

GRADE LEVEL: 10-12

SUBJECT: ADVANCED CHILD DEVELOPMENT

DATE: 2016 – 2017

GRADING PERIOD: QUARTER 3

MASTER COPY 3-22-2017

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>PERSONAL, ACADEMIC, AND CAREER SUCESS</b>					
<ul style="list-style-type: none"> <li>• CRITICAL THINKING</li> <li>• CREATIVE THINKING</li> <li>• REASONING</li> </ul>	<b>ACD-1.1</b> Demonstrate components of critical thinking, creative thinking, and reasoning.	<ul style="list-style-type: none"> <li>• Demonstrate components of critical thinking, creative thinking, and reasoning.</li> </ul>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Daily work</li> <li>• Journals</li> <li>• Bell Ringers</li> <li>• Tests</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Creative Thinking</li> <li>• Reasoning</li> </ul>	Important
<ul style="list-style-type: none"> <li>• EFFECTIVE COMMUNICATION PROCESSES</li> </ul>	<b>ACD-1.2</b> Evaluate effective communication processes in school, family, career, and community setting.	<ul style="list-style-type: none"> <li>• Evaluate effective communications in school, family, career, and community.</li> </ul>	<ul style="list-style-type: none"> <li>• Journals</li> <li>• Bell Ringer</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Effective</li> <li>• Community</li> </ul>	Important
<ul style="list-style-type: none"> <li>• LEADERSHIP</li> <li>• RESPECT</li> <li>• CONTRIBUTIONS</li> </ul>	<b>ACD-1.3</b> Demonstrate leadership that encourages participation and respect for the ideas, perspectives, and contributions of group members.	<ul style="list-style-type: none"> <li>• Demonstrate leadership and respect of ideas, perspectives and contributions of group members.</li> </ul>	<ul style="list-style-type: none"> <li>• Group projects</li> <li>• Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership</li> <li>• Respect</li> <li>• Contribution</li> </ul>	Important
<ul style="list-style-type: none"> <li>• MANAGEMENT</li> <li>• DECISION-MAKING</li> <li>• PROBLEM SOLVING</li> </ul>	<b>ACD-1.4</b> Apply management, decision-making, and problem solving processes to accomplish tasks and fulfill responsibilities.	<ul style="list-style-type: none"> <li>• Apply management, decision-making and problem solving .</li> </ul>	<ul style="list-style-type: none"> <li>• Daily work</li> <li>• Presentations</li> <li>• Test</li> </ul>	<ul style="list-style-type: none"> <li>• Decision making</li> <li>• Problem solving</li> </ul>	Important

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>CHILD GROWTH AND DEVELOPMENT</b>					
<ul style="list-style-type: none"> <li>• PHYSICAL DEVELOPMENT</li> <li>• INTELLECTUAL DEVELOPMENT</li> <li>• EMOTIONAL DEVELOPMENT</li> <li>• SOCIAL DEVELOPMENT</li> <li>• MORAL DEVELOPMENT</li> </ul>	<b>ACD-3.1</b> Examine physical, intellectual, emotional, social, and moral domains of human growth and development, ages 4 to 8.	<ul style="list-style-type: none"> <li>• Examine physical, intellectual, emotional, social, and moral development of ages 4 to 8.</li> </ul>	<ul style="list-style-type: none"> <li>• Journals</li> <li>• Bell ringers</li> <li>• Tests</li> <li>• Projects</li> </ul>	<ul style="list-style-type: none"> <li>• Physical</li> <li>• Intellectual</li> <li>• Emotional</li> <li>• Social</li> <li>• Moral</li> </ul>	Important
<ul style="list-style-type: none"> <li>• HEREDITY AND ENVIRONMENT</li> <li>• GROWTH AND DEVELOPMENT</li> <li>• CHILDREN 4 TO 8</li> </ul>	<b>ACD-3.2</b> Investigate impacts of heredity and environment on growth and development of children, ages 4 to 8.	<ul style="list-style-type: none"> <li>• Investigate impacts of heredity and environment on growth and development of children 4 to 8.</li> </ul>	<ul style="list-style-type: none"> <li>• Journals</li> <li>• Bell ringers</li> <li>• Test</li> </ul>	<ul style="list-style-type: none"> <li>• Heredity</li> <li>• Environment</li> </ul>	Important
<ul style="list-style-type: none"> <li>• NUTRITION</li> <li>• GROWTH AND DEVELOPMENT</li> <li>• CHILDREN 4 TO 8</li> </ul>	<b>ACD-3.3</b> Assess effects of nutrition on the growth and development of children, ages 4 to 8.	<ul style="list-style-type: none"> <li>• Assess effects of nutrition on the growth and development of children 4 to 8.</li> </ul>	<ul style="list-style-type: none"> <li>• Project</li> <li>• Daily Work</li> </ul>	<ul style="list-style-type: none"> <li>• Nutrition</li> <li>• Growth</li> <li>• Development</li> </ul>	Important
<ul style="list-style-type: none"> <li>• GENDER</li> <li>• ETHNICITY</li> <li>• LIFE EVENTS</li> <li>• CHILD DEVELOPMENT</li> </ul>	<b>ACD-3.4</b> Examine how gender, ethnicity, and life events relate to the child's development, ages 4 to 8.	<ul style="list-style-type: none"> <li>• Examine how gender, ethnicity, and life events relate to child development 4 to 8.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily work</li> <li>• Journals</li> <li>• Test</li> </ul>	<ul style="list-style-type: none"> <li>• Gender</li> <li>• Ethnicity</li> </ul>	Important

