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 on-site 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.

**Scope and Sequence:**

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<th>Instructional Topics</th>
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<td>3 weeks</td>
<td>Pre-K Curriculum and Professionalism</td>
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<td>Topic 1: Developmental Stages of Toddlers</td>
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<td>Topic 2: Discipline and Positive Guidance Techniques</td>
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<td>4 weeks</td>
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<td>Topic 1: Developmental Stages</td>
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<td>Topic 2: Preschool Assessments</td>
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</table>
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: 3 weeks
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:
- Analyze principles of human growth and development across the lifespan. (NSFCSE 12.1)
- Analyze conditions that influence human growth and development. (NSFCSE 12.2)
- Analyze strategies that promote growth and development across the life span. (NSFCSE 12.3)
- Analyze physical and emotional factors related to beginning the parenting process. (NSFCSE 15.4)

Supporting Standards for unit:
- Analyze roles and responsibilities of parenting. (NSFCSE 15.1)
- Evaluate parenting practices that maximize human growth and development. (NSFCSE 15.2)
- Evaluate external support systems that provide services for parents. (NSFCSE 15.3)
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information
  - Evaluate and select information sources and digital tools based on the
  - Process data and report results.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>principles of human growth and development across the life span</td>
<td>analyze</td>
<td>analyze</td>
<td>3</td>
</tr>
<tr>
<td>conditions that influence human growth and development</td>
<td>analyze</td>
<td>analyze</td>
<td>2</td>
</tr>
<tr>
<td>strategies that promote growth and development across the life span</td>
<td>analyze</td>
<td>analyze</td>
<td>4</td>
</tr>
<tr>
<td>physical and emotional factors related to beginning the parenting process</td>
<td>analyze</td>
<td>analyze</td>
<td>A3</td>
</tr>
</tbody>
</table>
**Essential Questions:**
1. Why is it important to 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 affects 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:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Birth control</td>
<td>● Amnion</td>
</tr>
<tr>
<td>● Family planning</td>
<td>● Placenta</td>
</tr>
<tr>
<td>● Conception</td>
<td>● Umbilical cord</td>
</tr>
<tr>
<td></td>
<td>● Trimesters</td>
</tr>
<tr>
<td></td>
<td>● Germinal stage</td>
</tr>
<tr>
<td></td>
<td>● Embryo</td>
</tr>
<tr>
<td></td>
<td>● Fetus</td>
</tr>
<tr>
<td></td>
<td>● Quickening</td>
</tr>
<tr>
<td></td>
<td>● Contractions</td>
</tr>
<tr>
<td></td>
<td>● Labor</td>
</tr>
<tr>
<td></td>
<td>● Lamaze method</td>
</tr>
<tr>
<td></td>
<td>● Natural childbirth</td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:**
Engaging Experience 1

Title: Family Planning Project

Suggested Length of Time: 2 Class periods

Standards Addressed

Priority:

● Analyze physical and emotional factors related to beginning the parenting process. (NSFCSE 15.4)

Supporting:

● Analyze roles and responsibilities of parenting. (NSFCSE 15.1)
● Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  ○ Locate, organize, analyze, evaluate, synthesize, and ethically use information
  ○ Evaluate and select information sources and digital tools based on the
  ○ Process data and report results.

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 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
Engaging Experience 1
Title: Mother’s to Be Guide Book
Suggested Length of Time: 1 Class Period

Priority:
- Analyze physical and emotional factors related to beginning the parenting process.(NSFCSE 15.4)

Supporting:
- Evaluate parenting practices that maximize human growth and development.(NSFCSE 15.2) Evaluate external support systems that provide services for parents.(NSFCSE 15.3)

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

Bloom’s Levels: Create
Webb’s DOK: 3
Engaging Experience 1
Title: Fetal development phases puzzle
Suggested Length of Time: 1 Class Period

Standards Addressed

Priority:
- Analyze strategies that promote growth and development across the lifespan. (NSFCSE 12.3)

Supporting:
- Evaluate external support systems that provide services for parents. (NSFCSE 15.3)

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. ie organizing based from 0 - 9 months.

