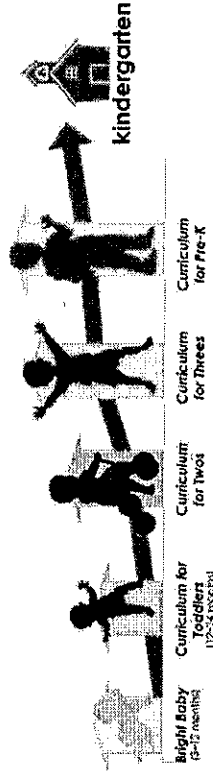


Secaucus
Board of
Education

Child Development

Course Code: 7820

Family/Consumer Science Department



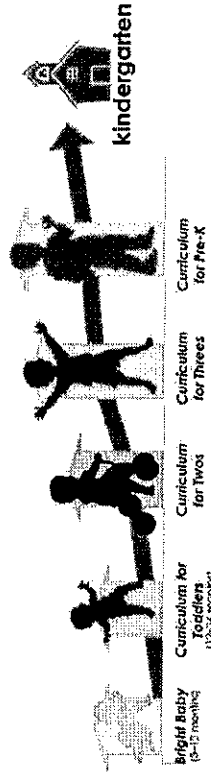
Born on November 2016
Aligned to the NJSL - 21st Century Life and Careers (2014), NJSL - Technology (2014), NJSL - ELA (2016),
NJSL - Mathematics (2016)
Adopted by the Secaucus Board of Education on December 15, 2016

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Born on November 2016
Aligned to the NJSLS - 21st Century Life and Careers (2014), NJSLS - Technology (2014), NJSLS - ELA (2016),
NJSLS - Mathematics (2016)
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District Equity Statement

The Board of Education directs that all students enrolled in the schools of this district shall be afforded equal educational opportunities in strict accordance with the law. No students shall be denied access to or benefit from any educational program or activity or from a co-curricular or athletic activity on the basis of the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability. The Board directs the Superintendent to allocate faculty, administrators, support staff members, curriculum materials, and instructional equipment supplies among and between the schools and classes of this district in a manner that ensures equivalency of educational opportunity throughout this district. The school district's curricula in the following areas will eliminate discrimination, promote mutual acceptance and respect among students, and enable students to interact effectively with others, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability:

1. School climate/learning environment
2. Courses of study, including Physical Education
3. Instructional materials and strategies
4. Library materials
5. Software and audio-visual materials
6. Guidance and counseling
7. Extra-curricular programs and activities
8. Testing and other assessments.

Excerpt from Secaucus Board of Education, Policy 5750, Edited September 2016

Course Overview

This course provides students with an understanding of the various aspects of human growth and development, beginning with prenatal development and continuing through the kindergarten years. The course emphasis is on the High School student as a Pre-K teacher. The students will learn the theory of teaching physical, intellectual and social-emotional growth. They will then use this knowledge to create lesson plans for Pre-K classes and will be teaching young children under the direction of both the Pre-K and the high school teachers at either Huber Street or Clarendon schools. In addition, students will develop observational techniques to assess the progress of the Pre-K students.

Interdisciplinary Connections

NJSLS – Technology:

- ❖ 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
- ❖ 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
- ❖ 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
- ❖ 8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

NJSLS – Mathematics:

- ❖ G-CO.12 Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a

segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.

- ❖ G-MG.3 Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).

NJSLS – ELA:

- ❖ RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- ❖ W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- ❖ W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
- ❖ W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- ❖ W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

- ❖ SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- ❖ SL. 9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest
- ❖ SL. 9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.)

