

**BLOOMFIELD PUBLIC SCHOOLS**  
**Bloomfield, New Jersey 07003**

**Curriculum Guide**

**Child Development**  
**Grades 9-12**

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**Conforms to the New Jersey Student Learning Standards**

**Board Approved: September 26, 2017**

## **Course Name and Grade**

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#### **Introduction:**

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**Child Development focuses on skills needed to guide the physical, intellectual, emotional, and social development of children.**

**Special emphasis is given to the development of competencies related to the study of children, pregnancy and prenatal development, birth and the newborn, types of growth and development, stages of growth and development, rights and responsibilities of parents and children, needs of children, factors influencing the behavior of children, children with special needs, coping with crises, health and wellbeing of children, the effects of technology on child development, and careers related to the area of child development.**

**Upon completion of this course, the student should be prepared to care for and guide the development of a child through all stages of growth—within a family, as a child-care professional, or in a variety in child care settings.**

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**Overarching Understandings: Knowledge and experience in early childhood education to prepare students with life skills and possible career goal choices.**

**Established Goals: NJ Birth to 3 year Early Learning Standards/Domains  
Career Ready Practices and New Jersey Student Learning Standards**

**Domain 1; Social & Emotional Development**

**Domain 2; Approaches to Learning**

**Domain 3; Language Development and Communication**

**Domain 4; Cognitive Development**

**Domain 5; Physical & Motor Development**

**Career Ready Practices 2014:**

**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.**

**New Jersey Student Learning Standards 2014:**

**9.1 Demonstrate the importance of fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance.**

**9.2.12.C.1 Review career goals and determine steps necessary for attainment.**

**9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.**

**9.2.12.C.3 Identify transferable career skills and design alternate career plans.**

**9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.**

**9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.**

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**9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.**

**9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.**

**9.2.12.C.8 Assess the impact of litigation and court decisions on employment laws and practices.**

**9.2.12.C.9 Analyze the correlation between personal and financial behavior and employability.**

**9.3.HU-ED.1 Demonstrate communication techniques with children to facilitate ongoing development and enhance learning.**

**9.3.HU-ED.2 Communicate effectively with fellow staff members to facilitate child development activities.**

**9.3.HU-ED.3 Maintain working knowledge of child development licensing and certification organizations to keep abreast of current procedures and changes.**

**9.3.HU-ED.4 Create and maintain relationships between staff and parents/family members to encourage involvement and facilitate child development and learning.**

**9.3.HU-ED.5 Evaluate safety and sanitation procedures associated with the early childhood education environment to assure compliance and prevent potential hazards.**

**9.3.HU-ED.6 Adhere to ethical and legal responsibilities, laws and regulations to protect children and families.**

**9.3.HU-ED.7 Apply principles of child growth and development, including social, emotional, physical and cognitive milestones, to provide comprehensive program offerings.**

**9.3.HU-ED.8 Evaluate curriculum for inclusiveness of children with special needs**

**<http://www.state.nj.us/education/cccs/2014/career/>**

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## Unit 1 Orientation/Children Parenting and You ( 30 days)

**Enduring Understandings:** Course requirements. Classroom rules. Identification of classroom peers. The study of children  
Individual perspective and expectations of preschool children. Readiness to work with preschool children. Identification of a childcare worker.  
Classroom resources.

**Essential Questions:** What is the Child Development class? What are the classroom rules and regulations? What characteristics are needed to work with children? Do I have the personality to work with children? Who are my classroom peers? What is a childcare worker? What resources are available in the classroom?

<b>UNIT VOCABULARY</b> Behavior Child development	Environment Heredity Formula Nutrition Sequence	Adoption Types of Families Coping Skills Commitment Family	Parenthood Deprivation Discipline Substitute Care Prevention of pregnancy Teen Pregnancy
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Topic	Objectives	NJSLS	CRP Domain	Suggested Activities	Assessments: D/F/S
Course description	Read and go over the Child Development class description			Teacher hand out of course description	
Class rules and requirements	Read over and Discuss classroom rules and student expectations.			Hand out of classroom rules and requirements of the course	
Student profile	Students will complete file cards with personal information and schedule			Students will fill out file cards for teachers use	
Introduction of students	Students will get to know each other's name and something about them			Homework – Students will bring in a photo of them as a child and a brief story of what they were like as a child.  Students will play a name memory game.	
“Getting to know you”	Students will get to interact with their classmates			Students will play a “Getting to know you game”  Tour of the classroom. Students will be given selected areas to explore and describe to the	