Bloom’s Levels: Create
Webb’s DOK: 3
**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 and develop a poster. They will be assigned a month in pregnancy and illustrate and discuss what is going on with the mother and what is going on with the baby. These will be hung up on the wall to form a timeline. The students will then be asked to take notes on their own of the timeline.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Planning</td>
<td>Family Planning Project</td>
<td>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 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.</td>
<td>2 Class periods</td>
</tr>
<tr>
<td>Prenatal Care</td>
<td>Mother’s to Be Guide Book</td>
<td>The students will create a guide book that discusses the importance of a healthy lifestyle choices for the mother to be. And how these choices affects the baby.</td>
<td>1 Class Period</td>
</tr>
<tr>
<td>Fetal Development</td>
<td>Fetal development phases puzzle</td>
<td>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.ie organizing based from 0 - 9 months.</td>
<td>1 Class Period</td>
</tr>
</tbody>
</table>
Unit 2: Infant Development

Subject: Child Growth and Development
Grade: 10-12
Name of Unit: Infants
Length of Unit: 3 weeks
Overview of Unit: Developmental stages of Infants

Priority Standards for unit:
- Analyze principles of human growth and development across the life span. (NSFCSE 12.1)
- Analyze conditions that influence human growth and development. (NSFCSE 12.2)
- Analyze strategies that promote growth and development across the lifespan. (NSFCSE 12.3)

Supporting Standards for unit:
- Analyze roles and responsibilities of parenting. (NSFCSE 15.1)
- Evaluate parenting practices that maximize human growth and development. (NSFCSE 15.2)
- Evaluate external support systems that provide services for parents. (NSFCSE 15.3)
- Analyze physical and emotional factors related to beginning the parenting process. (NSFCSE 15.4)
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>principles of human growth and development across the life span</td>
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<td>Analyze</td>
<td>2</td>
</tr>
<tr>
<td>conditions that influence human growth and development</td>
<td>Analyze</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>strategies that promote growth and development across the life span</td>
<td>Analyze</td>
<td>Analyze</td>
<td>4</td>
</tr>
</tbody>
</table>

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:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflexes</td>
<td>Milestones</td>
</tr>
<tr>
<td>Crawl</td>
<td>Gross motor</td>
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<tr>
<td>Ossification</td>
<td>Fine motor</td>
</tr>
<tr>
<td>Stimuli</td>
<td>Colic</td>
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<td></td>
<td>Solids</td>
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<td></td>
<td>Weaning</td>
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<td></td>
<td>Cognition</td>
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<td></td>
<td>Memory</td>
</tr>
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<td></td>
<td>Perceptual learning</td>
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<td></td>
<td>Sensorimotor</td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:**
Engaging Experience 1

Title: Baby First Year Timeline

Suggested Length of Time: 2 Class periods

Standards Addressed

Priority:

● Analyze principles of human growth and development across the life span. (NSFCSE 12.1)

Supporting:

● Analyze roles and responsibilities of parenting. (NSFCSE 15.1)

● Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).

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: Create

Webb’s DOK: 2
Engaging Experience 1
Title: Cost of Having a baby
Suggested Length of Time: 1 Class period

Standards Addressed

Priority:
- Analyze conditions that influence human growth and development. (NSFCSE 12.2)

Supporting:
- Evaluate external support systems that provide services for parents. (NSFCSE 15.3)
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).

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: Evaluate
Webb’s DOK: 2
### 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 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.
### Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmental Stages</td>
<td>Baby first year timeline</td>
<td>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.</td>
<td>2 class periods</td>
</tr>
<tr>
<td>Providing for the Infant’s Needs</td>
<td>Cost of Having a baby</td>
<td>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.</td>
<td>1 class period</td>
</tr>
</tbody>
</table>
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: 3 Weeks
Overview of Unit: This unit provides them with the background knowledge they need to teach the preschoolers and run a preschool program.