NJSLS - Comprehensive Health and Physical Education:

- ❖ 2.4.12.C.1 Compare embryonic growth and fetal development in single and multiple pregnancies, including the incidence of complications and infant mortality.
- ❖ 2.4.12.C.2 Analyze the relationship of an individual's lifestyle choices during pregnancy and the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, and other disabilities.
- ❖ 2.4.12.C.3 Evaluate the methods and resources available to confirm pregnancy.
- ❖ 2.4.12.C.5 Evaluate parenting strategies used at various stages of child development based on valid sources of information.
- ❖ 2.4.12.C.7 Analyze factors that affect the decision to become a parent.
- ❖ 2.4.12.A.1 Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.
- ❖ 2.1.12.D.2 Explain ways to protect against abuse and all forms of assault and what to do if assaulted.
- ❖ 2.4.12.A.5 Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent, warning signs of dating violence).

NJSLS - 21 Century Life and Careers Career Ready Practices:

Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

- ❖ CRP1. Act as a responsible and contributing citizen and employee.
- ❖ CRP2. Apply appropriate academic and technical skills.
- ❖ CRP3. Attend to personal health and financial well-being.
- ❖ CRP4. Communicate clearly and effectively and with reason.
- ❖ CRP5. Consider the environmental, social and economic impacts of decisions.
- ❖ CRP6. Demonstrate creativity and innovation.
- ❖ CRP7. Employ valid and reliable research strategies.
- ❖ CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- ❖ CRP9. Model integrity, ethical leadership and effective management.
- ❖ CRP10. Plan education and career paths aligned to personal goals.
- ❖ CRP11. Use technology to enhance productivity.
- ❖ CRP12. Work productively in teams while using cultural global competence

Course Modifications (ELLs, Special Education, Gifted and Talented)

- The course instructor will determine, with the assistance of guidance counselors, teacher assistant/aides, educational specialists, and/or special education teachers, what modifications will be made for his/her students. Such examples of modifications can include, but not be limited to:

- Extended time as needed
- Modification of tests and quizzes
- Preferential seating
- Alternative/Formative assessment (projects)
- Effective teacher questioning (ranging from simple recall to higher order critical thinking questions)
- Supplemental materials
- Cooperative learning
- Teacher tutoring
- Peer tutoring
- Differentiated Instruction

	<p>1 - PRESCHOOL DEVELOPMENT</p> <p>In this unit students will begin to understand the needs of the preschool child as they explore how they develop physically, intellectually, emotionally and emotionally.</p>
<p>Timing:</p>	<p>35 Days</p>
<p>Standards:</p>	<p><i>NJSLS - 21st Century Life and Careers:</i></p> <p>9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.</p> <p>9.3.12.ED.11 Demonstrate group management skills that enhance professional education and training practice.</p> <p>9.3.12.ED-ADM.7 Plan strategically to meet the learning organization’s objectives.</p> <p>9.3.12.ED-PS.2 Implement methods to enhance learner success.</p> <p>9.3.12.ED-TT.4 Identify materials and resources needed to support instructional plans.</p> <p>9.3.12.ED-TT.5 Establish a positive climate to promote learning.</p> <p>9.3.12.ED-TT.8 Demonstrate flexibility and adaptability in instructional planning.</p> <p><i>21st Century Themes:</i></p> <p>Critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding, global awareness, civic literacy, and interpersonal communication</p>
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do preschoolers develop physically? 	<p>Objectives:</p> <p>Students will be able to:</p>
<ul style="list-style-type: none"> • How do preschoolers develop physically? 	<p>Activities, Investigation, and Student Experiences:</p> <ul style="list-style-type: none"> • Students will visit the following website in cooperative groups and

