence, tone and pitch, also while learning how to ask engaging questions about the book to the young listener/reader.

Bloom's Levels: Analyzing

Webb's DOK: 3

Topic 2: Observations

Engaging Experience 1

Title: Subjective and Objective Observations

Suggested Length of Time: ½ Block

Standards Addressed

Priority:

- NSFCS 4.6 Demonstrate professional practices and standards related to working with children.

Supporting:

- NSFCS 4.2 Analyze developmentally appropriate practices to plan for early childhood, education, and services.

Detailed Description/Instructions: The students will be given observation times to observe and reflect on preschool development. Key ideas to observe would be developmental domains within physical, social, emotional and intellectual development. Also identifying professional standards of interactions between adults and children, how are the teachers guiding the students in their learning, practicing executive functioning skills, and handling preschool behaviors.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 3: Professionalism

Engaging Experience 1

Title: Childcare Professional Guest Speaker or Preschool Program Director

Suggested Length of Time: 1 Block

Standards Addressed

Priority:

- NSFCS 4.5 Demonstrate techniques for positive collaborative relationships with children.
- NSFCS 4.6 Demonstrate professional practices and standards related to working with children.

Supporting:

- NSFCS 4.1 Analyze career paths within early childhood, education & related services.

Detailed Description/Instructions: The teacher will invite a guest speaker from a childcare center and or a preschool program director. This will give the students an opportunity outside of the classroom to get information on careers and professionalism when working in early childhood education. The students will complete a guest speaker questionnaire and summarize what they have learned.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Scenario Option

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

The preschool lab that is already in place in child growth and development class goes for 10 weeks, 3 days a week. The high school students create lesson plans to teach the preschool students in 6 content areas. The expert would come meet with the students prior to creating lesson plans and give input on what lesson planning looks like at their preschool. The students would create lesson plans that week and then would carry these out in the weeks to come. The expert would come back to evaluate and give feedback to the high school students.



Suggested Client-Connected Project Opportunity

Curriculum Alignment	<i>District curriculum connection &/or Missouri Learning Standard(s):</i> NSFCS 4.3 Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests. NSFCS 4.2 Analyze developmentally appropriate practices to plan for early childhood, education, and services.
Client Engagement	<i>How this project is client-created, -initiated, or -approved:</i> Child Growth and Development Preschool Lab lesson planning.
Industry Expert Involvement	<i>Industry expert(s) from which students will receive feedback:</i> Early Learning Center Director and/or preschool teacher. <i>How/when feedback will be solicited throughout the project:</i> In the beginning they will come to bring ideas for preschool lesson planning, and discuss the daily schedule and plans of running a preschool. Offer ideas and plans. The feedback will come when the expert returns to the actual lab preschool and evaluates students' lesson plans while they carry them out.
Product or Deliverable	<i>Product/deliverable that will result from this project:</i> Well-designed lesson plans for the preschool program.

	<i>How this result is authentic to the industry in terms of process or product:</i> The result is exactly what early learning centers are looking for: you have quality lesson plans designed for preschool age children.
Joint Evaluation	<i>Evaluation tool(s):</i> Lesson evaluation form <i>Evaluation plan (incl. involvement of teacher, client, &/or industry expert):</i> The teacher evaluates the high school student using the evaluation tool and the expert evaluates the students using the lesson evaluation tool/form. <u>Lesson Plan Station Teaching Evaluation</u>

Engaging Scenario Option

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Utilizing an off site preschool learning environment, Child Growth students will gain experience observing and working with preschool students. Students will observe preschool students routinely, as time and transportation provides. After multiple observations, the students will meet with the Preschool Program Director to gain insight of a curricular topic to cover that best supports the preschool classroom. Child Growth students will then create a hands-on learning activity that supports this curriculum topic and find an engaging early childhood literacy book to support that. The students will create a lesson plan that is approved by the Child Growth and Development classroom teacher. The students will implement the hands-on learning activity and read the book to a small pod of students that they have been observing. The classroom teacher and para as the experts will give authentic feedback to and evaluate the Child Development students.



