CHILD DEVELOPMENT 1

Grades 9-12

Credits: 2.5

ABSTRACT

The course will give students knowledge of the growth and development of a child from the prenatal stage through age four. Benefits of art and play will be emphasized as activities for young children. Upon successful completion of this course, students will have a better understanding of their own heredity and childhood. They will be better prepared to deal with children as a parent, or on a professional level such as nurse, educator, nursery school worker, etc. Students will identify physical development of children at various age levels, and identify social, emotional and intellectual characteristics of various age groups. Students will be able to select toys suitable for various age levels and will gain skill in observing and working with young children.

BOE approved 06/19/2018
# Study of Child Development

## Overview

### Sept

#### Families and Parenting Responsibilities

#### Preparing for Parenting

## STAGE 1: Desired Results

### Established Goals:

#### NJSLS:

(Include technology and 21st century standards)

<table>
<thead>
<tr>
<th>Technology</th>
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### Enduring Understandings:

(Students will understand . . .)

- A strong foundation in child development can open career paths.
- A strong understanding of child development can be beneficial to a parent.
- There are positive and negative influences on a developing child.
- All children have basic needs that must be met for optimal growth and development.
- Planning before pregnancy increases the probability of a positive experience.
- There are a variety of responsibilities associated with parenting.
- There are unique concerns regarding teen pregnancy.
- There are a variety of parenting styles, but consistency is important.
- The basics of genetics and heredity have a direct influence on the development of the child.
- There are costs associated with having children.
- Parenting is a lifelong commitment.
- Agreement about parental values can foster a healthier child.

### Essential (Guiding) Questions:

(What provocative questions will foster inquiry, understanding, and transfer of learning?)

1. What can you learn from studying child development?
2. What are some major influences on human development?
3. What are some common needs of all children?
4. What factors should be considered before becoming pregnant?
5. What are the responsibilities of a parent?
6. What are some concerns related to teen pregnancy?
7. What are the basic parenting and discipline styles?
8. How are families formed?
9. What genetic concerns should be addressed before pregnancy?
10. What are the costs involved with having children?
11. How might having children influence future plans and goals?
### Assessments & Evidence:
(Through what authentic performance tasks will students demonstrate the desired understandings?)
(By what criteria will performance of understanding be judged?)
- Written test
  - Outline of self project includes assessment of skills that need to be developed as well as skills they already possess to be an effective parent or caregiver
- Written test
  - Role play
- Written test
  - Research report

### STAGE 3: Learning Plan

#### Learning Activities:
(What specific activities will students do and what skills will students know as a result of the unit?)
- Discussion of childhood experiences influencing who you are today
- Read and discuss poems about early childhood
- Teacher-generated rubrics
- Reflective journal entries
- Discussions
- Essays
- Projects / Presentations
- Portfolio
- Benchmarks
- List and discuss factors before pregnancy (textbook)
- Videos related to parenting
- Role play parenting styles
- Teacher-generated rubrics
- Reflective journal entries
- Discussions
- Essays
- Projects / Presentations
- Portfolio
- Benchmarks
- Genetics and birth defects research
- Discussion-needs vs. wants
- Budgeting-cost of baby needs
- Teacher-generated rubrics
- Reflective journal entries
- Discussions
- Essays
- Projects / Presentations
- Portfolio
- Benchmarks
- Genetics and birth defects research
- Discussion-needs vs. wants
- Budgeting-cost of baby needs
- Teacher-generated rubrics
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- Projects / Presentations
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- Benchmarks

#### Resources:
- *Children live what they learn* poem
- *Everything I learned in kindergarten* poem
- Textbook-The Developing Child
- Youtube video
- Online pricing
- Online research sources
- Video-birth defects

#### Interdisciplinary Connections: (e.g. writing, literacy, math, science, history, 21st century life and careers, technology)
- Cross Curricular
  - English
    - Writing responses and discussion notes
    - Critique writing
    - Open ended writing responses
- Social Studies
  - Career options are discussed as they arise throughout the course
  - Cultural aspects of leadership and team building
- Cross Curricular
  - Science, history, technology
    - English
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### Differentiation: (What type of differentiated instruction will be used for ELL, SP.ED. and G&T students?)

