COURSE DESCRIPTION

Course Title: Child Development
Course Number: **00761**
Course Prerequisites: none

Course Description: Child Development is an elective course designed for grades 9-12. It is a course beneficial to anyone planning to become a parent in the future and those who plan a career working with children. The course will explore the importance of studying Child Development, the process of conception and the development of the child in the womb. Students will also extend their knowledge of the developing newborns, infants, toddlers, preschoolers, and the responsibility of the family to encourage appropriate development. The course will require a final exam.

Suggested Grade Level: Grades 9-12
Length of Course: One Semester
Units of Credit: .5
PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certifications:
CSPG 44 – Family and Consumer Sciences K-12
To find the CSPG information, go to CSPG
Certification verified by the WCSD Human Resources Department: ☒Yes   ☐No

WCSD STUDENT DATA SYSTEM INFORMATION

Course Level: Academic
Mark Types: Check all that apply.
                          ☒F – Final Average   ☒MP – Marking Period   ☒EXM – Final Exam

GPA Type: ☐ GPAEL-GPA Elementary   ☐ GPAML-GPA for Middle Level   ☐ NHS-National Honor Society
                          ☐ UGPA-Non-Weighted Grade Point Average   ☒ GPA-Weighted Grade Point Average

State Course Code: 19052
To find the State Course Code, go to State Course Code, download the Excel file for *SCED*, click on SCED 6.0 tab, and choose the correct code that corresponds with the course.

TEXTBOOKS AND SUPPLEMENTAL MATERIALS

Board Approved Textbooks, Software, and Materials:
  Title: Children- The Early Years
  Publisher: The Goodheart-Wilcox Company, Inc.
  ISBN #:   1-56637-946-6
  Copyright Date: 2004
  WCSD Board Approval Date: 6/27/2022

Supplemental Materials: teacher school provided

Curriculum Document

WCSD Board Approval: 6/27/2022

Date Finalized:6/5/2018
Date Approved: 6/27/2022
Implementation Year: 2022-2023

SPECIAL EDUCATION, 504, and GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (IEP), Chapter 15 Section 504 Plan (504), and/or Gifted Individual Education Plan (GIEP).

SCOPE AND SEQUENCE OF CONTENT AND CONCEPTS

Marking Period 1

Why study children
Provide the definition of Child Development
Components of the Individual Life Cycle
Factors that influence growth and development
Brain development and plasticity
How growth and development rates differ
Factors in observing children
Process of conception
Part genetics plays in development
Pros and Cons of multiple pregnancies
Stages of prenatal development
Signs of pregnancy
Pros and cons of prenatal care
Health factors and habits in pregnancy
Delivery options
Stages of labor
Complications in labor
Bonding and postpartum care

Marking Period 2

Norm Referenced Growth Charts
Erik Erickson's stages of personality development
Milestone charts
Brain Development research
Theories of child development and their relation to developing at the age group
Milestone charts
Norm Referenced Growth Charts
Research on parenting strategies and facilitating different types of development

Standards/Eligible Content and Skills

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
List reasons for learning about children	11.4.A , 11.4.B, 11.4.C	MP1
Define the term Child Development	11.4.A , 11.4.B, 11.4.C	MP1
Describe the individual life cycle	11.4.A , 11.4.B, 11.4.C	MP1
Describe three factors that promote growth and development	11.4.A , 11.4.B, 11.4.C	MP1
Identify differences in teh rate of growth and development	11.4.A , 11.4.B, 11.4.C	MP1

