



**Family and Consumer Science
Child Development 1
Grade Level 10-11**

Dr. Mark Toback, Superintendent
Committee: Denise Tomaiko

This curriculum may be modified through varying techniques, strategies, and materials as per an individual student's Individualized Educational Plan (IEP)

Approved by the Wayne Township Board of Education at the regular meeting held on November 15, 2018.

**Wayne School District
Curriculum Format**

Content Area/ Grade Level/ Course:	Family and Consumer Science Grade 10-11 Child Development 1
Unit Plan Title:	Studying Children
Time Frame	3-4 weeks
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10	
<ul style="list-style-type: none"> Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy. <p>Anchor Companion Standards (Reading and Writing Grades 9-10)</p> <p>Anchor Companion Standards (Reading and Writing Grades 11-12)</p>	
Unit Overview	
In this unit, students will understand the importance of studying children, how childhood has changed from past to present, the characteristics of development and what influences that development.	
Standard Number(s) * i.e: Math: 3.NBT.1 i.e.: RL 8.1	
<ul style="list-style-type: none"> 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a) <p>Progress Indicators- Reading and Writing Standards Grades 9-10</p> <p>Progress Indicators- Reading and Writing Grades 11-12</p>	
Intended Outcomes - {Essential Questions}	
<ul style="list-style-type: none"> How might studying the different aspects of child development better help a person to understand themselves? Why should we study children? What are some of the most important findings by researchers who study children? What is one aspect of childhood that has not changed over the years? What are the characteristics of development? 	
Enduring Understandings	
<ul style="list-style-type: none"> Learning why to observe children is an important skill for teachers, parents, and other caregivers. Families are the foundation on which every human culture is built. Childhood has developed and changed over time, but development characteristics are all the same. 	

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i>		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>	
21st Century Themes		21st Century Skills	
<input type="checkbox"/>	Global Awareness	<input type="checkbox"/> E, T, A	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/> E, T, A	Critical Thinking and Problem Solving
<input checked="" type="checkbox"/> X	Health Literacy	<input type="checkbox"/> E, T, A	Communication
<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/> E, T, A	Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- identify benefits of studying children
- compare childhood in the past and in the present
- describe five characteristics of development

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

- Teacher-generated rubrics
- Tests
- Reflective journal entries
- Discussions
- Essays
- Projects / Presentations

Teaching and Learning Activities

<i>Activities</i>	<p><u>Areas of Development Activity</u>- students choose a picture that shows a child playing. They explain each area of PIES being observed in the picture.</p>
<i>Differentiation Strategies</i>	<ul style="list-style-type: none"> ● Individual and collaborative research, design and problem solving ● Student interest and skill level assessment ● Individual, small group, and large group instruction ● Differentiated checklists and rubrics ● Level of independence ● Differentiation Strategies for Special Education Students ● Differentiation Strategies for Gifted and Talented Students ● Differentiation Strategies for ELL Students ● Differentiation Strategies for At Risk Students

Resources

- The Developing Child (6th Edition), Holly Brisbane, Glencoe: MacMillan/McGraw Hill, New York, 1994
- Children: The Early Years, Cecelia Baker, Goodheart-Wilcox, Tinley Park, IL 2006
- www.teachingchannel.org

**Wayne School District
Curriculum Format**

Content Area/ Grade Level/ Course:	Family and Consumer Science Grade 10-11 Child Development 1
Unit Plan Title:	Prenatal Development, Pregnancy, and Childbirth
Time Frame	5 weeks
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10	
<ul style="list-style-type: none"> Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy. <p>Anchor Companion Standards (Reading and Writing Grades 9-10)</p> <p>Anchor Companion Standards (Reading and Writing Grades 11-12)</p>	
Unit Overview	
In this unit, students will learn about prenatal development, conception through birth.	
Standard Number(s) * i.e: Math: 3.NBT.1 i.e.: RL 8.1	
<ul style="list-style-type: none"> 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). <p>Progress Indicators- Reading and Writing Standards Grades 9-10</p> <p>Progress Indicators- Reading and Writing Grades 11-12</p>	
Intended Outcomes - {Essential Questions}	
<ul style="list-style-type: none"> How does prenatal development proceed from conception through birth? What factors contribute to a healthy pregnancy? What are the signs and stages of labor? 	
Enduring Understandings	
<ul style="list-style-type: none"> The growth and development of a child during pregnancy is uniquely affected by heredity and environment. Labor proceeds in a series of stages. There are presumptive and positive signs of pregnancy. Many important developments occur during the three stages of pregnancy. 	

