Course Curriculum Text Report

Grade: Undefined Grade
Course: Child Development (pre birth to age 3)
Discipline: Career and Technical Education
Board Approval Date: 7/23/2009

Selected Objective Curriculum Items:

- Unit
- Local Objective
- Objective used to evaluate students
- Objective is A+
- Assessment Activity
- Level of Expectation
- List of concepts and Evaluation Types
- Learning Activity
- Instructional Method
- Content Standards
- Process Standards
- Equity/Workplace Readiness
- Resources
- Correction Exercise
- Enrichment Exercise
- Special Needs
- English Language Learner
- GLEs v1.0
- GLEs v2.0 and CLEs
- Objective Notes/Essential Questions

Unit
Describing Diverse Roles in Parenting

Local Objective

- Choose nurturing practices that support human growth and development.
- Evaluate factors and choices related to parenting
- List changes and adaptations needed for parenting
- Identify guidance/discipline techniques

Process Standards
1.5, 1.6

Resources
http://pediatrics.about.com/cs/quizzes/l/bl_prnt_style.htm - This website gives a quiz to evaluate what parenting style your students might be.
http://psychology.about.com/od/developmentalpsychology/a/parenting-style.htm - This website suggests a fourth type of parenting (uninvolved).
http://www.mypyramid.gov/mypyramidmoms/index.html - My pyramid plan for pregnancy and breastfeeding

Unit
Analyze Career Paths within Early Childhood, Education and Related Services.

Local Objective

- Identify career clusters and careers related to child development, care, and guidance
- Assess personal characteristics and professional requirements for occupations related to child development, care, and guidance

Process Standards
1.1, 1.2, 1.6

Resources
http://www.kuder.com/default.aspx - Career Connections

Unit
Explaining Developmental Stages (Physical, Social, Emotional, And Cognitive)

Local Objective

- Distinguish among developmental stages
- Research developmental theories in the growth and development of children
- Explain individual differences in development
Learning Activity

**Developmental Theorist PPT Presentation**

<table>
<thead>
<tr>
<th>Presentation</th>
<th>Excellent - 4</th>
<th>Good - 3</th>
<th>Satisfactory - 2</th>
<th>Needs Improvement - 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>All 6 slides. Intro, biographical info, theory, your opinion</td>
<td>Missing 1 item</td>
<td>Missing 2 items</td>
<td>Missing more than 2 items</td>
<td></td>
</tr>
<tr>
<td>Subject knowledge is evident throughout the project. All information is clear, appropriate, and correct.</td>
<td>Subject knowledge is evident in much of the project. Most information is clear, appropriate, and correct.</td>
<td>Some subject knowledge is evident. Some Information is confusing, incorrect, or flawed.</td>
<td>Subject knowledge is not evident. Information is confusing, incorrect, or flawed.</td>
<td></td>
</tr>
<tr>
<td>All sources are properly cited.</td>
<td>Most sources are properly cited.</td>
<td>Few sources are properly cited.</td>
<td>No sources are properly cited.</td>
<td></td>
</tr>
<tr>
<td>The sequence of information is logical and intuitive. Menus and paths to all information are clear and direct.</td>
<td>The sequence of information is somewhat logical. Menus and paths are confusing and flawed.</td>
<td>The sequence of information is not logical. Menus and paths to information are not evident.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Need to have at least 1 picture or graphic that relates to the theorist or theory.</td>
<td>Has a picture but does not relate to the subject.</td>
<td>Has no pictures or graphics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project runs perfectly with no technical problems. For example, there are no error messages, all sound, video, or other files are found.</td>
<td>Project runs adequately with minor technical problems.</td>
<td>Project runs minimally. There are many technical problems when viewing the project.</td>
<td>Project does not run satisfactorily. There are too many technical problems to view the project.</td>
<td></td>
</tr>
<tr>
<td>Biographical information is present. Name, date of birth, country of origin, professional degrees, affiliations</td>
<td>Missing one part of the biographical information.</td>
<td>Only has half the biographical information.</td>
<td>Has no biographical information present.</td>
<td></td>
</tr>
<tr>
<td>Explains what the theorist theories are about the way child develop. Is very specific on their theories (examples)</td>
<td>Has the theory but is not specific by using examples</td>
<td>Summarizes the theory but does not give examples.</td>
<td>Does not mention the theorist’s theories at all.</td>
<td></td>
</tr>
<tr>
<td>Give a detailed analysis of what you thought about your theorist’s theories. Do you agree, Why or why not? Be specific by referencing back to the theory.</td>
<td>Gives an opinion but does not reference to the theory</td>
<td>Gives opinion but does not say why or why not.</td>
<td>Gives no opinion</td>
<td></td>
</tr>
</tbody>
</table>

**Total: /24**

**Content of PPT**

<table>
<thead>
<tr>
<th>Biographical Information</th>
<th>16</th>
<th>12</th>
<th>8</th>
<th>0</th>
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</thead>
<tbody>
<tr>
<td>All biographical information is present. Name, date of birth, country of origin, professional degrees, affiliations</td>
<td>Missing one part of the biographical information.</td>
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<td>Has no biographical information present.</td>
<td></td>
</tr>
</tbody>
</table>

**Total: /48**

**Total: /72**

**Process Standards** 1.5, 2.3

**Resources**

http://www.successlink.org/GTI/lesson_unit-viewer.asp?id=7643 - This unit has notes and power points for the developmental stages birth-5.

**Unit**

Assuming Leadership Roles as Responsible Family Members and Citizens

**Local Objective**

Utilize FCCLA programs to address child development issues

**Process Standards** 1.8, 4.6
Demonstrate a safe and healthy environment for developing children.

**Local Objective**

- Describe community health services
- List components of a safe environment
- Describe signs of abuse and neglect
- Describe available community resources for violence prevention, reporting and counseling
- Devise a nutrition plan for preschoolers

**Process Standards**

1.5, 1.6

**Resources**

- [http://kidshealth.org/parent/firstaid_safe/home/childproof.html](http://kidshealth.org/parent/firstaid_safe/home/childproof.html) - has checklist to keep your child safe
- [http://www.mypyramid.gov/preschoolers/index.html](http://www.mypyramid.gov/preschoolers/index.html) - has a food pyramid for preschoolers
- Video: Elijah's Story (a true story about shaken baby syndrome) available at MCCE

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**Unit**

Analyzing Health Concerns and Needs During Prenatal Development

**Local Objective**

- Describe fetal development during pregnancy
- Describe the process of labor and delivery
- Explain effects of substance use and abuse related to pregnancy
- Identify genetic factors that affect pregnancy
- Assess environmental factors that affect pregnancy

**Resources**

An ounce of prevention curriculum - March of Dimes

**DVD** Babies can't say "no": Substance abuse during pregnancy

(available at MCCE [http://resources.mcce.org/](http://resources.mcce.org/) )