

COURSE: Child Development Level 2	GRADE(S): 11,12
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UNIT 1: Developing Guidance Skills and Guidance Challenges

NATIONAL STANDARDS:
 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.

STATE STANDARDS:
 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.
 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.
 11.2.9.A, 11.2.9.C, 11.2.9.G, 11.2.12.H, 11.4.9.A, 11.4.9.D, 11.4.12.A, 11.2.12.B, 11.4.12.D

Reading, Writing, Speaking and Listening Standards – 1.1.11.A, 1.1.11.H, 1.5.11.A, 1.6.11.A, 1.6.11.D

UNIT OBJECTIVES:
 1. Identify goals for effective guidance, list personality traits of effective early childhood teachers
 2. describe principles of direct and indirect guidance
 3. explain various techniques for effective guidance, and summarize ways to promote a positive self-concept in each child.
 4. Identify situations and feelings that cause tension in children
 5. describe behavior problems that result from tension guide children as they learn appropriate behavior
 6. describe the effect of family stressors on children and families.

ACTIVITIES:

Class notes from chapter 14 and 15 in textbook
Partner and individual activities

RESOURCES:

Chapter 14 and 15 in Working with Young Children textbook

Class worksheets

ASSESSMENTS:

Chapter test on Chapter 14 and 15

REMEDIATION:

Read Chapter 14 and 15 and complete the study guide and chapter review questions

ENRICHMENT:

Bring in a counselor to discuss how to handle these situations with students

**COURSE: Family and Consumer Sciences
Child Development Level 2**

GRADE(S): 11-12

UNIT 2: Science and the Elementary School-Aged Child

PSSA Anchors:

Math

M11.A.1 Demonstrate an understanding of numbers, ways of representing numbers, relationships among numbers and number systems.

M11.A.2 Understand the meanings of operations, use operation and understand how they relate to each other.

M11.D.3 Analyze change in various contexts.

M11.E.1 Formulate or answer questions that can be addressed with data and/or organize, display, interpret, or analyze data.

M11.E.3 Understand and/or apply basic concepts of probability or outcomes.

M.11.E.4 Develop and/or evaluate inferences and predictions or draw conclusions based on data or data displays.

Science

S11.A.1.3 Describe and interpret patterns of change in natural and human-made systems.

S11.A.3.2 Compare observations of the real world to observations of a constructed model.

S11.B.3.1 Use evidence or examples to explain the characteristics of and interactions within an ecosystem.

Reading

R11.A.1 Understand fiction appropriate to grade level. (Identify and apply the meaning of vocabulary, word recognition skills, make inferences, and draw conclusions.)

R11.A.2.1 Understand non-fiction appropriate to grade level.

National Standards:

4.0

4.1

4.2

4.3

4.4

4.6

7.3

STATE STANDARDS:

Family and Consumer Sciences Standards

11.2.9.G

11.4.9.C

**Reading, Writing, Speaking and Listening
Standards**

1.1.11.A

1.1.11.F

1.1.11.H

1.5.11.A

1.5.11.B

1.6.11.F

UNIT OBJECTIVES:

1. Explain how Science activities benefit children and explain the role of the teacher in guiding Science experiences.

2. Plan and prepare a Science Learning Center for use in an elementary school classroom.

ACTIVITIES:

1. Class notes and reading from Working with Young Children, Chapter 24 and The Child Care Professional, Chapter 23
2. Student worksheet – Science Terms, Concepts, and Project Topics
3. Student exploration of teacher prepared learning centers.

RESOURCES:

Working with Young Children, Chapter 24

The Child Care Professional, Chapter 23

Science textbooks from elementary school – grades 1-6

Internet Resources

ASSESSMENTS:

1. Observe school-age children participating in a Science-related activity. The student will then explain what Science concepts were being addressed and how effective the lesson was. Each student would then make recommendations for future experiences.

2. Preparation of a Science Learning Center consistent with the guidelines distributed in class. Teacher assessment based on a teacher-created rubric.

REMEDIATION:

1. The student will use a combination of text and drawing to make a rebus summary of information from the chapter reading assignment.