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>CHILD DEVELOPMENT THEORIES, RESEARCH, AND BEST PRACTICES</b>					
<ul style="list-style-type: none"> <li>• EXAMINE ROLES</li> <li>• EXAMINE RESPONSIBILITIES</li> <li>• NURTURING CHILDREN</li> <li>• SOCIETAL EXPECTATIONS</li> <li>• CULTURE</li> <li>• TRADITIONS</li> </ul>	<b>ACD-4.1:</b> Examine roles and responsibilities of the family unit, caregivers, and educators for nurturing children, providing children with a stimulating environment, and transmitting societal expectations, culture, and traditions to children.	<ul style="list-style-type: none"> <li>• Examine roles and responsibilities of the family, caregivers, and educators for nurturing children and providing a stimulating environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily work</li> <li>• Test</li> </ul>	<ul style="list-style-type: none"> <li>• Roles</li> <li>• Responsibilities</li> <li>• Caregivers</li> </ul>	Important
<ul style="list-style-type: none"> <li>• SOCIAL FORCES</li> <li>• ECONOMIC FORCES</li> <li>• TECHNOLOGICAL FORCES</li> <li>• MEDIA AND MARKETING</li> <li>• CHILD GROWTH AND DEVELOPMENT</li> </ul>	<b>ACD-4.3:</b> Analyze impacts of social, economic, technological, and environmental forces, including media and marketing, on adult actions related to children and on child growth and development.	<ul style="list-style-type: none"> <li>• Analyze impacts of social, economic, technological and environmental forces on adult actions related to children and child growth and development.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Work</li> <li>• Crisis nursery Activity</li> <li>• Test</li> </ul>	<ul style="list-style-type: none"> <li>• Social</li> <li>• Economic</li> <li>• Technological</li> <li>• Environmental</li> <li>• Media</li> <li>• Marketing</li> </ul>	Important
<ul style="list-style-type: none"> <li>• LAWS IMPACT</li> <li>• LEGAL ISSUES</li> <li>• NURTURING PRACTICES</li> </ul>	<b>ACD-4.4:</b> Examine laws and legal issues that impact children, parents, caregivers, child educators, and child nurturing practices.	<ul style="list-style-type: none"> <li>• Examine laws and legal issues and child nurturing practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily work</li> <li>• Project</li> </ul>	<ul style="list-style-type: none"> <li>• Laws</li> <li>• Nurture</li> </ul>	Important
<ul style="list-style-type: none"> <li>• CHILD CARE</li> <li>• CHILD ABUSE AND NEGLECT</li> <li>• PARENTAL SUPPORT</li> </ul>	<b>ACD-4.5:</b> Determine strategies for advocating on behalf of children and families in areas such as child care, prevention of child abuse and neglect, and parental support.	<ul style="list-style-type: none"> <li>• Determine strategies for Advocating for children in child care, prevention of child abuse and neglect, and parental support.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Work</li> <li>• Journals</li> <li>• Test</li> </ul>	<ul style="list-style-type: none"> <li>• Child abuse</li> <li>• Neglect</li> <li>• Support</li> </ul>	Important