<ul style="list-style-type: none"> • How do preschoolers develop socially? • How do preschoolers develop emotionally? • How do preschoolers develop intellectually? 	<ul style="list-style-type: none"> • Explain the difference between fine motor and gross motor skills. • Explain the importance of meeting the basic physical needs of a preschool child. • Distinguish between discipline and punishment. • Identify childhood fears and ways of coping with preschool fears. • Explain differences in preschool thought. 	<p>produce discussion on child development rates: https://www.cdc.gov/ncbddd/childdevelopment/</p> <ul style="list-style-type: none"> • The instructor will foster a discussion on how children sequentially develop skills. • Students should contrast fine and gross motor activities using a post-it easel page • The instructor should generate a discussion on how to meet the basic physical needs of a preschooler, focusing on: <ul style="list-style-type: none"> ○ How to provide effective guidance. ○ Ways to help children cope with their fears. • The instructor should stress the importance of intellectual development in children.
<p>Assessments:</p> <ul style="list-style-type: none"> • Formative Assessments <ul style="list-style-type: none"> ○ Class participation ○ Teacher observation 	<p>Materials:</p> <ul style="list-style-type: none"> • Child Development Learning Lab (Huber Street or Clarendon School) • Chromebooks/Internet • Overhead Projector (if needed) 	<p>Resources:</p> <ul style="list-style-type: none"> • YouTube.com • Textbook: Children the Early Years (or equivalent)

<ul style="list-style-type: none"> ○ DoNows ○ Worksheets ○ Open-ended questions ○ Games ○ Self-evaluation forms ○ Notebooks/Folders ● Summative Assessments <ul style="list-style-type: none"> ○ Lab ○ Projects ○ Computer Adaptive Tests/Quizzes ○ Performance Tasks ○ SGO pre and post assessments ○ Quarterly exam ○ Final Exam 	<ul style="list-style-type: none"> ● Post-it easel pads with markers 	<ul style="list-style-type: none"> ● CDC Website on Child Development: https://www.cdc.gov/ncbddd/childdevelopment/
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<p>Unit:</p>	<p>2 - CHILD DEVELOPMENT LEARNING LAB Students will have the opportunity to work with preschool children ages 3-5. They will observe how they develop socially, emotionally, physically and intellectually. Students will also provide developmentally appropriate activities.</p>
<p>Timing:</p>	<p>October - May of school year</p> <p><i>NJSLS - 21st Century Life and Careers:</i></p> <p>9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p> <p>9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.</p> <p>9.3.12.ED.4 Evaluate and manage risks to safety, health and the environment in education and training settings.</p> <p>9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.</p> <p>9.3.12.ED.10 Apply organizational skills and logic to enhance professional education and training practice.</p> <p>9.3.12.ED.11 Demonstrate group management skills that enhance professional education and training practice.</p> <p>9.3.12.ED.ADM.1 Use research-based practices to develop, communicate and enlist support for a vision of success for all learners.</p> <p>9.3.12.ED.ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture.</p>
<p>Standards:</p>	

	<p>9.3.12.ED.ADM.4 Identify instructional practices that meet the learning organization's objectives.</p> <p>9.3.12.ED.ADM.5 Model leadership skills for personnel in order to improve the performance of the learning organization.</p> <p>9.3.12.ED.PS.1 Identify strategies, techniques and tools used to determine the needs of diverse learners.</p> <p>9.3.12.ED.PS.2 Implement methods to enhance learner success.</p> <p>9.3.12.ED.PS.3 Identify resources and support services to meet learners' needs.</p> <p>9.3.12.ED.PS.4 Identify resources and support services available in the learning organization to enhance the learning environment.</p> <p>9.3.12.ED.TT.1 Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs.</p> <p>9.3.12.ED.TT.2 Employ knowledge of learning and developmental theory to describe individual learners.</p> <p>9.3.12.ED.TT.3 Use content knowledge and skills of instruction to develop standards-based goals and assessments.</p> <p>9.3.12.ED.TT.4 Identify materials and resources needed to support instructional plans.</p> <p>9.3.12.ED.TT.5 Establish a positive climate to promote learning.</p> <p>9.3.12.ED.TT.6 Identify motivational, social and psychological practices that guide personal conduct.</p> <p>9.3.12.ED.TT.7 Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures.</p> <p>9.3.12.ED.TT.8 Demonstrate flexibility and adaptability in instructional planning.</p> <p>9.3.12.ED.TT.9 Utilize assessment and evaluation tools and data to advance</p>
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	<p>learner achievement and adjust instructional plans.</p> <p>9.3.12.ED.TT.10 Evaluate teaching and training performance indicators to determine and improve effectiveness of instructional practices and professional development.</p> <p>9.3.12.ED.TT.11 Implement strategies to maintain relationships with others to increase support for the organization.</p> <p>21st Century Themes:</p> <p>Critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding, global awareness, civic literacy, and interpersonal communication</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is the role of the teacher in the classroom? • What types of activities are appropriate for preschoolers' specific developmental needs? 	<p>Objectives:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Assist classroom teacher with the responsibilities of the preschool classroom. 	<p>Activities, Investigation, and Student Experiences:</p> <ul style="list-style-type: none"> • Instructors will discuss the following topics in class, generating discussions: <ul style="list-style-type: none"> ○ Differences between fine and gross motor activities. ○ How to meet the basic physical needs of a preschooler. ○ How to provide effective guidance. ○ Ways to help children cope with their fears.

