

Southern Regional High School District
Course of Study
Department – Family & Consumer Sciences

Course Title: Advanced Child Development

Essential Questions of the Course:

- 1. Why is it important to study early childhood development?**
- 2. What impact do early childhood professionals have on young children?**
- 3. What qualities do people need to be early childhood professionals?**
- 4. What traits should an early childhood professional have in order to be an effective teacher?**
- 5. What are the qualities of a strong curriculum?**
- 6. What teaching techniques are effective with young children?**

Assessments:

- 1. Students will observe and assess interactions between parents and children.**
- 2. Students will design a preschool/kindergarten classroom and select equipment for it. (Midterm/Final Exam)**
- 3. Students will create a variety of lessons suitable to teach to a preschooler or K-2 child.**
- 4. Students will participate as leaders in the Child Development Learning Lab.**
- 5. Students will create classroom bulletin boards and newsletters for parents in the Child Development Learning Lab.**

Unit of Study

Unit Title: Principles of Development

Essential Questions of the Unit:

- 1. Who are the major child development theorists?**
- 2. What are some basic principles of development?**
- 3. What impact do heredity and development have on a child's development?**
- 4. How does self-esteem affect a child's development?**

Assessments:

- 1. Students will evaluate theories developed by the major developmental theorists.**
- 2. Students will analyze ways in which heredity and environment affect a child's development.**
- 3. Students will record positive and negative statements made by children and analyze how they might affect a child's self-concept and self-esteem.**

Content:

Principles of Development

- 1. Areas of development.**
- 2. Contributions of theorists.**
- 3. Developmental principles.**
- 4. Observing children**
 - i. subjective observations**
 - ii. objective observations**

Skills:

- 1. Observational skills – observe and analyze children’s positive/negative statements.**
- 2. Recognize and be able to make objective observations.**
- 3. Analytical skills - compare and contrast beliefs of basic child development theorists.**
- 4. Compare and contrast the impact of heredity and environment on a child’s development.**
- 5. Basic skills – reading and writing.**
- 6. Communication through class discussions.**

Purpose / Rationale of the unit:

This unit introduces students to the basic principles of child development. Through the study of this unit students will have a better understanding of theories of child development. Students will also gain an awareness of influences on a child's development.

New Jersey Core Curriculum Content Standards:

Workplace Readiness Skills

3	All students will use critical thinking, decision-making, and problem-solving skills.
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3.1	Recognize and define a problem, or clarify decisions to be made.
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3.2	Use models, relationships, and observations to clarify problems and potential solutions.
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3.7	Conduct systematic observations.
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3.8	Organize, synthesize, and evaluate information for appropriateness and completeness.
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Comprehensive Health and Physical Education

2.4	All students will learn the biological, social, cultural, and psychological aspects of human sexuality and family life.
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2.4.14	Discuss theoretical models of human personality development.
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Language Arts

3.1	All students will speak for a variety of real purposes and audiences
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3.1.15	Speak before a group to defend an opinion and present an oral interpretation.
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New Jersey Core Curriculum Content Standards continued

Science

5.2	All students will develop problem-solving, decision-making, and inquiry skills, reflected by formulating usable questions and hypotheses, planning experiments, conducting systematic observations, interpreting and analyzing data, drawing conclusions, and communicating results.
5.6	All students will gain an understanding of the structure, characteristics, and basic needs of organisms.

Technology Literature

8.1	Use computer applications to gather and organize information and to solve problems.
8.2	Develop an understanding of the nature and impact of technology, engineering, technological design and the designed world as they relate to the individual, society, and the environment.

Career Education and Consumer, Family and Life Skills

9.1	Develop career awareness and planning, employability skills, and foundational knowledge necessary for success
9.2	Demonstrate critical life skills in order to be functional members of society.

Time Frame of Unit: 2 Weeks

Instructional Activities:

- 1. Class discussions on areas of development**
- 2. Reports on individual theorists – Piaget, Erikson, Binet, Montessori, Skinner, Freud.**
- 3. Students will create a time line showing when they think major events occur in a child's life.**
- 4. Students will create a concept map showing the different areas of development with examples of each.**
- 5. Workbook activities for Chapter 3.**
- 6. Case studies.**

Materials and Resources:

Student text: Stephens: The Child Care Professional, Chapter 3

Unit of Study

Unit Title: Child Development – Preschool and School-Age

Essential Questions of the Unit:

- 1. What are the basic characteristics of preschool and school age development?**
- 2. How do changing motor and perceptual skills influence a child's learning activities?**
- 3. How is a preschooler's thinking defined in the preoperational period?**
- 4. How does competition affect a child's performance in some activities?**
- 5. What impact do puberty, self-esteem, competition, fear, stress, and rules have on school-age children?**

Assessments:

- 1. The students will report on observations of children in a variety of situations.**
- 2. The students will research and evaluate a list of toys that help preschoolers develop fine and gross motor skills and eye-hand coordination.**
- 3. The students will develop a checklist to evaluate children's books.**
- 4. The students will observe and compare preschoolers and school-age children as they conduct Piaget's experiment with glasses of water; presented as a written report.**
- 5. Students will create folder games designed around a specific topic.**

Content:

- 1. Preschool development –**
 - a. physical,**
 - b. intellectual,**
 - c. social,**
 - d. emotional.**
- 2. School-age development –**
 - a. physical,**
 - b. intellectual,**
 - c. social,**
 - d. emotional.**
- 3. Nutrition and the school-age child.**
- 4. Development of language skills.**

Skills:

- 1. Observe and analyze different aspects of development in preschool and school age children.**
- 2. Evaluate a variety of children's books.**
- 3. Analyze case studies.**
- 4. Basic skills – reading and writing.**
- 5. Communication skills through class discussions and interaction with children.**

Purpose / Rationale of the unit:

Through the study of this unit, the students will gain a greater understanding of the development of children ages three to twelve. Through interviewing children, observing, and analyzing their behavior, students will be more effective in creating/planning activities and teaching preschoolers in the Child Development Learning Lab.

New Jersey Core Curriculum Content Standards:

Workplace Readiness Skill

3	All students will use critical thinking, decision-making, and problem-solving skills.
3.1	Recognize and define a problem, or clarify decisions to be made.
3.2	Use models, relationships, and observations to clarify problems and potential solutions.
3.5	Use the library media center as a critical resource for inquiry and assessment of print and non-print materials.
3.7	Conduct systematic observations.
Comprehensive Health and Physical Education	
2.1	All students will learn health promotion and disease prevention concepts and health-enhancing behaviors.
2.1.16	Analyze the impact of genetic, nutritional, behavioral, cultural, and environmental factors on the functioning of body systems and use this information to identify responsible health practices.
2.4	All students will learn the biological, social, cultural, and psychological aspects of human sexuality and family life.
2.4.14	Discuss theoretical models of human personality development.
2.4.16	Describe how personal relationships evolve over time, focusing on changes in friendships, family, dating relationships, and marriage.
2.4.17	Analyze the responsibilities, joys, demands, and challenges of parenthood.
2.4.18	Describe safe and effective parenting skills, and identify resources for information and help with parenting.

Career Education and Consumer, Family and Life Skills

F	Safety
9.2.1	Engage in an informed discussion about rules and laws designed to promote safety and health.
9.2.2	Describe and demonstrate basic first aid and safety procedures.
9.2.3	Analyze the occurrence of workplace hazards.
9.2.4	Practice the safe use of tools and equipment.
9.2.5	Implement safety procedure in the classroom and workplace, where appropriate.
9.2.6	Discuss motor vehicle safety, including but not limited to, New Jersey motor vehicle laws and regulations, methods of defensive driving, and the importance of personal responsibility on public roads/streets.

Time Frame of Unit:
3 Weeks

Instructional Activities:

- 1. Class discussions.**
- 2. Group reports – appropriate educational toys, folder game.**
- 3. Workbook activities.**
- 4. Case studies**
- 5. Role-play by groups to demonstrate concepts: classification and centration, seriation, numbers and counting, and conservation.**

Materials and Resources:

Student text: Stephens: The Child Care Professional, Chapters 6,7

Unit of Study

Unit Title: The Child Care Center

Essential Questions of the Unit:

- 1. What are some different types of early childhood programs?**
- 2. What is the purpose of learning centers?**
- 3. How are learning centers set up in a classroom?**
- 4. How can safety hazards be eliminated in the classroom?**
- 5. How and why are certain common routines incorporated in a daily schedule?**

Assessments:

- 1. Students will write a report on the advantages and disadvantages of various types of preschool programs.**
- 2. Students will identify ways in which program goals of a day care center can be met.**
- 3. Students will research and report to the class on principles for planning a child care environment.**
- 4. Students will create a daily schedule for a preschool program, noting specific transitional activities to be used in the routines.**
- 5. Students will create a poster/bulletin board for a routine in a preschool program.**