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>CHILD HEALTH AND WELLNESS</b>					
<ul style="list-style-type: none"> <li>• FAMILY RESOURCES</li> <li>• MAKING CHOICES</li> <li>• NEEDS AND WANTS</li> </ul>	<b>ACD-5.1:</b> Examine the use of family resources in making choices that satisfy the needs and wants of children.	<ul style="list-style-type: none"> <li>• Examine the use of family resources in satisfying the needs and wants of children.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Work</li> </ul>	<ul style="list-style-type: none"> <li>• Resources</li> <li>• Needs</li> <li>• Wants</li> </ul>	Additional
<ul style="list-style-type: none"> <li>• NUTRITION REQUIREMENTS</li> <li>• NUTRITIOUS FOOD</li> </ul>	<b>ACD-5.2:</b> Design strategies to meet nutrition requirements and provide safe and nutritious food for children.	<ul style="list-style-type: none"> <li>• Design strategies to provide safe and nutritious food for children.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Work</li> <li>• Nutrition Project</li> </ul>	<ul style="list-style-type: none"> <li>• Nutrition</li> <li>• Requirements</li> <li>• Nutritious</li> </ul>	Important
<ul style="list-style-type: none"> <li>• SAFE AND SUPPORTIVE ENVIRONMENT</li> <li>• DEVELOPMENTALLY APPROPRIATE CLOTHING, HOUSING, FURNISHINGS, TOYS, EQUIPMENT, AND TRANSPORTATION</li> </ul>	<b>ACD-5.3:</b> Provide a safe and supportive environment through developmentally appropriate clothing, housing, furnishings, toys, equipment, and modes of transportation.	<ul style="list-style-type: none"> <li>• Provide a safe environment through developmentally appropriate clothing, housing, furnishings, toys, equipment, and modes of transportation.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Work</li> <li>• Test</li> </ul>	<ul style="list-style-type: none"> <li>• Supportive</li> <li>• Environment</li> <li>• Transportation</li> </ul>	Important
<ul style="list-style-type: none"> <li>• HEALTH AND WELLNESS</li> <li>• LONG-TERM WELL-BEING OF CHILDREN</li> </ul>	<b>ACD-5.4:</b> Examine information and analyze options for health and wellness practices to enhance long-term well-being and development of children.	<ul style="list-style-type: none"> <li>• Examine information for health and wellness to enhance long-term well-being and development of children.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Work</li> <li>• Test</li> </ul>	<ul style="list-style-type: none"> <li>• Health</li> <li>• Wellness</li> <li>• Well-Being</li> <li>• Development</li> </ul>	Important

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>TEACHING AND GUIDING CHILDREN</b>					
<ul style="list-style-type: none"> <li>• PHYSICAL DEVELOPMENT</li> <li>• EMOTIONAL DEVELOPMENT</li> <li>• SOCIAL DEVELOPMENT</li> <li>• INTELLECTUAL DEVELOPMENT</li> <li>• CULTURAL DEVELOPMENT</li> <li>• MORAL DEVELOPMENT</li> </ul>	<b>ACD-6.1:</b> Assess strategies that promote physical, emotional, social, intellectual, cultural, and moral development of children.	<ul style="list-style-type: none"> <li>• Assess strategies that promote physical, emotional, social, intellectual, cultural, and moral development.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Work</li> <li>• Journal writing</li> <li>• Test</li> </ul>	<ul style="list-style-type: none"> <li>• Physical</li> <li>• Emotional</li> <li>• Social</li> <li>• Intellectual</li> <li>• Cultural</li> <li>• Moral</li> </ul>	Important
<ul style="list-style-type: none"> <li>• INTEGRATED CURRICULUM</li> <li>• CHILD'S LANGUAGE</li> <li>• LEARNING STYLES</li> <li>• HOME EXPERIENCE</li> <li>• CULTURAL VALUES</li> </ul>	<b>ACD-6.2:</b> Analyze components of an integrated curriculum that incorporate a child's language, learning styles, home experiences, and cultural values.	<ul style="list-style-type: none"> <li>• Analyze integrated curriculum that incorporates a child's language, learning styles, home experiences, and cultural values.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Work</li> <li>• Journal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated</li> <li>• Curriculum</li> <li>• Learning styles</li> <li>• Culture</li> <li>• Values</li> </ul>	Additional
<ul style="list-style-type: none"> <li>• POSITIVE GUIDANCE</li> <li>• POSITIVE DISCIPLINE</li> </ul>	<b>ACD-6.4:</b> Choose positive guidance and discipline practices that promote child growth and development.	<ul style="list-style-type: none"> <li>• Choose positive guidance and discipline to promote child growth and development.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Work</li> <li>• Journal writing</li> <li>• Test</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance</li> <li>• Discipline</li> <li>• Child development</li> </ul>	Important