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i>		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>	
21st Century Themes		21st Century Skills	
<input type="checkbox"/>	Global Awareness	<input type="checkbox"/>	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/>	Critical Thinking and Problem Solving
<input checked="" type="checkbox"/>	Health Literacy	<input type="checkbox"/>	Communication
<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- Summarize the hazards that alcohol and other drugs pose to prenatal development
- explain the relationship between the health of the mother and the health of the baby.
- describe the stages of pregnancy and birth process
- understand birth defects

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

- Teacher-generated rubrics
- Tests-Self-Esteem
- Reflective journal entries
- Discussions
- Essays
- Projects / Presentations

Teaching and Learning Activities

<i>Activities</i>	<p><u>Pregnancy Tower</u>- in groups research month by month development of fetus and mother and create tower.</p> <p><u>Birth Defect/Genetic Disorder Project</u>- research chosen topic and create google slide presentation</p>
<i>Differentiation Strategies</i>	<ul style="list-style-type: none"> ● Individual and collaborative research, design and problem solving ● Student interest and skill level assessment ● Individual, small group, and large group instruction ● Differentiated checklists and rubrics ● Level of independence ● Differentiation Strategies for Special Education Students ● Differentiation Strategies for Gifted and Talented Students ● Differentiation Strategies for ELL Students ● Differentiation Strategies for At Risk Students

Resources

- The Developing Child (6th Edition), Holly Brisbane, Glencoe: MacMillan/McGraw Hill, New York, 1994
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Wayne School District Curriculum Format

Content Area/ Grade Level/ Course:	Family and Consumer Science Grade 10-11 Child Development 1
Unit Plan Title:	Child Development Learning Lab
Time Frame	October-June

Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10

- Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

[Anchor Companion Standards \(Reading and Writing Grades 9-10\)](#)

[Anchor Companion Standards \(Reading and Writing Grades 11-12\)](#)

Unit Overview

In this unit, students will work with preschool children ages 3-5. They will learn responsibilities of an early childhood teacher. Observe development of children in the preschool stage. Provide developmentally appropriate activities for preschool children.

Standard Number(s) * i.e: Math: 3.NBT.1 i.e.: RL 8.1

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

[Progress Indicators- Reading and Writing Standards Grades 9-10](#)

[Progress Indicators- Reading and Writing Standards Grades 11-12](#)

Intended Outcomes - {Essential Questions}

- What is the role of the teacher in the classroom?
- What types of activities are appropriate for preschoolers specific developmental needs?
- How can a learning activity be made appropriate for children on a variety of developmental levels

Enduring Understandings

- The teacher has many roles in an early childhood classroom.
- Providing a variety of learning experiences helps children learn and grow in many ways.
- Selected learning experiences need to match the developmental levels and experiences of the preschoolers in the center.

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i>		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>	
21st Century Themes		21st Century Skills	
<input type="checkbox"/>	Global Awareness	<input type="checkbox"/> E, T, A	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/> E, T, A	Critical Thinking and Problem Solving
<input checked="" type="checkbox"/> X	Health Literacy	<input type="checkbox"/> E, T, A	Communication
<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/> E, T, A	Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- demonstrate application of the principles of growth and development in a practical preschool classroom.
- Recognize the need to use different types and levels of guidance with different children.
- develop appropriate activities for preschoolers.
- Outline the stages of development in areas such as drawing, writing and play.
- Correlate the specific stages of preschool development with the learning experiences that they create for the preschoolers.
- Understand and use guidance skills that are appropriate for the children’s level of development and the type of activity.

