



## Child Development, Care and Guidance Grades 10-12

**Curriculum Committee Member**

Nicole Smith, West High School

Amber Bernel, West High School

Lara Mulligan, Central High School

Dr. Matt McClellan, Career and Technical Education Curriculum Coordinator

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# Hazelwood School District

## Mission Statement

In a culture of **high expectation** and **excellence**, our students will become lifelong learners equipped with 21<sup>st</sup> Century skills for success as global citizens.

## Core Value Statements

- High student achievement based on multiple measures as we prepare students to become global citizens.
- A diverse staff that is caring, culturally competent, well trained, and highly effective in their roles.
- Holding ourselves accountable for a culture of excellence with high standards in both academics and behavior.
- Maintaining fiscal responsibility of the district's assets and resources while utilizing best financial practices.
- A supportive learning environment that fosters healthy socio-emotional development for all students.
- Preparing students with global thinking and skills to make them productive in college, career, and life in the 21st century.
- Community involvement that drives high parental and community/stakeholder engagement, effective partnerships, and positive relationships with informative communication.

## Goals

Goal 1 – Improve Student Achievement

Goal 2 – Differentiate and Expand Resources and Services for Students

Goal 3 – Enhance Professional Growth

Goal 4 – Maintain Fiscal Responsibility

Goal 5 – Increase Parent and Community Involvement

## Curriculum Overview

### Child Development, Care and Guidance

Missouri Career Education combines academics and occupational skill training to prepare students of all ages. Training programs are offered in Agriculture, Business, Health Sciences, Family and Consumer Sciences, Skilled Technical Sciences, Technology and Engineering, and Marketing and Cooperative Education. Missouri Career Education prepares Missourians for the 21st century to better serve the needs of students, parents, educators, and employers through challenging, relevant, and accountable programs. Career Clusters provide a way for schools to organize instruction and student experiences around 16 broad categories that encompass virtually all occupations from entry through professional levels. These groupings of occupations are used as an organizing tool for curriculum design, a model for guidance and instruction, and a mechanism for seamless transition from secondary education to postsecondary and/or career. The career cluster of Human services meets the needs of students interested in the career fields of Family and Community Services, Early Childhood Development and Services, Counseling and Mental Health Services, Personal Care Services, and Consumer Services. (<https://dese.mo.gov>)

Child Development, Care and Guidance serves as the first course in the Exploring Teaching pathway that prepares students for a career in the Education field. Students will learn various ways to understand how children up to the age of twelve develop and learn, regardless of their abilities. Students will then use this knowledge in Advanced Child and Human Development and the capstone course Exploring Teaching. This course will prepare students for the American Association of Family and Consumer Sciences credential titled Early Childhood Education which will be used as the summative assessment at the conclusion of Advanced Child and Human Development.

As part of all of the Family and Consumer Science pathways, the students will be able to take this foundational knowledge and apply it to various career paths within the Human Services cluster. Students in this pathway are encouraged to become members of Family, Career and Community Leaders of America (FCCLA). This is a Department of Elementary and Secondary Education approved Career and Technical Student Organization.

COURSE TITLE: Child Development, Care & Guidance

GRADE LEVEL: 10-12

CONTENT AREA: Career and Technical Education

### Course Description

This course provides instruction in the care, guidance, understanding, and appreciation of children and their growth and development. Instruction will include all stages and characteristics of development with a focus on ages birth through six years. Units of study also include multiple aspects of health, safety, special needs, selecting appropriate childcare, and careers related to child development. Students who are interested in parenting, early childhood education, elementary education, or any other child-related career should take this course.

### Course Rationale

To improve the quality of life for Missouri's children, performance competencies in the Child Development, Care & Guidance course taught in Family Consumer Sciences and Human Services Education programs enable students to: construct meaning related to the rights of families and ethical responsibilities of working with children; communicate effectively with family members, child care agencies, and professional service providers; solve problems based upon the developmental needs of children; make decisions that support the sound physical, mental and social development of children; and assess the impact of quality child care on the family and community.

### Course Scope and Sequence

<b>Unit 1: Children and Families in Today's World</b> – 4 class periods (90 minutes)	<b>Unit 2: Health Concerns and Needs During Prenatal Development and Pregnancy</b> – 9 class periods (90 minutes)	<b>Unit 3: Developmental Stages of Infants, Toddlers, and Preschoolers (Physical, Intellectual, Emotional, Social, Moral)</b> – 9 class periods (90 minutes)
<b>Unit 4: Developmental Stages of School Age Children (5-12) Physical, Intellectual, Emotional, Social, Moral</b> – 9 class periods (90 minutes)	<b>Unit 5: Interactions for Discipline, Guidance and Caring for Children</b> – 5 class periods (90 minutes)	<b>Unit 6: Leadership Roles, Responsible Citizens &amp; Careers</b> – 4 class periods (90 minutes)

## Course Materials and Resources

- Child Development: Early Stages Through Age 12. 8<sup>th</sup> Edition. Goodheart-Wilcox.
- Reality Works Baby simulators/activities
- <https://www.babycenter.com/>

## Unit Objectives

### Unit 1

1. Students will be able to identify the six stages of the life cycle.
2. Students will be able to explain and evaluate the four areas of development.
3. Students will be able to interpret and explain child development theories.
4. Students will be able to understand and evaluate different types of families.
5. Students will be able to complete observation notes.
6. Students will be able to summarize effective parenting styles.