Suggested Client-Connected Project Opportunity

Curriculum Alignment	<i>District curriculum connection &/or Missouri Learning Standard(s):</i> NSFCS 4.3 Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests. NSFCS 4.2 Analyze developmentally appropriate practices to plan for early childhood, education, and services.
Client Engagement	<i>How this project is client-created, -initiated, or -approved:</i> Child Growth and Development Preschool lesson planning, teaching, and reading.
Industry Expert Involvement	<i>Industry expert(s) from which students will receive feedback:</i> Early Learning Center Director and/or preschool teacher and para. <i>How/when feedback will be solicited throughout the project:</i> In the beginning students will observe a classroom of preschool students, teacher and para. They will gain visual understanding of developmentally appropriate preschool behavior, teacher modeled best practices. Child

	Growth students will be looking at how activities are implemented, what works well, how to rotate and transition. They will use this information for preschool lesson planning. The expert feedback will come when the students return to the Preschool classroom to complete their hands-on-learning activity and read a book to a group of students.
Product or Deliverable	<i>Product/deliverable that will result from this project:</i> Well-designed lesson plans for the preschool program that has engaging hands-on-learning activity and a book that supports curriculum. <i>How this result is authentic to the industry in terms of process or product:</i> The result is exactly what early learning centers are looking for: you have quality lesson plans designed for preschool age children.
Joint Evaluation	<i>Evaluation tool(s):</i> Lesson evaluation form <i>Evaluation plan (incl. involvement of teacher, client, &/or industry expert):</i> The teacher evaluates the high school student using the evaluation tool and the expert evaluates the students using the lesson evaluation tool/form. Expert feedback evaluation form

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Curriculum	Early Childhood Literacy	Child Growth students will practice skills in finding developmental appropriate and engaging picture books for preschool early childhood literacy. Utilizing a classroom library or bringing in checked out books, students can find a book on a certain topic or in general finding books that are appropriate for preschool age. Students will practice reading early childhood books with confidence, tone and pitch, also while learning how to ask engaging questions about the book to the young listener/reader.	1 Block
Observations	Subjective and Objective Observations	The students will be given observation times to observe and reflect on preschool development. Key ideas to observe would be developmental domains within physical, social, emotional and intellectual development. Also identifying professional standards of interactions between adults and children, how are the teachers guiding the students in their learning, practicing executive functioning skills, and handling preschool behaviors.	½ Block
Professionalism	Childcare Professional Guest Speaker or Preschool Program Director	The teacher will invite a guest speaker from a childcare center and or a preschool program director. This will give the students an opportunity outside of the classroom to get information on careers and professionalism when working in early childhood education. The students will complete a guest speaker questionnaire and summarize what they have learned.	1 Block

Unit 4: Toddlers

Subject: Child Growth and Development

Grade: 10-12

Name of Unit: Toddler Developmental Unit

Length of Unit: 15-20 Blocks

Overview of Unit: This unit goes through the developmental stages of a toddler in the areas of physical, intellectual, social and emotional development.

Priority Standards for unit:

- NSFCS 12.1 Analyze principles of human growth and development across the lifespan.
- NSFCS 12.2 Analyze conditions that influence human growth and development.
- NSFCS 12.3 Analyze strategies that promote growth and development across the lifespan.

Supporting Standards for unit:

- NSFCS 15.1 Analyze roles and responsibilities of parenting.
- NSFCS 15.2 Evaluate parenting practices that maximize human growth and development.
- NSFCS 15.3 Evaluate external support systems that provide services for parents.
- NSFCS 15.4 Analyze physical and emotional factors related to beginning the parenting process.

