

COURSE: Child Growth & Development Level 1	GRADE(S): 9, 10, 11, 12
UNIT: 1 Intro to Child Growth & Dev.	

NATIONAL STANDARDS: 4.0, 7.0, 7.4, 15.0
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<p>STATE STANDARDS:</p> <p>Reading/Writing 1.1.11 A,F,G,H 1.4.11 E 1.5.11 C,F 1.6.11 A,B,D,E,F</p> <p>Math 2.6.11 A,B</p> <p>Health 10.1.12 A,E</p> <p>Family and Consumer Sciences 11.1.9 D,G 11.1.12 G</p> <hr/> <p>PSSA Anchors: R11.A.2.1 R11.A.2.2 R11.A.2.3 M11.A.2.1.2</p> <hr/> <p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. article reviews – newspapers, Internet, & magazines 2. journals 3. checklists, rating scale 4. resume 5. autobiographical profile 	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Students will explore social and economic issues related to childcare. 2. The student will explain how social changes will increase the need for individuals knowledgeable in child development. 3. The student will research and describe job opportunities for people knowledgeable in children's development. 4. The student will determine what the training and education requirements are in child development related careers. 5. The student will assess their individual suitability for a career in early childhood education, elementary education, or a related field. <p>CONTENT:</p> <ol style="list-style-type: none"> 1. The social and economic climate of the United States. 2. Current trends in the child care industry. 3. Job opportunities for individuals trained in child development. 4. Current training requirements for careers in child development-related careers. 5. Self-assessment of suitability for a career in a field related to child development . 6. Analyze issues in child care and education of children. 7. Explain the gap between society's value and children's needs both past and present. <p>ASSESSMENTS:</p> <ol style="list-style-type: none"> 1. Essay on the need for quality child care in America today. Students will explore the social and emotional issues related to children. 2. Written sample of resume. 3. Essay – Autobiographical Profile focusing on ethnic background, family influences, individual characteristics and goals. <p>DIFFERENTIATED ASSESSMENTS:</p> <ol style="list-style-type: none"> 1. Create a collage featuring traits of child care providers and teachers. Emphasis on professionalism in manner, dress, and body
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language.

2. Research the effects of biological, cultural, and social impact on a child's PIES development. Relate the information to a case study of an individual child.

REMEDICATION:

1. Read Chapter 1 in Working with Young Children and complete the study guide.
2. View video "Tech Prep: Early Childhood Education"

ENRICHMENT:

1. Complete activity "Child Care for Children Who Are Ill" in The Child Care Professional: Teacher Resource Binder.
2. Complete "Becoming a Role Model" in The Child Care Professional: Teacher Resource Binder.
3. Analyze the future need for child care in the community. Determine if and what new options or centers will be needed.

COURSE: Child Development	GRADE(S): 9, 10,11,12
UNIT: Parenting	

NATIONAL STANDARDS: 15.1,15.2

<p>STATE STANDARDS:</p> <p>Reading/Writing 1.2.11A,B</p> <p>Math 2.3.11A,B</p> <p>Family and Consumer Sciences 11.2.12 E,F,G,H 11.2.9 F,G,H</p> <p>PSSA Anchors R 11.A.2 M11.B.2.1.1</p>	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Evaluate ways families may be formed 2. Identify the 5 family structures and evaluate the unique characteristics of each. 3. Describe the functions of the family. 4. Analyze the family life cycle. Explain how the cycle follows a sequence of expansion and contraction. 5. Identify ways to be a better parent. 6. Explain how cultural influences make families unique. 7. Describe how parenting styles may differ from one culture to another.
<p>ACTIVITIES:</p> <p>Make a timeline and graph the family life cycle.</p> <p>Family Structure Options Couples and Children Class notes Family tree project</p> <p>RESOURCES: <u>Parents and their Children</u> Chapter 3</p>	<p>ASSESSMENTS: Chapter 3 Families test Family Tree Project</p> <p>REMEDIATION:</p> <p>Article summary relating to family issues.</p> <p>ENRICHMENT:</p> <p>Develop a survey and graph the results.</p>

COURSE: Child Growth & Development level 1	GRADE: 9, 10, 11, & 12
UNIT: 2 Principles of Development	

NATIONAL STANDARDS 4.0, 15.0, 15.4
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<p>STATE STANDARDS:</p> <p>Reading/Writing 1.2.11 A,B 1.6.11A,B,D,E,F</p> <p>Math 2.3.11 A,B,C</p> <p>Science 3.2.10A,C</p> <p>Health 10.1.9 A,E</p> <p>Family and Consumer Sciences 11.2.9 A,B,C,D,F,G 11.4.9 A,B,C,D</p> <p>PSSA Anchors R11.A.2.1 R11.A.2.3 R11.A.2.4 M11.A.2.1.1</p> <hr/> <p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Class notes 2. Case studies 3. Observation of children – general observation format 4. Application of developmental scales to personal experience 	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Explain why understanding child development is important. 2. Identify and briefly explain the areas of development. 3. Describe principles of development. 4. Analyze the impact of heredity and environment. 5. Explain how developmental scales are used. <p>CONTENT:</p> <ol style="list-style-type: none"> 1. Characteristics of Development <ol style="list-style-type: none"> a. builds on earlier learning b. proceeds at individual rate c. development is interrelated 2. Influences on Development <ol style="list-style-type: none"> a. heredity b. environment c. nature vs nurture 3. Developmental scales and their use
<p>RESOURCES:</p> <p><u>Working with Young Children</u> Chapter 2 Teacher prepared notes Head Start evaluation scales and developmental checklist</p>	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> 1. Using a rubric for evaluation, the student will create a concept map showing the different areas of development with examples of each. 2. Using a rubric for evaluation, the student will create a concept map showing the developmental principles. 3. Completion of a developmental scale based on observations of a child.

