**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](https://www.education.pa.gov/Educators/Certification/Staffing%20Guidelines/Pages/default.aspx)

**Certification verified by the WCSD Human Resources Department:** [x] Yes [ ] No

**WCSD STUDENT DATA SYSTEM INFORMATION**

**Course Level:** Academic

**Mark Types:** Check all that apply.

[x] F – Final Average [x] MP – Marking Period [x] EXM – Final Exam

**GPA Type**: [ ]  GPAEL-GPA Elementary [ ]  GPAML-GPA for Middle Level [ ]  NHS-National Honor Society

[ ]  UGPA-Non-Weighted Grade Point Average [x]  GPA-Weighted Grade Point Average

**State Course Code**: 19052

To find the State Course Code, go to [State Course Code](https://nces.ed.gov/forum/sced.asp), 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 |
| 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 |
| 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