Priority Standard: NSFCS 12.1 Analyze principles of human growth and development across the lifespan.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will analyze physical, emotional, social, moral, and cognitive development.	3
	Analyzing
Students will analyze interrelationships among physical, emotional, social, moral, and cognitive aspects of human growth and development.	3
	Analyzing
Students will analyze current and emerging research about human growth and development, including but not limited to brain development research.	4
	Evaluating

Priority Standard: NSFCS 12.2 Analyze conditions that influence human growth and development.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will analyze the influences of heredity and environment on human growth and development.	4
	Evaluating
Students will analyze the influences of life events on individuals' physical, emotional, social, moral and cognitive development.	3
	Analyzing

Priority Standard: NSFCS 12.3 Analyze strategies that promote growth and development across the life span.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will analyze the role of nurturance on human growth and development.	4
	Evaluating
Students will analyze the role of educational and family and social services support systems and resources in meeting human growth and development needs.	3
	Analyzing

Essential Questions:

1. Why is it important to understand the development of a toddler?
2. How do you provide for the developmental needs of a toddler?

Enduring Understanding/Big Ideas:

1. Students will understand the development of a toddler in the areas of physical, intellectual, social and emotional development as far as milestones they should each month, i.e. crawling to walking, from simple words to two word sentences, dealing with temper tantrums, and going from solitary play to parallel play.
2. Students will learn how to create an environment that will help them care for and nurture new skills toddlers are learning. For example, self-feeding, toilet training, giving options.

Unit Vocabulary:

- Developmental
- Eye-hand coordination
- Self-esteem
- Dexterity
- Regression
- Mental imagery
- Solitary play
- Deferred
- Temper-tantrum
- Autonomy

Topic 1: Developmental Stages of Toddlers

Engaging Experience 1

Title: Ability Activity

Suggested Length of Time: ½ Block

Standards Addressed

Priority:

- NSFCS 12.2 Analyze conditions that influence human growth and development.

Supporting:

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

Detailed Description/Instructions: The students are asked to do four different activities that help them relate to being a toddler, crawl on the floor while getting patted on the head, put together a simple puzzle with eyes shut, draw a picture of a house with opposite hand, look at the picture in the mirror and cut the drawing of the house out. They are asked to write down how they felt while they were doing these different activities and who it relates to being a toddler and what as a parent, they could do to help develop the skills necessary to improve the child's skills.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 2: Providing for Toddler's Needs

Engaging Experience 1

Title: Toddler Milestones

Suggested Length of Time: 1 Block

Standards Addressed

Priority:

- NSFCS 12.1 Analyze principles of human growth and development across the lifespan.
- NSFCS 12.3 Analyze strategies that promote growth and development across the life span.

Supporting:

- NSFCS 15.2 Evaluate parenting practices that maximize human growth and development.

Detailed Description/Instructions: Teachers can choose from the following toddler developmental needs items to explore and discuss.

- self-awareness
- toilet learning
- emotions
- separation anxiety
- language
- nutrition
- learning theorists' principles

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 2

Title: As They Grow Article

Suggested Length of Time: 1 Block

Standards Addressed

Priority:

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

Supporting:

- NSFCS 15.2 Evaluate parenting practices that maximize human growth and development.

Detailed Description/Instructions: The students will be writing an article for a parent's magazine. This article will cover the development of a child ages 12 months to 3 years old. In this article they will discuss age appropriate emotional, social, physical, and intellectual behaviors. Include at least five activities parents can do to encourage development in these areas

as well as five to ten tips to remember. The article should be at least 500 words in length and include visuals. The paper will be graded on the quality of your information as well as your presentation. You may use your textbook and/or the internet to complete this assignment.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will create a digital presentation using resources. These are areas in which Toddlers and caregivers need support. They will do the following....