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

- Teacher-generated rubrics
- Tests-Self-Esteem
- Reflective journal entries
- Discussions
- Essays
- Projects / Presentations

Teaching and Learning Activities

<i>Activities</i>	Lesson Plan Development - work in groups to develop lesson plan based on themes
<i>Differentiation Strategies</i>	<ul style="list-style-type: none"> ● Individual and collaborative research, design and problem solving ● Student interest and skill level assessment ● Individual, small group, and large group instruction ● Differentiated checklists and rubrics ● Level of independence ● Differentiation Strategies for Special Education Students ● Differentiation Strategies for Gifted and Talented Students ● Differentiation Strategies for ELL Students ● Differentiation Strategies for At Risk Students

Resources

- The Developing Child (6th Edition), Holly Brisbane, Glencoe: MacMillan/McGraw Hill, New York, 1994
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Wayne School District Curriculum Format

Content Area/ Grade Level/ Course:	Family and Consumer Science Grade 10-11 Child Development 1
Unit Plan Title:	Families Today
Time Frame	3 weeks

Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

[Anchor Companion Standards \(Reading and Writing Grades 9-10\)](#)

[Anchor Companion Standards \(Reading and Writing Grades 11-12\)](#)

Unit Overview

In this unit, students will learn about the reason people become parents, types of family structures and parenting roles, be introduced to different parenting styles and types of discipline and understand the family life cycle.

Standard Number(s) * i.e: Math: 3.NBT.1 i.e.: RL 8.1

- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

[Progress Indicators- Reading and Writing Standards Grades 9-10](#)

[Progress Indicators- Reading and Writing Grades 11-12](#)

Intended Outcomes - {Essential Questions}

- How are family structures different from each other?
- What are various types of families?
- What are the stages of the family life cycle?
- What are the basic parenting styles and types of discipline?

Enduring Understandings

- Individuals are affected by a variety of influences including the family, community, and the media.
- Each family dynamic is unique.
- Styles of parenting (authoritative, authoritarian, permissive, and neglectful) and types of discipline.
- Parenting is an individual choice with many obstacles and choices.

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i>		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>	
21st Century Themes		21st Century Skills	
<input type="checkbox"/>	Global Awareness	<input type="checkbox"/>	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/>	Critical Thinking and Problem Solving
<input checked="" type="checkbox"/>	Health Literacy	<input type="checkbox"/>	Communication
<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- identify factors to consider before becoming parents.
- differentiate between various types of family structures
- identify parenting styles
- analyze the positive and negative impact of outside influences affecting the family
- identify and evaluate resources available to families.
- describe fertility methods

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

- Teacher-generated rubrics
- Tests-Self-Esteem
- Reflective journal entries
- Discussions
- Essays
- Projects / Presentations

Teaching and Learning Activities

<i>Activities</i>	<p>Family Life Cycle- create a family life cycle in groups</p> <p>Types of parenting activity- analyze their own family parenting style and how it affected their development.</p> <p>Types of Parenting Role Play- in groups act out scenarios for each parenting style</p>
<i>Differentiation Strategies</i>	<ul style="list-style-type: none"> ● Individual and collaborative research, design and problem solving ● Student interest and skill level assessment ● Individual, small group, and large group instruction ● Differentiated checklists and rubrics ● Level of independence ● Differentiation Strategies for Special Education Students ● Differentiation Strategies for Gifted and Talented Students ● Differentiation Strategies for ELL Students ● Differentiation Strategies for At Risk Students

Resources

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**Wayne School District
Curriculum Format**

Content Area/ Grade Level/ Course:	Family and Consumer Science Grade 10-11 Child Development 1
Unit Plan Title:	Development of Preschool Children (3-5)
Time Frame	4 weeks
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10	
Anchor Companion Standards (Reading and Writing Grades 9-10) Anchor Companion Standards (Reading and Writing Grades 11-12)	
Unit Overview	
In this unit, students will explore the areas of development of age 3-5.	
Standard Number(s) * i.e: Math: 3.NBT.1 i.e.: RL 8.1	
Progress Indicators- Reading and Writing Standards Grades 9-10 Progress Indicators- Reading and Writing Grades 11-12	
Intended Outcomes - {Essential Questions}	
<ul style="list-style-type: none"> ● How do preschoolers develop physically? ● How do preschoolers develop socially? ● How do preschoolers develop emotionally? ● How do preschoolers develop intellectually? 	
Enduring Understandings	
<ul style="list-style-type: none"> ● Children develop at different rates. ● Each child is an individual. ● Children sequentially develop skills. 	