DIFFERENTIATED ASSESSMENT:

1. Using a child care situation the student will document the physical development of a child over a 2 month time period. The child should be between birth and 5 years of age.
2. Observe a newborn for reflex patterns. Provide documentation.

Analyze the safety concerns of a child's room or child care center. Make recommendations for improvements / changes.

ENRICHMENT:

1. Interview a preschool teacher or daycare worker to determine what methods they use to support motor development in children in their care.
2. Identify the equipment found in a home or care center that promotes physical development. Explain how the equipment promotes development.
3. Interview and / or observe a person who works with physically challenged children. Describe the methods used to promote physical development in specific case

COURSE: Child Growth & Development Level 1	GRADE: 9,10, 11, & 12
UNIT: 3 Physical development of children: birth to 5 years	

NATIONAL STANDARDS 4.0, 4.2, 4.4, 12.0, 12.2, 12.3, 15.0, 15.2, 15.4
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<p>STATE STANDARDS:</p> <p>Reading/Writing 1.4.11 A,C,D 1.6.11 A,B,D,E,F</p> <p>Science 3.2.10 B 3.7.10 D</p> <p>Health 10.1.9 B 10.1.12 E 10.2.12 E 10.3.12 C 10.5.9 B</p> <p>Family and Consumer Sciences 11.4.12 A,B,C,D</p> <p>PSSA Anchors R11.A.2.1 R11.A.2.3 R11.A.2.4 M11.A.2.1.1</p> <hr/> <p>ACTIVITIES:</p> <ol style="list-style-type: none"> Class notes Checklist Presentation of the physical, intellectual, emotional and social traits of a child 2 - 5 Internet resources 	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> The student will identify age ranges and stages of physical development. The student will identify and define the reflexes infants have at birth. The student will describe the physical developments of toddlers, preschoolers, and early elementary school-aged children. The student will analyze the physical development of a child from birth to 5 years of age using a developmental checklist. <p>CONTENT:</p> <ol style="list-style-type: none"> Physical development of children from birth to 5 years of age. <ol style="list-style-type: none"> average height and weight standards proportions patterns of development Reflexes in neonatals. How they change as a child gets older. <ol style="list-style-type: none"> Moro reflex Grasp reflex Rooting reflex Observation of a child at a specific age / stage of development. Maslow's Hierarchy of Needs Fine and gross motor development in children. Developmental checklists – physical development birth to age 5. Shaken Baby Syndrome <p>Statistics regarding children and accidents – home, daycare, playgrounds, and school.</p>
<p>RESOURCES:</p>	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> Test on physical development from birth to

Working with Young Children

Chapter 5

The Developing Child

Chapter 8 – Section 1

Chapter 11 – Section 1

Chapter 14 – Section 1

Easter Seals

The March of Dimes

age 5, infant reflexes, and Maslow's Theory.

2. Chapter 5 test

REMEDIATION:

1. View video – "Baby Magic: The First Year of Life"

2. Video – "Touchpoints" with Dr. T. Berry Brazelton

ENRICHMENT:

4. Interview a preschool teacher or daycare worker to determine what methods they use to support motor development in children in their care.

5. Identify the equipment found in a home or care center that promotes physical development. Explain how the equipment promotes development.

6. Interview and / or observe a person who works with physically challenged children. Describe the methods used to promote physical development in specific cases.

Observation / interaction with Life Skills

DIFFERENTIATED ASSESSMENT:

3. Using a child care situation the student will document the physical development of a child over a 2 month time period. The child should be between birth and 5 years of age.

4. Observe a newborn for reflex patterns. Provide documentation.

Analyze the safety concerns of a child's room or child care center. Make recommendations for improvements / changes.

COURSE: Child Growth & Development Level 1	GRADE: 9, 10, 11, & 12
UNIT: 4 Intellectual Development of children: Birth to 5 years of age	

NATIONAL STANDARDS 4.0, 4.2, 4.4, 12.0, 12.2, 12.3, 15.0, 15.2, 15.4
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<p>STATE STANDARDS:</p> <p>Reading/ Writing 1.6.11 A,B,D,E</p> <p>Science 3.2.10 A,C</p> <p>Health 10.1.9 B 10.1.12 E 10.2.12 E 10.3.12 C</p> <p>Family and Consumer Sciences 11.2.12 F 11.4.9 B,C</p> <p>PSSA Anchors R11.A.2.1 R11.A.2.2 R11.A.2.3 M11.A.2.1.1</p> <hr/> <p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Class notes – Piaget's Theory of Cognitive Development 2. Student self-assessment – Gardner's Theory of Multiple Intelligences 3. Catalog review – Selection of developmentally appropriate toys and play equipment, which fosters intellectual development. 4. Easter Seals activity packet – Developmental Disabilities, Hearing Disabilities, Vision Disabilities, and Learning Disabilities 5. Article Review for class discussion – Use March of Dimes or other sources of information to research 1 birth defect which would necessitate special education procedures. 6. Article Review – How parents and care givers can support intellectual development. 	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 1. The student will describe how children develop intellectually in the first 5 years of life. 2. The student will identify and give examples of Piaget's Theory of Cognitive Development. 3. The student will explain why understanding object permanence is important to learning. 4. The student will identify the components of Howard Gardner's Theory of Multiple Intelligences. 5. The student will identify methods for reinforcing a child's language development through the first 5 years of life. 6. The student will describe strategies for working with of children with disabilities and children who are gifted. <p>CONTENT:</p> <ol style="list-style-type: none"> 1. Intellectual development in children 2. The mind and body connection 3. Piaget's Theory of Cognitive Development <ol style="list-style-type: none"> a. Sensorimotor Period b. Preoperational Period c. Concrete Operations Period d. Formal Operations Period 4. Object permanence, perception, attention span 5. Gardner's Theory of Multiple Intelligences – the 8 intelligences; student self-assessment 6. Language development in children <ol style="list-style-type: none"> a. Comprehension vs expressive language b. Symbolic thinking 7. Disabilities which affect children's ability to learn <ol style="list-style-type: none"> a. vision disorders b. hearing disorders c. autism d. physical disorders 8. Gifted children – addressing their needs 9. Inclusion
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RESOURCES:The Developing Child

Chapter 10, 13, 16, & 18

Working with Young Children

Chapter 2

"Imagine and Pretend"

Early Childhood Today, p. 11-14, Feb. 98

video – "Just Like Anyone Else: Living with Disabilities"

Easter Seals – handouts

articles from magazines, newspapers, professional journals, Internet resources

Intermediate Unit – guest speaker regarding occupations related to educating special needs children and adults

ASSESSMENTS:

1. Teacher designed test on Piaget's Theory of Cognitive Development.
2. Checklist assessment of toys and play equipment– Are they developmentally appropriate? Do they foster intellectual development in a variety of children?