- List 8 tips that will be helpful in making the toilet training process easier and less stressful for adults and toddlers.
- List 5 tips to remember in dressing toddlers.
- List 5 tips to remember to make bedtime an easier transition for both the toddler and the caregiver.
- Plan a single day menu for a toddler using the food pyramid guidelines and suggested servings. (Breakfast, lunch, dinner and two snacks)
- List four tips a caregiver should remember when dealing with the hygiene of a toddler. (Bathing and dental)
- List one example of a sensory activity a toddler can do in each area. (5 senses, smell, sight, hearing, taste and touch)
- List 5 tips for handling a toddler's emotions.
- Give 3 activities you can do with a toddler to encourage problem solving skills.
- Developmentally appropriate hands-on learning activity that supports learning for a toddler.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Developmental Stages of Toddlers	Ability Activity	The students are asked to do four different activities that help them relate to being a toddler, crawl on the floor while getting patted on the head, put together a simple puzzle with eyes shut, draw a picture of a house with opposite hand, look at the picture in the mirror and cut the drawing of the house out. They are asked to write down how they felt while they were doing these different activities and who it relates to being a toddler and what as a parent they could do to help develop the skills necessary to improve the child's skills.	½ Block
Providing for Toddler's Needs	Toddler Milestones	Teachers can choose from the following toddler developmental needs items to explore and discuss. ● self-awareness ● toilet learning ● emotions ● separation anxiety ● language ● nutrition ● learning theorists principles	1 Block
Providing for Toddler's Needs	As They Grow Article	The students will be writing an article for a parent's magazine. This article will cover the development of a child ages 12 months to 3 years old. In this article they will discuss age appropriate emotional, social, physical, and intellectual behaviors. Include at least five activities parents can do to encourage development in these areas as well as five to	1 Block

		ten tips to remember. The article should be at least 500 words in length and include visuals. The paper will be graded on the quality of your information as well as your presentation. You may use your textbook and/or the internet to complete this assignment.	
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Unit 5: Parenting/ Discipline

Subject: Child Growth and Development

Grade: 10-12

Name of Unit: Parenting and Discipline

Length of Unit: 10 Blocks

Overview of Unit: This unit discusses parent roles in reference to parenting styles. It reviews discipline methods and researching positive guidance techniques and communicating with your children.

Priority Standards for unit:

- NSFCS 15.1 Analyze roles and responsibilities of parenting.
- NSFCS 15.2 Evaluate parenting practices that maximize human growth and development.
- NSFCS 15.3 Evaluate external support systems that provide services for parents.

Supporting Standards for unit:

- NSFCS 12.1 Analyze principles of human growth and development across the lifespan.
- NSFCS 12.2 Analyze conditions that influence human growth and development.
- NSFCS 12.3 Analyze strategies that promote growth and development across the lifespan.

Priority Standard: NSFCS 15.1 Analyze roles and responsibilities of parenting.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will analyze parenting roles across the life span.	2
	Applying
Students will analyze expectations and responsibilities of parenting.	2
	Applying
Students will analyze influences of parenting practices on individuals, families, and society.	2
	Applying

Students will analyze societal conditions that influence parenting across the life span.	2
	Applying
Students will explain cultural differences and similarities in roles and responsibilities of parenting.	1
	Understanding

Priority Standard: NSFCS 15.2 Evaluate parenting practices that maximize human growth and development.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will analyze nurturing practices that support human growth and development.	3
	Analyze
Students will apply communication strategies that promote emotional well-being in family members.	1
	Understanding
Students will assess common practices and emerging research about influences of discipline on human growth and development.	1
	Understanding
Students will analyze the effects of abuse and neglect on children and families and determine methods for prevention.	1
	Understanding
Students will apply criteria for selecting care and services for children and youth.	1
	Understanding

Priority Standard: NSFCS 15.3 Evaluate external support systems that provide services for parents.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will analyze community resources and services available to families.	1
	Understanding
Students will analyze community resources that provide opportunities related to parenting.	1
	Understanding

Essential Questions:

1. Why is it important to learn parenting styles?
2. Why are positive guidance techniques essential to learn and use?
3. Why is it important to communicate based on the development level of the child?