2. Prepare a sample lesson based on one of the Science-related topics from the chapter. Explain what concepts a child would learn from the lesson.

3. Watch "Discovering Science and Art" from the Better Kid Care Series of videos. Write a reaction to the information.

ENRICHMENT:

1. Plan an activity that involves both a math and a science concept. Prepare a complete lesson plan for the activity. If possible, present the lesson to a group of elementary school-aged children. Evaluate the results.

2. Develop a one-page handout for parents of young children suggesting ways math and science concepts can be explored at home.

COURSE: Family and Consumer Sciences Child Development Level 2	GRADE(S): 11-12
UNIT 3: Teaching and Learning through Thematic Units and Curriculum writing	

<p>PSSA Anchors:</p> <p>Math</p> <p>M11.A.2 Understand the meaning of operations, use operations, and understand how they relate to each other. (Howard Gardner Theory)</p> <p>M11.A.3 Compute accurately and fluently and make reasonable estimates.</p> <p>M11.D.2 Represent and/or analyze mathematical situations using numbers, symbols, words, tables, and/or graphs.</p> <p>M11.D.3 Analyze change in various contexts.</p> <p>Science</p> <p>S11.A.1.1 Analyze and explain the nature of science in the search for understanding the natural world and its connection to technological systems.</p> <p>S11.A.2.1 Apply knowledge of scientific investigation or technological design to develop or critique aspects of the experimental or design process.</p> <p>S11.A.2.2 Evaluate appropriate technologies for a specific purpose, or describe the information the instrument can provide.</p> <p>Reading</p> <p>R11.A.1.1 Identify and apply the meaning of vocabulary.</p> <p>R11.A.1.4 Identify and explain main ideas and relevant details.</p>
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<p>National Standards: 4.0, 4.1, 4.2, 4.3, 4.4, 4.6, 7.3, 12.2, 13.2, 13.6</p> <p>STATE STANDARDS: Family and Consumer Sciences Standards 11.2.9.A 11.4.9.A 11.4.9.C</p> <p>Reading, Writing, Listening, and Speaking Standards 1.1.11.A 1.1.11.F 1.2.11.B 1.5.11.C</p>	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 1. The student will describe effective teaching techniques. 2. The student will explain Howard Gardner's Theory of Multiple Intelligences. 3. The student will create a series of lesson plans for use in the elementary school classrooms they are assigned to during the Elementary Visitation Program. 4. The student will explain the impact of teaching styles on learning.
<p>ACTIVITIES:</p> <p>Class notes and readings from Working with Young Children, Chapter 18</p> <ol style="list-style-type: none"> 2. Class notes – Gardner's Theory of Multiple Intelligences; Methods for applying these in the elementary school classroom 3. Create a flowchart of activities for a chosen theme 4. Create objectives for a lesson based on a 	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> 1. Case study – effective teaching techniques 2. Self-analysis using Howard Gardner's Theory of Multiple Intelligences. Written assessment of the findings as they relate to the individual. 3. Preparations of a series of lesson plans based on a topic chosen by the student.

theme

5. Plan a lesson including open-ended questions and possible responses, resources, and materials needed for presentation

RESOURCES:

Working with Young Children, Chapter 18

Subject Curriculums – the PMSD

Classroom resources from elementary schools

REMEDIATION:

1. Complete worksheet in the student workbook, Working with Young Children, Chapter 18, "Creating a Flow Chart." The student would also develop a list of possible activities to be included in the lesson.

2. Have the student review a teacher's lesson plan and then observe how he/she conducts the activities cited.

ENRICHMENT:

1. Obtain a copy of learning styles inventory from a school counselor. Complete the inventory. In writing, assess the information gleaned from the inventory for accuracy.

2. Research a current teaching theory. How has this theory developed over time? What are the advantages/disadvantages to this technique?

