

GRADE LEVEL: 10-12

SUBJECT: CHILD DEVELOPMENT

DATE: 2016 – 2017

GRADING PERIOD: QUARTER 1

MASTER COPY 3-22-2017

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>CD-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>• Brain Project</li> <li>• Test</li> <li>• Teacher Observation</li> <li>• Student subjective/objective child observations</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> <li>• Brainstorming</li> </ul>	Important
<ul style="list-style-type: none"> <li>• LEADERSHIP</li> <li>• RESPECT</li> <li>• GROUP CONTRIBUTIONS</li> </ul>	<b>CD-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, participation, and respect for ideas, perspectives, and contributions of group members.</li> </ul>	<ul style="list-style-type: none"> <li>• Group table projects</li> <li>• Theorists Group work/Poster</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership</li> <li>• Respect</li> </ul>	Important
<ul style="list-style-type: none"> <li>• MANAGEMENT</li> <li>• DECISION-MAKING</li> <li>• PROBLEM SOLVING</li> </ul>	<b>CD-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 processes to accomplish tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• MyPlate Prenatal and Toddler project</li> <li>• Subjective/Objective Child Observations</li> </ul>	<ul style="list-style-type: none"> <li>• Management</li> <li>• Decision making</li> <li>• Problem solving</li> </ul>	Important
<ul style="list-style-type: none"> <li>• THINKING</li> <li>• COMMUNICATION</li> <li>• LEADERSHIP</li> <li>• MANAGEMENT</li> </ul>	<b>CD-1.5:</b> Examine the interrelationships among thinking, communication, leadership, and management processes to address family, community, and workplace issues.	<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>	Important

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>PERSONAL, ACADEMIC, AND CAREER SUCCESS</b>					
<ul style="list-style-type: none"> <li>• COLLEGE AND CAREER SUCCESS</li> </ul>	<b>CD-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).	<ul style="list-style-type: none"> <li>• Incorporate fundamentals for college and career success.</li> </ul>	<ul style="list-style-type: none"> <li>• Project due dates</li> <li>• Rubric</li> <li>• Absence Make-up folder</li> <li>• Bell Ringer</li> </ul>	<ul style="list-style-type: none"> <li>• Work ethic</li> <li>• Time management</li> <li>• Stress</li> <li>• Self-discipline</li> </ul>	Important
<ul style="list-style-type: none"> <li>• PROBLEM SOLVING</li> <li>• COMMUNICATION</li> </ul>	<b>CD-1.7:</b> Apply knowledge gained through research to solve problems and communicate ideas in fields related to child development.	<ul style="list-style-type: none"> <li>• Apply knowledge through research to solve problems and communicate ideas in child development fields.</li> </ul>	<ul style="list-style-type: none"> <li>• Theorists Timeline</li> <li>• Article guided reading</li> </ul>	<ul style="list-style-type: none"> <li>• Problem Solving</li> <li>• Communication</li> </ul>	Important
<b>CONCEPTION, PRENATAL DEVELOPMENT, AND BIRTH</b>					
<ul style="list-style-type: none"> <li>• CONCEPTION</li> <li>• PRENATAL DEVELOPMENT</li> <li>• BIRTH</li> </ul>	<b>CD-2.1:</b> Examine biological processes related to conception, prenatal development, birth, and health of child and mother.	<ul style="list-style-type: none"> <li>• Examine the biological processes for mother and child related to conception, prenatal development, birth, and health.</li> </ul>	<ul style="list-style-type: none"> <li>• Postcards from the womb</li> <li>• Conception Chart</li> <li>• Prenatal Bag Project</li> </ul>	<ul style="list-style-type: none"> <li>• Prenatal Development</li> <li>• Conception</li> </ul>	Critical