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Thinking about children and childhood	Students will talk about their own perspective on children			class their findings.	
My early years		9.2.12.C.1 9.2.12.C.3	CRP1 CRP4	Hand out "Thinking about children and childhood"	Class Discussion Lecture
Personality characteristics	Students will talk about themselves as children			Students will bring in a photo or picture of themselves as a child with a brief story about their childhood	
Children and You	Students will define personality characteristics related to child development			Hand out of personality characteristics scrambled words and definitions to be completed by students	Writing Assignment Class Discussion
Childhood	Students will be able to discuss ways they benefit from studying children	9.2.12.C.1 9.2.12.C.3	CRP1 CRP4	Handout of "Ten reasons for studying child development"	Class Participation Lecture
	Students will be able to explain how childhood has changed from the past to present.			Complete Chapter 1 Terms Complete Chapter 1 Study Guide	Class Discussion Lecture
Sequence of Development	Students will be able to understand the various characteristics of development	9.2.12.C.1 9.3.HUED.6 9.3.HUED.7	CRP1 CRP2 CRP5	Handout: Characteristics of Development	Class Participation Class Discussion Quiz
Heredity & Environment	Students will be able to understand the influences on development	9.2.12.C.4 9.3.HUED.6 9.3.HUED.7	CRP5 CRP8	Complete Describing Development Activity from Student Handbook	
Types of Families	Students will be able to understand the various types of families and how to strengthen each type		CRP8	In small groups create a poster of all the environmental influences around a child. Discuss their findings and conclusions	Class Discussion
				Class Discussion: Types of families they belong to.	Class Participation
Parenthood & Changes	Students will be able to understand the changes and responsibilities of parenthood	9.3.HUED.7	CRP2 CRP6 CRP12	Complete Chapter 2 Terms Complete Chapter 2 Study Guide	
				In small groups students will brainstorm the changes that come about once you become a	Small Group Work Writing Assignment Class Discussion Class Participation

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<b>Strengthening Families</b>	Students will be able to understand that families can be strong and function fully	9.3.HUED.7	CRP1 CRP2 CRP8	parent.	
<b>Parenting Skills</b>	Students will be able to define and understand what parenting skills are and how to acquire them	9.3.HUED.7	CRP1 CRP2 CRP6 CRP12	Students will complete "Family Focus" activity sheet from student workbook. In small groups students will work on the worksheet "Find the Keys to Good Parenting"	Class Discussion Class Participation Quiz
<b>Encouraging Good Behavior</b>	Students will be able to discuss and understand methods for guidance of appropriate behavior	9.3HUED.6	CRP1 CRP2 CRP6 CRP12	Class discussion; what are some resources to improve parenting skills?  Complete chapter 3 study guide	Small Group Work Class Discussion Class Participation
<b>Teen Pregnancy &amp; Parenthood</b>	Students will be able to understand the implications and decisions surrounding teen pregnancy and consequences	9.3HUED.6	CRP1 CRP2 CRP6 CRP12	Students will role play on positive guidance techniques using prompts and then discuss and share their methods.  Students will role play on teens and parents involving a pregnant teen. Complete survey "Understanding Sexuality"	Class Participation Small Group Work Writing Assignment
		9.3HUED.6	CRP1 CRP2 CRP6 CRP12	Complete chapter 4 study guide	Class Discussion
		9.3HUED.6	CRP1 CRP2 CRP6 CRP12		Class Participation Classwork Quiz
		9.3HUED.6	CRP8 CRP12 D 5		Cooperative Learning
		9.1 9.3.HUED.6			Cooperative Learning
					Classwork Quiz Unit test

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**Unit 2 –Pregnancy and Birth (30 days)**

**Enduring Understandings:** Human life through pregnancy and birth. The stages of prenatal development, preparing for the birth, the arrival of the baby, the stages of labor and the postnatal period, inherited characteristics, infertility, birth defects and environmental hazards.

**Essential Questions:** What is prenatal development? How does conception take place? What characteristics are inherited? What are alternate options to parenting? What can interfere with normal development before birth? What are the stages in delivery? What type of care does an infant require?