COURSE: Family and Consumer Sciences Child Development Level 2	GRADE(S): 11-12
UNIT 4: Career Explorations and the Professional Portfolio	

<p>PSSA Anchors:</p> <p>Math M11.E.1 Formulate or answer questions that can be addressed with data and/or organize, display, interpret or analyze data. M11.E.4 Develop and/or evaluate inferences and predictions or draw conclusions based on data or data displays.</p> <p>Science S11.A.2 Processes, Procedures and Tools of Scientific Investigations</p> <p>Reading 1.1.11.F 1.4.11.C 1.4.11.D 1.5.11.A 1.5.11.F</p>
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<p>National Standards: 4.0, 4.1, 4.2, 4.3, 4.4, 4.5, 7.0, 7.3, 13.5</p> <p>STATE STANDARDS: Family and Consumer Sciences Standards 11.1.9.G 11.3.9.A 11.2.12.G 11.4.9.A 11.4.12.D</p>	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 1. The student will describe opportunities for continuing education in Early Childhood Education, Elementary Education, Special Education, Secondary Education and related fields. 2. The student will identify their personal characteristics, strengths, and areas for improvement as they relate to a career working with children. 3. The student will devise a plan for making and meeting career goals. 4. The student will write a presentation resume and an effective "letter of introduction." 5. The student will create a personal "working portfolio" which will include samples of their work relevant to the course statement of outcomes/standards.
<p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Each student will complete a career inventory to help identify possible career interests. 2. Each student will choose three (3) career interests to research further. The research should reveal (1) required level of education for the position, (2) possible future salary, and (3) regional availability of the career opportunity. 3. Each student will submit, in writing, his or her goal statement. The goal statement should address their plans for 5 years, 10 years, and 15 years in the future. The plan should include future education, career interests, and familial information. 	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> 1. Each student will be required to submit a written account of his or her research into three (3) possible career choices. All information will be assessed using a teacher-created rubric. 2. Each student will be required to submit a written goal statement which is to include information about future plans at required intervals. The information will be assessed using a teacher-created rubric. 3. Each student will be required to submit a complete resume which will be assessed using a teacher-created rubric. 4. Each student will be required to submit a

4. Each student will submit a presentation quality resume.
5. Each student will submit a "Letter of Introduction" which might be used to obtain employment or as part of a college application.
6. Each student will compile a "working portfolio" which will include student generated work samples, teacher generated coursework, and materials the student has obtained elsewhere.

RESOURCES:

Working with Young Children, Chapter 29

The Child Care Professional, Chapters 14, 29, and 30

The Child Care Professional Teacher Resource Guide – Portfolio Development and Career Skills

The Developing Child, Chapter 20

Occupational Outlook Handbook

Internet Resources

"Letter of Introduction" which will be assessed using a teacher-created rubric.

REMEDIATION:

1. Review of the information included in the text Working with Young Children and/or The Child Care Professional. Additional experiences will be selected from the student workbook associated with either textbook.
2. The student may prepare a collage depicting their future goals and the steps they may take to achieving them.

ENRICHMENT:

1. Read the NAEYC (National Association for the Education of Young Children) Code of Ethics. Respond in writing to a workplace dilemma. Include the following information: (1) define the dilemma, (2) describe the choices and the consequences, (3) select a choice, & (4) explain the choice based on the Code of Ethics.

COURSE: Family and Consumer Sciences Child Development Level 2	GRADE(S): 11-12
UNIT 5: Working with Special Needs Children	

<p>PSSA Anchors:</p> <p>Math N/A</p> <p>Science N/A</p> <p>Reading 1.1.11.A 1.1.11.H 1.4.11.C 1.4.11.E 1.5.11.B</p>