Priority Standards for unit:
- Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests. (NSFCSE 4.3)
- Demonstrate a safe and healthy learning environment for children. (NSFCSE 4.4)
- Demonstrate techniques for positive collaborative relationships with children. (NSFCSE 4.5)
- Demonstrate professional practices and standards related to working with children. (NSFCSE 4.6)

Supporting Standards for unit:
- Analyze career paths within early childhood, education & related services. (NSFCSE 4.1)
- Analyze developmentally appropriate practices to plan for early childhood, education, and services. (NSFCSE 4.2)
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>integration of curriculum and instruction to meet children's developmental needs and interests</td>
<td>Demonstrate</td>
<td>apply</td>
<td>3</td>
</tr>
<tr>
<td>a safe and healthy learning environment for children</td>
<td>Demonstrate</td>
<td>apply</td>
<td>2</td>
</tr>
<tr>
<td>techniques for positive collaborative relationships with children</td>
<td>Demonstrate</td>
<td>apply</td>
<td>3</td>
</tr>
<tr>
<td>professional practices and standards related to working with children</td>
<td>Demonstrate</td>
<td>apply</td>
<td>3</td>
</tr>
</tbody>
</table>

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 and safe and nurturing learning environment.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>Direct learning experiences</td>
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<tr>
<td>Lesson plan</td>
<td>Field sensitive</td>
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<td>Observation</td>
<td>Field independent</td>
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<td></td>
<td>Visual learner</td>
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<td></td>
<td>Auditory learner</td>
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<td>Theme</td>
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<td></td>
<td>Concept</td>
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<td></td>
<td>Goal</td>
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<td></td>
<td>Objective</td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:**

Topic 1: Curriculum

Engaging Experience 1

Title: Creating a lesson plan for preschool lab

Suggested Length of Time: 2 Class periods

Standards Addressed

Priority:
- Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests. (NSFCSE 4.3)

Supporting:
- Analyze developmentally appropriate practices to plan for early childhood, education, and services. (NSFCSE 4.2)
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).

Detailed Description/Instructions: Based on a schedule the teacher gives them and the different subject areas the students will create a lesson plans for the preschoolers. The lesson plan form includes, goals, objectives, materials needed, detailed list of events, open ended questions and an evaluation piece.

Bloom’s Levels: Understand

Webb’s DOK: 3
Topic 2: Observations

Engaging Experience 1

Title: Subjective and objective observations

Suggested Length of Time: 45 Minutes

Standards Addressed

Priority:

● Demonstrate professional practices and standards related to working with children. (NSFCSE 4.6)

Supporting:

● Analyze developmentally appropriate practices to plan for early childhood, education, and services. (NSFCSE 4.2)

Detailed Description/Instructions: The students will be given a list and a scenario and have to separate out what is a subjective comment verses an objective comment. This gives them practice for when they observe their assigned preschooler. It is extremely important they learn what is a fact based observation verses and opinion based observation.

Bloom’s Levels: Apply

Webb’s DOK: 3
Engaging Experience 1

Title: Child care professional Guest Speaker or Preschool program Director

Suggested Length of Time: 1 Class period

Standards Addressed

Priority:
- Demonstrate techniques for positive collaborative relationships with children. (NSFCSE 4.5)
- Demonstrate professional practices and standards related to working with children. (NSFCSE 4.6)

Supporting:
- Analyze career paths within early childhood, education & related services. (NSFCSE 4.1)

Detailed Description/Instructions: The teacher will invite a guest speaker from a child care 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: Analyze