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>CONCEPTION, PRENATAL DEVELOPMENT, AND BIRTH</b>					
<ul style="list-style-type: none"> <li>• PHYSICAL FACTORS</li> <li>• EMOTIONAL FACTORS</li> <li>• ENVIRONMENTAL FACTORS</li> </ul>	<b>CD-2.2:</b> Evaluate physical, emotional, and environmental factors of prenatal development and birth in relation to the health of the parents and child.	<ul style="list-style-type: none"> <li>• Evaluate physical, emotional, and environmental factors of prenatal development and birth.</li> </ul>	<ul style="list-style-type: none"> <li>• Dangers to Baby group student presentations</li> <li>• Letter to Pregnant Woman</li> <li>• Prenatal and Childbirth Interview</li> </ul>	<ul style="list-style-type: none"> <li>• Physical factors</li> <li>• Emotional factors</li> <li>• Environmental factors</li> </ul>	Critical
<ul style="list-style-type: none"> <li>• LEGAL IMPACT</li> <li>• MORAL IMPACT</li> <li>• ETHICAL IMPACT</li> </ul>	<b>CD-2.3:</b> Analyze legal, moral, and ethical impacts of technology related to the birth of a child (e.g., infertility issues, surrogacy, selective abortion due to health of unborn child or multiple births, stem cell usage, and others).	<ul style="list-style-type: none"> <li>• Analyze legal, moral, and ethical impacts of technology related to the birth of a child.</li> </ul>	<ul style="list-style-type: none"> <li>• Birth Defects Research Poster</li> <li>• Test</li> </ul>	<ul style="list-style-type: none"> <li>• Infertility</li> <li>• Surrogacy</li> <li>• Selective Abortion</li> <li>• Multiple Births</li> </ul>	Important
<b>GROWTH AND DEVELOPMENT OF CHILDREN</b>					
<ul style="list-style-type: none"> <li>• CHILD DEVELOPMENT HISTORY</li> <li>• THEORISTS</li> </ul>	<b>CD-3.1:</b> Survey the history of child development, including prominent theorists.	<ul style="list-style-type: none"> <li>• Survey the history of child development and theorists.</li> </ul>	<ul style="list-style-type: none"> <li>• Early Childhood Scenarios</li> <li>• Theorists Timeline</li> </ul>	<ul style="list-style-type: none"> <li>• Theorist</li> <li>• Child Development</li> </ul>	Important

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>GROWTH AND DEVELOPMENT OF CHILDREN</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> <li>• BIRTH THROUGH AGE 3</li> </ul>	<b>CD-3.2:</b> Examine physical, intellectual, emotional, social, and moral domains of human growth and development of children across a range of birth through age 3.	<ul style="list-style-type: none"> <li>• Examine physical, intellectual, emotional, social, and moral development of children 0-3.</li> </ul>	<ul style="list-style-type: none"> <li>• Infant Physical Development Timeline</li> <li>• Newborn Care Stations</li> <li>• Tests</li> <li>• Sensory Development Visual Contrast Drawings</li> <li>• Toy Panel</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 VS. ENVIRONMENT</li> <li>• IMPACT ON EARLY CHILDHOOD AND DEVELOPMENT</li> </ul>	<b>CD-3.3:</b> Investigate impacts and relationships of heredity and environment on prenatal and early childhood human growth and development.	<ul style="list-style-type: none"> <li>• Investigate impacts and relationships of heredity and environment on prenatal and early childhood development.</li> </ul>	<ul style="list-style-type: none"> <li>• Guided article reading</li> <li>• Tests</li> <li>• SBS Bumper Sticker</li> </ul>	<ul style="list-style-type: none"> <li>• Heredity</li> <li>• Environment</li> <li>• Prenatal</li> <li>• Development</li> <li>• Relationships</li> </ul>	Important
<ul style="list-style-type: none"> <li>• PRE-PREGNANCY NUTRITION</li> <li>• PRENATAL HEALTH</li> <li>• POSTNATAL WELLNESS</li> </ul>	<b>CD-3.4:</b> Assess effects of pre-pregnancy, prenatal, and postnatal nutrition on health and wellness of mother and child.	<ul style="list-style-type: none"> <li>• Analyze effects of pre-pregnancy, prenatal, and postnatal nutrition on mother and child.</li> </ul>	<ul style="list-style-type: none"> <li>• MyPlate Prenatal Project</li> <li>• MyPlate Toddler Project</li> <li>• Letter to a Pregnant Woman</li> <li>• Breast Feeding Benefits Box Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Pregnancy</li> <li>• Prenatal</li> <li>• Postnatal</li> </ul>	Important

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<b>GROWTH AND DEVELOPMENT OF CHILDREN</b>					
<ul style="list-style-type: none"> <li>• GENDER IMPACT ON CHILD DEVELOPMENT</li> <li>• ETHNICITY IMPACT ON CHILD DEVELOPMENT</li> <li>• CULTURE AND LIFE EVENTS IMPACT ON CHILD DEVELOPMENT</li> </ul>	<p><b>CD-3.5:</b> Examine how gender, ethnicity, culture, and life events impact child development.</p>	<ul style="list-style-type: none"> <li>• Examine gender, ethnicity, culture and life events impact on child development.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Exit slip</li> </ul>	<ul style="list-style-type: none"> <li>• Gender</li> <li>• Ethnicity</li> <li>• Culture</li> </ul>	Important
<b>SUPPORT SYSTEMS FOR PARENTS AND CAREGIVERS</b>					
<ul style="list-style-type: none"> <li>• FRIENDS AND FAMILY SUPPORT OF PARENTS AND CAREGIVERS</li> <li>• COMMUNITY SUPPORT OF PARENTS AND CAREGIVERS</li> </ul>	<p><b>CD-5.2:</b> Explain the importance of friends, family, and community relationships in supporting parents and caregivers.</p>	<ul style="list-style-type: none"> <li>• Explain the importance of friends, family and the community in supporting parents and caregivers.</li> </ul>	<ul style="list-style-type: none"> <li>• Letter to Pregnant Woman</li> </ul>	<ul style="list-style-type: none"> <li>• Community</li> <li>• Caregivers</li> <li>• Support</li> </ul>	Important

