

# **Southern Regional High School District Course of Study**

Department Family and Consumer Sciences

**Course Title: Child Development and Parenting**

## **Essential Questions of the Course:**

**Why study children?**

**What factors affect a baby's health and development?**

**How can caregivers meet the physical, intellectual, social, and emotional needs of the infant, the toddler, and preschooler?**

**What types of classroom activities meet pre-schoolers needs?**

**What are the abilities and interests of preschool age children?**

## **Assessments:**

**Students will observe and analyze interactions between infants, toddlers, and their parents.**

**Students will determine the content and cost of a layette.**

**Students will assess learning through written tests.**

**Students will create a book for preschoolers.**

**Students will analyze and create solutions for selected case studies in child development.**

**Students will participate in and evaluate their experiences with Baby Think It Over.**

**Students will apply principles of preschool development through participation in the child Development Learning Laboratory.**

## **Unit of Study**

**Unit Title: Families and Parenting Today**

### **Essential Questions of the Unit:**

**What are the various types of families?**

**What are the basic parenting styles and types of discipline?**

**Why is it hard to be a good parent?**

**What are some right and wrong reasons people give for having or not having children?**

### **Assessments:**

**Students will evaluate various types of families.**

**Students will evaluate reasons why couples choose to become parents or choose not to become parents.**

**Students will discuss how children affect relationships.**

**Content:**

**Changes in family roles.**

**Family types.**

**Parenting styles.**

**Learning parenting skills.**

**Decisions to make about parenthood.**

**Skills:**

**Observe and analyze different family types and parenting styles.**

**Compare and contrast basic types of discipline.**

**Evaluate reasons for becoming or not becoming parents.**

**Basic skills – reading and writing.**

**Communication skills through class discussions.**

**Purpose / Rationale of the unit:**

**This unit introduces students to the changing structure of families in today's society. Through the study of this unit, students will have a better understanding of the role of the family in a child's growth and development. Students will also gain an awareness of the right and wrong reasons for becoming parents.**

## New Jersey Core Curriculum Content Standards:

### CROSS-CONTENT WORKPLACE READINESS STANDARDS AND PROGRESS INDICATORS

<b>3</b>	<b>All students will use critical thinking, decision-making, and problem-solving skills.</b>
3.2	Use models, relationships, and observations to clarify problems and potential solutions.
3.7	Conduct systematic observations.
3.9	Identify patterns and investigate relationships.
3.10	Monitor and validate their own thinking.

### COMPREHENSIVE HEALTH AND PHYSICAL EDUCATION

<b>2.1</b>	<b>All students will learn health promotion and disease prevention concepts and health-enhancing behaviors.</b>
2.1.9	Analyze how family, peers, culture, media, technology, and the environment affect wellness.
<b>2.4</b>	<b>All students will learn the biological, social, cultural, and psychological aspects of human sexuality and family life.</b>
2.4.10	Describe the responsibilities of parenthood, with an emphasis on teen parenthood, and discuss the impact of parenthood on parents, family members, and the child.
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.

### LANGUAGE ARTS LITERACY

<b>3.1</b>	<b>All students will speak for a variety of real purposes and audiences.</b>
3.1.7	Talk with others to identify, explore, and solve problems.

### SOCIAL STUDIES

<b>6.5</b>	<b>All students will acquire historical understanding of varying cultures throughout the history of New Jersey, the United States, and the world.</b>
6.5.7	Analyze differences and similarities among cultures.