Enduring Understanding/Big Ideas:

1. Students will understand what the different parenting styles are and when is an appropriate time to use each of them. For example, when you have an infant or toddler it is appropriate to use a more authoritarian parenting style because they do not understand consequences or cause and effect.
2. Students will research and learn about a positive guidance technique that they can apply in disciplining a child or every day interacting with a child. For example, positive reinforcement and how to use it.
3. Students will learn that the way they communicate using discipline or a positive guidance technique has to change and adapt to the child's developmental level.

Unit Vocabulary:

- Discipline
- Positive Guidance
- Authoritarian
- Authoritative
- Permissive
- Over parenting
- Socialize

Topic 1: Parenting Roles and Styles

Engaging Experience 1

Title: Defining and Discussing Parenting Roles and Styles

Suggested Length of Time: 1 Block

Standards Addressed

Priority:

- NSFCS 15.1 Analyze roles and responsibilities of parenting.

Supporting:

- NSFCS 12.2 Analyze conditions that influence human growth and development.

Detailed Description/Instructions: The students define each of the different parenting styles, when is an appropriate age to use and what their opinion of that style is, this is done individually and in groups and then discussed in a large group. List and discuss how parenting roles have changed over the years.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 2: Discipline and Positive Guidance Techniques

Engaging Experience 1

Title: Positive Guidance Research

Suggested Length of Time: 1 Block

Standards Addressed

Priority:

- NSFCS 15.2 Evaluate parenting practices that maximize human growth and development.
- NSFCS 15.3 Evaluate external support systems that provide services for parents.

Supporting:

- NSFCS 12.3 Analyze strategies that promote growth and development across the lifespan.

Detailed Description/Instructions: The students will research and create a presentation about a positive guidance technique, and they will present their information to the class. The teacher has listed possible options for topics.

Bloom's Levels: Analyze

Webb's DOK: 3

Topic 3: Communication Skills

Engaging Experience 1

Title: Clear talking

Suggested Length of Time: ½ Block

Standards Addressed

Priority:

- NSFCS 15.1 Analyze roles and responsibilities of parenting.

Supporting:

- NSFCS 12.3 Analyze strategies that promote growth and development across the lifespan.

Detailed Description/Instructions: The students will be given handouts that go with a PowerPoint the teacher will be giving and the students will have class discussions about different methods of clear talking with children. Using both small and large group discussions, the teacher will hand out scenarios to each table to share what clear talking method they would use in that discipline situation.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

The students will work in groups collaboratively to create a discipline method of their own based on research and information they have gathered themselves or been given by the teacher. They will have to share this discipline method to the rest of the class. The class will then have to do a four corners activity and agree, disagree, somewhat agree and somewhat disagree with this method and say why or why not?

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Parenting Roles and Styles	Defining and Discussing Parenting Roles and Styles	The students define each of the different parenting styles, when is an appropriate age to use and what their opinion of that style is, this is done individually and in groups and then discussed in a large group. List and discuss how parenting roles have changed over the years.	1 Block
Discipline and Positive Guidance Techniques	Positive Guidance Research	The students will research and create a presentation about a positive guidance technique, and they will present their information to the class. The teacher has listed possible options for topics.	1 Block
Communication Skills	Clear Talking	The students will be given handouts that go with a PowerPoint the teacher will be giving and the students will have class discussions about different methods of clear talking with children. Using both small and large group discussions, the teacher will hand out scenarios to each table to share what clear talking method they would use in that discipline situation.	½ Block

Unit 6: Preschoolers

Subject: Child Growth and Development

Grade: 10-12

Name of Unit: Preschool Development

Length of Unit: 15-20 Blocks

Overview of Unit: Preschoolers Growth and Development

Priority Standards for unit:

- NSFCS 12.1 Analyze principles of human growth and development across the lifespan.