<p>National Standards: 4.0, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 7.2, 7.3, 7.4, 7.5, 12.2, 13.3, 13.4</p> <p>STATE STANDARDS: Family and Consumer Sciences Standards 11.1.9.G 11.1.12.G 11.2.9.F 11.2.9.G 11.4.9.A 11.4.9.C 11.4.12.A 11.4.12.B 11.4.12.C 11.4.12.D</p>	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 1. The student will describe seven (7) categories of special needs a teacher may encounter in a classroom situation. 2. The student will describe specific methods for integrating children with special needs into a typical program by encouraging a classroom atmosphere of acceptance and respect for individual abilities. 3. The student will explain what "inclusion" is and the reasons for its practice in schools and child care centers.
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<p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Student generated definition of terms: "special needs, disabilities, handicaps, and challenged" and the possible effects of these labels on a child's self-esteem. 2. Students will have the opportunity to observe children with learning disabilities in a classroom setting. Their observations will be recorded using one of the observation techniques previously covered in this course. 3. Students will generate a lesson and a lesson plan for a learning situation or an activity based on the needs of a child with a specific disability. <p>RESOURCES: <u>Working with Young Children</u>, Chapter 30 <u>The Child Care Professional</u>, Chapter 28 <u>The Developing Child</u>, Chapter 18</p>	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> 1. Each student will describe a classroom environment or childcare setting and how it would be adapted for use by a child with a specific disability. The information would be assessed using a teacher-designed rubric. 2. Each student's lesson plan will be assessed using a teacher-designed rubric. <p>REMEDIATION:</p> <ol style="list-style-type: none"> 1. Read and journal a response to an article or a book which depicts the life of an individual with a special need. 2. Read a case study of a child with special needs. Describe two necessary adaptations in the classroom environment or schedule, two ways to adapt learning activities, and two ways to promote acceptance by other children.
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Internet Resources

ENRICHMENT:

1. Volunteer to simulate a physical activity for one day. Write a journal response about the experience. How did their disability make them feel? How did others react to them? What impact do they think the disability would have on self-esteem?
2. Arrange to visit a center or classroom with a program for special needs children on a regular basis. Record the experiences and reactions in a journal.

COURSE: Child Development level 2	GRADE(S): 11, 12
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UNIT: 6 Preschool-aged children

NATIONAL STANDARDS 4.0,4.1,4.2,4.3,4.4,4.5,4.6,12.1,12.21 2.3
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<p>STATE STANDARDS:</p> <p>Reading/Writing 1.1.11.A,F 1.6.11.A,C,D,E,F Family and Consumer Sciences 11.2.12H 11.4.12.A,C,D,E Health & PE 10.1.12A 10.2.12E Math 2.2.11 A,B PSSA Anchors R11.A.2.1 R11.A.2.3 R11.A.2.4 M11.A.2.1.1</p>	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Describe the physical, intellectual, emotional and social development of preschool-aged children. 2. Describe methods for encouraging preschool children to develop self-help skills. 3. Analyze the impact of self-esteem, competition, stress, and discipline in preschool children. <p>CONTENT:</p> <ol style="list-style-type: none"> 1. Physical development <ol style="list-style-type: none"> a. Height/weight b. Motor skills c. Health concerns 2. Intellectual development <ol style="list-style-type: none"> a. Attention span and memory b. Piaget's Theory of Development 3. Emotional Development 4. Social development <ol style="list-style-type: none"> a. The role of play b. Peer relationships
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<p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Class notes and readings from Working with Young Children, Chapter 6 and The Child Care Professional, Chapter 6 2. Observation of preschool children to be conducted outside the classroom. <p>RESOURCES: Working with Young Children, Chapter 6 The Child Care Professional, Chapter 6 The Developing Child, Chapters 13-16</p>	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> 1. Completion of assigned observations. Student analysis of information obtained. 2. Written reaction to case studies that focus on behavior and situations common among preschool children. <p>REMEDIATION:</p> <ol style="list-style-type: none"> 1. Journal responses to situations dealing with children. 2. Interview with professionals who work with young children. <p>ENRICHMENT: Develop a pamphlet for caregivers offering suggestions for building self-esteem in preschoolers.</p>
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COURSE: Child Development Level 2	GRADE(S): 11,12
UNIT: 7 The Preschool Environment	