**Time Frame of Unit: 3 weeks**

## **Instructional Activities:**

**Class discussions.**

**Case studies.**

**Analysis of types of families – group reports.**

**Videos on appropriate topics.**

## **Materials and Resources:**

**Student text: Decker: Children: The Early Years**

**Brisbane: The Developing Child**

**Videos:**

**“So You’re Going to be a Parent”**

**“10 Ways to be a Better Parent”**

**“Styles of Parenting”**

**“A History of Parenting Practices”**

## **Unit of Study**

**Unit Title:   Pregnancy**

### **Essential Questions of the Unit:**

**How does heredity work?**

**What are the types of multiple pregnancies and how do they occur?**

**What takes place during the various stages of prenatal development?**

### **Assessments:**

**Students will research and report on DNA testing.**

**Students will diagram dominant and recessive traits.**

**Students will discuss multiple births.**

**Students will chart growth and changes that take place during prenatal development.**

**Content:**

**How chromosomes and genes work**

**Dominant and recessive traits**

**Multiple pregnancies**

**Conception**

**Stages in prenatal development – germinal, embryonic, fetal**

**Skills:**

**Describe how a person inherits traits through genes.**

**List the different types of multiple pregnancies and how they occur.**

**Describe the three main stages of prenatal development.**

**Purpose / Rationale of the unit:**

**Through a study of this unit, students will become aware of the growth of a baby from conception to birth. Students will also gain a better understanding of the science of heredity and the occurrence of multiple births.**

## New Jersey Core Curriculum Content Standards:

### CROSS-CONTENT WORKPLACE READINESS STANDARDS AND PROGRESS INDICATORS

<b>3</b>	<b>All students will use critical thinking, decision-making, and problem-solving skills.</b>
3.1	Recognize and define a problem, or clarify decisions to be made.
3.4	Identify and access resources, sources of information, and services in the school and the community.
3.5	Use the library media center as a critical resource for inquiry and assessment of print and nonprint materials.
3.8	Organize, synthesize, and evaluate information for appropriateness and completeness.

### COMPREHENSIVE HEALTH AND PHYSICAL EDUCATION

<b>2.1</b>	<b>All students will learn health promotion and disease prevention concepts and health-enhancing behaviors.</b>
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.

### SCIENCE

<b>5.7</b>	<b>All students will investigate the diversity of life.</b>
5.7.5	Illustrate how the sorting and recombining of genetic material results in the potential for variation among offspring
5.7.6	Compare and contrast acquired and inherited characteristics.
5.7.10	Describe how information is encoded in genetic material.

**Time Frame of Unit: 3 weeks**

**Instructional Activities:**

**Class discussions**

**Case studies**

**Videos on appropriate topics**

**Guest speaker – multiple births**

**Group analysis of genetic traits and combinations**

**Materials and Resources:**

**Student text – Children: The Early Years**

**Videos: “Joined at Birth”**

**“Miracle of Life”**

**“Kids Like These”**

**“Fetal development: A Nine Month Journey”**

**“Journey into Life”**

**“Nova: Life’s Greatest Miracle”**

**Internet**

## **Unit of Study**

**Unit Title:     Prenatal Care**

### **Essential Questions of the Unit:**

**What are the early signs of pregnancy?**

**What is the relationship between the health of the mother and the health of the baby?**

**How can diseases, drugs, alcohol, cigarettes, radiation, and environmental pollutants harm the developing fetus?**

**What happens to the baby and the mother during the birth process?**

**What physical and emotional changes take place in the mother during the postpartum period?**

### **Assessments:**

**Students will research and report on the causes, prevention, and treatment of selected birth defects.**

**Students will identify and label a diagram of a pregnant woman's body.**

**Students will describe three stages of labor from the mother's and baby's perspective.**

**Students will create an appropriate menu for one day for a pregnant woman.**

**Content:**

**Signs of pregnancy**

**Medical care during pregnancy**

**Birth defects – causes, prevention, treatment**

**Health habits during pregnancy**

**Birth process – labor, delivery, bonding**

**Postpartum maternal care**

**Skills:**

**Describe common signs of early pregnancy**

**Identify the dangers of drugs, alcohol, cigarettes, radiation, and viruses to an unborn child**

**List some causes of miscarriage**

**Describe ultrasound and amniocentesis as important diagnostic tools during pregnancy**

**Explain the importance of bonding to parent and child**

**Purpose / Rationale of the unit:**

**Through a study of this unit, students will become aware of the importance of good prenatal care and its influence on the health of the developing baby. They will also gain an understanding of the changes that take place in the mother's body during pregnancy, labor, and birth.**

## New Jersey Core Curriculum Content Standards:

### CROSS-CONTENT WORKPLACE READINESS STANDARDS AND PROGRESS INDICATORS

<b>2</b>	<b>All students will use information, technology, and other tools.</b>
2.2	Select appropriate tools and technology for specific activities.
2.6	Access and assess information on specific topics using both technological (e.g., computer, telephone, satellite) and print resources available in libraries or media centers.
<b>3</b>	<b>All students will use critical thinking, decision-making, and problem-solving skills.</b>
3.5	Use the library media center as a critical resource for inquiry and assessment of print and nonprint materials.