<i>Check all that apply.</i> 21st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills	
		<input type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input checked="" type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input type="checkbox"/> E, T, A Creativity and Innovation <input type="checkbox"/> E, T, A Critical Thinking and Problem Solving <input type="checkbox"/> E, T, A Communication <input type="checkbox"/> E, T, A Collaboration
Student Learning Targets/Objectives (Students will know/Students will understand)			
<ul style="list-style-type: none"> ● Differences between fine and gross motor activities. ● How to meet the basic physical needs of a preschooler ● developmental skills for PIES (physical, intellectual, emotional, social) 			
Assessments (Pre, Formative, Summative, Other)		<i>Denote required common assessments with an *</i>	
<ul style="list-style-type: none"> ● Teacher-generated rubrics ● Tests-Self-Esteem ● Reflective journal entries ● Discussions ● Essays ● Projects / Presentations 			
Teaching and Learning Activities			
<i>Activities</i>	PIES posters - in groups summarize the development of children ages 3-5. (1 area of development and 1 age per group)		
<i>Differentiation Strategies</i>	<ul style="list-style-type: none"> ● Individual and collaborative research, design and problem solving ● Student interest and skill level assessment ● Individual, small group, and large group instruction ● Differentiated checklists and rubrics ● Level of independence ● Differentiation Strategies for Special Education Students ● Differentiation Strategies for Gifted and Talented Students ● Differentiation Strategies for ELL Students ● Differentiation Strategies for At Risk Students 		
Resources			
<ul style="list-style-type: none"> ● The Developing Child (6th Edition), Holly Brisbane, Glencoe: MacMillan/McGraw Hill, New York, 1994 ● Children: The Early Years, Cecelia Baker, Goodheart-Wilcox, Tinley Park, IL 2006 ● www.teachingchannel.org 			

Wayne School District Curriculum Format

Content Area/ Grade Level/ Course:	Family and Consumer Science Grade 10-11 Child Development 1
Unit Plan Title:	Preparing for Parenting
Time Frame	2 weeks
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10	
<p>Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.</p> <p>Anchor Companion Standards (Reading and Writing Grades 9-10)</p> <p>Anchor Companion Standards (Reading and Writing Grades 11-12)</p>	
Unit Overview	
<p>In this unit, students will be introduced to the roles of parents and the questions adults should consider before they have children.</p>	
Standard Number(s) * i.e: Math: 3.NBT.1 i.e.: RL 8.1	
<ul style="list-style-type: none"> ● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). ● • 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8). ● 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1). ● 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). <p>Progress Indicators- Reading and Writing Standards Grades 9-10</p> <p>Progress Indicators- Reading and Writing Standards Grades 11-12</p>	
Intended Outcomes - {Essential Questions}	
<ul style="list-style-type: none"> ● How does parenting compare to other careers? ● What are the different fertility methods available ? ● What are factors to consider before becoming parents? ● What are some options to become parents? 	
Enduring Understandings	
<ul style="list-style-type: none"> ● Fertility methods are options for becoming parents. ● Couples have different reasons for wanting or not wanting children. ● Parenting is physically, emotionally, and financially demanding. 	