REMEDIATION:

1. Student observation of a child (age 1 to 5) as they attempt to learn a new skill.
2. Create a pamphlet of ways parents or caregivers can encourage intellectual development in children.

ENRICHMENT:

1. Have the student attempt to cut a star out of poster paper (1) using children's safety scissors and (2) looking only in a mirror while cutting. Student should record their feelings of frustration. Essay – How might the ability to cut an object out of paper indicate a developmental milestone in a child's life?
2. Interview a speech therapist or a teacher of special needs children. Create a pamphlet/guide sheet for others regarding ways to help children cope with a disability.
3. Presentation of information regarding a special needs child based on information obtained from March of Dimes, Easter Seals, Association for Retarded Citizens.

DIFFERENTIATED ASSESSMENT:

1. Observe a child and document specific examples of preoperational thinking.
2. Create a poster of the stages of language development characteristic of children in the infant through toddler range.

The student will select a learning situation and develop methods of teaching it to a child using 4 of the 8 Multiple Intelligences.

COURSE: Child Growth and Development Level 1	GRADE: 9,10, 11, & 12
UNIT: 5 Social and Emotional Development of children: Birth to 5 years of age	

NATIONAL STANDARDS 4.0, 4.2, 4.4, 12.0, 12.2, 12.3, 15.0, 15.2, 15.4
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<p>STATE STANDARDS:</p> <p>Reading/Writing 1.6.11 A,B,D,E</p> <p>Science 3.7.10 D</p> <p>Health 10.1.9 B 10.1.12 E 10.2.12 E 10.3.12 C</p> <p>Family and Consumer Sciences 11.2.12 F 11.4.12 C</p> <p>PSSA Anchors R11.A.2.1 R11.A.2.3 R11.A.2.4 M11.A.2.1.1</p> <hr/> <p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. View video – “Theories of Development” And complete worksheet review. 2. Teacher prepared notes 3. Respond to a variety of scenarios to identify age appropriate behavior, possible methods for prevention, and possible responses to stated behaviors. 	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 1. The student will describe how a child develops both socially and emotionally in the first 5 years of life. 2. The student will describe and give examples of theories of personality development including Erikson, Freud, Skinner, and Vygotsky 3. The student will describe a variety of family structures and the impact of the family on a child's emotional and social development. 4. The student will analyze the effect of self-esteem, fear, and stress on toddlers, preschoolers, and early elementary school-aged children. 5. The student will identify and demonstrate techniques for guiding the development of socially acceptable behavior. <p>CONTENT:</p> <ol style="list-style-type: none"> 1. Emotional patterns, and the role of heredity and the home environment in emotional development. 2. Theories of Personality Development <ol style="list-style-type: none"> a. Erikson b. Freud c. Skinner d. Vygotsky 3. Parenting styles / Caregiver styles <ol style="list-style-type: none"> a. Authoritarian b. Authoritative c. Permissive 4. Attachment, stranger anxiety, and personality development. <ol style="list-style-type: none"> a. sensitive children b. placid children c. aggressive children 5. Appropriate behavior vs disruptive / inappropriate behavior. <ol style="list-style-type: none"> a. distinguish appropriate vs inappropriate behavior b. discipline techniques / behavior modification c. verbal and non-verbal communication d. direct and indirect guidance techniques
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RESOURCES:

The Developing Child

Chapter 5, 6, 9, 12, and 15

Video – “Theories of Development”

Working with Young Children

Student Workbook

ASSESSMENTS:

1. Student responses on worksheet “Understanding Development” and “Encouraging Development” from Working with Young Children student workbook.
2. Teacher evaluation of responses to scenarios presented in class.

REMEDIATION:

1. Read from text The Developing Child; Chapter 9, 12, and / or 15. Complete teacher assigned questions regarding readings.
2. Video – “Guiding Children”
3. Worksheet containing “I messages” in response to a variety of children’s behaviors.

ENRICHMENT:

1. Using appropriate catalogs, the student may compile a list of play equipment and center materials, which promote social and emotional development in children. Materials should be identified by of handling this
2. Students can take home the “Ready or Not Tot” interactive doll for designated time period with parent permission. Students will care for the “tots” needs by using the appropriate key. There are student worksheets/packet to complete as they go through the simulation.

DIFFERENTIATED ASSESSMENT:

1. Based on a checklist, observe and assess 2 classroom teachers to determine their teaching style (authoritarian, authoritative, permissive)
2. Observe and document the behavior of a toddler or preschooler. Cite specific examples of appropriate vs inappropriate behavior, &/or discipline techniques / behavior modification, &/or verbal and non-verbal communication, &/or direct and indirect guidance techniques.
3. Select a children’s book that would help a preschooler or early elementary school-aged child deal with an anxiety provoking situation. Present the information.
4. Interview of a child psychologist to identify concerns related to separation distress in children and methods.