		<ul style="list-style-type: none"> ○ Importance of intellectual development.
<p>Assessments:</p> <ul style="list-style-type: none"> ● Formative Assessments <ul style="list-style-type: none"> ○ Class participation ○ Teacher observation ○ DoNow's ○ Worksheets ○ Open-ended questions ○ Games ○ Self-evaluation forms ○ Notebooks/Folders ● Summative Assessments <ul style="list-style-type: none"> ○ Lab ○ Projects ○ Computer Adaptive Tests/Quizzes ○ Performance Tasks ○ Final Exam 	<p>Materials:</p> <ul style="list-style-type: none"> ● Child Development Learning Lab (Huber Street or Clarendon School) ● Chromebooks/Internet ● Overhead Projector (if needed) ● Post-it easel pads with markers 	<p>Resources:</p> <ul style="list-style-type: none"> ● YouTube.com ● Textbook: Children the Early Years (or equivalent) ● CDC Website on Child Development: https://www.cdc.gov/ncbddd/childdevelopment/
<p>Unit: 3 - FAMILIES & PARENTING ROLES Discuss types of family structures and parenting roles. Introduce different parenting styles and types of discipline. Present the family life cycle.</p>		
<p>Timing: 10 Days</p>		

	<p>NJSLS - 21st Century Life and Careers:</p> <p>9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.</p> <p>9.3.12.ED.11 Demonstrate group management skills that enhance professional education and training practice.</p> <p>9.3.12.ED-ADM.7 Plan strategically to meet the learning organization’s objectives.</p> <p>9.3.12.ED-PS.2 Implement methods to enhance learner success.</p> <p>9.3.12.ED-TT.4 Identify materials and resources needed to support instructional plans.</p> <p>9.3.12.ED-TT.5 Establish a positive climate to promote learning.</p> <p>9.3.12.ED-TT.8 Demonstrate flexibility and adaptability in instructional planning.</p> <p>Standards:</p>
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● 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? ● Why is it hard to be a good parent? 	<p>21st Century Themes:</p> <p>Critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding, global awareness, civic literacy, and interpersonal communication</p> <p>Objectives:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Explain the difference between fine motor and gross motor skills. ● Explain the importance of meeting the basic physical needs of a preschool child.
	<p>Activities, Investigation, and Student Experiences:</p> <ul style="list-style-type: none"> ● Class discussions, generated by the instructor and carried on by the students, should focus on the following topics: <ul style="list-style-type: none"> ○ Each family is different. ○ The family life cycle.