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>TEACHING AND GUIDING CHILDREN</b>					
<ul style="list-style-type: none"> <li>• EMERGING RESEARCH</li> <li>• CHILD DEVELOPMENT</li> <li>• EARLY CHILDHOOD PRACTICES</li> </ul>	<p><b>ACD-6.6:</b> Access, evaluate, and utilize current and emerging research related to child growth and development related to early childhood practices and procedures.</p>	<ul style="list-style-type: none"> <li>• Access current research related to child growth and early childhood practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Work</li> </ul>	<ul style="list-style-type: none"> <li>• Research</li> <li>• Growth</li> <li>• Development</li> <li>• Childhood</li> <li>• Practices</li> <li>• Procedures</li> </ul>	Additional
<b>SPECIAL CONDITIONS AFFECTING CHILDREN</b>					
<ul style="list-style-type: none"> <li>• SPECIAL NEED INTERVENTIONS</li> <li>• ACADEMICALLY GIFTED INTERVENTIONS</li> <li>• LEARNING, EMOTIONAL AND PHYSICAL CHARACTERISTICS</li> <li>• DEVELOPMENTAL DELAYS</li> </ul>	<p><b>ACD-7.1:</b> Examine characteristics, needs, and interventions related to children with special needs, such as those who are academically gifted; have learning, emotional, and physical difficulties; and experience developmental delays.</p>	<ul style="list-style-type: none"> <li>• Examine needs of children with special needs, those who are academically gifted, have learning disabilities and experience developmental delays.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily work</li> </ul>	<ul style="list-style-type: none"> <li>• Interventions</li> <li>• Special needs</li> <li>• Academically gifted</li> <li>• Developmental Delays</li> </ul>	Additional

GRADE LEVEL: 10-12

SUBJECT: ADVANCED CHILD DEVELOPEMENT

DATE: 2016 – 2017

GRADING PERIOD: QUARTER 4

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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>PERSONAL, ACADEMIC AND CAREER SUCCESS</b>					
<ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Creative Thinking</li> <li>• Reasoning</li> </ul>	<b>ACD-1.1:</b> Demonstrate components of critical thinking, creative thinking, and reasoning.	<ul style="list-style-type: none"> <li>• Demonstrate components of critical thinking, creative thinking, and reasoning.</li> </ul>	<ul style="list-style-type: none"> <li>• Tests</li> <li>• Daily work</li> <li>• Journals</li> <li>• Bell Ringers</li> </ul>	<ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Creative Thinking</li> <li>• Reasoning</li> </ul>	Important
<ul style="list-style-type: none"> <li>• Communication</li> </ul>	<b>ACD-1.2:</b> Evaluate effective communication processes in school, family, career, and community setting.	<ul style="list-style-type: none"> <li>• Evaluate effective communication in school, family, career, and community settings.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily activities</li> <li>• Projects</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> </ul>	Important
<ul style="list-style-type: none"> <li>• Leadership</li> <li>• Participation</li> </ul>	<b>ACD-1.3:</b> Demonstrate leadership that encourages participation and respect for ideas, perspectives, and contributions of group members.	<ul style="list-style-type: none"> <li>• Demonstrate leadership that encourages participation and respect for the ideas, perspectives, and contributions of group members.</li> </ul>	<ul style="list-style-type: none"> <li>• Group projects</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership</li> <li>• Participation</li> </ul>	Important
<ul style="list-style-type: none"> <li>• Management</li> <li>• Decision Making</li> <li>• Problem Solving</li> </ul>	<b>ACD-1.4:</b> Apply management, decision-making, and problem solving processes to accomplish tasks and fulfill responsibilities.	<ul style="list-style-type: none"> <li>• Apply management, decision-making, problem solving to accomplish tasks and fulfill responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Decision making activity</li> <li>• Daily Work</li> </ul>	<ul style="list-style-type: none"> <li>• Decision Making</li> <li>• Problem Solving</li> </ul>	Important