Content:

- 1. Types of early childhood programs.**
- 2. Roles of**
 - a. director**
 - b. staff**
 - c. advisory board**
 - d. parents.**
- 3. Principles used in planning preschool environments.**
- 4. Development of a safety policy.**
- 5. Schedules and transitions.**
- 6. Selection of:**
 - a. equipment**
 - b. materials**
 - c. toys**

Skills:

- 1. Compare and contrast different types of preschool programs.**
- 2. Observe and analyze safety practices and schedules in a preschool program.**
- 3. Analyze case studies.**
- 4. Basic skills – reading and writing.**
- 5. Communication skills through group and class discussions.**

Purpose / Rationale of the unit:

Through a study of this unit, students will gain an understanding of the operation of a day care center/nursery school. With this knowledge, students will be better equipped to work as leaders in the Child Development Learning lab.

New Jersey Core Curriculum Content Standards:

Workplace Readiness Skills

3	All students will use critical thinking, decision-making, and problem-solving skills.
3.1	Recognize and define a problem, or clarify decisions to be made.
3.2	Use models, relationships, and observations to clarify problems and potential solutions.
3.7	Conduct systematic observations.

Comprehensive Health and Physical Education

2.1	All students will learn health promotion and disease prevention concepts and health-enhancing behaviors.
2.1.3	Identify and demonstrate responsible health behaviors for children.
2.1.4	Explain how childhood injuries and illnesses can be prevented and treated.
2.2	All students will learn health-enhancing personal, interpersonal, and life skills.
2.2.9	Describe how health goals are influenced by changes that occur throughout the life cycle.

Career Education and Consumer, Family and Life Skills

9.1	Develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.
9.2	Demonstrate critical life skills in order to be functional members of society.

Time Frame of Unit: 4 Weeks

Instructional Activities:

1. **Class discussions.**
2. **Group reports – different types of preschool programs.**
3. **Guest speakers – preschool teacher, day care center owner.**
4. **Student debate – do children do best with structured or flexible schedules?**
5. **Workbook activities.**
6. **Case studies.**

Materials and Resources:

Student text: Stephens: The Child Care Professional, Chapters 9, 10, 12

Unit of Study

Unit Title: Skills on the Job

Essential Questions of the Unit:

- 1. What traits does a responsible employee possess?**
- 2. How can a person manage time effectively?**
- 3. What are some effective techniques for communicating with young children?**
- 4. What are some methods for recording observations?**
- 5. What behaviors should a person look for when assessing children's development?**

Assessments:

- 1. Observation of student participation in the Child Development Learning Lab.**
- 2. Evaluation of student-created lesson plans for the Child Development Learning Lab.**
- 3. Written reports/discussion of student observations of preschoolers.**
- 4. Evaluation of teaching experiences in the Child Development Learning Lab using a rubric.**

Content:

- 1. Importance of workplace skills.**
- 2. Discipline in the classroom.**
- 3. Guiding children.**
- 4. Methods of observing children and assessing their development.**

Skills:

- 1. Analyze case studies.**
- 2. Observe children in classroom settings, preschool through grade two.**
- 3. Role-play communication skills.**
- 4. Interpret objective and subjective observations.**

Purpose / Rationale of the unit:

Through a study of this unit, students will become aware of work skills, techniques for guiding children's behavior, and guidelines for developing effective observation skills. Students will be better prepared to work with preschoolers in the Child Development Learning Lab as well as have a greater understanding of the demands and rewards of preschool and elementary school teaching.

New Jersey Core Curriculum Content Standards:

Workplace Readiness Skills

1	All students will develop career planning and workplace readiness skills.
1.1	Demonstrate employability skills and work habits, such as work ethic, dependability, promptness, and getting along with others, needed to get and keep a job.
1.2	Describe the importance of personal skills and attitudes to job success.
1.7	Describe the importance of academic and occupational skills to achievement in the work world.
3	All students will use critical thinking, decision-making, and problem-solving skills.
3.7	Conduct systematic observations.
3.8	Organize, synthesize, and evaluate information for appropriateness and completeness.
Comprehensive Health and Physical Education	
2.4	All students will learn the biological, social, cultural, and psychological aspects of human sexuality and family life.
2.4.18	Describe safe and effective parenting skills, and identify resources for information and help with parenting.