<b>UNIT VOCABULARY</b> (if applicable) Amniotic Fluid Conception Embryo Fetus Ovum Placenta Prenatal Sperm Umbilical cord Uterus Zygote	Chromosomes Dominant Recessive Genes  Infertility  Adoption  Surrogate  Foster	Amniocentesis Birth defect Chorionic Villi Sampling Miscarriage Premature Stillbirth Ultrasound Fetal alcohol syndrome STD's	
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Topic	Objectives	NJSLS	CRP Domain	Suggested Activities	Assessments: D/F/S
<b>Pregnancy and prenatal development</b>	Students will be able to describe the prenatal development, pregnancy, and stages of development.	9.3HUED.7	CRP1 CRP11 CRP12 D 1-5	Class discussion: what do students already know about conception and prenatal development?	Class Discussion Modeling
<b>Conception</b>	Students will be able to understand the process of conception.	9.3HUED.7	CRP5 CRP6 CRP11 CRP12 D 5	Chapter 5 terms to know.  Draw and label a diagram of the process of conception found in text. Complete Study Guide for Chapter 5	Classwork  Project Classwork Lecture Quiz
<b>Stages of prenatal development</b>	Students will be able to identify and chart the progress of prenatal	9.3HUED.7	CRP5 CRP6 CRP11 CRP12 D 5	Students will observe classroom models of the stages of prenatal development and the growth through each stage.  Students will watch and take key notes on DVD "Miracle of Life"	Modeling Observations Class Discussion



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<b>The Genetic Package</b>	development.	9.3HUED.7	CRP5 CRP6 CRP11 CRP12 D 5	Small groups will work together to determine the dominant and recessive gene charts assignment.	View DVD Lecture
<b>Infertility</b>	Students will be able to understand the passing of dominant and recessive genes.	9.3HUED.6 9.3HUED.7	CRP5 CRP6 CRP11	Students will work in teams to play Classroom Scrabble to review terms to learn	Small Group Work Group Project
<b>Birth defects</b>	Students will be able to understand the options available to infertile couples.	9.3HUED.6 9.3HUED.7	CRP5 CRP6 CRP11	Students will utilize the classroom technology to investigate and explore a birth defect to do a research paper on.	Cooperative Play Classwork Participation
<b>Environmental Hazards</b>	Students will be able to understand the causes of birth defects and the implications of those defects.	9.3HUED.6 9.3HUED.7	CRP5 CRP11 CRP12 D 5	Create a poster on the effects of substances and outside hazards on pregnancy.	Computer Research Individual Project Participation
<b>Preparing for birth</b>	Students will be able to understand the potential effects of outside hazards on a developing embryo or fetus.	9.3HUED.6 9.3HUED.7	CRP6 CRP7 CRP11 CRP12 D 5	Complete Chapter 6 Study Guide Review terms Discuss all the signs and discomforts of pregnancy	Project Computer Research Participation
<b>Getting ready for the arrival</b>	Students will be able to understand the preparations for a healthy pregnancy and delivery.	9.3HUED.6 9.3HUED.7	CRP6 CRP7 CRP11 CRP12 D 5	Have students work in small groups to complete a "pack your bag" activity.	Class Discussion Lecture Quiz
<b>Childbirth options</b>	Students will be able to understand the decisions and responsibilities an expectant parent has.	9.3HUED.6 9.3HUED.7	CRP1 CRP5 CRP8 CRP11 CRP12	Identify and create a chart of pros and cons of various birthing methods and options available to couples, E.G. hospital, alternative birthing centers, etc.	Small Group Work Participation
		9.1	CRP11	Students will complete a stage of labor activity charting the mom's stage.	Class Discussion Classwork Writing Assignment
	Students will be able to understand and describe	9.3HUED.6 9.3HUED.7	CRP2 CRP3	Complete Chapter 7 Study Guide  Students defining terms	Classwork Computer Research

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<b>Baby's Arrival</b>	<b>the options and various methods to delivery.</b>		CRP11 CRP12	<b>Small group activity describing the newborn. Seven basic needs</b>	<b>Class Participation Small Group Work</b>
	<b>Students will be able to understand the stages in labor</b>	9.3HUED.6 9.3HUED.7	CRP1 CRP2 CRP11 CRP12 D 5		<b>Classwork Discussion</b>
	<b>Students will be able to understand all the changes that take place within a family following the birth of a baby.</b>	9.1 9.3HUED.6 9.3HUED.7	CRP2 CRP11 CRP12		<b>Classwork Quiz  Classwork  Small Group Work Class Discussion Unit test</b>

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**Unit 3 - The Baby's First Year ( 30 days)**

**Enduring Understandings:** Physical development for the 1<sup>st</sup> year. Handling and feeding a baby. Emotional & Social development for the 1<sup>st</sup> year, relationships with caregiver and the baby. Intellectual development of babies. Study the findings of Jean Piaget and stages of learning. Stimulating intellectual development of a baby.