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<p><b>PERSONAL, ACADEMIC AND CAREER SUCCESS</b></p>					
<ul style="list-style-type: none"> <li>• Thinking</li> <li>• Communication</li> <li>• Leadership</li> <li>• Management</li> </ul>	<p><b>ACD-1.5:</b> Examine the interrelationships among thinking, communication, leadership, and management processes to address family, community, and workplace issues.</p>	<ul style="list-style-type: none"> <li>• Examine the interrelationships among thinking, communication, leadership, and management processes with the family, community, and workplace.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily work</li> <li>• Bell Ringer</li> </ul>	<ul style="list-style-type: none"> <li>• Interrelationships</li> <li>• Communication</li> <li>• Leadership</li> </ul>	<p>Important</p>
<ul style="list-style-type: none"> <li>• Work Ethic</li> <li>• Time Management</li> <li>• Positive Attitude</li> <li>• Adaptability</li> <li>• Stress resilience</li> <li>• Accountability</li> <li>• Self-discipline</li> <li>• Cooperation</li> <li>• Self-Assessment</li> </ul>	<p><b>ACD-1.6:</b> Demonstrate fundamentals to college and career success (e.g. strong work ethic, time-management, positive attitude, adaptability/flexibility, stress resilience, accountability, self-discipline, resourcefulness, cooperation, self-assessment).</p>	<ul style="list-style-type: none"> <li>• Demonstrate fundamentals to college and careers success.</li> </ul>	<ul style="list-style-type: none"> <li>• Self-Assessment</li> <li>• Daily Work</li> </ul>	<ul style="list-style-type: none"> <li>• Ethic</li> <li>• Management</li> <li>• Attitude</li> <li>• Adaptability</li> <li>• Discipline</li> <li>• Cooperation</li> <li>• Self-Assessment</li> </ul>	<p>Important</p>



CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>PROFESSIONAL AND ETHICAL ISSUES IN CHILD DEVELOPEMENT</b>					
<ul style="list-style-type: none"> <li>Technologies</li> <li>Child-Related Interactions</li> <li>Careers</li> </ul>	<b>ACD-2.1:</b> Utilize emerging technologies responsibly to enhance child-related interactions and careers.	<ul style="list-style-type: none"> <li>Utilize technologies to enhance child-related interactions and careers.</li> </ul>	<ul style="list-style-type: none"> <li>Daily Work</li> <li>Project</li> </ul>	<ul style="list-style-type: none"> <li>Technology</li> <li>Interactions</li> <li>Careers</li> </ul>	Important
<ul style="list-style-type: none"> <li>Ethical Code of Conduct</li> </ul>	<b>ACD-2.2:</b> Apply professional codes of interacting with children, their families, and co-workers (i.e., the NAEYC Code of Ethical Conduct).	<ul style="list-style-type: none"> <li>Apply professional codes of interacting with children, their families and co-workers.</li> </ul>	<ul style="list-style-type: none"> <li>Daily Work</li> <li>Journal</li> </ul>	<ul style="list-style-type: none"> <li>Ethical</li> <li>Conduct</li> <li>Interacting</li> </ul>	Important
<ul style="list-style-type: none"> <li>Demonstrate techniques</li> <li>Collaborative relationships</li> </ul>	<b>ACD-2.3:</b> Devise standards and demonstrate techniques for positive, collaborative relationships with children, their families, and co-workers.	<ul style="list-style-type: none"> <li>Demonstrate techniques for relationships with children, their families, and co-workers.</li> </ul>	<ul style="list-style-type: none"> <li>Daily Work</li> <li>Project</li> </ul>	<ul style="list-style-type: none"> <li>Techniques</li> <li>Relationships</li> <li>Collaborative</li> </ul>	Important
<b>CHILD GROWTH AND DEVELOPEMENT</b>					
<ul style="list-style-type: none"> <li>Physical Development</li> <li>Intellectual Development</li> <li>Emotional Development</li> <li>Social Development</li> <li>Moral Development</li> </ul>	<b>ACD-3.1:</b> Examine physical, intellectual, emotional, social, and moral domains of human growth and development, ages 4 to 8.	<ul style="list-style-type: none"> <li>Examine physical, intellectual, emotional, social, and moral domains ages 4 to 8.</li> </ul>	<ul style="list-style-type: none"> <li>Daily Work</li> <li>Tests</li> <li>Journals</li> <li>Bell Ringers</li> </ul>	<ul style="list-style-type: none"> <li>Physical</li> <li>Emotional</li> <li>Social</li> <li>Moral</li> <li>Development</li> </ul>	Critical