NATIONAL STANDARDS: 4.0,4.1,4.2,4.3,4.4,4.5,4.6,12.1,12.2,12.3
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<p>STATE STANDARDS: Reading\Writing 1.1.11.A,F,H 1.4.11.D 1.6.11.A,C,D,E Health and PE 10.2.12.E Family and Consumer Sciences 11.1.12.G 11.2.12.H 11.4.12 A,B,C PSSA Anchors R11.A.2.1 R11.A.2.3 R11.A.2.4</p>	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Identify principles to use in planning a preschool which will promote education while providing a safe environment. 2. Evaluate existing preschool learning environments for educational value, safety and cultural diversity. 3. Develop guidelines for the health and safety of preschool children enrolled in the on-site observation/preschool. <p>CONTENT:</p> <ol style="list-style-type: none"> 1. The preschool environment <ol style="list-style-type: none"> a. Establishing program goals
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<p>M11.A.2.1.1</p>	<p>b. Classroom arrangement c. Cleanliness and sanitation d. Communication with parents e. Selection of materials 2. Emergency procedures a. Reporting procedures b. Health conditions c. Safety guidelines</p>
<p>ACTIVITIES: 1. Brainstorm various types of things that are noticeably different in a preschool environment from a home or elementary setting. 2. Identify potential safety hazards. 3. Review first aid procedures and established safety guidelines.</p> <p>RESOURCES: Working with Young Children, Chapters 8,10,12 The Child Care Professional, Chapters 9,10,11 Red Cross Handbook of First Aid</p>	<p>ASSESSMENTS: 1. Completion of study guide and case studies based on unit information 2. On-going assessment of student participation for the observation/preschool.</p> <p>REMEDATION: 1. Compile a list of guidelines for choosing toys and materials for a child care facility. 2. Develop a poster that uses drawing to show safety rules. 3. Locate books which encourage preschool children to practice good hygiene.</p> <p>ENRICHMENT: Design a health and safety checklist for the on-site preschool program.</p>

<p>COURSE: Child Development Level 2</p>	<p>GRADE(S): 11,12</p>
<p>UNIT: 8 Schedules and Transitions</p>	

<p>NATIONAL STANDARDS: 4.0,4.1,4.2,4.3,4.4,4.5,4.6,4.7,12.1,12.2,12.3</p>
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<p>STATE STANDARDS:</p> <p>Reading/Writing 1.1.11 A,F 1.4.11 D 1.6.11 A,C,D,E Health and PE 10.2.12 E Family and Consumer Sciences 11.2.12 F,H 11.4.12 A,B,C PSSA Anchors R11.A.2.1 R11.A.2.3 R11.A.2.4 M11.A.2.1.1</p>	<p>UNIT OBJECTIVES: 1. Explain how and why routines are incorporated into the daily schedule of an early childhood classroom. 2. Identify transitions and explain how they are used in preschool programs.</p> <p>CONTENT: 1. Schedules and routines a. Benefits of a well developed schedule that reflects program goals. b. Specific routines for preschool programs. 2. Transition signals 3. Creating a schedule.</p>
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<p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Identify common events that might be part of a preschool program. 2. Compile a list of transitions that promote specific skills. 3. Demonstrate transitions in role-playing situations. <p>RESOURCES: Working with Young Children, Chapters 16,17 The Child Care Professional, Chapter 12</p>	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> 1. Daily schedule of activity times and transitions. 2. On-going assessment of performance for the on-site observation/preschool. <p>REMEDIATION:</p> <ol style="list-style-type: none"> 1. Collect samples fo schedules used in area child care centers. Compare. 2. Complete an observation of an area child care center. <p>ENRICHMENT:</p> <ol style="list-style-type: none"> 1. Plan a departure activity which could be used to prepare children to meet their parents at the end of the day.

COURSE: Child Development Level 2	GRADE(S): 11, 12
UNIT: 9 Guiding Nutrition Experiences	

<p>NATIONAL STANDARDS: 4.0,4.1,4.2,4.3,4.4,4.5,4.6,12.1,12.2,12.3</p>
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<p>STATE STANDARDS:</p> <p>Reading/Writing 1.1.11A 1.6.11A,D,E</p> <p>Math 2.2.11B</p> <p>Family and Consumer Sciences 11.1.12 G 11.4.12 B,D</p> <p>PSSA Anchors R11.A.2.1 R11.A.2.3 R11.A.2.4 M11.A.2.1.1</p>	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Outline considerations when planning nutritious snacks for children. 2. Describe the proper safety and sanitation practices that must be followed in a child care setting. 3. Compile a recipe file of nutritious snacks for young children.
<p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Evaluate products marketed to young children for their nutritive value. 2. Give examples of foods to be avoided with young children because they pose a choking hazard. 3. Compile a resource file of safe and nutritious snacks. 4. Research sanitation practices in a school 	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> 1. Unit test on nutrition and safety 2. On-going assessment of participation in the on-site observation/preschool. <p>REMEDIATION:</p> <ol style="list-style-type: none"> 1. Prepare a poster on nutrition or food safety for children. 2. Obtain and evaluate one week's menus from

kitchen.