COURSE: Child Growth & Development Level 1	GRADE: 9, 10, 11, & 12
UNIT: 6 Play and Toy Safety	

NATIONAL STANDARDS: 4.0, 4.2, 4.4, 15.0, 15.2, 15.4

<p>STATE STANDARDS:</p> <p>Reading/Writing 1.6.11 A,B,D,E,F</p> <p>Math 2.2.11 B 2.3.11A</p> <p>Science 3.8.10 B</p> <p>Health 10.4.9 A,B</p> <p>Family and Consumer Sciences 11.2.9 E 11.4.9 B,C</p> <p>PSSA Anchors R11.A.2.1 R11.A.2.3 R11.A.2.4 M11.A.2.1.1</p> <hr/> <p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Teacher prepared notes: The importance and benefits of play 2. Video – “Learning through Play” and worksheet 3. Read chapter “Selecting Toys and Equipment” from <u>Working with Young Children</u>; complete teacher prepared worksheet. 4. Video- “Play it Safe” followed by class discussion regarding home and school safety. 5. Techniques for observation and practice session using videos from child center 6. Evaluate a variety of toys and complete a toy evaluation checklist. 7. Create a collage of toys children use at different ages from pictures cut from magazines. 	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 1. The student will explain the physical, intellectual, emotional, and social benefits of play for children from birth to age 5. 2. The student will analyze the role of toys in children's development. 3. The student will analyze toys and play equipment to determine if they are developmentally appropriate. 4. The student will identify areas of development seen through naturalistic observation, determine valid interpretations from an observation, and describe how information obtained from an observation can be used by a caregiver. <p>CONTENT:</p> <ol style="list-style-type: none"> 1. Play: A child's work <ol style="list-style-type: none"> a. benefits of play b. importance of play c. types of play <ol style="list-style-type: none"> 1. solitary play 2. parallel play 3. cooperative play 4. dramatic play 2. Selecting toys and equipment <ol style="list-style-type: none"> a. safety concerns <ol style="list-style-type: none"> 1. government standards for safety b. guidelines for selection of developmentally appropriate play equipment c. durability d. outdoor play equipment 3. Checklists for safety and developmental appropriateness in children's play equipment 4. Observation techniques <ol style="list-style-type: none"> a. what can be learned through observation b. naturalistic observation c. objectivity during observations <p>how information can be used by caregivers to aid a child's development</p>
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RESOURCES:

Working with Young Children

Chapter 10

Video- "Learning through Play"

Video – "Play it Safe"

Video – sessions from "The Cardinal's Nest", an on-site playschool / observation center

Toy Manufacturers of America: Guide to Toys and Toy Safety

Toy Manufacturers of America: Guide to Toys for Children Who are Blind or Visually Impaired

ASSESSMENTS:

1. The student will correctly respond to the questions on the worksheet and complete all checklist assignments.
2. The student will complete an observation using the guidelines given in class.
3. Completion of homework assignment: teacher prepared selection of projects based on toy safety, developmental appropriate toys, toys for "special" children, and observations of children in a variety of situations.

REMEDIATION:

1. Create a guide sheet for caregivers to use when selecting toys for children at specific ages and stages of development.
2. Review information from the appropriate video. Write a written summary of the information presented.

ENRICHMENT:

1. Select a variety of toys for children (age range specific, complying with safety guidelines). Explain how the toys could be used by children to aid their development in two or more areas of development.
2. Complete a variety of observations on a child or group of children for inclusion into child portfolio.

DIFFERENTIATED ASSESSMENT:

1. Students will evaluate a variety of toys for safety, developmental appropriateness, and visual appeal. Students will create the checklist to address the variety of issues included.
2. Catalog review to identify specific toys that would address PIES, dramatic play, socio-dramatic play, and exploratory play. Create a presentation on the information.

Create a instructional toy or learning activity that will address PIES, dramatic play, socio-dramatic play, and exploratory play for a child from toddler through early elementary school-age. Special needs children may also be addressed.

COURSE: Child Growth & Development Level 1	GRADE: 9, 10, 11, & 12
UNIT: 7 Manuscript writing	

NATIONAL STANDARDS: 4.0, 4.2
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<p>STATE STANDARDS:</p> <p>Reading/Writing 1.4.11 B 1.6.11 A,B,D,E</p> <p>Family and Consumer Sciences 11.4.9 E 11.4.12 E</p> <p>PSSA Anchors R11.A.2.1 R11.A.2.3 R11.A.2.4 M11.A.2.1.1</p> <hr/> <p>ACTIVITIES:</p> <p>Teacher prepared notes on writing and the Zaner- Bloser system.</p> <p>Individual students practice using the system.</p>	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> The student will explain activities that help children develop manuscript writing. The student will complete writing samples using the Zaner-Bloser system. The student will develop a list of guidelines to use to help children build proper writing skills. <p>CONTENT:</p> <ol style="list-style-type: none"> Visual discrimination and its role in the development of writing skills in children. The motor skills necessary for children to learn written communication: <ol style="list-style-type: none"> fine muscle coordination eye-hand coordination Manuscript sequencing <ol style="list-style-type: none"> straight vs curved lines round letters and curved letters diagonal lines and horizontal lines size and proportion spacing line quality reversals Working with left-handed children Techniques for encouraging writing skill development Student practice in writing using the Zaner-Bloser system. As a class, students will develop a list of guidelines for helping children develop writing skills.
<p>RESOURCES:</p> <p><u>Working with Young Children</u> Chapter 22 Primary writing paper</p>	<p>ASSESSMENTS</p> <ol style="list-style-type: none"> Each student will brainstorm a list of small muscle activities and eye-hand coordination activities, which will help a child, develop skills necessary for writing. Each student will submit two samples of manuscript writing, which follows the guidelines given in class. <ol style="list-style-type: none"> sample 1 – using the student's "normal" writing hand sample 2 – using the opposite hand to

discover the inherent difficulties children encounter when learning writing

3. The student will contribute to a classroom poster describing the guidelines for the acquisition of writing skills by children ages 3 through 5 years.
 - a. samples will follow the guidelines established by the Zaner-Bloser system

REMIEDIATION:

1. Practice sheets of letters using the Zaner-Bloser system.
2. Create a poster, which depicts the problems children have learning to write correctly.