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>CHILD GROWTH AND DEVELOPEMENT</b>					
<ul style="list-style-type: none"> <li>• Heredity</li> <li>• Environment</li> <li>• Growth</li> <li>• Development</li> </ul>	<b>ACD-3.2:</b> Investigate impacts of heredity and environment on growth and development of children, ages 4 to 8.	<ul style="list-style-type: none"> <li>• Investigate heredity and environment on growth and development of children, ages 4 to 8.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Work</li> <li>• Tests</li> </ul>	<ul style="list-style-type: none"> <li>• Heredity</li> <li>• Environment</li> <li>• Growth</li> <li>• Development</li> </ul>	Important
<ul style="list-style-type: none"> <li>• Nutrition</li> <li>• Growth and development</li> </ul>	<b>ACD-3.3</b> Assess effects of nutrition on the growth and development of children, ages 4 to 8.	<ul style="list-style-type: none"> <li>• Assess effects of nutrition on the growth and development of children, ages 4 to 8.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Work</li> <li>• Group activities</li> <li>• Test</li> </ul>	<ul style="list-style-type: none"> <li>• Nutrition</li> <li>• Development</li> </ul>	Critical
<ul style="list-style-type: none"> <li>• Gender</li> <li>• Ethnicity</li> <li>• Life events</li> </ul>	<b>ACD-3.4:</b> Examine how gender, ethnicity, and life events relate to the child's development, ages 4 to 8.	<ul style="list-style-type: none"> <li>• Examine how gender, ethnicity, and life events relate to the child's development.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily work</li> <li>• Test</li> </ul>	<ul style="list-style-type: none"> <li>• Gender</li> <li>• Ethnicity</li> </ul>	Important
<b>CHILD DEVELOPMENT THOERIES, RESEARCH, AND BEST PRACTICES</b>					
<ul style="list-style-type: none"> <li>• Roles and responsibilities</li> <li>• Nurturing Children</li> <li>• Stimulating Environment</li> <li>• Societal Expectations</li> </ul>	<b>ACD-4.1:</b> Examine roles and responsibilities of the family unit, caregivers, and educators for nurturing children, providing children with a stimulating environment, and transmitting societal expectations, culture, and traditions to children.	<ul style="list-style-type: none"> <li>• Examine roles and responsibilities of the family, caregivers, and educators for nurturing children and providing a stimulating environment and transmitting societal expectations, culture and traditions to children.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily work</li> <li>• Test</li> </ul>	<ul style="list-style-type: none"> <li>• Roles</li> <li>• Responsibilities</li> <li>• Nurturing</li> <li>• Environment</li> <li>• Expectations</li> </ul>	Important

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>CHILD DEVELOPMENT THEORIES, RESEARCH, AND BEST PRACTICES</b>					
<ul style="list-style-type: none"> <li>• Examine policies</li> <li>• Trends in the workplace</li> <li>• Nurturing practices</li> </ul>	<b>ACD-4.2:</b> Examine policies, issues and trends in the workplace, community, nation, and world that impact children and child nurturing practices.	<ul style="list-style-type: none"> <li>• Examine policies, issues and trends in the workplace, community, nation, and world that impact children and child nurturing practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily work</li> <li>• Project</li> </ul>	<ul style="list-style-type: none"> <li>• Trends</li> <li>• Workplace</li> <li>• Impact</li> <li>• Nurturing</li> </ul>	Important
<ul style="list-style-type: none"> <li>• Social</li> <li>• Economic</li> <li>• Technological</li> <li>• Media and Marketing</li> <li>• Child Growth and Development</li> </ul>	<b>ACD-4.3:</b> Analyze impacts of social, economic, technological, and environmental forces, including media and marketing, on adult actions related to children and on child growth and development.	<ul style="list-style-type: none"> <li>• Impacts of social, economic, technological, and environmental forces on adult actions related to children and child development.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily work</li> <li>• Journals</li> </ul>	<ul style="list-style-type: none"> <li>• Social</li> <li>• Economic</li> <li>• Technological</li> <li>• Environmental</li> </ul>	Important
<b>CHILD HEALTH AND WELLNESS</b>					
<ul style="list-style-type: none"> <li>• Nutrition Requirements</li> <li>• Nutritious food</li> </ul>	<b>ACD-5.2:</b> Design strategies to meet nutrition requirements and provide safe and nutritious food for children.	<ul style="list-style-type: none"> <li>• Create strategies to meet nutrition requirements for children.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Work</li> <li>• Project</li> <li>• Test</li> </ul>	<ul style="list-style-type: none"> <li>• Nutrition</li> <li>• Requirements</li> </ul>	Important