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
Explain and give examples of some major principals and theories of growth and development	11.4.A , 11.4.B, 11.4.C	MP1
Develop observation skills	11.4.A , 11.4.B, 11.4.C	MP1
Process of conception	11.4.A , 11.4.B, 11.4.C	MP1
Part genetics plays in development	11.4.A , 11.4.B, 11.4.C	MP1
Pros and Cons of multiple pregnancies	11.4.A , 11.4.B, 11.4.C	MP1
Stages of prenatal development	11.4.A , 11.4.B, 11.4.C	MP1
Signs of pregnancy	11.4.A , 11.4.B, 11.4.C	MP1
Pros and cons of prenatal care	11.4.A , 11.4.B, 11.4.C	MP1
Delivery options	11.4.A , 11.4.B, 11.4.C	MP1
Stages of labor	11.4.A , 11.4.B, 11.4.C	MP1
Complications in labor	11.4.A , 11.4.B, 11.4.C	MP1
Bonding and postpartum care	11.4.A , 11.4.B, 11.4.C	MP1
Explain the roots of four emotions-love, fear, anxiety, and anger	11.4.A , 11.4.B, 11.4.C	MP2
Describe ways to stimulate babies' mental development	11.4.A , 11.4.B, 11.4.C	MP2
Demonstrate skills that meet babies' physical needs	11.4.A , 11.4.B, 11.4.C	MP2
Plan ways to meet the developmental needs of babies in their first year	11.4.A , 11.4.B, 11.4.C	MP2
Describe characteristics of a newborn/infant	11.4.A , 11.4.B, 11.4.C	MP2
Identify physical, intellectual, and social needs of a newborn/infant	11.4.A , 11.4.B, 11.4.C	MP2
Describe the order in which an infant's motor skills develop	11.4.A , 11.4.B, 11.4.C	MP2
Describe how and what infants learn	11.4.A , 11.4.B, 11.4.C	MP2
Explain how infants express what they know through language	11.4.A , 11.4.B, 11.4.C	MP2
Identify the order in which infants learn	11.4.A , 11.4.B, 11.4.C	MP2
Identify temperamental differences in babies	11.4.A , 11.4.B, 11.4.C	MP2
Describe the infant's major first-year social tasks	11.4.A , 11.4.B, 11.4.C	MP2
Describe physical changes in toddlers and preschoolers	11.4.A , 11.4.B, 11.4.C	MP2
Describe toddler and preschoolers fine and gross motor skill development	11.4.A , 11.4.B, 11.4.C	MP2
Describe how and what toddlers and preschoolers learn	11.4.A , 11.4.B, 11.4.C	MP2
Describe the sequence of language development	11.4.A , 11.4.B, 11.4.C	MP2
Describe how toddlers develop self-will	11.4.A , 11.4.B, 11.4.C	MP2
Explain the way toddlers and preschoolers extend their social relationships with others	11.4.A , 11.4.B, 11.4.C	MP2

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
Describe how toddlers develop a sense of self-worth	11.4.A , 11.4.B, 11.4.C	MP2
Identify how toddlers reveal their emotions	11.4.A , 11.4.B, 11.4.C	MP2
Plan ways to meet toddler and preschoolers' physical needs	11.4.A , 11.4.B, 11.4.C	MP2
Stimulate toddler and preschoolers' growing mental abilities	11.4.A , 11.4.B, 11.4.C	MP2
Describe how to help toddlers and preschoolers adjust to changing social controls	11.4.A , 11.4.B, 11.4.C	MP2
Analyze the problems preschooler face as they develop initiative	11.4.A , 11.4.B, 11.4.C	MP2
Explain how adults can help children become more responsible	11.4.A , 11.4.B, 11.4.C	MP2
Describe how preschool children learn gender roles	11.4.A , 11.4.B, 11.4.C	MP2
Discuss the growing importance of friends	11.4.A , 11.4.B, 11.4.C	MP2
Describe how feelings and emotions change during the preschool years	11.4.A , 11.4.B, 11.4.C	MP2

ASSESSMENTS

PDE Academic Standards, Assessment Anchors, and Eligible Content: The teacher must be knowledgeable of the PDE Academic Standards, Assessment Anchors, and Eligible Content and incorporate them regularly into planned instruction.

Formative Assessments: The teacher will utilize a variety of assessment methods to conduct in-process evaluations of student learning.

Effective formative assessments for this course include: Pre-Assessments of prior knowledge (e.g. entrance cards or KWL chart) • Labs/lab reports • Bell ringers/Problems of the Day (PODs) • Discussions • Teacher observation/Questioning • Graphic organizers (e.g. Venn diagrams, word mapping, webbing, KWL chart, etc.) • Summarizing • Retelling • Notetaking • Problem-based learning modules • Authentic assessment • Oral presentations • Outlining • Journaling • Student presentations/projects • Open-ended response • Classroom Performance System (CPS)

Summative Assessments: The teacher will utilize a variety of assessment methods to evaluate student learning at the end of an instructional task, lesson, and/or unit.

Effective summative assessments for this course include: Essays • Open-Ended Responses • Projects • Quizzes/tests • Student presentations • Portfolios