ENRICHMENT:

1. Students may make a set of letters from sandpaper or other textured materials. These letters should be used with a child learning to write. Samples should be retained for use in the individual student's portfolio.
2. The student can learn the proper technique for cursive handwriting.

DIFFERENTIATED ASSESSMENT:

1. Observe an elementary school-aged child doing a written assignment for homework. Document the fine motor coordination necessary for proper technique.
2. Collect handwriting samples from several children of different ages. Analyze the child's ability to form letters properly. Tutor the child if necessary and document their progress.
3. Assess a commercially prepared handwriting workbook available locally to determine if it matches current school district philosophy.

COURSE: Child Growth & Development Level 1	GRADE: 9,10, 11, & 12
UNIT: 8 Math Experiences for Children	

NATIONAL STANDARDS: 4.0, 4.2, 4.3, 4.4, 4.5

<p>STATE STANDARDS:</p> <p>Reading/Writing 1.4.11 B 1.6.11 A,B,D,E</p> <p>Math 2.2.5 A</p> <p>Family and Consumer Sciences 11.4.9 C 11.4.12 C</p> <p>PSSA Anchors R11.A.2.1 R11.A.2.3 R11.A.2.4 M11.A.2.1.1</p> <hr/> <p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Read chapter 23 in <u>Working with Young Children</u> and complete teacher prepared review materials. 2. Exploration of math manipulatives tubs. 3. Math Manipulative project 	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 1. The student will state the objectives of early math experiences. 2. The student will design and create a math manipulative which will promote the development of specific math concepts. 3. The student will use two basic assessments to determine math skills in a child/children. <p>CONTENT:</p> <ol style="list-style-type: none"> 1. Goals of early math experiences for children: <ol style="list-style-type: none"> a. observation and description of concrete objects b. recognition of colors, shapes, sizes, patterns c. quantity concepts d. classification e. copying patterns f. recognition of the written work g. one-to-one correspondence 3. Math manipulatives <ol style="list-style-type: none"> a. Manipulative tubs b. Exploration of manipulatives 4. Assessment techniques <ol style="list-style-type: none"> a. assessment through observation b. specific task assessment 5. Activities caregivers may use to teach math concepts Design and preparation of a math manipulative that is developmentally appropriate.
<p>RESOURCES:</p> <p><u>Working with Young Children</u> Chapter 23</p> <p>"Math Their Way" program resources project samples from former students</p>	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> 1. Teacher prepared test on math principles and information from chapter readings. 2. Grading of project designed and created by individual students using a teacher prepared rubric. <p>REMEDIATION:</p> <ol style="list-style-type: none"> 1. View the video "The M-Show: Music, Movement and Math" from the Better Kid Care Project / Penn State Cooperative Extension. 2. Observe children as they work with the math manipulative tubs and record observations.

ENRICHMENT:

1. The student will try to explain a basic math concept for early childhood using no materials / manipulatives. The student will then use a variety of manipulatives to explain the same concept. In writing, the student will compare and contrast the success of each method of instruction.
2. The student will look through early childhood catalogs to prepare a list of equipment that can be used to teach math concepts.
3. The student may create a display of a variety of materials used to teach math concepts or a specific math concept.

DIFFERENTIATED ASSESSMENT:

1. The student must complete the "*Student-to-Student*" feedback for a number of students. The student must thoroughly explain each concept identified. Failure to adequately explain each concept will reflect inadequate knowledge by the student writer.
2. The student will select a commercially prepared math -based game or activity and demonstrate to the class how a child may use the item to help them learn a math concept.
3. Create a visual to help explain observation and description of concrete objects, &/or recognition of colors, shapes, sizes, patterns, &/or quantity concepts, &/or classification, &/or copying patterns, &/or recognition of the written work, &/or one-to-one correspondence.

COURSE: Child Growth & Development Level 1	GRADE: 9, 10, 11, & 12
UNIT: 9 Storytelling and Socio-dramatic Play	