**Essential Questions:** What physical changes take place during the first year? How should a baby be held? Why is it important to hold a baby close? Why is it important to follow a feeding schedule and a feeding pattern? At what age would a baby be ready for solid foods? When is a baby ready for self-feeding? What other infant care skills are needed to care for a baby? What is the proper method to bathe a baby? How should you dress an infant? Why is it important for infants to get required amount of sleep? What is the difference of social and emotional development? What are some signs of emotion? How is behavior learned? What is personality? How can we foster and develop intellectual development in babies? What toys are appropriate for various stages? How does play encourage learning?

<b>UNIT VOCABULARY</b> (if applicable) Audiologist specialist Hand eye coordination Motor skills Primary teeth Proportion Malnutrition Strained foods weaning Cradle cap Diaper rash sleeper	<b>Emotional development</b> Pacifier <b>Social development</b> Aggressive Attachment Consistency Failure to thrive Personality Placid Self-concept Sensitive Stranger anxiety	Attention span Cause and effect Central nervous system Concrete operations period Cortex Egocentric Formal operations period Object permanence Perception Preoperational period Sensorimotor period Symbolic thinking	
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Topic	Objectives	NJSLS	CRP Domain	Suggested Activities	Assessments: D/F/S
<b>The physical development of baby during the 1<sup>st</sup> year</b>	<b>Students will be able to identify milestones in the area of growth &amp; development.</b>	9.3HUED.6 9.3HUED.7	CRP11 CRP12 D 5	<b>Students will examine and discuss the milestones of physical development on pgs. 235-236 in the Developing Child Textbook.</b>  Complete the terms to learn and the motor matchups in the student handbook.	Classwork Discussion Participation
	<b>Students will be able to describe proper handling &amp;</b>	9.3HUED.7	D 5	Role play holding and feeding a simulator baby.	Classwork Participation Discussion  Cooperative

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Providing Care	feeding of a baby.	9.3HUED.7	CRP11 CRP12 D 5	Role play bathing and dressing a baby.	Learning Modeling/Demonstration
Infant Care Skills	Students will be able to understand other child care skills required to care for an infant.	9.3HUED.5 9.3HUED.7	CRP8 CRP11 CRP12 D 5	Complete study guide for chapter 8  Watch and discuss DVD "Child Development during the 1 <sup>st</sup> year"	Modeling/Demonstration Classwork Quiz
	Students will be able to determine signs of healthy emotional development.	9.3HUED.7	D 5  CRP4	Homework – Find out from parents what ages that students went through milestones.  Class discussion: analyze photos and discuss various emotions and what they mean in babies.	DVD Writing Participation Discussion
Emotional & Social Development during the 1 <sup>st</sup> year	Students will be able to describe the signs of healthy social development.	9.3HUED.6 9.3HUED.7	CRP8 CRP11 CRP12 D 1	Watch and discuss DVD "emotional and social development of babies"  Complete Changing Emotions WS in student handbook	Participation   Class Discussion Lecture
Social Development & Personaility		9.3HUED.6 9.3HUED.7	CRP8 D 1	Complete Chapter 9 Study Guide  Discuss and review terms to learn	DVD Participation Writing Discussion
	Students will be able to describe intellectual development during the 1 <sup>st</sup> year and the findings of Jean Piaget.		D 1	Complete Chapter 10 Study Guide  Complete and review the hidden word puzzle in student handbook.	Classwork Participation  Lecture Classwork Quiz
Understanding Intellectual Development	Students will be able to describe ways parents and caregivers can encourage learning	9.3HUED.6 9.3HUED.7	CRP11 CRP12 D 4	Watch and discuss DVD "Intellectual Development during the 1 <sup>st</sup> year"	Discussion
			D 4  D 4	Evaluate and discuss age appropriate toys.	Lecture Quiz
Helping babies learn		9.3HUED.5 9.3HUED.7	CRP8 CRP11 D 4		Classwork   DVD Writing Participation
					Cooperative

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			<b>CRP8</b> <b>CRP11</b> <b>CRP12</b> <b>D 4</b>		<b>Learning</b> <b>Discussion</b> <b>Observation</b>  <b>Unit test</b>
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**Unit 4 - Understanding The Child One to Three ( 30 days)**

**Enduring Understandings:** 1-3 year old physical, social, intellectual, emotional and moral development. Encouraging positive behavior. Handling negative behavior. Developing a positive self-esteem. Learning and development of concepts with 1-3 year olds.