Webb’s DOK: 2
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 be creating lesson plans for the preschool lab. Most will create 15 total lesson plans to be taught over the course of 10 weeks. The students will be given a lab schedule, they will create plans in the areas of Language Arts, Art, Dramatic play, Science, Math and Blocks and Active play. The will research and create these the four days prior to when preschool lab begins. The alternate every other week by teaching one week and observing a preschooler the next and back a forth for the 10 weeks.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>Creating a lesson plan for preschool lab</td>
<td>Based on a schedule the teacher gives them and the different subject areas the students will create a lesson plans for the preschoolers. The lesson plan form includes, goals, objectives, materials needed, detailed list of events, open ended questions and an evaluation piece.</td>
<td>2 Class Periods</td>
</tr>
<tr>
<td>Observations</td>
<td>Subjective and objective observations</td>
<td>The students will be given a list and a scenario and have to separate out what is a subjective comment verses an objective comment. This gives them practice for when they observe their assigned preschooler. It is extremely important they learn what is a fact based observation verses and opinion based observation.</td>
<td>45 Minutes</td>
</tr>
<tr>
<td>Professionalism</td>
<td>Child care professional Guest Speaker or Preschool program Director</td>
<td>The teacher will invite a guest speaker from a child care 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.</td>
<td>1 Class Period</td>
</tr>
</tbody>
</table>
## Unit 4: Toddlers

**Subject:** Child Growth and Development  
**Grade:** 10-12  
**Name of Unit:** Toddler Developmental Unit  
**Length of Unit:** 3 weeks  
**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:
- Analyze principles of human growth and development across the lifespan. (NSFCSE 12.1)
- Analyze conditions that influence human growth and development. (NSFCSE 12.2)
- Analyze strategies that promote growth and development across the lifespan. (NSFCSE 12.3)

### Supporting Standards for unit:
- Analyze roles and responsibilities of parenting. (NSFCSE 15.1)
- Evaluate parenting practices that maximize human growth and development. (NSFCSE 15.2)
- Evaluate external support systems that provide services for parents. (NSFCSE 15.3)
- Analyze physical and emotional factors related to beginning the parenting process. (NSFCSE 15.4)
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>principles of human growth and development across the lifespan</td>
<td>Analyze</td>
<td>Analyze</td>
<td>2</td>
</tr>
<tr>
<td>conditions that influence human growth and development</td>
<td>Analyze</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>strategies that promote growth and development across the lifespan</td>
<td>Analyze</td>
<td>Analyze</td>
<td>4</td>
</tr>
</tbody>
</table>

### 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:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Developmental</td>
<td>● Dexterity</td>
</tr>
<tr>
<td>● Eye-hand coordination</td>
<td>● Regression</td>
</tr>
<tr>
<td>● self-esteem</td>
<td>● Mental imagery</td>
</tr>
<tr>
<td></td>
<td>● Solitary play</td>
</tr>
<tr>
<td></td>
<td>● Deferred</td>
</tr>
<tr>
<td></td>
<td>● Temper-tantrum</td>
</tr>
<tr>
<td></td>
<td>● Autonomy</td>
</tr>
</tbody>
</table>

Resources for Vocabulary Development:
Engaging Experience 1
Title: Ability Activity
Suggested Length of Time: 45 Minutes

Standards Addressed

Priority:
- Analyze conditions that influence human growth and development (NSFCSE 12.2)

Supporting:
- Analyze physical and emotional factors related to beginning the parenting process.(NSFCSE 15.4)

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: Analyze
Webb’s DOK: 2
Engaging Experience 1
Title: As They Grow Article
Suggested Length of Time: 1 Class period

Standards Addressed

Priority:
● Analyze strategies that promote growth and development across the life span. (NSFCSE 12.3)

Supporting:
● Evaluate parenting practices that maximize human growth and development. (NSFCSE 15.2)
● Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).

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: 4
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 PowerPoint using chapters 11, 12, and 13 and using their own research. You will have a minimum of 9 slides and a maximum of 15. These are areas in which Toddlers and caregivers need support. The 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.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmental Stages of Toddlers</td>
<td>Ability Activity</td>
<td>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.</td>
<td>1 Class Period</td>
</tr>
<tr>
<td>Providing for Toddler’s Needs</td>
<td>As They Grow Article</td>
<td>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.</td>
<td>1 Class Period</td>
</tr>
</tbody>
</table>
Unit 5: Parenting/ Discipline

Subject: Child Growth and Development
Grade: 10-12
Name of Unit: Parenting and Discipline
Length of Unit: 2 weeks