<ul style="list-style-type: none"> • Formative Assessments <ul style="list-style-type: none"> ○ Class participation ○ Teacher observation ○ DoNows ○ Worksheets ○ Open-ended questions ○ Games ○ Self-evaluation forms ○ Notebooks/Folders • Summative Assessments <ul style="list-style-type: none"> ○ Lab ○ Projects ○ Computer Adaptive Tests/Quizzes ○ Performance Tasks ○ SGO pre and post assessments ○ Quarterly exam 	<ul style="list-style-type: none"> • Distinguish between discipline and punishment. • Identify childhood fears and ways of coping with preschool fears. • Explain differences in preschool thought. 	<ul style="list-style-type: none"> ○ Different styles of parenting and types of discipline. ○ What makes a 'good' parent.
<p>Assessments:</p>	<p>Materials:</p> <ul style="list-style-type: none"> • Child Development Learning Lab (Huber Street or Clarendon School) • Chromebooks/Internet • Overhead Projector (if needed) • Post-it easel pads with markers 	<p>Resources:</p> <ul style="list-style-type: none"> • YouTube.com • Textbook: Children the Early Years (or equivalent) • CDC Website on Child Development: https://www.cdc.gov/ncebd/dd/childddevelopment/

○ Final Exam		
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	<p>4 - PREPARING FOR PARENTING Compare parenting to other careers. Discuss factors to consider when deciding on parenthood. Discuss the demands of becoming a parent for the first time and consider costs involved.</p>
<p>Timing:</p>	<p>10 Days</p>
<p>Standards:</p>	<p><i>NJSLS - 21st Century Life and Careers:</i> 9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice. 9.3.12.ED.11 Demonstrate group management skills that enhance professional education and training practice. 9.3.12.ED-ADM.7 Plan strategically to meet the learning organization's objectives. 9.3.12.ED-PS.2 Implement methods to enhance learner success. 9.3.12.ED-TT.4 Identify materials and resources needed to support instructional plans. 9.3.12.ED-TT.5 Establish a positive climate to promote learning. 9.3.12.ED-TT.8 Demonstrate flexibility and adaptability in instructional planning.</p> <p><i>21st Century Themes:</i> Critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding, global awareness, civic literacy, and interpersonal communication</p>
<p>Essential Questions:</p>	<p>Objectives:</p>
	<p>Activities, Investigation, and Student Experiences:</p>

<ul style="list-style-type: none"> • How does parenting compare to other careers? • What are the demands of having children • What are reasons people give for having or not having children? • What are the costs involved in having children? • How does having children affect your family budget? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain why parenting is a lifetime job. • Discuss physical, emotional and financial commitments of parenting. • Couples have many reasons for and against having children. • There are many cost involved in having children and it may affect the family budget. • Explain why couples have reasons for having or not having a family. • Identify the costs of having a child and determine how it affects the family budget. 	<ul style="list-style-type: none"> • Class discussions and assessments should focus on the following: <ul style="list-style-type: none"> ○ Parenting is a lifelong commitment. ○ Parenting is physically, emotionally, and financially demanding. ○ There are many reasons why people choose or choose not to have children. ○ Having children costs money and changes the family budget.
<p>Assessments:</p>	<p>Materials:</p>	<p>Resources:</p>
<ul style="list-style-type: none"> • Formative Assessments <ul style="list-style-type: none"> ○ Class participation ○ Teacher observation ○ DoNows ○ Worksheets ○ Open-ended questions ○ Games 	<ul style="list-style-type: none"> • Child Development Learning Lab (Huber Street or Clarendon School) • Chromebooks/Internet • Overhead Projector (if needed) • Post-it easel pads with markers 	<ul style="list-style-type: none"> • YouTube.com • Textbook: Children the Early Years (or equivalent) • CDC Website on Child Development: https://www.cdc.gov/ncbddd/childdevelopment/