Supporting Standards for unit:

- NSFCS 15.1 Analyze roles and responsibilities of parenting.
- NSFCS 15.3 Evaluate external support systems that provide services for parents.
- NSFCS 15.4 Analyze physical and emotional factors related to beginning the parenting process.

Priority Standard: NSFCS 12.1 Analyze principles of human growth and development across the lifespan.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will analyze physical, emotional, social, moral, and cognitive development.	3
	Analyzing
Students will analyze interrelationships among physical, emotional, social, moral, and cognitive aspects of human growth and development.	3
	Analyzing
Students will analyze current and emerging research about human growth and development, including but not limited to brain development research.	4
	Evaluating

Essential Questions:

1. How do you provide and meet the developmental needs of a preschooler?
2. Why is it important for preschoolers to learn through play and hands-on learning activities?

Enduring Understanding/Big Ideas:

1. Students will understand the developmental milestones of an average preschooler and be able to apply that knowledge. These will help them to understand activities that they can do with preschoolers to help them improve in the areas of physical, intellectual, social and emotional development.
2. Students will understand and apply what they learn about preschoolers' developmental milestones and create and implement hands-on learning activities to the preschoolers in the preschool program.

Unit Vocabulary:

- Literacy
- Manipulate
- Egocentrism
- Intuitive substage
- Preconceptual substage
- Preoperational stage
- Reasoning
- Gender-role
- Moral development

Topic 1: Developmental Stages

Engaging Experience 1

Title: Preschoolers Developmental Flyers

Suggested Length of Time: 2 Blocks per area: Physical, Intellectual, Language, Social and Emotional are combined.

Standards Addressed

Priority:

- NSFCS 12.1 Analyze principles of human growth and development across the lifespan.

Detailed Description/Instructions: The students will research information and develop flyers that are based on how the five developmental areas of physical, intellectual, language, social and emotional are combined into one. Each area requires research, listing of milestones, ways to help preschoolers achieve these milestones, vocabulary, and resources for parents.

Bloom's Levels: Analyze

Webb's DOK: 3

Topic 2: Preschool Hands-On Learning Activities

Engaging Experience 1

Title: Creating and Selecting Hands-On Learning Activities

Suggested Length of Time: 1 Block

Standards Addressed

Priority:

- NSFCS 12.1 Analyze principles of human growth and development across the lifespan.

Supporting:

- NSFCS 15.3 Evaluate external support systems that provide services for parents

Detailed Description/Instructions: The students will be creating and selecting hands-on learning activities based on examples from the teacher, supporting external research, or that they have created themselves. These activities help gauge where the preschooler is at developmentally in the area of different sets of skills. Examples would be recognizing letters, colors, shapes, and numbers. Showing cutting and pasting skills, being able to trace lines, letters and shapes.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

The students will create a portfolio over the period of 10 weeks of lab. The portfolio is based on a preschooler they have been assigned by the teacher. They will collect various items over the semester including lesson plans, observations, work samples, skills checklist, assessments, and their flyers they created in this unit. All of these items will be placed in a portfolio. These portfolios will then be given to the preschooler's parents at the end of the semester.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Developmental Stages	Preschoolers Developmental Flyers	The students will research information and develop flyers that are based on how the five developmental areas of physical, intellectual, language, social and emotional are combined into one. Each area requires research, listing of milestones, ways to help preschoolers achieve these milestones, vocabulary, and resources for parents.	2 Blocks per area
Preschool Hands-On Learning Activities	Creating and Selecting Hands-On Learning Activities	The students will be creating and selecting hands-on learning activities based on examples from the teacher, supporting external research, or that they have created themselves. These activities help gauge where the preschooler is at developmental in the area of different sets of skills. Examples would be recognizing letters, colors, shapes, and numbers. Showing cutting and pasting skills, being able to trace lines, letters and shapes.	1 Block

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.