### Unit 2

1. Students will be able to describe fetal development during pregnancy.
2. Students will be able to describe the process of labor and delivery.
3. Students will be able to explain effects of substance use and abuse related to pregnancy.
4. Students will be able to identify genetic factors that affect pregnancy.
5. Students will be able to assess environmental factors that affect pregnancy.

### Unit 3

1. Students will be able to distinguish among developmental stages from birth through four years of age.
2. Students will be able to explain individual differences in development from birth through four years of age.
3. Students will be able to explain differences in developmental sequences from birth through four years of age.
4. Students will be able to analyze the influences of gender, ethnicity and culture on individual development from birth through four years of age.
5. Students will be able to design learning activities in all curricular areas that meet the developmental needs of learners from birth through four years of age.
6. Students will be able to design learning activities to optimize development through play.

### Unit 4

1. Students will be able to distinguish among developmental stages from age five through age twelve.
2. Students will be able to explain individual differences in development.
3. Students will be able to explain individual differences to predictable developmental sequences from age five through age twelve.

4. Students will analyze the influences of gender, ethnicity, and culture on individual development from age five through age twelve.
5. Students will be design learning activities in all curricular areas that meet the developmental needs of learners from age five through age twelve.
6. Students will design learning activities to optimize development through play from age five through age twelve.

**Unit 5**

1. Students will be able to describe the importance of play in children's lives.
2. Students will be able to determine appropriate first-aid procedures.
3. Students will be able to identify ways to prevent foodborne illness.
4. Students will be able to compare and contrast available community resources for prevention, reporting, and counseling.
5. Students will be able to analyze between different types of child care.

**Unit 6:**

1. Students will be able to identify career clusters and careers related to child development, care and guidance.
2. Students will be able to analyze requirements for three levels of employment (elementary, secondary, and post-secondary).
3. Students will be able to perform different FCCLA activities to address family living and parenting issues.

## Essential Terminology/Vocabulary

**Unit 1**

Anecdotal records, authoritarian, authoritative, character, child development, cognitive, culture, cultural diversity, custodial parent, development, direct observation, discipline, emotional development, environment, extended family, family life cycle, foster family, grandparents head of household , guidance, indirect observation, individual life cycle, intellectual development, interrelated, jottings, love withdrawal, marriage, multicultural, nuclear family, nurturance, observation, over parenting, permissive, physical development, power assertion, running records, single parent, social development, socialize, step family, theory.

**Unit 2**

Age appropriate, alternative birth center, amniocentesis, amniotic fluid, apgar scale, attachment, bilirubin, birth defect, bonding, cause and effect, cervix, cesarean birth, childproof, chorionic villi sampling, colic, colostrum, conception, concepts, contractions, cord blood, depth perception, developmental milestones, dilate, embryo, emotional development, failure to thrive, fallopian tube, fetal alcohol effects, Fetal Alcohol Syndrome (FAS), fetal monitoring, fine motor skills, fetus, fontanel, gross motor skills, hand-

eye coordination, incubator, jaundice, lactation consultant, lanugo, low birth weight, manipulate, midwife, miscarriage, neonatal period, object permanence, obstetrician, ovum, pediatrician, perception, placenta, postnatal period, postpartum depression, prenatal development, reflexes, reflux, rh factor, sensorimotor period, shaken baby syndrome, sids, social development, sperm, stranger anxiety, stem cells, stillbirth, stimulating environment, synapse, teething, temperament, toxoplasmosis, umbilical cord, ultrasound, uterus, vernix, zygote.

### **Unit 3**

Body proportions, cognition, crawl, creep, cruising, deciduous teeth, developmental milestones, explicit memory, implicit memory, failure to thrive, fine motor skills, gross motor skills, infancy, motor development, ossification, perception, perceptual learning, proximodorsal development, reflexes, scaffolding, sensorimotor stage, skeletal system, stimuli, zone of proximal development (ZPD).

### **Unit 4**

Concrete operational stage, conservation, deductive reasoning, enrichment activities, formal operational stage, growth pains, growth spurts, inductive reasoning, industry vs inferiority, multiple intelligences, precision, prefrontal cortex, puberty.

### **Unit 5**

Anxiety, body image, bullying, gender identity, growth spurt, hypothetical, learning method, menstruation, orthodontist, peer learning, peer pressure, sedentary activities, sense of competence, sense of self, transitivity.

### **Unit 6**

Aptitude, career, career path, entrepreneur, interview, leadership, professionalism, role model.