GRADE LEVEL: 10-12

SUBJECT: CHILD DEVELOPMENT

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GRADING PERIOD: QUARTER 2

MASTER COPY 3-22-2017

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>CD-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>• Daily Work</li> <li>• Projects</li> <li>• Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Creative Thinking</li> <li>• Reasoning</li> <li>• Brainstorming</li> </ul>	Important
<ul style="list-style-type: none"> <li>• EFFECTIVE COMMUNICATION</li> </ul>	<b>CD-1.2</b> Evaluate effective communication processes in school, family, career, and community.	<ul style="list-style-type: none"> <li>• Evaluate effective communication processes in school, family, career, and community.</li> </ul>	<ul style="list-style-type: none"> <li>• Bell Ringers</li> <li>• Student Presentations</li> <li>• Tests</li> </ul>	<ul style="list-style-type: none"> <li>• Effective</li> <li>• Communication</li> </ul>	Important
<ul style="list-style-type: none"> <li>• LEADERSHIP</li> <li>• RESPECT</li> <li>• GROUP CONTRIBUTIONS</li> </ul>	<b>CD-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, participation, respect for ideas, perspectives, and contributions of group members.</li> </ul>	<ul style="list-style-type: none"> <li>• Group table projects</li> <li>• Group Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership</li> <li>• Respect</li> </ul>	Important
<ul style="list-style-type: none"> <li>• MANAGEMENT</li> <li>• DECISION-MAKING</li> <li>• PROBLEM SOLVING</li> </ul>	<b>CD-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 processes to accomplish tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Projects</li> <li>• Child Observations</li> <li>• Tests</li> </ul>	<ul style="list-style-type: none"> <li>• Management</li> <li>• Decision making</li> <li>• Problem solving</li> </ul>	Important

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<b>PERSONAL, ACADEMIC, AND CAREER SUCCESS</b>					
<ul style="list-style-type: none"> <li>• COLLEGE AND CAREER SUCCESS</li> </ul>	<b>CD-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).	<ul style="list-style-type: none"> <li>• Incorporate fundamentals for college and career success.</li> </ul>	<ul style="list-style-type: none"> <li>• Bell Ringers</li> <li>• Absence Make up folder</li> </ul>	<ul style="list-style-type: none"> <li>• Work ethic</li> <li>• Time management</li> <li>• Stress</li> <li>• Self-discipline</li> </ul>	Important
<b>CONCEPTION, PRENATAL DEVELOPMENT AND BIRTH</b>					
<ul style="list-style-type: none"> <li>• PHYSICAL FACTORS</li> <li>• EMOTIONAL FACTORS</li> <li>• ENVIRONMENTAL FACTORS</li> </ul>	<b>CD-2.2</b> Evaluate physical, emotional, and environmental factors of prenatal development and birth in relation to the health of the parents and child.	<ul style="list-style-type: none"> <li>• Evaluate physical, emotional, and environmental factors of prenatal development and birth.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Work</li> <li>• Bell Ringers</li> <li>• Test</li> <li>• Projects</li> </ul>	<ul style="list-style-type: none"> <li>• Physical factors</li> <li>• Emotional factors</li> <li>• Environmental factors</li> </ul>	Critical
<b>CHILD CARE GIVING AND NURTURING PRACTICES</b>					
<ul style="list-style-type: none"> <li>• HUMAN GROWTH</li> <li>• HUMAN DEVELOPMENT</li> <li>• NURTURING PRACTICES</li> </ul>	<b>CD-4.1</b> Apply current and emerging research on human growth and development, including brain research, to assess nurturing practices.	<ul style="list-style-type: none"> <li>• Inspect current research on human growth and development including brain development.</li> </ul>	<ul style="list-style-type: none"> <li>• Projects</li> <li>• Test</li> </ul>	<ul style="list-style-type: none"> <li>• Human Growth</li> <li>• Nurture</li> <li>• Brain Development</li> </ul>	Important