NATIONAL STANDARDS: 4.0, 4.2, 4.3, 4.4, 4.5

<p>STATE STANDARDS:</p> <p>Reading/Writing 1.4.8 A,B 1.5.8 C 1.6.11 A,B,D,E,F</p> <p>Family and Consumer Sciences 11.4.9 E 11.4.12 E</p> <p>PSSA Anchors R11.B.1.1 M11.A.2.1.1</p> <hr/> <p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Read <u>Working with Young Children</u> Chapter 20 and 21 for background information. Complete teacher prepared review sheets. 2. Notes on selection of books for children. 3. Read a variety of children's books. 4. Identify a variety of presentation techniques for a collection of children's books. 5. Identify a variety of activities children could pursue based on information presented in a collection of children's books. 6. Students will practice reading and presenting a selection of books before their peers. 7. Students, individually or in small groups, will design, prepare and present a method of storytelling or socio-dramatic play discussed. 8. Create a presentation using storytelling techniques, puppetry, or one of the techniques demonstrated. 	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 1. The student will identify the four types of children's books. 2. The student will demonstrate the use of guidelines for choosing developmentally appropriate books for children. 3. The student will explain how children benefit physically, intellectually, emotionally, and socially through socio-dramatic play. 4. The student will design and create a developmentally appropriate project based on storytelling and dramatic play that will be presented to a group of children. <p>CONTENT:</p> <ol style="list-style-type: none"> 1. The four types of children's books: <ol style="list-style-type: none"> a. picture books b. storybooks c. fairy tales d. family life stories 2. Newbery Award and Caldecott Award Books for children 3. Selecting developmentally appropriate books for children two to five years of age <ol style="list-style-type: none"> a. page size and type of paper used b. sentence length c. length of book d. theme suitability e. knowledge basis 4. The physical, intellectual, emotional, and social development connection <ol style="list-style-type: none"> a. fine motor skill development b. word recognition c. knowledge basis of books d. emotions and dealing with emotions e. social interaction during storytelling and socio-dramatic play 5. Tips for reading stories to children <ol style="list-style-type: none"> a. preparation for reading b. story introduction c. management of children during reading / storytelling experiences d. evaluating your presentation 6. The variety of techniques for presenting stories to children <ol style="list-style-type: none"> a. puppetry; prop boxes b. flipcharts; draw and tell; flannel boards c. videos; audio tape
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<p>RESOURCES:</p> <p><u>Working with Young Children</u> Chapter 20 and 21 Lists of Newbery Award and Caldecott Award winning books teacher prepared notes children's books</p>	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> 1. Based on a book of their choice, each student will create a book review, identify two or more activities a child could pursue to extend the book's message, and present an introduction to the book in class. The project will be assessed using a teacher created rubric. 2. Each student, individually or in small groups, will design and present a project from an approved list of project descriptions. Each student will be assessed using a teacher prepared rubric. <p>REMEDIATION:</p> <ol style="list-style-type: none"> 1. Have the student prepare a brochure or guide sheet for caregivers listing tips for selecting developmentally appropriate books for children. 2. Have students prepare a chart outlining the steps in storytelling. 3. Have students prepare a poster / collage of tips of ideas for presenting stories to children at a variety of ages. <p>ENRICHMENT:</p> <ol style="list-style-type: none"> 1. Have the student arrange to visit a local child care center and observe the children during storytelling and socio-dramatic play periods. The student should journal their observations. 2. Have the student arrange to read or present a story to a group of children at a local library or child care center. The presentation may be video taped for use in class or inclusion into the student's portfolio. 3. Explore Internet web sites devoted to children's authors and illustrators. <p>DIFFERENTIATED ASSESSMENT:</p> <ol style="list-style-type: none"> 1. Given a collection of children's books the student will classify the books according to picture books, storybooks, fairy tales, family life stories. 2. Given a collection of children's books the student will classify the books according to age appropriateness. 3. Create a "flip book" that would address sequencing skills as related to a children's story. 4. Observe and critique a "story hour" situation citing methods for dealing with interruptions, fidgeting children, disruptive children, and questions by children. 5. Critique a video of the individual reading a children's book to a group of children or peers.
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COURSE: Child Growth & Development Level 1	GRADE: 9,10, 11, & 12
UNIT: 10 Nutrition for Early Childhood	

NATIONAL STANDARDS: 4.0, 12.0, 12.1, 12.2, 12.3, 14.0, 14.1

<p>STATE STANDARDS:</p> <p>Reading/Writing 1.6.11 A,B,D,E</p> <p>Health 10.1.12 B</p> <p>Family and Consumer Sciences 11.3.9 E 11.3.12 F</p> <p>PSSA Anchors R11.A.2.1 R11.A.2.3 M11.A.2.1.1</p> <hr/> <p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Read Chapter 11 in text <u>Working with Working with Young Children</u>. Complete teacher prepared worksheets. 2. Article review – current trends in nutrition 3. Using MyPlate to plan a variety of meals for children including breakfast, lunch, dinner, and a nutritious snack. 4. How to use the Pennsylvania Codes for child care centers, schools, and other facilities when planning a menu. 5. Evaluate products marketed to young children for their nutritive value. 6. Give examples of foods to be avoided with young children because they pose a choking hazard. 7. Compile a resource file of safe and nutritious snacks. 8. Research sanitation practices in a school kitchen. 9. Discussion of safety concerns when children are involved in cooking experiences and food preparation. 10. Design a developmentally appropriate activity for teaching nutrition to a group of children and /or create a recipe file of 	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 1. The student will explain how the lack of adequate nutrition can affect the physical, intellectual, social and emotional development of children from birth through school age. 2. The student will state the benefits of following the Food Guide Pyramid Program as a method for ensuring good nutrition for children from a variety of foods. 3. The student will create a meal plan for meeting the nutritional needs of a child at an identified age. 4. The student will design and prepare a presentation that teaches developmentally appropriate nutritional concepts. <p>CONTENT:</p> <ol style="list-style-type: none"> 1. Nutrient needs for children from birth to age 5 <ol style="list-style-type: none"> a. what nutrition is b. nutrient needs c. nutritional problems <ol style="list-style-type: none"> 1. undernutrition 2. malnutrition 3. obesity d. how nutrition affects development <ol style="list-style-type: none"> 1. physical development 2. intellectual development 3. emotional development 4. social development 2. The Food Guide Pyramid <ol style="list-style-type: none"> a. what it is and how it is used b. serving sizes for toddlers, preschoolers, and early elementary school-aged children 3. Menu planning for child care <ol style="list-style-type: none"> a. meal planning using MyPlate b. the Pennsylvania Code for Non-residential Agencies, Facilities and Services, Title 55, Chapter 3270 Child Day Care Centers 4. Teaching nutrition to children 5. Safety in the kitchen 6. Nutritious snacks for children
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nutritious snacks for children.

RESOURCES:

Working with Young Children

Chapter 11

Food Guide Pyramid chart or display

Department of Public Welfare Chapter 3270

Pennsylvania Code for Child Day Care Centers

ASSESSMENTS:

1. Teacher prepared test on nutrition principles and MyPlate
2. Each student will design a menu plan for children using MyPlate. Each menu plan will include one week's worth of meals and snacks. Dietary concerns will be assigned and addressed throughout the menu plan. The menu plan must comply with the PA Codes. Materials will be assessed using a teacher prepared rubric.
3. Individually, or in a small group, students will design a developmentally appropriate activity for teaching a specific nutrition concept or food group to a group of children. Safety concerns should also be addressed in the lesson. The project will be assessed using a teacher prepared rubric.