**Essential Questions:** What are the physical changes in toddlers 1-3 years old? What are small and large motor skills? What would be appropriate meals for 1-3 year olds? What types of clothing are appropriate for toddlers? How can I help with physical development in 1-3 year olds? How can I help a toddler develop a positive self esteem? How can you encourage good behavior? What ways can one control misbehavior?

<b>UNIT VOCABULARY</b> (if applicable) Circumference Large motor skills Small motor skills Manipulation Toddlers Sphincter muscles Natural fibers Training pants	<b>Negativism</b> <b>Self-centered</b> <b>Separation anxiety</b> <b>Sibling rivalry</b> <b>Temper tantrums</b> <b>Cooperative play</b> <b>Negative self-concept</b> <b>Parallel play</b> <b>Positive self-concept</b> <b>Socialization</b> <b>Self-discipline</b> <b>Discipline</b>	<b>Concepts</b> <b>Creativity</b> <b>Directed learning</b> <b>Imitation</b> <b>Incidental learning</b> <b>Intelligence</b> <b>Trial and error learning</b> <b>Articulation</b> <b>Speech therapist</b>	
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Topic	Objectives	NJSLS	CRP Domain	Suggested Activities	Assessments: D/F/S
<b>Understanding milestones of physical development with 1-3 year olds.</b>          <b>Providing Care</b>	<b>Students will be able to describe changes in height, weight, and posture.</b>	9.3HUED.6 9.3HUED.7	CRP8 CRP11 CRP12 D 5	Read over chapter 11– Terms to learn  Class discussion: List changes that take place and describe the milestones and why it's important for parents to look at growth charts.	Classwork Discussion Participation Lecture
	<b>Students will be able to describe what are large and small motor skills.</b>	9.3HUED.6 9.3HUED.7	CRP8 D 5	Complete Chapter 11 study guide	Discussion Participation
	<b>Students will be able to explain the proper meals for feeding a toddler.</b>	9.3HUED.6 9.3HUED.7	CRP8 D 5	Complete the Dictionary of Development in student workbook.  In small groups complete the meal planning	Classwork Quiz

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Providing Self Care Skills	Students will be able to understand the proper dress and clothing for toddlers.	9.3HUED.7	CRP11 CRP12	charts in student workbook.	Group Work Participation
Developing Self Care Skills	Students will be able to understand the method to toilet training.	9.3HUED.7	CRP4 CRP8 CRP11	Students will brainstorm ways to purchase and evaluate proper clothing for toddlers.	Discussion Participation
Emotional and social development of 1-3 year olds.	Students will be able to describe emotional and social development patterns expected of 1-3 year olds	9.3HUED.6 9.3HUED.7	CRP11 CRP8	View DVD on Physical development of toddlers and discuss findings	Participation Discussion
Common social & emotional behaviors	Students will be able to identify common emotions of toddlers.		CRP8 D 1	Read over Chapter 12-terms to learn	Classwork Classwork Quiz
	Students will be able to describe the importance of play.	9.3HUED.6 9.3HUED.7	CRP8 D 1	Complete Chapter 12 study guide	Group Work Discussion
	Students will be able to describe the importance of a good self concept and how to develop it.	9.3HUED.7	CRP8 D 1	Looking at photographs of toddlers, describe the emotions felt and the ones that are challenging and discuss in small groups.	Classwork Classwork Quiz
Personality Patterns	Students will be able to describe effective discipline.	9.3HUED.1 9.3HUED.6 9.3HUED.7	CRP8 D 1	Complete puzzle on social and emotional development in student workbook	Group Work Discussion
Encouraging good behavior	Students will be able to describe various methods to learning in 1-3 year olds.	9.3HUED.1 9.3HUED.6	CRP8 CRP11 CRP12 D 1, 2	Have students respond to questions on board on fostering good self-concept, and discuss as a class.	Classwork Participation
Intellectual development of 1-3 year olds	Students will be able to describe how children develop an understanding about concepts.	9.3HUED.1 9.3HUED.7	CRP8 D 4	Have students read and discuss the spanking controversy, and write down their feelings concerning this form of discipline and other methods they might suggest.	Writing Discussion
Understanding learning	Students will be able to describe ways to encourage learning in toddlers.	9.3HUED.1 9.3HUED.7	CRP8 CRP12	Read over Chapter 13-terms to learn	Discussion Participation
				Complete Chapter 13 Study Guide	
				Work in small groups and complete the secret square quiz in student handbook.	
				Introduce concepts of learning and have students create charts on methods children learn and provide one example of each method.	Discussion
				Observe a group of toys and go through the evaluation questions on page 399 to	Classwork Writing Quiz