### COMPREHENSIVE HEALTH AND PHYSICAL EDUCATION

<b>2.1</b>	<b>All students will learn health promotion and disease prevention concepts and health-enhancing behaviors.</b>
2.1.6	Identify common health products and foods found in the home and correctly interpret labels, information, directions, and warnings.
<b>2.3</b>	<b>All students will learn the physical, mental, emotions, and social effects of the use and abuse of alcohol, tobacco, and other drugs.</b>
2.3.18	Describe how chemical substances used during pregnancy can affect prenatal and early childhood growth and development.
<b>2.4</b>	<b>All students will learn the biological, social, cultural, and psychological aspects of human sexuality and family life.</b>
2.4.21	Identify resources that provide information, assistance, and care in addressing sexual and reproductive health and legal issues.

**Time Frame of Unit: 3 weeks**

## **Instructional Activities:**

**Class discussions**

**Case studies**

**Videos on appropriate topics**

**Guest speakers – prenatal care**

**Class presentation of student reports**

## **Materials and Resources:**

**Teacher created handouts and worksheets**

**Student text – Children: The Early Years**

**The Developing Child**

**What to Expect When You're Expecting**

**What to Eat When You're Expecting**

**Videos: “The Mind”**

**“And Down Will Come Baby”**

**“Inside My Mom”**

**“Eating for Two”**

**“Pregnancy Through the First Months”**

**“Journey to Birth”**

**“Fetal Abuse—The Effects of Drugs and Alcohol**

## **Unit of Study**

**Unit Title:     The Newborn**

### **Essential Questions of the Unit:**

**What are the characteristics of the newborn?**

**What are the physical, intellectual, social, and emotional needs of a newborn?**

**How can parents of a newborn meet the baby's needs as well as their own needs?**

### **Assessments:**

**Students will research and determine the cost of a layette for a baby, including formula, diapers, and clothes for the first six months.**

**Students will describe the content and importance of the Apgar score.**

**Students will compare and contrast breast and bottle feeding.**

**Students will assume responsibility for Baby Think it Over for three days or an alternate assignment.**

**Content:**

**Medical care and testing for the newborn**

**Physical traits of a newborn**

**Reflexes in a newborn, length of time they are present**

**Meeting the physical needs of the newborn**

**Meeting the intellectual and social/emotional needs of the newborn**

**Meeting the needs of the parents**

**Skills:**

**Identify special care for a premature baby**

**Describe the appearance and abilities of a newborn**

**Identify and describe typical reflexes in a newborn**

**List the physical, intellectual, and social/emotional needs of the newborn and how they can be met**

**Purpose / Rationale of the unit:**

**Through a study of this unit, students will become aware of the abilities and needs of the newborn, as well as how these needs can be met. They will gain an understanding of the day to day care a newborn needs, such as feeding, diapering, bathing, a stimulating environment, and the importance of regular medical care.**

## **New Jersey Core Curriculum Content Standards:**

### **COMPREHENSIVE HEALTH AND PHYSICAL EDUCATION**

<b>2.1</b>	<b>All students will learn health promotion and disease prevention concepts and health-enhancing behaviors.</b>
2.1.1 0	Identify and demonstrate health practices that support and enhance personal and family physical and mental health.
2.1.1 6	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.
<b>2.2</b>	<b>All students will learn health-enhancing personal, interpersonal, and life skills.</b>
2.2.9	Describe how health goals are influenced by changes that occur throughout the life cycle.
<b>2.4</b>	<b>All students will learn the biological, social, cultural, and psychological aspects of human sexuality and family life.</b>
2.4.1 0	Describe the responsibilities of parenthood, with an emphasis on teen parenthood, and discuss the impact of parenthood on parents, family members, and the child.
2.4.1 5	Describe the physical, emotional, and social changes that occur at each stage of human development, and the role of human sexuality throughout the life cycle.
2.4.1 7	Analyze the responsibilities, joys, demands, and challenges of parenthood.
2.4.1 8	Describe safe and effective parenting skills, and identify resources for information and help with parenting.

