

## WARREN COUNTY SCHOOL DISTRICT

### PLANNED INSTRUCTION

#### **COURSE DESCRIPTION**

**Course Title:** Child Development

**Course Number:** 10761

**Course Prerequisites:** None

**Course Description:** This course is designed to help prepare students for their responsibilities as parents and caregivers of children. Topics include prenatal care, growth and development through age six, teen pregnancy, maternal health, parenting skills, and child guidance.

**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

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.

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#### **TEXTBOOKS AND SUPPLEMENTAL MATERIALS**

##### **Board Approved Textbooks, Software, and Materials:**

**Title:** Edynamic Education  
**Publisher:** Virtual Coursework  
**ISBN #:** Click or tap here to enter text.  
**Copyright Date:** Click or tap here to enter text.  
**WCSD Board Approval Date:** Click or tap here to enter text.

**Supplemental Materials:** Click or tap here to enter text.

#### **Curriculum Document**

##### **WCSD Board Approval:**

**Date Finalized:** 4/3/2023  
**Date Approved:** 6/26/2023  
**Implementation Year:** 2023.2024

#### **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 1/3**

**Unit 1: Kids Will Be Kids** - You probably have heard the phrase “kids will be kids.” But not all kids are alike...or are they? Think about the countless differences among children who grow up in various cultures, geographic locations, and family environments. Yet science and research throughout history have shown patterns of development that often are similar across the human species. This unit introduces some common theories and provide important information to help you prepare for a career in education, childcare, or any position working with infants to adolescents.

**Unit 2: Let’s Start at the Beginning** – Although a baby is small, having a baby is a big deal! Countless considerations must be weighed – from finances to medical concerns – while planning for birth and parenthood. Such an exciting time can become stressful without enough information or available resources to help expectant parents. This unit investigates typical pathways from pre-pregnancy through the postpartum stage, both for babies and mothers, as well as many of the decision parents will make during each stage.

**Unit 3: We Are Family** – If you plan to raise a family or work with children in your career, it is important to know that a child is not just a small version of an adult. Human children have specific needs – both physical and otherwise – that require unique care and attention throughout their many developmental stages. How will you prepare for your own role (or roles) with kids? This unit will introduce general information and best practices to help you begin and care for a family of your own or assist you with guiding others during the process.

**Unit 4: Baby Days** – A baby has been born! Now what? This tiny new human must learn to survive outside the comfort of the womb and without the flow of oxygen and nutrients through an umbilical cord – a giant task for a small person. But most newborns are equipped with the tools they will need to grow and develop into mobile, verbal, teachable, reasoning people. Their bodies and brains undergo rapid changes during the infancy phase, and you will learn about many of those changes.

**Marking Period 2/4**

**Unit 5: Toddling Into the Next Phase** – The “terrible twos” don’t have to be terrible. When parents and caregivers understand the developmental progression and expectations of children in the toddler stage (ages one to three), they can better prepare for typical growth and learning milestones. Being prepared for these changes can ease family stress and help to create a healthy environment for child development. In this unit, you will discover ways to guide and support successful physical, social, and intellectual transitions throughout toddlerhood.

**Unit 6: The Preschool Years** – The preschool ages – from three to five years old – mark the phase when developing children begin to look and behave in ways that more resemble tiny

adults rather than fully dependent babies. Their bodies grow in strength, agility, and coordination as their learning skills expand to help them better understand their surroundings. With daily practice (both formal and informal), increasing executive functions in their active brains allow them to become better decision makers and problem solvers. Just as importantly, individual personalities often burst through the surface during the preschool stage of child development.

**Unit 7: (Not) Too Cool for School** – From ages 6 through 11, children begin to shift much of their daily time and focus away from their nuclear families and toward external environments and relationships. School and formal education become central to learning and cognitive development, while peers become increasingly important to their social and emotional growth. Each stage of childhood involves unique milestone expectations, and during elementary school, those involve better communication and reasoning skills, as well as keener self-awareness. This unit dives deeper into the changes that happen throughout the elementary school phase.

**Unit 8: The Essence of Adolescence** – Sometime between ages 12 and 19, most adolescent children stop growing physically. Their brains and cognitive skills, however, continue to grow and develop into early adulthood. Adolescents experience an increase in brain functions like organizing and reasoning. Emotionally, they gain better awareness and control of their own thoughts and actions. Socially, they might battle negative pressure from peers, media, and society. Adolescents should begin making decisions and plans for their education, careers, and lifestyles. Throughout this stage, adolescent children can benefit from the guidance of parents, educators, and adult mentors. Let's explore the exciting stage you're likely experiencing right now: adolescence.

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PLANNED INSTRUCTION

**Standards/Eligible Content and Skills**

<b>Performance Indicator</b>	<b>PA Core Standard and/or Eligible Content</b>	<b>Marking Period Taught</b>
Recognize important domains of child and adolescent development		MP1/3
Describe reliable method for gathering information about child behavior		MP1/3
Explain common cognition-based theories of human and child development		MP1/3
Discuss common behaviorism-based theories of human and child development		MP1/3
Identify the impacts of developmental theories on childcare and education		MP1/3
Evaluate types of decisions to be made when considering parenthood		MP1/3
Explain the biological processes of human fertilization and conception		MP1/3
Describe fetal development during each trimester		MP1/3
Compare the options and processes of labor and development		MP1/3
Understand the role of the family in modern society and the reciprocal role community plays in family life		MP1/3
Describe parental responsibilities and beneficial skills to fulfill them		MP1/3
Discuss tasks and decisions involved in managing a family household		MP1/3
Explain parenting styles and the dynamics of parent-child relationships		MP1/3
Understand typical physical growth and movement patterns of infants		MP1/3
Describe attachment theories and other social-emotional behaviors		MP1/3
Explain the cognitive processes of a newborn brain		MP1/3
Recognize birth defects and abnormalities and how they affect child development		MP1/3
Discuss safety precautions specifically related to infant care		MP1/3
Understand typical motor skills development of children from one to three years		MP 2/4
Describe social-emotional behaviors and best practices for toddlers		MP 2/4
Plan learning activities based on specific cognitive processes of this age group		MP 2/4
Discuss important safety measures for the toddler stage		MP 2/4
Discuss the physical needs and milestones of children three to five years old		MP 2/4
Interpret social-emotional behaviors (including atypical patterns) at this stage		MP 2/4
Explain important cognitive processes and changes during preschool ages		MP 2/4
Describe requirements and expectations of a career working with preschool children		MP 2/4

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Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
Discuss physical changes and growth needs of children ages 6 through 11, including body image issues		MP 2/4
Describe social-emotional development and relevant stressors during this stage		MP 2/4
Explain developing cognitive processes and their efforts on learning during grade school ages		MP 2/4
Plan strategies to help elementary students succeed socially, emotionally, and academically		MP 2/4
Describe ways to support physical changes and health of adolescents ages 12 to 19		MP 2/4
Promote positive social-emotional development of adolescents, especially regarding cautionary issues		MP 2/4
Explain cognitive changes and learning patterns during the middle school and high school years		MP 2/4
Discuss legal considerations related to the transition toward adulthood		MP 2/4

## **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:** Quizzes, homework, discussions

**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:** Unit assessments and Semester Exams