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and the mind	Students will be able to choose a safe appropriate toy for toddlers.		D 4	determine if it's safe or not. Share your answers in small groups.	Small Group Work Classwork
Encouraging Learning		9.3HUED.1 9.3HUED.7	CRP8 CRP5 D 4	Create a poster on how one can direct a child to the path of learning.	Project Rubric Participation
Promoting Safety	Students will be able to recognize and identify speech problems with toddlers.	9.3HUED.6 9.3HUED.7	CRP8 CRP5 CRP12	Class discussion: how should adults speak to children?	Small Group Work Participation
			CRP5 CRP6 D 4	Students will research various physical conditions that interfere with speech development and what treatment options are available and report findings in a paper.	Poster Rubric
Speech and issues		9.3HUED.1 9.3HUED.6 9.3HUED.7	CRP5 CRP8 D 4 D 5		Discussion  Participation Writing



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**Unit 5 - The Child From Four to Six (30 Days)**

**Enduring Understandings:** Describe a typical preschooler. Nutritious snacks, poor nutrition. Group identities with preschoolers. Clothing care responsibilities. Handling Toileting. Emotional & social development of preschoolers. Appropriate books for preschoolers. Artwork and games with preschoolers. Arrangement of Learning Centers. How to choose equipment, toys and materials for preschoolers. How to evaluate an early childhood environment. Develop program goals for the preschool classroom. Importance of learning centers. Children's play is work.

**Essential Questions:** What are learning centers? How are learning centers arranged in the classroom. What principles should you consider when planning an early childhood environment? What guidelines should you follow when selecting toys, materials and equipment for the preschool classroom? What are program goals and how can you promote them in the classroom? What do children learn through play?

<b>UNIT VOCABULARY</b> (if applicable)	<b>Learning centers</b> <b>Nontoxic</b> <b>Sanitized</b> <b>Toxic</b> <b>Traffic pattern</b> <b>Dramatic play</b> <b>Finger play</b>	<b>ADHD</b> <b>Dyslexia</b> <b>Vocabulary</b> <b>Gifted children</b>	
Ambidextrous Dexterity Group identity Self-esteem			

Topic	Objectives	NJSLS	CRP Domain	Suggested Activities	Assessments: D/F/S
<b>Physical Development from 4-6</b>	<b>Students will be able to identify normal physical growth from 4-6</b>	9.3HUED.7	CRP8 CRP11 CRP12 D 5	<b>Read over Chapter 14-Terms to learn</b>  <b>Complete chapter 14 study guide</b>	<b>Participation</b>  <b>Classwork</b>
<b>Encouraging motor skills</b>	<b>Students will be able to describe motor development</b>	9.3HUED.7 9.3HUED.8	CRP8 CRP11 CRP12 D 5	<b>In small groups complete As They Grow in student workbook. Chart the growth of a child through 6 years of age. Share findings with class.</b>	<b>Small Group Work Project Rubric</b>
<b>Promoting healthy eating</b>	<b>Students will be able to explain the purpose of good nutrition</b>	9.3HUED.7 9.3HUED.8	CRP1 CRP8 CRP11 CRP12 D 5	<b>Students will create a healthy meal plan for a 4-6 year old. Present to class. Food labels will be evaluated.</b>	<b>Classwork Participation</b>
<b>Encouraging good self care</b>	<b>Students will be able to explain how to develop</b>	9.1 9.3HUED.7 9.3HUED.8	CRP1 CRP8 D 5	<b>Students will evaluate clothing types and what budget to follow for choosing clothing.</b>  <b>View DVD Child's Play and complete notes.</b>	<b>Discussion Participation</b>