**Time Frame of Unit: 2 weeks**

**Instructional Activities:**

**Class discussion**

**Case studies**

**Videos on appropriate topics**

**Guest speakers – caring for newborns and premature babies**

**Materials and Resources:**

**Teacher created handouts and worksheets**

**Student text – Children: The Early Years  
The Developing Child**

**Videos: “Meeting the World”  
“What’s a Parent to Do?”  
“why Breastfeed?”  
“48 Hours –The Smallest Survivors”  
“Your Newborn Baby”**

## **Unit of Study**

**Unit Title: Infant Development**

### **Essential Questions of the Unit:**

**How do motor skills develop during the first year?**

**How and what do infants learn?**

**What are the temperamental differences in babies?**

**What are the infant's major first year social tasks?**

**How can parents/caregivers meet a baby's needs in the first year?**

### **Assessments:**

**Students will care for baby Think It Over for three days.**

**Students will observe babies and identify traits discussed in class.**

**Students will sequence the development of infants according to the three basic patterns.**

**Students will compare homemade with commercially prepared baby food.**

**Students will create a door hanging that offers tips for creating a safe environment for a baby.**

**Students will compare their own baby pictures and milestones with the averages described in the text and on videos.**

**Content:**

**Skeletal growth and motor development**

**How and what infants learn**

**Beginnings of language development**

**Social development and the expressions of emotion**

**Meeting physical, intellectual, and social/emotional needs of the newborn**

**Skills:**

**Describe the physical growth patterns during the first year.**

**Describe the patterns of motor development in the first year.**

**Analyze ways in which infants learn.**

**List the steps a baby goes through in the development of speech.**

**Describe how infants express emotion.**

**Describe ways in which parents/caregivers can meet the baby's various needs.**

**Purpose / Rationale of the unit:**

**Through a study of this unit, students will become aware of the growth and development that take place in a baby during the first year. Students will gain an understanding of the needs of the baby as well as ways in which to meet those needs.**

## New Jersey Core Curriculum Content Standards:

### CROSS-CONTENT WORKPLACE READINESS STANDARDS AND PROGRESS INDICATOR

<b>3</b>	<b>All students will use critical thinking, decision-making, and problem-solving skills.</b>
3.2	Use models, relationships, and observations to clarify problems and potential solutions.
3.4	Identify and access resources, sources of information, and services in the school and the community.

### COMPREHENSIVE HEALTH AND PHYSICAL EDUCATION

<b>2.1</b>	<b>All students will learn health promotion and disease prevention concepts and health-enhancing behaviors.</b>
2.1.9	Analyze how family, peers, culture, media, technology, and the environment affect wellness.
2.1.10	Identify and demonstrate health practices that support and enhance personal and family physical and mental health.
<b>2.2</b>	<b>All students will learn health-enhancing personal, interpersonal, and life skills.</b>
2.2.9	Describe how health goals are influenced by changes that occur throughout the life cycle.
<b>2.4</b>	<b>All students will learn the biological, social, cultural, and psychological aspects of human sexuality and family life.</b>
2.4.15	Describe the physical, emotional, and social changes that occur at each stage of human development, and the role of human sexuality throughout the life cycle.
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.