RESOURCES:

Working with Young Children, Chapters 12 and 26
The Child Care Professional, Chapter 13
A variety of recipe books intended for children.

an area day care center.

ENRICHMENT:

1. Suggest nutrition activities that may be used along with children's books.
2. Conduct a survey of preschool children's snack choices. Evaluate your findings.
3. Plan a lesson to teach the Food Guide Pyramid to preschoolers.

COURSE: Family and Consumer Sciences Child Development Level 2	GRADE(S): 9-12
UNIT 12: Understanding School-Aged Children	

<p>PSSA Anchors:</p> <p>Math M11.D.2 Represent and/or analyze mathematical situations using numbers, symbols, words, tables, and/or graphs. M11.E.1 Formulate or answer questions that can be addressed with data and/or organize, display, interpret or analyze data. M11.E.4 Develop and/or evaluate inferences and predictions or draw conclusions based on data or data displays.</p> <p>Science S11.A.3.1 Analyze the parts of a simple system, their roles, and their relationships to the system as a whole. S11.B.3.2 Analyze patterns of change in natural or human-made systems over time.</p> <p>Reading R11.A.1 Understand fiction appropriate to grade level. Identify and apply the meaning of vocabulary. R11.A.2 Understand nonfiction appropriate to grade level. Vocabulary, word recognition, draw conclusions, identify and explain main ideas, summarize context. R11.B.1 Understand components within & between texts character, setting, plot, theme, tone, style, mood, symbolism.</p>
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<p>National Standards: 4.0 Education and Early Childhood 4.1 Analyze career paths within early childhood education and related services 4.2 Analyze developmentally appropriate practices to plan for early childhood, education, and services 4.3 Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests 4.4 Demonstrate a safe and healthy learning environment for children 4.6 Demonstrate professional practices and standards related to working with children 7.3 Demonstrate professional behaviors, skills, and knowledge in providing family and community services</p> <p>STATE STANDARDS: Family and Consumer Sciences Standards 11.2.9.A 11.2.9.C 11.2.9.G 11.2.12.G 11.2.12.H 11.4.9.A 11.4.9.D 11.4.12.A 11.2.12.B</p>	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 1. The student will describe the physical, cognitive, and social-emotional development of school-aged children. 2. The student will analyze the impact of self-esteem, competition, stress, and discipline school-aged children. 3. The student will describe methods they may employ when dealing with the concepts of grief or death when working with school-aged children.
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11.4.12.D

Reading, Writing, Speaking, and Listening Standards

1.1.11.A

1.1.11.H

1.5.11.A

1.6.11.A

1.6.11.E

Health and Physical Education Standards

10.1.9.A

ACTIVITIES:

1. Share experiences from elementary school or working with children currently in elementary school.
2. Class notes and readings from Working with Young Children, Chapter 8 and from The Childcare Professional, Chapter 7
3. Article Review – stress and school-aged children
4. Class notes – death and grief and the school-aged child

RESOURCES:

Working with Young Children, Chapter 8

The Child Care Professional, Chapter 7

The Developing Child, Chapter 14, 15, 16

ASSESSMENTS:

1. Completion of teacher assigned observations. Student analysis of information obtained from each observation.
2. Written reaction to case studies which focus on behavior and situations common among school-aged children.

REMEDIATION:

1. Observe school-aged children and complete an anecdotal observation. Compare the child being observed to the information in the chapters.

ENRICHMENT:

1. The student should write an article for a parent newsletter. The letter should offer information on what parents/guardians might expect from their school-aged children with regard to development, stress, fear, or reactions to grief.