Career Education and Consumer, Family and Life Skills

9.1	Develop career awareness and planning, employability skills, and foundational knowledge necessary for
A	Career Awareness/Preparation
9.1.1	Re-evaluate personal interests, abilities, and skills through various measures including self assessments
9.1.2	Evaluate academic and career skills needed in various career clusters.
9.1.3	Analyze factors that can impact an individual's career.
9.1.4	Review and update their career plan and include the plan in a portfolio.
9.1.5	Research current advances in technology that apply to a selected
B	Employability Skills
9.1.1	Assess personal qualities that are needed to obtain and retain a job related to career clusters.
9.1.2	Communicate and comprehend written and verbal thoughts, ideas, directions, and information relative
9.1.3	Select and utilize appropriate technology in the design and implementation of teacher-approved projects in educational settings.
9.1.4	Evaluate the following academic and career skills as they relate to home, school, community, and employment: <ul style="list-style-type: none"> • Communication • Punctuality • Time Management • Organization • Decision making • Goal setting • Resources allocation • Fair and equitable competition • Safety • Employment application skills • Teamwork

Time Frame of Unit: 5 Weeks

Instructional Activities:

- 1. Class discussions.**
- 2. Role-play teacher-parent communication skills.**
- 3. Workbook activities.**
- 4. Case studies.**
- 5. Videos appropriate to the unit.**
- 6. Observation/participation in an elementary school classroom through job shadowing.**
- 7. Student-generated bulletin board – “Keys to Success on the Job”**

Materials and Resources:

Student text: Stephens: The Child Care Professional, Chapters 14, 15, 16

Unit of Study

Unit Title: Curriculum Planning for Preschoolers

Essential Questions of the Unit:

- 1. What is a lesson plan and how is it developed?**
- 2. How do children learn?**
- 3. What are the goals of art, language, social studies, science, and math curriculums?**
- 4. How can a preschool environment promote the development of language skills?**
- 5. How can dramatic play encourage growth in all developmental areas?**
- 6. What is the teacher's role in making science and math interesting and enjoyable for children?**
- 7. How can active play benefit all areas of development?**

Assessments:

- 1. Evaluation of student developed lessons created for different areas of the curriculum.**
- 2. The students will research and present a report on careers involving children's art.**
- 3. The students will create different types of puppets and a language arts lesson in which they can be used.**
- 4. The students will develop a "hands-on" bulletin board centered around a math or science concept.**
- 5. The students will write an essay describing an active play activity, its benefits, the area and equipment needed, and safety guidelines.**

Content:**Curriculum Planning for Preschoolers**

- 1. Building a curriculum.**
- 2. Developing a lesson plan.**
- 3. How children learn.**
- 4. Teaching styles.**
- 5. Goals of curriculum in:**
 - **art**
 - **language arts**
 - **dramatic play**
 - **social studies**
 - **music and movement**
 - **science**
 - **math**

Skills:

- 1. Observe and analyze preschoolers' behavior.**
- 2. Analyze and evaluate schedules of activities.**
- 3. Create lesson plans and appropriate activities.**
- 4. Compare and contrast teaching styles.**
- 5. Demonstrate effective teaching techniques in the Child Development Learning Lab.**
- 6. Basic skills – reading and writing.**
- 7. Communication skills through class discussions and involvement with preschoolers.**

Purpose / Rationale of the unit:

Through the study of this unit students will develop a greater understanding of the attributes of a strong preschool curriculum, as well as an understanding of how preschoolers and young children learn best. With this knowledge, the students will be able to plan activities and teach more effectively in the Child Development Learning Lab.

New Jersey Core Curriculum Content Standards:

Workplace Readiness Skills

1	All students will develop career planning and workplace readiness skills.
1.1	Demonstrate employability skills and work habits, such as work ethic, dependability, promptness, and getting along with others, needed to get and keep a job.
1.2	Describe the importance of personal skills and attitudes to job success.
2	All students will use information, technology, and other tools.
2.2	Select appropriate tools and technology for specific activities.
3	All students will use critical thinking, decision-making, and problem-solving skills.
3.1	Recognize and define a problem, or clarify decisions to be made.
3.2	Use models, relationships, and observations to clarify problems and potential solutions.
3.7	Conduct systematic observations.
3.2	All students will listen actively in a variety of situations to information from a variety of sources.
3.2.11	Demonstrate comprehension of, and appropriate listener response to, ideas in a persuasive speech, an oral interpretation of a literary selection, interviews in a variety of real-life situations, and educational and scientific presentations.

Technology Literacy

8.1	Use computer applications to gather and organize information and to solve problems.
8.2	Develop an understanding of the nature and impact of technology, engineering, technological design and the designed world as they relate to the individual, society, and the environment.