**Time Frame of Unit: ` 3 weeks**

**Instructional Activities:**

**Class discussions**

**Case studies**

**Videos on appropriate topics**

**Guest speaker – bath demonstration**

**Prepare baby food and compare it with commercially prepared baby food.**

**Materials and Resources:**

**Student text – Children: The Early Years  
The Developing Child**

**Videos: “Learning About the World”  
“A Child Grows: The First year”  
Footsteps – “The First Signs of April”  
“Shaping the Youngest Minds”**

## **Unit of Study**

**Unit Title: Toddler Development**

### **Essential Questions of the Unit:**

**How do motor skills develop during the second and third years?**

**How and what do toddlers learn?**

**How do toddlers work at achieving autonomy?**

**What differences can be seen in emotional development?**

**How can parents/caregivers meet a child's needs in the second and third years?**

### **Assessments:**

**Students will observe toddlers and identify the traits discussed in class.**

**Students will sequence the development of toddlers according to the three basic patterns.**

**Students will plan meals that would be suitable for a toddler.**

**Students will evaluate toys for toddlers.**

**Students will analyze ways to effectively deal with or prevent temper tantrums.**

**Students will create a toy appropriate for a toddler.**

**Content:**

**Skeletal growth and motor development**

**How and what toddlers learn**

**Development of language**

**Social development and the expressions of emotions**

**Meeting physical, intellectual, and social/emotional needs of the toddler**

**Skills:**

**Describe physical growth patterns during the 2nd and 3rd years.**

**Describe the patterns of motor development from ages one to three.  
Analyze the ways in which toddlers learn.**

**List the factors that influence the rate of speech development.**

**Compare and contrast the expressions of emotions in the infant and toddlers years.**

**Evaluate ways of handling temper tantrums and toilet training.**

**Describe ways in which parents/caregivers can meet the toddler's various needs.**

**Purpose / Rationale of the unit:**

**Through a study of this unit, students will become aware of the growth and development of a child during the toddler years. Students will gain an understanding of the needs of the child as well as ways in which to meet those needs**

## New Jersey Core Curriculum Content Standards:

### CROSS-CONTENT WORKPLACE READINESS STANDARDS AND PROGRESS INDICATORS

<b>3</b>	<b>All students will use critical thinking, decision-making, and problem-solving skills.</b>
3.2	Use models, relationships, and observations to clarify problems and potential solutions.
3.4	Identify and access resources, sources of information, and services in the school and the community.
3.7	Conduct systematic observations.

### COMPREHENSIVE HEALTH AND PHYSICAL EDUCATION

<b>2.1</b>	<b>All students will learn health promotion and disease prevention concepts and health-enhancing behaviors.</b>
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.
2.1.5	Describe potentially dangerous or threatening situations related to childhood activities, develop personal protection strategies, and cite resources for help.
2.1.10	Identify and demonstrate health practices that support and enhance personal and family physical and mental health.
<b>2.2</b>	<b>All students will learn health-enhancing personal, interpersonal, and life skills.</b>
2.4.14	Discuss theoretical models of human personality development.

**Time Frame of Unit: 3 weeks**

**Instructional Activities:**

**Class discussions**

**Case studies**

**Student generated presentations**

**Videos on appropriate topics**

**Materials and Resources:**

**Student text – Children: The Early Years  
The Developing Child  
The Magic Years**

**Videos: “Toddlers – The Second Year of Life”  
“Living the Life of a Toddler”  
Footsteps – “Tightrope”  
“Learning About the World”**

## **Unit of Study**

**Unit Title: Physical Development of the Preschooler -**

### **Essential Questions of the Unit:**

**What physical changes take place in the preschooler between ages three and six?**

**How do large and small motor skills compare to those of the toddler?**

### **Assessments:**

**Student participation in class discussions**

**Observation reports by students**

**Students will complete a chart showing physical growth between ages three and six.**

## **Content:**

### **Body growth and development**

- **Height and weight**
- **Other body changes – bones; organs; fat tissues**

### **Motor development**

- **Large muscle development**
- **Small muscle development**

**Skills:****Critical Thinking Skills**

- Application of factual information to observations of children.
- Design activities for children.
- Analyze observations of children.

**Workplace Readiness Skills**

- Decision-making. What activities are appropriate for preschool development?
- Identify and access sources of information to design activities for preschoolers.

**Language**

- Written and oral.

**Interpersonal**

- Working with others.