REMIEDIATION:

1. Watch a selection of children's programming. Compile a list of the food advertisements shown during the programs. Determine whether or not the ads convey positive messages about good nutrition. Briefly describe how these ads may affect a young child's food choices.
2. Choose one nutrition concept and design a brief lesson for teaching this concept to children. Arrange to present your lesson, if possible. Journal the children's reaction and your evaluation of your lesson.

ENRICHMENT:

1. Design a newsletter to be sent to parents or caregivers that would focus on the nutritional needs for children. Include tips, recipes, and resources.
2. Select a simple recipe to use with children. Prepare the recipe as a teaching aid in a format which children could follow (picture symbols, simple words, etc.)
3. Create a video for a child that teaches nutrition concepts.

DIFFERENTIATED ASSESSMENTS:

1. Create a "MyPlate sing pictures and simple terms to be used when talking to children about good nutrition.
2. Create a log of advertisements shown on TV during children's programming hours. Determine the number of commercials dealing with food and relate whether they are providing children with proper nutrition information.

Create a children's menu for a restaurant to be built in Disney World or on Sesame Street. The menu should reflect nutritional guidelines and be

appealing to children.

COURSE:

Child Growth & Development Level 1

GRADE:

10, 11, & 12

UNIT: 11

Art as a Way of Learning

NATIONAL STANDARDS:

4.0, 4.2, 4.3, 4.4, 4.5

STATE STANDARDS:

Reading/Writing

1.6.11 A,B,D,E

Health

10.3.9. D

10.5.9 B

Family and Consumer Sciences

11.4.9 C

PSSA Anchors

R11.A.2.1

R11.A.2.3

R11.A.2.4

M 11.A.2.1.1

ACTIVITIES:

1. Read Chapter 19 in text Working with Young Children. Complete assigned worksheets from Student Workbook
2. Article review – What is the value of arts activities for children? What development can be enhanced through the use of “The Arts”?
3. Brainstorm lists of materials that could be used by children during art-based activities.
4. Sort the materials listed according to age, ability, and safety concerns.
5. Participate in a variety of activities which involve the use of art materials in a manner similar to how a child might use them.
6. Teacher created notes

UNIT OBJECTIVES:

1. The student will explain how art experience can promote physical, intellectual, emotional, and social development in children.
2. The student will compile a list of developmentally appropriate art supplies that may be used in a child care setting.
3. The student will prepare samples of art activities that could be completed with children.

CONTENT:

1. Art as a Way of Learning
 - a. fine and gross motor skill development
 - b. intellectual development
 - c. emotional and social development
2. Stages of art skill development
 - a. scribbles
 - b. basic forms
 - c. first drawings
3. Art supplies
 - a. safety concerns
 - b. age appropriateness
 - c. sources
 - d. recyclables
4. How to
 - a. painting experiences
 - b. clay work and molding
 - c. cut and paste techniques
5. Safety with art materials

RESOURCES:

Working with Young Children
Chapter 19
arts and crafts books for children

ASSESSMENT:

1. Students will compile a list of art-based materials which could be incorporated into a child care program. Items will be identified as to their contribution to a child's physical, intellectual, emotional, and/or social development. The list will be assessed using a teacher prepared rubric.
2. Each student will be required to prepare a specific number of samples featuring a variety of art skills and methods for inclusion into the individual student's portfolio.

REMEDIATION:

1. Prepare a variety of sample of arts and crafts developmentally appropriate for a group of children. Each sample should have a written explanation of what a child could learn from the experience and possible extensions of the craft.
2. Observe two or more children involved in art and/or craft experiences. Journal your observations. Include information regarding the children's behavior and actions during the art experience.

ENRICHMENT:

1. Visit a local elementary school or care center devoted to Art as the basis for learning. Journal observations and responses to the experience.
2. Collect a number of children's drawings. In writing, explain what stage of development each drawing represents.

DIFFERENTIATED ASSESSMENT:

1. The student can prepare a lesson for their peers using an art technique they are familiar with.
2. Document a session during which the student works with a toddler, preschooler, or early elementary school-aged child using developmentally appropriate art-based learning techniques.

Create samples of a variety of art terminology including line, design, color, tone, hue, perspective, form, and/or shape.

COURSE: Child Growth & Development Level 1	GRADE(S): 9-12
UNIT: Fetal Development and Birth Defects	

<p>NATIONAL STANDARDS: 11.4.9 Analyze the physical intellectual and social/emotional development in relation to the theories of child development. 6.1 Analyze the effects of family as a system on individuals and society. 6.2 Evaluate the effects of diverse perspectives, needs, and characteristics of individuals and families 15.1 Analyze roles and responsibilities of parenting.</p>
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<p>STATE STANDARDS: Reading/Writing Standards – 1.1.11 F. Understand the meaning of and apply key vocabulary across the various subject areas. 1.2.11 A. Read and understand essential content of informational texts and documents in all academic areas. 1.6.11 A. Listen to others · Ask clarifying questions · Synthesize information, ideas and opinions to determine relevancy · Take notes.</p>	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Explain the different stages of fetal development and how the mother's body develops for the growing child 2. Discuss the importance of early prenatal and on-going prenatal care. Students will be able to identify which birth defects are preventable and which ones are genetic/inherited. Students will identify the causes of prematurity in babies.
<p>ACTIVITIES: List what you know about how babies form in the womb Discuss vocabulary words: embryo, zygote, prenatal development</p> <p>Review PowerPoint on fetal development. Students will take notes on worksheet given to them by the teacher.</p> <p>Research project on birth defects.</p> <p>RESOURCES: Teacher generated powerpoint Ultrasound photographs at different stages of pregnancy Replicas of stages</p>	<p>ASSESSMENTS: Class participation in discussion Written test on information</p> <p>REMEDATION: Question and Answer sessions, class discussion</p> <p>ENRICHMENT: Students can research other problems during pregnancy that could lead to birth defects and present on them. Create a poster or informational pamphlet on a specific birth defect.</p>