<ul style="list-style-type: none">○ Self-evaluation forms○ Notebooks/Folders● Summative Assessments<ul style="list-style-type: none">○ Lab○ Projects○ Computer Adaptive Tests/Quizzes○ Performance Tasks○ SGO pre and post assessments○ Quarterly exam○ Final Exam		
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	<p>5 - FETAL DEVELOPMENT & CHILDBIRTH Identify early signs of pregnancy. Discuss the three stages of pregnancy. Discuss common medical tests performed during pregnancy. Examine proper nutrition and health hazards throughout pregnancy. Discuss labor and delivery.</p>
<p>Timing:</p>	<p>35 Days</p> <p>NJSLS - 21st Century Life and Careers:</p> <p>9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.</p> <p>9.3.12.ED.11 Demonstrate group management skills that enhance professional education and training practice.</p> <p>9.3.12.ED-ADM.7 Plan strategically to meet the learning organization’s objectives.</p> <p>9.3.12.ED-PS.2 Implement methods to enhance learner success.</p> <p>9.3.12.ED-TT.4 Identify materials and resources needed to support instructional plans.</p> <p>9.3.12.ED-TT.5 Establish a positive climate to promote learning.</p> <p>9.3.12.ED-TT.8 Demonstrate flexibility and adaptability in instructional planning.</p> <p>21st Century Themes:</p> <p>Critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding, global awareness, civic literacy, and interpersonal communication</p>
<p>Essential Questions:</p>	<p>Objectives:</p> <p>Activities, Investigation, and Student Experiences:</p>

<ul style="list-style-type: none"> • What are the early signs of pregnancy? • What are the three stages of pregnancy? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain the difference between fine motor and gross motor skills. • Explain the importance of meeting the basic physical needs of a preschool child. • Distinguish between discipline and punishment. • Identify childhood fears and ways of coping with preschool fears. • Explain differences in preschool thought. 	<ul style="list-style-type: none"> • The instructor should generate a discussion on the presumptive and positive signs of pregnancy. • Discussions on the important developments that occur during the three stages of pregnancy should be generated. • Students should do research to determine the common medical tests given during pregnancy. • The instructor should discuss the link between the health of the mother and the health of the baby. • The birth process should be discussed in cooperative groups, including labor and delivery in the birthing process. • Students should discuss how prenatal care is important for the mother and baby's well being.
<p>Assessments:</p> <ul style="list-style-type: none"> • Formative Assessments <ul style="list-style-type: none"> o Class participation o Teacher observation o DoNews 	<p>Materials:</p> <ul style="list-style-type: none"> • Child Development Learning Lab (Huber Street or Clarendon School) • Chromebooks/Internet • Overhead Projector (if needed) • Post-it easel pads with markers 	<p>Resources:</p> <ul style="list-style-type: none"> • YouTube.com • Textbook: Children the Early Years (or equivalent)

<ul style="list-style-type: none"> ○ Worksheets ○ Open-ended questions ○ Games ○ Self-evaluation forms ○ Notebooks/Folders ● Summative Assessments <ul style="list-style-type: none"> ○ Lab ○ Projects ○ Computer Adaptive Tests/Quizzes ○ Performance Tasks ○ SGO pre and post assessments ○ Quarterly exam ○ Final Exam 		<ul style="list-style-type: none"> ● CDC Website on Child Development: https://www.cdc.gov/ncbddd/childdevelopment/
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<p>Unit:</p>	<p>6 - INFANT DEVELOPMENT Identify the tests and procedures that are performed in the hospital after baby is born. Discuss the Neonatal Intensive Care Unit and premature births. Discuss the joys and challenges of bringing home a newborn. Discuss Sudden Infant Death Syndrome and Shaken Baby Syndrome. Identify newborn reflexes. Identify the physical, intellectual, social and emotional needs of the infant.</p>
<p>Timing:</p>	<p>35 Days</p>
<p>Standards:</p>	<p>NJSLS - 21st Century Life and Careers: 9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice. 9.3.12.ED.11 Demonstrate group management skills that enhance professional education and training practice. 9.3.12.ED-ADM.7 Plan strategically to meet the learning organization's objectives. 9.3.12.ED-PS.2 Implement methods to enhance learner success. 9.3.12.ED-TT.4 Identify materials and resources needed to support instructional plans. 9.3.12.ED-TT.5 Establish a positive climate to promote learning. 9.3.12.ED-TT.8 Demonstrate flexibility and adaptability in instructional planning.</p> <p>21st Century Themes: Critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding, global awareness, civic literacy, and interpersonal communication</p>

Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:
<ul style="list-style-type: none"> • What medical tests are performed 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? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • 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 <i>Sudden Infant Death Syndrome</i>. • 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. 	<ul style="list-style-type: none"> • Students will research what important tests are performed before a baby is taken home from the hospital. • The instructor will review what happens in Neonatal Intensive Care Unit. • Students will discuss: <ul style="list-style-type: none"> ○ How <i>Shaken Baby Syndrome</i> can be prevented by leading a healthy lifestyle. ○ <i>Sudden Infant Death Syndrome</i> is serious and parents should follow guidelines. ○ How reflexes are involuntary movements. ○ How the rate of development is different for every infant. ○ How to meet the basic physical needs of an infant. ○ The importance of intellectual development in an infant.

<ul style="list-style-type: none"> ○ How to meet the social emotional needs of an infant. 		
<p>Resources:</p>	<p>Materials:</p>	<p>Assessments:</p> <ul style="list-style-type: none"> ● Formative Assessments <ul style="list-style-type: none"> ○ Class participation ○ Teacher observation ○ DoNows ○ Worksheets ○ Open-ended questions ○ Games ○ Self-evaluation forms ○ Notebooks/Folders ● Summative Assessments <ul style="list-style-type: none"> ○ Lab ○ Projects ○ Computer Adaptive Tests/Quizzes ○ Performance Tasks ○ SGO pre and post assessments ○ Quarterly exam ○ Final Exam
<ul style="list-style-type: none"> ● YouTube.com ● Textbook: Children the Early Years (or equivalent) ● CDC Website on Child Development: https://www.cdc.gov/ncbddd/childdevelopment/ 	<ul style="list-style-type: none"> ● Child Development Learning Lab (Huber Street or Clarendon School) ● Chromebooks/Internet ● Overhead Projector (if needed) ● Post-it easel pads with markers 	

<p>Unit:</p>	<p>7 - TODDLER DEVELOPMENT Examine the physical, intellectual, social and emotional development of toddlers.</p>	
<p>Timing:</p>	<p>35 Days</p>	
<p>Standards:</p>	<p><i>NJSLS - 21st Century Life and Careers:</i> 9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice. 9.3.12.ED.11 Demonstrate group management skills that enhance professional education and training practice. 9.3.12.ED-ADM.7 Plan strategically to meet the learning organization’s objectives. 9.3.12.ED-PS.2 Implement methods to enhance learner success. 9.3.12.ED-TT.4 Identify materials and resources needed to support instructional plans. 9.3.12.ED-TT.5 Establish a positive climate to promote learning. 9.3.12.ED-TT.8 Demonstrate flexibility and adaptability in instructional planning.</p> <p><i>21st Century Themes:</i> Critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding, global awareness, civic literacy, and interpersonal communication</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do toddlers develop physically? 	<p>Objectives:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain the physical needs of a toddler. 	<p>Activities, Investigation, and Student Experiences:</p> <ul style="list-style-type: none"> • Students will discuss, with facilitation by the instructor:

<ul style="list-style-type: none"> ● How do toddlers develop socially? ● How do toddlers develop emotionally? ● How do toddlers develop intellectually? 	<ul style="list-style-type: none"> ● Explain the social needs of a toddler. ● Discuss social – emotional development of a toddler ● Evaluate the importance of emotional development during the toddler years. ● Discuss how toddlers develop intellectually. 	<ul style="list-style-type: none"> ● How children develop at different rates. ● How each child is an individual. ● That children sequentially develop skills. ● That toddlerhood is a unique stage of development.
<p>Assessments:</p> <ul style="list-style-type: none"> ● Formative Assessments <ul style="list-style-type: none"> ○ Class participation ○ Teacher observation ○ DoNows ○ Worksheets ○ Open-ended questions ○ Games ○ Self-evaluation forms ○ Notebooks/Folders ● Summative Assessments <ul style="list-style-type: none"> ○ Lab ○ Projects ○ Computer Adaptive Tests/Quizzes ○ Performance Tasks ○ SGO pre and post assessments 	<p>Materials:</p> <ul style="list-style-type: none"> ● Child Development Learning Lab (Huber Street or Clarendon School) ● Chromebooks/Internet ● Overhead Projector (if needed) ● Post-it easel pads with markers 	<p>Resources:</p> <ul style="list-style-type: none"> ● YouTube.com ● Textbook: Children the Early Years (or equivalent) ● CDC Website on Child Development: https://www.cdc.gov/ncbddd/childdevelopment/

<ul style="list-style-type: none">○ Quarterly exam○ Final Exam		
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	<p>8 - CHILD ABUSE</p> <p>Discuss types of child abuse and neglect. Identify signs of abuse and abusers. Discuss rights and responsibilities of reporting child abuse and neglect in New Jersey.</p>
<p>Timing:</p>	<p>10 Days</p>
<p>Standards:</p>	<p><i>NJSLS - 21st Century Life and Careers:</i></p> <p>9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.</p> <p>9.3.12.ED.11 Demonstrate group management skills that enhance professional education and training practice.</p> <p>9.3.12.ED-ADM.7 Plan strategically to meet the learning organization’s objectives.</p> <p>9.3.12.ED-PS.2 Implement methods to enhance learner success.</p> <p>9.3.12.ED-TT.4 Identify materials and resources needed to support instructional plans.</p> <p>9.3.12.ED-TT.5 Establish a positive climate to promote learning.</p> <p>9.3.12.ED-TT.8 Demonstrate flexibility and adaptability in instructional planning.</p> <p><i>21st Century Themes:</i></p> <p>Critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding, global awareness, civic literacy, and interpersonal communication</p>
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do preschoolers develop physically? 	<p>Objectives:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify child abuse and neglect.
<ul style="list-style-type: none"> • How do preschoolers develop physically? 	<p>Activities, Investigation, and Student Experiences:</p> <ul style="list-style-type: none"> • Students should understand, through discussion and research, that...

<ul style="list-style-type: none"> ● How do preschoolers develop socially? ● How do preschoolers develop emotionally? ● How do preschoolers develop intellectually? 	<ul style="list-style-type: none"> ● Help someone who is being abused or neglected. ● Report child abuse or neglect. 	<ul style="list-style-type: none"> ○ There are warning signs of someone who is being abused or neglected. ○ There are places that someone who is being abused or neglected can go for help. ○ If they suspect someone of abusing or neglecting a child there are places they can report
<p>Assessments:</p>		
<ul style="list-style-type: none"> ● Formative Assessments <ul style="list-style-type: none"> ○ Class participation ○ Teacher observation ○ DoNows ○ Worksheets ○ Open-ended questions ○ Games ○ Self-evaluation forms ○ Notebooks/Folders ● Summative Assessments <ul style="list-style-type: none"> ○ Lab ○ Projects 	<p style="text-align: center;">Materials:</p> <ul style="list-style-type: none"> ● Child Development Learning Lab (Huber Street or Clarendon School) ● Chromebooks/Internet ● Overhead Projector (if needed) ● Post-it easel pads with markers 	<p style="text-align: center;">Resources:</p> <ul style="list-style-type: none"> ● YouTube.com ● Textbook: Children the Early Years (or equivalent) ● CDC Website on Child Development: https://www.cdc.gov/ncbddd/childdevelopment/

<ul style="list-style-type: none">○ Computer Adaptive Tests/Quizzes○ Performance Tasks○ SGO pre and post assessments○ Quarterly exam○ Final Exam		
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