**Purpose / Rationale of the unit:**

**This unit introduces students to the preschool child with the study of physical growth and motor development. Through the study of this unit, students will have a better understanding of the physical growth characteristics of the preschooler and the normal variations.**

## **New Jersey Core Curriculum Content Standards:**

### **CROSS-CONTENT WORKPLACE READINESS STANDARDS AND PROGRESS INDICATORS**

<b>1</b>	<b>All students will develop career planning and workplace readiness skills.</b>
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.
<b>2</b>	<b>All students will use information, technology, and other tools.</b>
2.2	Select appropriate tools and technology for specific activities.
<b>3</b>	<b>All students will use critical thinking, decision-making, and problem-solving skills.</b>
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.
3.4	Identify and access resources, sources of information, and services in the school and the community.
3.9	Identify patterns and investigate relationships.

### **COMPREHENSIVE HEALTH AND PHYSICAL EDUCATION**

<b>2.4</b>	<b>All students will learn the biological, social, cultural, and psychological aspects of human sexuality and family life.</b>
2.4.14	Discuss theoretical models of human personality development.
2.4.15	Describe the physical, emotional, and social changes that occur at each stage of human development, and the role of human sexuality throughout the life cycle.
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.

### **LANGUAGE ARTS LITERACY**

<b>3.3</b>	<b>All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.</b>
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**Time Frame of Unit: 1 Week.**

## **Unit of Study**

**Unit Title: Social/Emotional Development of the Preschooler**

### **Essential Questions of the Unit:**

**What problems do preschoolers face as they develop initiative?**

**How do preschoolers learn gender roles?**

**How do feelings and emotions change during the preschool year?**

### **Assessments:**

- **Student participation in class discussions**
- **Observation reports by students**
- **Students will analyze sex typing and gender roles in various areas related to preschoolers (e.g., clothes, toys).**

**Content:****Developing social awareness.**

- **Taking initiative, showing responsibility**
- **Learning about gender roles**
  - How does gender role develop?**
  - Cultural factors**
  
- **Extending social relations**
  - Importance of adults and other children**
  - Making friends**
  
- **Feeling and controlling emotions**
  - Fear and anxiety**
  - Anger and aggression**
  - Jealousy**

**Skills:****Critical Thinking Skills**

- Application of factual information to observations of children.
- Design activities for children.
- Analyze observations of children.

**Workplace Readiness Skills**

- Decision-making. What activities are appropriate for preschool development?
- Problem-solving-case studies

**Language**

- Written and oral

**Interpersonal**

- Working with others

**Purpose / Rationale of the unit:**

Through a study of the social/emotional development of the preschooler, students will have a better understanding of the feelings and responses of children ages three to six. Through this understanding, they will have more skills in working with children and understanding their needs.

## New Jersey Core Curriculum Content Standards:

### CROSS-CONTENT WORKPLACE READINESS STANDARDS AND PROGRESS INDICATORS

<b>3.3</b>	<b>All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.</b>
<b>2</b>	<b>All students will use information, technology, and other tools.</b>
2.1	Understand how technological systems function.
<b>2</b>	<b>All students will use information, technology, and other tools.</b>
2.1	Understand how technological systems function.
3.2	Use models, relationships, and observations to clarify problems and potential solutions.
3.4	Identify and access resources, sources of information, and services in the school and the community.
3.9	Identify patterns and investigate relationships.

### COMPREHENSIVE HEALTH AND PHYSICAL EDUCATION

<b>2.4</b>	<b>All students will learn the biological, social, cultural, and psychological aspects of human sexuality and family life.</b>
2.4.14	Discuss theoretical models of human personality development.
2.4.15	Describe the physical, emotional, and social changes that occur at each stage of human development, and the role of human sexuality throughout the life cycle.
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.