Check all that apply. 21st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills																	
		Global Awareness Environmental Literacy X Health Literacy Civic Literacy Financial, Economic, Business, and Entrepreneurial Literacy	<table border="1" style="width: 100%;"> <tr> <td style="width: 5%;"></td> <td style="width: 5%;"></td> <td style="width: 45%;">E, T, A,</td> <td style="width: 45%;">Creativity and Innovation</td> </tr> <tr> <td></td> <td></td> <td>E, T, a,</td> <td>Critical Thinking and Problem Solving</td> </tr> <tr> <td></td> <td></td> <td>E, T, A</td> <td>Communication</td> </tr> <tr> <td></td> <td></td> <td>E, T, A</td> <td>Collaboration</td> </tr> </table>			E, T, A,	Creativity and Innovation			E, T, a,	Critical Thinking and Problem Solving			E, T, A	Communication			E, T, A	Collaboration
		E, T, A,	Creativity and Innovation																
		E, T, a,	Critical Thinking and Problem Solving																
		E, T, A	Communication																
		E, T, A	Collaboration																
Student Learning Targets/Objectives (Students will know/Students will understand)																			
<ul style="list-style-type: none"> ● Explain why couples have reasons for having or not having a family. ● Discuss physical, emotional and financial commitments of parenting. ● Parenting is a physical, emotional and financial commitment. 																			
Assessments (Pre, Formative, Summative, Other)		<i>Denote required common assessments with an *</i>																	
<ul style="list-style-type: none"> ● Teacher-generated rubrics ● Tests-Self-Esteem ● Reflective journal entries ● Discussions ● Essays ● Projects / Presentations 																			
Teaching and Learning Activities																			
<i>Activities</i>	<u>Cost Analysis</u> - analyze the cost of raising children. <u>Infertility Brochure</u> - research different fertility methods and create a brochure																		
<i>Differentiation Strategies</i>	<ul style="list-style-type: none"> ● Individual and collaborative research, design and problem solving ● Student interest and skill level assessment ● Individual, small group, and large group instruction ● Differentiated checklists and rubrics ● Level of independence ● Differentiation Strategies for Special Education Students ● Differentiation Strategies for Gifted and Talented Students ● Differentiation Strategies for ELL Students ● Differentiation Strategies for At Risk Students 																		
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Wayne School District Curriculum Format

Content Area/ Grade Level/ Course:	Family and Consumer Science Grade 10-11 Child Development 1
Unit Plan Title:	Infant Development
Time Frame	2-3 weeks
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10	
<p>Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.</p> <p>Anchor Companion Standards (Reading and Writing Grades 9-10)</p> <p>Anchor Companion Standards (Reading and Writing Grades 11-12)</p>	
Unit Overview	
In this unit, students will learn about the needs of newborns/infants. They will understand newborns undergo a variety of tests to assess their health. Sudden Infant Death Syndrome and Shaken Baby Syndrome will also be researched.	
Standard Number(s) * i.e: Math: 3.NBT.1 i.e.: RL 8.1	
<ul style="list-style-type: none"> ● 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). ● 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). ● 9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice). <p>Progress Indicators- Reading and Writing Standards Grades 9-10</p> <p>Progress Indicators- Reading and Writing Standards Grades 11-12</p>	
Intended Outcomes - {Essential Questions}	
<ul style="list-style-type: none"> ● What medical tests are preformed after birth of baby? ● What is Neonatal Intensive Care Unit? ● What is Shaken Baby Syndrome and how can it be prevented? ● What is Sudden Infant Death Syndrome and how can it be prevented? ● What are newborn reflexes? ● How do infants develop physically, socially, emotionally and intellectually? 	
Enduring Understandings	
<ul style="list-style-type: none"> ● Medical tests are preformed to ensure the healthiness of baby. ● Neonatal Intensive Care Unit cares for infants born too soon. ● Shaken Baby Syndrome is 100% preventable. 	

- Sudden Infant Death Syndrome is serious and parents should take precautions.
- Reflexes are involuntary movements.
- Infants develop at different rates.
- Infants have needs (both physical and social emotional) that change as they grow.
- Infant’s intellectual development is based on physical development and environment

<i>Check all that apply.</i> 21st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills	
	Global Awareness	E, T, A	Creativity and Innovation
	Environmental Literacy	E, T, A	Critical Thinking and Problem Solving
X	Health Literacy	E, T, A	Communication
	Civic Literacy	E, T, A	Collaboration
	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- Explain the tests performed on baby at hospital before parents bring them home.
- Explain what happens in Neonatal Intensive Care Unit.
- Explain how to prevent Shaken Baby Syndrome.
- Identify risks that have been identified as indicators of Sudden Infant Death Syndrome.
- Identify infant reflexes.
- Explain the importance of meeting the basic physical needs of an infant.
- Identify the social emotional needs of an infant
- Explain the intellectual development of an infant.