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

Supporting Standards for unit:
- Analyze principles of human growth and development across the lifespan. (NSFCSE 12.1)
- Analyze conditions that influence human growth and development. (NSFCSE 12.2)
- Analyze strategies that promote growth and development across the lifespan. (NSFCSE 12.3)
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom's Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>roles and responsibilities of parenting</td>
<td>Analyze</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>parenting practices that maximize human growth and development</td>
<td>Evaluate</td>
<td>Evaluate</td>
<td>3</td>
</tr>
<tr>
<td>external support systems that provide services for parents</td>
<td>Evaluate</td>
<td>Evaluate</td>
<td>3</td>
</tr>
<tr>
<td>physical and emotional factors related to beginning the parenting process</td>
<td>Analyze</td>
<td>Analyze</td>
<td>3</td>
</tr>
</tbody>
</table>
Essential Questions:
1. Why is it important to learn the 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 techniques has to change and adapt to the child’s developmental level.

Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Discipline</td>
<td>● Positive Guidance</td>
</tr>
<tr>
<td></td>
<td>● Authoritarian</td>
</tr>
<tr>
<td></td>
<td>● Authoritative</td>
</tr>
<tr>
<td></td>
<td>● Permissive</td>
</tr>
<tr>
<td></td>
<td>● Overparenting</td>
</tr>
<tr>
<td></td>
<td>● Socialize</td>
</tr>
</tbody>
</table>

Resources for Vocabulary Development:
Engaging Experience 1  
Title: Defining and discussing parenting roles and styles  
Suggested Length of Time: 1 Class period  
Standards Addressed  

Priority:  
- Analyze roles and responsibilities of parenting. (NSFCSE 15.1)  

Supporting:  
- Analyze conditions that influence human growth and development. (NSFCSE 12.2)  

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: Analyze  
Webb’s DOK: 2
Engaging Experience 1
Title: Positive Guidance Research Project
Suggested Length of Time: 1 Class period
Standards Addressed

Priority:
- Evaluate parenting practices that maximize human growth and development. (NSFCSE 15.2)
- Evaluate external support systems that provide services for parents. (NSFCSE 15.3)

Supporting:
- Analyze strategies that promote growth and development across the lifespan. (NSFCSE 12.3)
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).

Detailed Description/Instructions: The students will research and create a PowerPoint on a positive guidance technique, they will present their information to the class. The teacher has listed possibly 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: 45 Minutes

Standards Addressed

Priority:
- Analyze roles and responsibilities of parenting. (NSFCSE 15.1)

Supporting:
- Analyze strategies that promote growth and development across the lifespan. (NSFCSE 12.3)

Detailed Description/Instructions: The students will be given handouts that go with a PowerPoint the teacher will be giving and they 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: Analyze

Webb’s DOK: 2

Rubric: Class participation
**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 gather 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?
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parenting Roles and Styles</td>
<td>Defining and discussing parenting roles and styles</td>
<td>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.</td>
<td>1 class period</td>
</tr>
<tr>
<td>Discipline and Positive Guidance Techniques</td>
<td>Positive Guidance Research Project</td>
<td>The students will research and create a PowerPoint on a positive guidance technique, they will present their information to the class. The teacher has listed possibly options for topics.</td>
<td>1 Class Period</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>Clear Talking</td>
<td>The students will be given handouts that go with a PowerPoint the teacher will be giving and they 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.</td>
<td>45 minutes</td>
</tr>
</tbody>
</table>
Unit 6: Preschoolers

Subject: Child Growth and Development
Grade: 10-12
Name of Unit: Preschool Development
Length of Unit: 4 Weeks
Overview of Unit: Preschoolers Growth and Development

Priority Standards for unit:
- Analyze principles of human growth and development across the life span. (NSFCSE 12.1)
- Analyze conditions that influence human growth and development. (NSFCSE 12.2)
- Analyze strategies that promote growth and development across the life span. (NSFCSE 12.3)