### LANGUAGE ARTS LITERACY

<b>3.1</b>	<b>All students will speak for a variety of real purposes and audiences.</b>
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**Time Frame of Unit:      Two Weeks**

**Instructional Activities:**

**Present case study and discuss possible solutions.**

**Class discussion of chapter**

**Debate – Should boys play with dolls, should girls play with trucks?**

**Compare/contrast how preschoolers and teens act when they are jealous.**

**Materials and Resources:**

**Student text: Decker. Children: The Early Years  
Brisbane. The Developing Child**

**Videos: Footsteps – “Hairy Scary”  
“True Blue”**

## **Unit of Study**

**Unit Title: Intellectual Development of the Preschooler**

### **Essential Questions of the Unit:**

- 1. What changes take place in the mental development of the child ages three to six?**
- 2. What new concepts do preschoolers learn?**
- 3. How do language abilities improve during the preschool years?**
- 4. How does a preschooler's egocentric thinking affect daily activities and relationships with others?**

### **Assessments:**

- Students will observe and record children as they play and analyze their vocabulary. What types of descriptive words do they use?**
- Students will give examples of logical thought that they have observed in children.**
- Students will compare and contrast preschool "logical" thinking with that of adults.**

## **Content:**

### **1. How children learn.**

- **Obstacles to logical thinking**
- **New abilities emerge**
  - Symbolic play**
  - Drawing**
  - Language**

### **2. What preschool children learn.**

- **Logical thinking concepts**
- **Cause and Effect**

### **3. Language abilities.**

- **Articulation**
- **Vocabulary**
- **Grammar**

**Skills:****Critical Thinking Skills**

- **Application of factual information to observations of children**
- **Design activities for children**
- **Analyze observations of children.**

**Workplace Readiness Skills**

- **Decision-making skills. What activities are appropriate for preschoolers?**
- **Plan experiments to demonstrate logical-thinking skills.**

**Language**

- **Written and oral**

**Purpose / Rationale of the unit:**

**Through a study of the intellectual development of the preschooler, students will have a better understanding of the thinking level of children ages three to six. Through this understanding, they will have more skills in working with children and helping children learn new concepts based on their level of development.**

## New Jersey Core Curriculum Content Standards:

### CROSS CONTENT WORKPLACE READINESS

<b>1</b>	<b>All students will develop career planning and workplace readiness skills.</b>
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.
1.3	Identify career interests, abilities, and skills.
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.
3.3	Formulate questions and hypotheses.
3.4	Identify and access resources, sources of information, and services in the school and the community.
3.5	Use the library media center as a critical resource for inquiry and assessment of print and Non-print materials.
3.9	Identify patterns and investigate relationships.

### PHYSICAL EDUCATION AND HEALTH

2.4.14	Discuss theoretical models of human personality development.
2.4.15	Describe the physical, emotional, and social changes that occur at each stage of human development, and the role of human sexuality throughout the life cycle.
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.

### LANGUAGE ARTS LITERACY

<b>3.1</b>	<b>All students will speak for a variety of real purposes and audiences.</b>
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**Time Frame of Unit: Two Weeks**

**Instructional Activities:**

- 1. Students will administer one of Piaget's tasks to a preschooler and record the results.**
- 2. Present case studies and discuss possible solutions.**
- 3. Discuss memory and logical thinking as they apply to the preschooler.**
- 4. Role play – introducing time concepts to a preschooler.**

**Materials and Resources:**

**Student text: Decker. Children: The Early Years  
Brisbane. The Developing Child  
"Growing Child"**

**Video – "Living the Life of a Preschooler"**

## **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

<b>1</b>	<b>All students will develop career planning and workplace readiness skills.</b>
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.
<b>3</b>	<b>All students will use critical thinking, decision-making, and problem-solving skills.</b>
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

<b>9.1</b>	<b>Develop career awareness and planning, employability skills, and foundational knowledge necessary for</b>
A	Career Awareness/Preparation
9.1.1	Re-evaluate personal interests, abilities, and skills through various measures including self assessment
9.1.2	Evaluate academic and career skills needed in various career clusters.
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"> <li>• Communication</li> <li>• Punctuality</li> <li>• Time Management</li> <li>• Organization</li> <li>• Decision making</li> <li>• Goal setting</li> <li>• Resources allocation</li> <li>• Fair and equitable competition</li> <li>• Safety</li> <li>• Employment application skills</li> <li>• Teamwork</li> </ul>

**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.**