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>CHILD HEALTH AND WELLNESS</b>					
<ul style="list-style-type: none"> <li>• Developmentally appropriate environment</li> </ul>	<b>ACD-5.3:</b> Provide a safe and supportive environment through developmentally appropriate clothing, housing, furnishings, toys, equipment, and modes of transportation.	<ul style="list-style-type: none"> <li>• Provide a safe environment through appropriate clothing, housing, furnishings, toys, equipment, and modes of transportation.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Work</li> <li>• Project</li> <li>• Test</li> </ul>	<ul style="list-style-type: none"> <li>• Environment</li> <li>• Appropriate</li> <li>• Transportation</li> </ul>	Important
<ul style="list-style-type: none"> <li>• Community Services</li> <li>• Community Resources</li> <li>• Financial Resources</li> </ul>	<b>ACD-5.5:</b> Identify available community services and resources, including financial resources that contribute to the long-term well-being and development of children.	<ul style="list-style-type: none"> <li>• Identify community services and resources, including financial resources that contribute to the development of children.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Work</li> <li>• Bell Ringer</li> </ul>	<ul style="list-style-type: none"> <li>• Community</li> <li>• Resources</li> <li>• Financial</li> <li>• Development</li> </ul>	Important
<b>TEACHING AND GUIDING CHILDREN</b>					
<ul style="list-style-type: none"> <li>• Physical Development</li> <li>• Emotional Development</li> <li>• Social Development</li> <li>• Intellectual Development</li> <li>• Cultural Development</li> <li>• Moral Development</li> </ul>	<b>ACD-6.1:</b> Assess strategies that promote physical, emotional, social, intellectual, cultural, and moral development of children.	<ul style="list-style-type: none"> <li>• Assess strategies that promote physical, emotional, social, intellectual, cultural, and moral development of children.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Work</li> <li>• Journals</li> <li>• Test</li> </ul>	<ul style="list-style-type: none"> <li>• Physical</li> <li>• Emotional</li> <li>• Social</li> <li>• Intellectual</li> <li>• Cultural</li> <li>• moral</li> </ul>	Important

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>TEACHING AND GUIDING CHILDREN</b>					
<ul style="list-style-type: none"> <li>• Child's language</li> <li>• Learning Styles</li> <li>• Home Experiences</li> <li>• Cultural Values</li> </ul>	<b>ACD- 6.2:</b> Analyze components of an integrated curriculum that incorporate a child's language, learning styles, home experiences, and cultural values.	<ul style="list-style-type: none"> <li>• Analyze curriculum that incorporates a child's language, learning styles, home experiences, and cultural values.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily activities</li> <li>• Journal</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated</li> <li>• Incorporate</li> <li>• Cultural</li> </ul>	Additional
<ul style="list-style-type: none"> <li>• Diversity</li> <li>• Anti-bias</li> <li>• Gender equity</li> <li>• Ethnicity</li> </ul>	<b>ACD- 6.3:</b> Demonstrate respect for diversity with sensitivity to anti-bias, gender equity, age, culture, and ethnicity related to children, parenting, and child nurturing practices.	<ul style="list-style-type: none"> <li>• Demonstrate respect for diversity.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily activities</li> </ul>	<ul style="list-style-type: none"> <li>• Diversity</li> <li>• Bias</li> <li>• Gender</li> <li>• Equity</li> <li>• Nurturing</li> </ul>	Additional
<ul style="list-style-type: none"> <li>• Positive Guidance</li> <li>• Discipline Practices</li> </ul>	<b>ACD-6.4:</b> Choose positive guidance and discipline practices that promote child growth and development.	<ul style="list-style-type: none"> <li>• Select positive guidance and discipline practices that promote child growth and development.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily activities</li> <li>• Test</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance</li> <li>• Discipline</li> </ul>	Important
<ul style="list-style-type: none"> <li>• Nonviolent Strategies</li> <li>• Manage Conflict</li> <li>• Bullying</li> </ul>	<b>ACD-6.5:</b> Formulate nonviolent, proactive strategies to prevent and manage conflict between children and between adults and children, including bullying.	<ul style="list-style-type: none"> <li>• Formulate nonviolent strategies to prevent conflict between children and between adults and children, including bullying.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Nonviolent</li> <li>• Strategies</li> <li>• Conflict</li> <li>• Bullying</li> </ul>	Additional