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<td>Fetal Development and Childbirth</td>
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<td>Enduring Understandings: (students will understand . . .)</td>
<td>● There are a variety of influences on the developing fetus</td>
<td>● Newborns have physical, social and cognitive needs</td>
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<td>● The importance of prenatal care</td>
<td>● Infants have developmental characteristics and capabilities</td>
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<td>● Changes occur in the mother’s body during pregnancy</td>
<td>● Shaken Baby Syndrome is preventable</td>
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<td>● There are physical changes that occur to both mother and fetus during the birth process</td>
<td>● Sudden Infant Death Syndrome is serious and parents should take precautions</td>
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<td>2. What are common medical tests during pregnancy?</td>
<td>2. What changes occur in the infant over 12 months?</td>
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<td>3. What is the relationship between mother’s behavior and health of the fetus?</td>
<td>3. What is Shaken Baby Syndrome and how do you prevent it?</td>
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<td>4. What happens during the birth process?</td>
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<td>● Pamphlet construction</td>
<td>● Public Service Announcement</td>
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### STAGE 3: Learning Plan

#### Learning Activities:
*(What specific activities will students do and what skills will students know as a result of the unit?)*

- PowerPoint presentation
- Research FAS, low birthweight worksheet
- Discussions
- Essays
- Projects / Presentations
- Portfolio
- Benchmarks

- DVD-newborn-notes
- DVD-infants-notes
- Youtube-shaken baby discussions
- Essays
- Projects / Presentations
- Portfolio
- Benchmarks

- DVD toddlers-notes
- Worksheets
- Youtube-toddler observation
- Discussions
- Essays
- Projects / Presentations
- Portfolio
- Benchmarks

#### Resources:

- Teacher PowerPoint
- Online research Fetal Alcohol
- DVD development series
- Classroom poster set

#### Interdisciplinary Connections: *(e.g. writing, literacy, math, science, history, 21st century life and careers, technology)*

**Cross Curricular**  
**English**  
- Writing responses and discussion notes  
- Critique writing  
- Open ended writing responses

**Social Studies**  
- Career options are discussed as they arise throughout the course  
- Cultural aspects of leadership and team building  
- Science, literacy

**Cross Curricular**  
**English**  
- Writing responses and discussion notes  
- Critique writing  
- Open ended writing responses

**Social Studies**  
- Career options are discussed as they arise throughout the course  
- Cultural aspects of leadership and team building  
- Science, literacy, physical education

#### Differentiation: *(What type of differentiated instruction will be used for ELL, SP.ED. and G&T students?)*

**Sp. Ed.**  
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| **Unit of Study:**  
(Title, timeframe, description) | **Preschool Development** | **Preschool Lab Organization** |
|---|---|---|
| **Established Goals:**  
NJ CCCS and/or CCSS:  
(include technology and 21st century standards) | **Technology**  
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| **Enduring Understandings:**  
(students will understand . . .) | 1. Children develop at different rates  
2. Each child is an individual  
3. Each child has different needs  
4. Children develop socially, emotionally, physically and cognitively | 1. The teacher has many roles and responsibilities in the learning lab  
2. Room and activities should be organized to meet the needs of the preschooler |
| **Essential (Guiding) Questions:**  
(What provocative questions will foster inquiry, understanding, and transfer of learning?) | ● How do children develop socially?  
● How do children develop physically?  
● How do children develop cognitively?  
● How do children develop emotionally?  
● What is the caregiver’s responsibility in development? | ● What is the teacher’s role in the classroom?  
● How should the room be organized to meet the needs of a preschooler?  
● What types of activities are appropriate for preschoolers? |
| **Learning Activities:**  
(What specific activities will students do and what skills will students know as a result of the unit?) | ● Notes from textbook  
● Outline of skills of 3s and 4s  
● “my toolbox”  
● Discussions  
● Essays  
● Projects / Presentations  
● Portfolio  
● Benchmarks | ● Worksheet-preschool science  
● Books to read aloud  
● Preschool Art notesheet  
● Preschool Math notesheet  
● Discussions  
● Essays  
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● Rubric/grade for toolbox  
● Written test  
● Rubric-reading aloud  
● Group presentation-math lesson |
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| ● Textbook  
● DVD set  
● Textbook  
● Teacher samples  
● Preschool resource books |
| Interdisciplinary Connections: (e.g. writing, literacy, math, science, history, 21st century life and careers, technology) |
| 1. Writing, literacy, science, life and careers  
2. Cooperative groups  
3. Modified assignments  
4. Follow IEP/504  
1. Science, math, art, literacy, 21st century life and career  
2. Cooperative groups  
3. Modified assignments  
4. Follow IEP/504 |
| Differentiation: (What type of differentiated instruction will be used for ELL, SP.ED. and G&T students?) |
| Sp. Ed. |
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