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Patterns of emotional & social development	provide good self-care skills in children	9.3HUED.7 9.3HUED.8	CRP2 CRP8 D 5	Read over Chapter 15-terms to learn Complete Chapter 15 Study Guide	Writing Participation Discussion
	Students will be able to describe the patterns of social and emotional development		CRP2 CRP8 D 1	Complete word jumble activity in student workbook.	Classwork Quiz
			CRP8 D1	View DVD How do Girls and Boys Differ complete notes.	Classwork
Patterns of social and moral development	Students will be able to describe patterns of social & moral development	9.3HUED.7 9.3HUED.8	CRP8 CRP11 D 1-5	Read and discuss article from text. "Treasures within a community" Discuss the socialization and cultural diversity.	Writing Participation
			CRP1 CRP8 D 1	In small groups complete the Teaching by Example in the student workbook. Discuss findings.	Discussion Participation
Intellectual Development from 4-6	Students will be able to describe characteristics of intellectual development	9.3HUED.7 9.3HUED.8	CRP8 CRP11 D 4	Read over Chapter 16-terms to learn Complete Chapter 16 Study Guide	Small Group Work Discussion
			CRP5 CRP8 CRP11 D 4	In small groups students will collect magazine pictures to depict the area of preoperational thinking.	Classwork Participation Quiz
What is measured learning	Students will be able to compare and advantages & disadvantages of IQ tests	9.3HUED.7 9.3HUED.8	CRP8 CRP11 CRP12 D 4	View DVD, The Importance of Play, complete notes.	Small Group Work Participation
Everyday Learning opportunities	Students will be able to	9.3HUED.7	CRP8 CRP11 D 4	Complete deciphering Development worksheet in student workbook.	Writing Participation
			CRP8	Complete understanding intellectual development in student workbook.	Classwork
			CRP2 CRP8	Students will complete a learning disability simulation assignment.	Classwork
	Students will be able to			Students will research and report a learning disability of choice and report findings.	Classwork
				Students will read and discuss the article in	Classwork Participation

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Learning Disabilities	explain how parents and caregivers can encourage children's interest in reading, art and music.	9.3HUED.1 9.3HUED.7 9.3HUED.8	CRP4 CRP8 D 4	text "Education begins with attitude"	Discussion Reading & Writing
Meeting needs		9.3HUED.1 9.3HUED.7	CRP2 CRP5 CRP8 CRP11 D 1-5	In small groups children will come up with a game or activity to promote good speech development.	Project Rubric
	Students will be able to explain what learning disabilities are.	9.3HUED.1 9.3HUED.7	CRP2 CRP8 D 3		Discussion
	Students will be able to discuss the effects of learning disabilities & giftedness.				Small Group Work Discussion Unit test
	Students will be able to describe speech development.				

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**Unit 6 - Keeping Children Safe (30 Days)**

**Enduring Understandings:** Healthful environments in child care. How to monitor illness. Concerns for children with health conditions. Health problems associated with weather, abuse, neglect and emotion. Health procedures and responsibilities. Health precautions. Observing children in child care settings, various jobs related to child care.

**Essential Questions:** What health precautions should be taken in childcare? How do you monitor illness? What concerns should we have for children with health conditions? What health problems are associated with weather, abuse, neglect or emotion? What procedures should be used for health problems? What are first aid procedures for various injuries?

<b>UNIT VOCABULARY</b> (if applicable) Allergy Communicable diseases Immunizations Infant mortality Nontoxic vaccines	<b>Cardiopulmonary resuscitation(CPR)</b> <b>Emergency treatment waiver form</b> <b>Heimlich maneuver</b>	<b>Liable for negligence</b> <b>Prevention</b> <b>Safety hazards</b> <b>Safety policy</b> <b>Empathy</b> <b>Therapists</b> <b>Child abuse</b> <b>Crisis</b> <b>Joint custody</b>	<b>Babysitter responsibilities</b> <b>Child Care Worker</b> <b>Observation procedures</b> <b>Confidentiality</b> <b>Record keeping</b>
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Topic	Objectives	NJ CCCS/ CPI	NJ TECH CPI	Suggested Activities	Assessments: D/F/S
<b>Preventing Accidents</b>	<b>Students will be able to identify safety hazards for children</b>	9.3HUED.1 9.3HUED.7	CRP2 CRP3 CRP5 CRP8 CRP11	<b>Read over chapter 17 Keeping Children Safe</b>	<b>Discussion</b>
	<b>Explain how immunizations and health checkups prevent illnesses</b>	9.3HUED.1 9.3HUED.7	CRP2 CRP8 CRP11	<b>Complete terms to learn for chapter 17</b>	<b>Classwork</b>
	<b>Discuss Allergies and prevention of</b>			<b>Complete chapter 17 study guide</b>	
	<b>Recognize emergency situations and planned responses</b>	9.3HUED.1 9.3HUED.7	CRP2 CRP8 CRP11	<b>Teacher/Student discussion of Review questions for chapter 17</b>	<b>Classwork Quiz</b>
<b>Handling Emergencies</b>	<b>Demonstrate 1<sup>st</sup> aid procedures</b>	9.3HUED.1 9.3HUED.7		<b>View DVD “Safety for Children” and complete notes</b>	<b>Discussion</b>
				<b>Students will list items needed for a first aid kit</b>	<b>Writing Participation</b>