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

- Teacher-generated rubrics
- Tests-Self-Esteem
- Reflective journal entries
- Discussions
- Essays
- Projects / Presentations

Teaching and Learning Activities

<i>Activities</i>	<p>Flour Baby- students will create a flour baby and document daily tasks.</p> <p>Shaken Baby Syndrome Simulator- play crying baby sound for extended period of time and write paragraph reflection</p>
<i>Differentiation Strategies</i>	<ul style="list-style-type: none"> ● Individual and collaborative research, design and problem solving ● Student interest and skill level assessment ● Individual, small group, and large group instruction ● Differentiated checklists and rubrics ● Level of independence ● Differentiation Strategies for Special Education Students ● Differentiation Strategies for Gifted and Talented Students

- [Differentiation Strategies for ELL Students](#)
- [Differentiation Strategies for At Risk Students](#)

Resources

- The Developing Child (6th Edition), Holly Brisbane, Glencoe: MacMillan/McGraw Hill, New York, 1994
- Children: The Early Years, Cecelia Baker, Goodheart-Wilcox, Tinley Park, IL 2006
- www.teachingchannel.org

Wayne School District Curriculum Format

Content Area/ Grade Level/ Course:	Family and Consumer Science Grade 10-11 Child Development 1
Unit Plan Title:	Lesson Planning
Time Frame	2 weeks
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10	
<p>Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.</p> <p>Anchor Companion Standards (Reading and Writing Grades 9-10)</p> <p>Anchor Companion Standards (Reading and Writing Grades 11-12)</p>	
Unit Overview	
In this unit, students will understand the parts of a lesson plan and be able to view and create their own.	
Standard Number(s) * i.e: Math: 3.NBT.1 i.e.: RL 8.1	
<ul style="list-style-type: none"> • 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). • 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). • • 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes. <p>Progress Indicators- Reading and Writing Standards Grades 9-10</p> <p>Progress Indicators- Reading and Writing Grades 11-12</p>	
Intended Outcomes - {Essential Questions}	
<ul style="list-style-type: none"> • What parts make up an effective lesson? • What order does a lesson take place? • Why is a learning objective important? • What are different forms of assessment? 	
Enduring Understandings	
<ul style="list-style-type: none"> • An effective lesson is made up of essential parts and follows a sequence. • Learning objectives are what students should be able to do at the end of the lesson. • Assessment can take place in many forms (both informal and formal) 	

Check all that apply. 21st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills	
<input type="checkbox"/>	Global Awareness	<input type="checkbox"/>	E, T, A Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/>	E, T, A Critical Thinking and Problem Solving
X	Health Literacy	<input type="checkbox"/>	E, T, A Communication
<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	E, T, A Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		
Student Learning Targets/Objectives (Students will know/Students will understand)			
<ul style="list-style-type: none"> understand the parts of a lesson plan develop lesson plans on a variety of topics recognize appropriate assessments for lessons develop objectives for given topics/themes 			
Assessments (Pre, Formative, Summative, Other)		<i>Denote required common assessments with an *</i>	
<ul style="list-style-type: none"> Teacher-generated rubrics Tests-Self-Esteem Reflective journal entries Discussions Essays Projects / Presentations 			
Teaching and Learning Activities			
<i>Activities</i>	Matching Lesson Plans - give out lesson plans cut up and have students match the correct part to each heading.		
<i>Differentiation Strategies</i>	<ul style="list-style-type: none"> Individual and collaborative research, design and problem solving Student interest and skill level assessment Individual, small group, and large group instruction Differentiated checklists and rubrics Level of independence Differentiation Strategies for Special Education Students Differentiation Strategies for Gifted and Talented Students Differentiation Strategies for ELL Students Differentiation Strategies for At Risk Students 		
Resources			
<ul style="list-style-type: none"> The Developing Child (6th Edition), Holly Brisbane, Glencoe: MacMillan/McGraw Hill, New York, 1994 Children: The Early Years, Cecelia Baker, Goodheart-Wilcox, Tinley Park, IL 2006 www.teachingchannel.org 			