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>TEACHING AND GUIDING CHILDREN</b>					
<ul style="list-style-type: none"> <li>Evaluate Research</li> <li>Early Childhood Practices</li> </ul>	<b>ACD-6.6:</b> Access, evaluate, and utilize current and emerging research related to child growth and development related to early childhood practices and procedures.	<ul style="list-style-type: none"> <li>Evaluate and utilize current and emerging research related to early child growth and development.</li> </ul>	<ul style="list-style-type: none"> <li>Daily Activities</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate</li> <li>Research</li> <li>Childhood</li> </ul>	Important
<b>SPECIAL CONDITIONS AFFECTING CHILDREN</b>					
<ul style="list-style-type: none"> <li>Environmental Conditions</li> <li>Safe Environment for children</li> </ul>	<b>ACD-7.2:</b> Investigate inherited and environmental conditions which adversely affect children and determine interventions to provide a safe and secure environment for children.	<ul style="list-style-type: none"> <li>Investigate inherited and environmental conditions which affect children and provide a safe and secure environment for children.</li> </ul>	<ul style="list-style-type: none"> <li>Daily Activities</li> </ul>	<ul style="list-style-type: none"> <li>Inherited</li> <li>Environmental</li> </ul>	Additional
<ul style="list-style-type: none"> <li>Crisis intervention</li> <li>Community services</li> </ul>	<b>ACD-7.3:</b> Determine situations that require crisis intervention and community services available to provide this intervention.	<ul style="list-style-type: none"> <li>Determine situations that require crisis intervention and community services.</li> </ul>	<ul style="list-style-type: none"> <li>Daily Activities</li> <li>Bell ringer</li> </ul>	<ul style="list-style-type: none"> <li>Crisis</li> <li>Intervention</li> </ul>	Additional

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>SPECIAL CONDITIONS AFFECTING CHILDREN</b>					
<ul style="list-style-type: none"> <li>• Support Services</li> <li>• Referral Processes</li> </ul>	<b>ACD-7.4:</b> Identify support services and referral processes for children and families, including those from friends, family, community, and social agencies.	<ul style="list-style-type: none"> <li>• Identify support services for children and families.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Activities</li> <li>• Test</li> </ul>	<ul style="list-style-type: none"> <li>• Referral</li> <li>• Community</li> <li>• Social Agencies</li> </ul>	Additional
<b>CAREER EXPLORATION IN CHILD DEVELOPMENT AND NURSING</b>					
<ul style="list-style-type: none"> <li>• Career Paths</li> <li>• Career Trends</li> <li>• Job Market</li> </ul>	<b>ACD-8.1:</b> Examine potential career paths, trends, and job market opportunities in areas related to children, child development, and nurturing of children.	<ul style="list-style-type: none"> <li>• Examine potential career paths, trends, and job market opportunities related to children.</li> </ul>	<ul style="list-style-type: none"> <li>• Journal</li> <li>• Project</li> <li>• Daily Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Trends</li> <li>• Job market</li> <li>• Nurturing</li> </ul>	Important
<ul style="list-style-type: none"> <li>• Career roles, functions, knowledge, skills, and rewards</li> <li>• Levels of employment</li> </ul>	<b>ACD-8.2:</b> Determine roles and functions; knowledge, skills, and attitudes; and rewards and demands associated with various careers and levels of employment.	<ul style="list-style-type: none"> <li>• Determine roles and functions of various careers and levels of employment.</li> </ul>	<ul style="list-style-type: none"> <li>• Journal</li> <li>• Daily Activities</li> <li>• Project</li> </ul>	<ul style="list-style-type: none"> <li>• Roles</li> <li>• Function</li> <li>• Skills</li> <li>• Rewards</li> </ul>	Important

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>CAREER EXPLORATION IN CHILD DEVELOPMENT AND NURSING</b>					
<ul style="list-style-type: none"> <li>• Personal Qualifications</li> <li>• Careers and employment in child development</li> <li>• Careers and employment in nurturing of children</li> </ul>	<p><b>ACD-8.3:</b> Analyze personal qualifications, interests, values, and educational preparation required for careers and employment in areas and employment in areas related to children, child development, and nurturing of children.</p>	<ul style="list-style-type: none"> <li>• Analyze personal qualifications and educational preparation required for careers in child development and nurturing of children.</li> </ul>	<ul style="list-style-type: none"> <li>• Project</li> <li>• Daily Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Qualifications</li> <li>• Employment</li> <li>• Preparation</li> </ul>	Important
<ul style="list-style-type: none"> <li>• Volunteer roles related to children</li> <li>• Entry-level jobs related to children</li> <li>• Part-time jobs related to children</li> </ul>	<p><b>ACD-8.4:</b> Identify volunteer roles, part-time jobs, and entry-level positions that offer opportunities to explore careers related to children, child development, and nurturing of children.</p>	<ul style="list-style-type: none"> <li>• Identify volunteer roles, part-time jobs, entry-level positions to explore careers related to child development and nurturing of children.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Volunteer</li> <li>• Entry-level</li> <li>• Explore</li> </ul>	Additional