COURSE: Child Growth & Development Level 1	GRADE(S): 9-12
UNIT: Budgeting	

<p>NATIONAL STANDARDS:</p> <p>National FCS Standards – 4.2.1 Analyze child development theories and their implications for educational and childcare practices, 4.2.4 Analyze abilities and needs of children and their effects on children's growth and development, 4.5.3 Demonstrate interpersonal skills that promote positive and productive relationships with children, 4.5.4 Implement strategies for constructive and supportive interactions between children and families.</p>

<p>STATE STANDARDS:</p> <p>Reading Standards – R11.A.1 Understand fiction appropriate to grade level. Identify and apply the meaning of vocabulary.</p> <p>Math Standards 2.2.11A. Develop and use computation concepts, operations and procedures with real numbers in problem-solving situations. 2.2.11B. Use estimation to solve problems for which an exact answer is not needed.</p>	<p>UNIT OBJECTIVES:</p> <p>1.Students will be able to determine rough estimates of the costs of having and raising a baby for a year.</p> <p>2.Research through store websites locating prices of the products and complete given worksheet.</p> <p>3.Answer questions on given worksheet.</p> <p>4.Evaluate and compare each student's results and brainstorm any items they feel should be included in the future.</p>
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<p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1.) Budgeting for a Baby Worksheet: Have students estimate how much it will cost to raise a baby for a year. Students will fill in the first column(estimated) and the teacher will go over the second column (exact prices) with class. 2.) Research on www.babycenter.com for exact prices 3.) budget questions worksheet. <p>RESOURCES:</p> <ol style="list-style-type: none"> 1. www.babycenter.com 2. budget worksheet 3. store ads or websites: walgreens, cvs, rite aid, walmart, target, babies r us etc... 4. Class notes 	<p>ASSESSMENTS:</p> <p>Class participation grade for completion of worksheet</p> <p>REMEDIATION:</p> <p>Use the store advertisements to find pictures of the items in question and use them in presentation. Compare various store prices.</p> <p>ENRICHMENT:</p> <p>Estimate cost of raising a child up to age 18.</p> <p>Have students think about costs not listed that would be associated with having a baby, going to the doctor, toys, books, cereal, food, juice, medicine.</p>
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COURSE: Child Growth & Development Level 1	GRADE(S): 9-12
UNIT: Children's Health	

NATIONAL STANDARDS:
National FCS : 4.1.1 Explain the roles and functions of individuals engaged in early childhood, education, and services. 15.1.1 Analyze parenting roles across the life span, 15.1.2 Analyze expectations and responsibilities of parenting, 15.2.1 Choose nurturing practices that support human growth and development, 15.3.1 Assess community resources and services available to families.4.4.2 Apply safe and healthy practices that comply with state regulations, 4.4.3 Implement strategies to teach children health, safety, and sanitation habits, 4.4.6 Implement basic health practices and prevention procedures for workers and children regarding childhood illness and communicable diseases.

<p>STATE STANDARDS:</p> <p>11.4.12 B. Analyze current issues in health and safety affecting children at each stage of child development.</p> <p>R11.A.1.1.1 Identify and/or apply meaning of multiple-meanings words used in text. R11.A.2.4.1 Identify and/or explain stated or implied main ideas and relevant supporting details from text.</p>	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Develop a workable health policy for a child care center, 2. List steps for controlling the spread of food-borne illnesses 3. Explain the importance of first aid training, identify various injuries and outline procedures for treating them. 4. Explain how to care for children who become ill while in your care. 5. Research, create, and design a power point or presentation on a medical illness.
<p>ACTIVITIES:</p> <p>Class notes and worksheets</p> <p>Design a powerpoint or poster on childhood illness</p> <p>RESOURCES:</p> <p>Various websites founded by students</p> <p>Teacher generated notes</p> <p>Chapter 13 in <u>Working with Young Children</u> textbook</p>	<p>ASSESSMENTS:</p> <p>Powerpoint/poster presentation rubric on research</p> <p>Completion of communicable disease worksheet</p> <p>Vocabulary quiz on chapter 13</p> <p>REMEDICATION:</p> <p>Partner work for some students</p> <p>Read chapter 13 and complete the study guide and review questions in textbook</p> <p>ENRICHMENT:</p> <p>Research additional items on topic than what teacher has required</p>

COURSE: Child Development Level 1	GRADE(S): 9-12
UNIT: Music and Movement	

NATIONAL STANDARDS: 4.3 Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.
4.3.5 Arrange learning centers that provide for children's exploration, discovery, and development.
4.3.6 Establish activities, routines, and transitions

<p>STATE STANDARDS:</p> <p>R11.A.1.1.1 Identify and/or apply meaning of multiple-meanings words used in text. R11.A.2.4.1 Identify and/or explain stated or implied main ideas and relevant supporting details from text.</p>	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of given website use in music classroom. 2. Create own music on resources given. 3. Use existing Fingerplays and teach motions to the class using phrase/whole combination method 4. Describe the differences in methods of teaching songs to children. 5. Explain the benefits of music experiences
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<p>ACTIVITIES:</p> <p>Project 1: Changing the words to songs/chants using tune of one already famous</p> <p>Project 2: Use existing Fingerplays and teach motions to the class using phrase/whole combination method</p> <p>Classroom notes</p> <p>RESOURCES:</p> <p>http://www.creatingmusic.com/ http://www.classicsforkids.com/games/ http://www.nyphilkids.org/games/main.phtml</p> <p>Chapter 27 in <u>Working with Young Children</u> textbook</p>	<p>ASSESSMENTS:</p> <p>Completion of student activities</p> <p>Classroom participation</p> <p>REMEDIATION:</p> <p>Complete websites on own time. Read Chapter 27 and complete study guide</p> <p>ENRICHMENT:</p> <p>Create children's songs and come up with motions to make it a fingerplay. Teach it to the other students in class.</p>
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