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Caring for Sick Children	Identify basic rescue techniques	9.3HUED.1 9.3HUED.7	CRP2 CRP8 CRP11	****  Students will complete the worksheet Magic Square matching terms associated with emergency situations.	Group discussion Activity
	Care for Children who are ill				Classwork
	Describe nutritional needs of sick kids	9.3HUED.1 9.3HUED.7	CRP1 CRP2 CRP8 CRP11	Students will work in groups to prepare and complete the take action worksheet on handling emergency situations.	
Exceptional Children	Discuss hospitalization procedures.	9.3HUED.1 9.3HUED.7		Students pair up and are to plan meals for a sick child and come up with meal plans to adjust to various illnesses.	Small group work
	Describe needs of children with emotional, physical, and mental disabilities	9.3HUED.1 9.3HUED.7 9.3HUED.1 9.3HUED.7	CRP1 CRP2 CRP8 CRP11	Complete Chapter 18 study Guide	Small group work Participation
	Explain how parents & caregivers can assist and encourage disabled kids			In small groups complete coded message worksheet and discuss implications of child disabilities and emotional disabilities	Classwork Quiz
Child Abuse & Neglect	Discuss issue of child abuse and why it exists	9.3HUED.1 9.3HUED.7 9.3HUED.8	CRP1 CRP2 CRP8 CRP11 D5	Complete a chart and protocol to follow for proper handling of child abuse and resources needed to help children in need	Small Group work Participation
	Discuss prevention of child abuse	9.3HUED.1 9.3HUED.7 9.3HUED.8	CRP1 CRP2 CRP8 CRP11 D5		
Family Stresses	Discuss effects of divorce and death			Students will role play as advice columnists and answer questions pertaining to neglect, abuse, disabilities, and divorce and how to handle situations.	Project Participation
	Describe how emotional effects of stresses can be minimized	9.3HUED.1 9.3HUED.7	CRP1 CRP2 CRP8 CRP11 D5		
Caring for Children	Students will be able to understand qualities of a good babysitter/child care provider	9.3HUED.1 9.3HUED.7		Complete the terms to learn	
	Describe responsibilities of a child care provider	9.3HUED.1 9.3HUED.7 9.3HUED.8	CRP1 CRP2 CRP8 CRP11	Complete Chapter 19 Study Guide	Classwork Discussion
		9.3HUED.1	D1	Complete babysitting safely in workbook	

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Observing Young Children	<p><b>List safety guidelines that are important with childcare</b></p> <p><b>Explain importance of observing young children</b></p> <p><b>Discuss guidelines for observing young children</b></p>	<p><b>9.3HUED.7</b> <b>9.3HUED.8</b></p> <p><b>9.2.12.C.1</b> <b>9.2.12.C.3</b> <b>9.3HUED.1</b> <b>9.3HUED.7</b> <b>9.3HUED.8</b></p>	<p><b>CRP1</b> <b>CRP2</b> <b>CRP8</b> <b>CRP10</b> <b>CRP11</b></p>	<p><b>In small groups students will come up with responsibilities of child care workers</b></p> <p><b>Students will create a poster related to child care workers and responsibilities.</b></p> <p><b>Hand out – From Subjective to Objective</b></p> <p><b>Students will practice objective and subjective observations in the classroom</b></p> <p><b>Students will work in groups to present a paper and report to class on a child development theorist</b></p>	<p><b>Classwork</b></p> <p><b>Classwork Quiz</b></p> <p><b>Classwork</b></p> <p><b>Discussion</b></p> <p><b>Poster Rubric</b></p> <p><b>Discussion</b></p> <p><b>Activity</b></p> <p><b>Small Group Work</b></p>
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**Resources**

**Text(s):** The Developing Child, Understanding Children and Parenting, Carol Alford, Glencoe/McGraw Hill, 1997

**Speakers**

**DVD's, Supplemental Readings, Smart board, power points, classroom models, etc.**

Links to NJSLS: <http://www.state.nj.us/education/cccs/2014/career/>  
Career Readiness Practice link: <http://www.nj.gov/education/cccs/2014/career/>  
New Jersey Birth to Three Year Learning Standards:  
<http://www.nj.gov/education/ece/guide/standards/birth/standards.pdf>