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>CHILD CARE GIVING AND NURTURING PRACTICES</b>					
<ul style="list-style-type: none"> <li>• COMMUNICATION STRATEGIES</li> <li>• POSITIVE SELF ESTEEM</li> </ul>	<b>CD-4.2</b> Evaluate communication strategies that promote positive self-esteem in children.	<ul style="list-style-type: none"> <li>• Critique communication strategies that promote positive self-esteem.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily work</li> <li>• Test</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Strategy</li> <li>• Self-esteem</li> <li>•</li> </ul>	Important
<ul style="list-style-type: none"> <li>• NURTURING PRACTICES</li> <li>• HUMAN GROWTH</li> <li>• CHILD DEVELOPMENT</li> </ul>	<b>CD-4.3</b> Implement nurturing practices that support human growth and development of young children.	<ul style="list-style-type: none"> <li>• Choose nurturing practices that support human growth and development of young children.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily work</li> <li>• Bell Ringers</li> <li>• Test</li> </ul>	<ul style="list-style-type: none"> <li>• Nurture</li> <li>• Human Growth</li> </ul>	Important
<ul style="list-style-type: none"> <li>• CHILD ABUSE</li> <li>• NEGLECT</li> <li>• PREVENTION</li> </ul>	<b>CD-4.4</b> Analyze impacts of abuse and neglect on children and families and identify methods of prevention.	<ul style="list-style-type: none"> <li>• Compare impacts of abuse and neglect on children and families and identify methods of prevention.</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>• Child abuse</li> <li>• Neglect</li> <li>• Prevention</li> </ul>	Important
<ul style="list-style-type: none"> <li>• NURTURING PRACTICES</li> <li>• SPECIAL NEEDS</li> </ul>	<b>CD-4.5</b> Examine nurturing practices unique to infants and young children with special needs.	<ul style="list-style-type: none"> <li>• Examine nurturing practices for infants and young children with special needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily work</li> <li>• Journal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Nurturing Practices</li> <li>• Special Needs</li> </ul>	Important
<b>SUPPORT SYSTEMS FOR PARENTS AND CAREGIVERS</b>					
<ul style="list-style-type: none"> <li>• SELECT CHILD CARE SERVICES</li> <li>• PREVENTATIVE HEALTH CARE</li> </ul>	<b>CD-5.1</b> Evaluate criteria for selecting and providing care and services, including preventative health care, for children.	<ul style="list-style-type: none"> <li>• Critique child care and preventative health care for children.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily work</li> </ul>	<ul style="list-style-type: none"> <li>• Preventative</li> </ul>	Important



CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>SUPPORT SYSTEMS FOR PARENTS AND CAREGIVERS</b>					
<ul style="list-style-type: none"> <li>FRIENDS, FAMILY AND COMMUNITY SUPPORTING PARENTS AND CAREGIVERS</li> </ul>	<b>CD-5-2</b> Explain the importance of friends, family, and community relationships in supporting parents and caregivers.	<ul style="list-style-type: none"> <li>Discuss the importance of friends, family, and community relationships supporting parents and caregivers.</li> </ul>	<ul style="list-style-type: none"> <li>Journal</li> <li>Daily work</li> </ul>	<ul style="list-style-type: none"> <li>Community</li> </ul>	Important
<ul style="list-style-type: none"> <li>COMMUNITY RESOURCES THAT SUPPORT PARENTING AND NURTURING</li> <li>COMMUNITY SERVICES THAT SUPPORT PARENTING AND NURTURING</li> </ul>	<b>CD-5-3</b> Describe community resources, services, and opportunities that support parenting and nurturing.	<ul style="list-style-type: none"> <li>Describe community resources, services and opportunities that support parenting and nurturing.</li> </ul>	<ul style="list-style-type: none"> <li>Daily work</li> <li>Journal Writing</li> </ul>	<ul style="list-style-type: none"> <li>Resources</li> </ul>	Important
<ul style="list-style-type: none"> <li>CURRENT LAWS</li> <li>REGULATIONS</li> <li>POLICIES RELATED TO PARENTING AND CARE GIVING</li> </ul>	<b>CD-5-4</b> Analyze current laws, regulations, and policies related to parenting and care giving.	<ul style="list-style-type: none"> <li>Analyze current laws, regulations, and policies related to parenting and care giving.</li> </ul>	<ul style="list-style-type: none"> <li>Test</li> </ul>	<ul style="list-style-type: none"> <li>Regulations</li> <li>Policies</li> </ul>	Important
<ul style="list-style-type: none"> <li>CHILD DEVELOPMENT CAREERS</li> </ul>	<b>CD-5.5</b> Discuss careers that draw on knowledge of children, child development, nurturing of children.	<ul style="list-style-type: none"> <li>Discuss careers related to children, child development and nurturing of children.</li> </ul>	<ul style="list-style-type: none"> <li>Daily work</li> <li>Project</li> </ul>		Important