Time Frame of Unit: 24 Weeks (2-3 days per week)

Instructional Activities:

- 1. Class discussions.**
- 2. Case studies.**
- 3. Teacher demonstrations.**
- 4. Group projects and demonstrations.**
- 5. Workbook activities.**
- 6. Videos appropriate to the unit.**
- 7. Participation in the Child Development Learning Lab.**

Materials and Resources:

**Student text: Stephens: The Child Care Professional,
Chapters 17, 18, 19, 20, 21, 22 ,23, 24**

Unit of Study

Unit Title: Child Development Learning Lab

Essential Questions of the Unit:

- 1. What are the basic needs of preschoolers in the classroom?**
- 2. What types of classroom activities will meet preschoolers' various needs?**
- 3. How can classroom management be achieved?**
- 4. How should children's activities be scheduled during the day?**
- 5. What types of activities are appropriate for preschoolers' specific developmental needs?**

Assessments:

- 1. Self-evaluation of teaching experiences in the Child Development Learning Lab.**
- 2. Students will apply knowledge of teaching techniques and preschool development to practical experiences with preschoolers in a classroom environment.**
- 3. Students will use knowledge of preschool development and curriculum to create monthly newsletters and bulletin boards for the Child Development Learning Lab.**

Content:**Child Development Learning Laboratory**

- 1. Appropriate activities for preschoolers.**
- 2. Creative lessons/projects for preschoolers.**
- 3. Effective schedules and transition activities for preschoolers.**
- 4. Classroom management techniques**
- 5. Effective time management.**

Skills:

- 1. Observational skills - observe preschoolers in the Child Development Learning Lab using a variety of observation techniques.**
- 2. Observe other students teaching in the Child Development Learning Lab.**
- 3. Communication skills in a classroom setting with parents and preschoolers.**

Purpose / Rationale of the unit:

Through a study of this unit students will gain practical experience in creating lessons and teaching preschoolers. Students will learn about the responsibilities of early childhood teachers as well as the importance of a good work ethic.

New Jersey Core Curriculum Content Standards:

Workplace Readiness Skills

1	All students will develop career planning and workplace readiness skills.
1.1	Demonstrate employability skills and work habits, such as work ethic, dependability, promptness, and getting along with others, needed to get and keep a job.
1.2	Describe the importance of personal skills and attitudes to job success.
1.7	Describe the importance of academic and occupational skills to achievement in the work world.
1.8	Demonstrate occupational skills developed through structured learning experiences, such as volunteer, community service, and work-based experiences or part-time employment.
3	All students will use critical thinking, decision-making, and problem-solving skills.
3.1	Recognize and define a problem, or clarify decisions to be made.
3.7	Conduct systematic observations.

Career Education and Consumer, Family and Life Skills

9.1	Develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.
B	Employability Skills
9.1.1	Assess personal qualities that are needed to obtain and retain a job related to career clusters.
9.1.2	Communicate and comprehend written and verbal thoughts, ideas, directions, and information settings.
9.1.3	Select and utilize appropriate technology in the design and implementation of teacher-approved projects relevant to occupations and/or higher educational settings.
9.1.4	Evaluate the following academic and career skills as they relate to home, school, community, : <ul style="list-style-type: none"> • Communication • Punctuality • Time Management • Organization • Decision making • Goal setting • Resources allocation • Fair and equitable competition • Safety • Employment application skills • Teamwork
9.1.5	Demonstrate teamwork and leadership skills that include student participation in real world applications of career and technical education skills.

Time Frame of Unit: 24 Weeks (2 days/week)

Instructional Activities:

- 1. Students will plan lessons and activities to be taught in the Child Development Learning Lab.**
- 2. Student will teach preschoolers in the Child Development Learning Lab following prepared lesson plans.**
- 3. Students will observe and analyze interactions of preschool children.**
- 4. Students will mentor students in the Child Development classes.**
- 5. Students will role-play classroom management techniques.**

Materials and Resources:

Student text:

Stephens: The Child Care Professional

Beckman, Carol, Simmons, Roberta, and Thomas, Nancy.

Channels to Children

Claycomb, Patty. The Busy Classroom.

Flemming, Bonnie Mack and Hamilton, Darlene.

Early Childhood Education.

Instructional Fair, Inc. Big Book of Everything Preschool.

Rosser, Caroline Spang. Planning Activities for Child Care.

Teacher Created Materials.