Supporting Standards for unit:
- Analyze roles and responsibilities of parenting. (NSFCSE 15.1)
- Evaluate parenting practices that maximize human growth and development. (NSFCSE 15.2)
- Evaluate external support systems that provide services for parents. (NSFCSE 15.3)
- Analyze physical and emotional factors related to beginning the parenting process. (NSFCSE 15.4)
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>principles of human growth and development across the life span</td>
<td>Analyze</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>conditions that influence human growth and development</td>
<td>Analyze</td>
<td>Analyze</td>
<td>2</td>
</tr>
<tr>
<td>strategies that promote growth and development across the life span</td>
<td>Analyze</td>
<td>Analyze</td>
<td>4</td>
</tr>
</tbody>
</table>

Essential Questions:
1. How do you provide for the developmental needs of a preschooler?
2. Why is it important to create and implement assessments for preschoolers?
Enduring Understanding/Big Ideas:
1. Students will understand the developmental milestones of an average preschooler and be able to apply that knowledge in creating developmental flyers that they will place in their preschool portfolio. 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 assessments to the preschoolers in the preschool program.

Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Balance</td>
<td>● Manipulate</td>
</tr>
<tr>
<td>● Rotation</td>
<td>● Static balance</td>
</tr>
<tr>
<td>● Weight</td>
<td>● Weight shift</td>
</tr>
<tr>
<td>● Literacy</td>
<td>● Egocentrism</td>
</tr>
<tr>
<td>● Emotional</td>
<td>● Intuitive substage</td>
</tr>
<tr>
<td></td>
<td>● Preconceptual substage</td>
</tr>
<tr>
<td></td>
<td>● Preoperational stage</td>
</tr>
<tr>
<td></td>
<td>● Reasoning</td>
</tr>
<tr>
<td></td>
<td>● Gender-role</td>
</tr>
<tr>
<td></td>
<td>● Moral development</td>
</tr>
</tbody>
</table>

Resources for Vocabulary Development:
Topic 1: Developmental Stages

**Engaging Experience 1**

**Title:** Preschoolers Developmental Flyers

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

**Standards Addressed**

*Priority:*

- Analyze principles of human growth and development across the life span. (NSFCSE 12.1)

*Supporting:*

- Evaluate parenting practices that maximize human growth and development. (NSFCSE 15.2)
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).

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

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 3
Engaging Experience 1
Title: Creating and selecting assessments
Suggested Length of Time: 1 Class period
Standards Addressed

Priority:
● Analyze principles of human growth and development across the lifespan.

Supporting:
● Evaluate external support systems that provide services for parents

Detailed Description/Instructions: The students will be creating and selecting assessments based on examples from the teacher or that they have created themselves. These assessments help gage 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.

Bloom’s Levels: Analyze
Webb’s DOK: 3

Engaging Experience 2
Title: Assessing preschoolers
Suggested Length of Time: 1 Lab class period
Standards Addressed

Priority:
● Analyze principles of human growth and development across the lifespan.

Supporting:
● Evaluate external support systems that provide services for parents.

Detailed Description/Instructions: The students will use assessments that they have created or selected and in preschool lab they will assess the preschooler they have observed that semester.

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 off 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, 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

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmental Stages</td>
<td>Preschoolers Developmental Flyers</td>
<td>The students will research information and develop flyers that are based on the five developmental areas, physical, intellectual, language, social and emotional are combined into one. Each area requires research the listing of milestones, ways to help preschoolers achieve these milestones, vocabulary, and resources for parents.</td>
<td>2 Class periods per area</td>
</tr>
<tr>
<td>Preschool Assessments</td>
<td>Creating and Selecting Assessments</td>
<td>The students will be creating and selecting assessments based on examples from the teacher or that they have created themselves. These assessments help gage 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.</td>
<td>1 Class Period</td>
</tr>
<tr>
<td>Preschool Assessments</td>
<td>Assessing Preschoolers</td>
<td>The students will use assessments that they have created or selected and in preschool lab they will assess the preschooler they have observed that semester.</td>
<td>1 Lab Class Period</td>
</tr>
</tbody>
</table>

Board Approved: January 26, 2017
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.

**Symbols:**
- This symbol depicts an experience that can be used to assess a student’s 21st Century Skills using the rubric provided by the district.
- This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.