

East Penn School District  
Secondary Curriculum

A Planned Course Statement  
for

**Child Development I**

Course # 800

Grade(s) 9, 10, 11, 12

Department: Family & Consumer Science

Length of Period (mins.) 40

Total Clock Hours: 60

Periods per Cycle: 6

Length of Course (yrs.) 0.5

Type of Offering:  required  elective

Credit: 0.5

Adopted: \_\_\_\_\_

Developed by:

Anne Beal

## Description of Course

### Course Title:

Child Development I - #800

### Description:

This course teaches about the developing child from prenatal through age six. Students will be able to distinguish between and identify the physical, cognitive, emotional, and social development at each stage and understand the inter-relatedness of a child's development. Students will evaluate the roles and responsibilities of parents and different societal trends at different stages of the life cycle.

### Goals:

- Understand the nature of conception, birth, and care of the newborn.
- Gain a deeper insight into parenting by learning about the role of the family in society.
- Analyze characteristics of development and learn about the physical, cognitive, emotional, and social development.
- Evaluate the work of cognitive, social, and psychological child development theorists in developing an understanding of children's behavior and development.
- Explore health and safety guidelines for children and explain the nutritional needs of the young child.
- Observe quality child care to enhance their understanding of a child's growth and development.

### Requirements:

Students must observe a day care center, create a toy suitable for a 1 – 3 year old, keep a journal, complete all unit tests, quizzes, and final examination, and complete an assignment with "Baby Think It Over".

### Text:

Brisbane, Holly E., The Developing Child, 7<sup>th</sup> edition, Glencoe/McGraw-Hill, 2004  
Herr, Judy, Working with Young Children, 3<sup>rd</sup> edition, Goodheart-Wilcox, 2004

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### Key to Levels of Achievement (Listed with each learning objective)

Awareness (A):	Students are introduced to concepts, forms, and patterns.
Learning (L):	Students are involved in a sequence of steps and practice activities which involved further development and allow evaluation of process.
Understanding (U):	Students demonstrate ability to apply acquired concepts and skills to individual assignments and projects on an independent level.
Reinforcement (R):	Students maintain and broaden understanding of concepts and skills to accomplish tasks at a greater level of sophistication.

Unit	Num	Objective	Level	Content	Evaluation	Standard
Children, Parenting, and You	1	Students will evaluate their attitudes towards children by focusing on their own childhood.	A	<ul style="list-style-type: none"> <li>Changes in family structure</li> <li>Roles of children in society</li> <li>Development of study of child psychology</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 1 test</li> </ul>	11.2.12 F
	2	Students will contrast childhood, past and present.	L	<ul style="list-style-type: none"> <li>Changes include: health and sanitation, transportation and technology, education and work, dress and leisure, and housing and food</li> </ul>	<ul style="list-style-type: none"> <li>Essay – changes in the family in the past 100 years using PSSA writing rubric</li> </ul>	11.2.12 F
	3	Students will discuss the qualities and considerations needed for parenting.	U	<ul style="list-style-type: none"> <li>Complete checklist “What Makes a Strong Parent”</li> <li>Complete interview “What’s It Like to be a Parent”</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 1 test</li> <li>Class participation grade</li> </ul>	11.2.12 F
	4	Students will define and identify the four domains of child development.	L	<ul style="list-style-type: none"> <li>Define physical, intellectual, emotional, and social development</li> <li>Create development wheel</li> </ul>	<ul style="list-style-type: none"> <li>Development wheel</li> <li>Chapter 1 test</li> </ul>	11.2.12 F
	5	Students will define the characteristics of development.	L	<ul style="list-style-type: none"> <li>Development is similar for everyone</li> <li>Development builds on earlier learning</li> <li>Development proceeds at an individual rate</li> <li>The different areas of development are interrelated</li> <li>Development is continuous throughout life</li> </ul>	<ul style="list-style-type: none"> <li>Chapter test</li> <li>Worksheet “Describing Development”</li> </ul>	11.2.12 F
	6	Students will evaluate the contribution made by selected development theorists and place them in an historical context.	U	<ul style="list-style-type: none"> <li>Students research print and non-print materials, and create class presentations on the following: Piaget, Maslow, Freud, Montessori, Vygotsky, Erikson, Bandura, Skinner, Kohlberg, Watson, and Gardner</li> </ul>	<ul style="list-style-type: none"> <li>Class presentations using rubric</li> </ul>	11.4.12 A
	7	Students will distinguish between and explain the concepts of nature and nurture.	U	<ul style="list-style-type: none"> <li>List ten traits that are hereditary</li> <li>List ten characteristics that are environmental</li> </ul>	<ul style="list-style-type: none"> <li>Class participation</li> </ul>	11.4.12 A
	8	Students will evaluate the process of lifelong development.	L	<ul style="list-style-type: none"> <li>Developmental tasks of infancy, childhood, adolescence, young adulthood, middle life, and late life.</li> </ul>	<ul style="list-style-type: none"> <li>Timeline to the future. Chart out major life events from birth to death.</li> </ul>	11.2.9 A 11.2.12 A 11.2.12 G

Unit	Num	Objective	Level	Content	Evaluation	Standard
	9	Students will describe different types of caregivers.	U	<ul style="list-style-type: none"> <li>What are the current definitions of the family?</li> <li>Types of families</li> <li>Global and local trends affecting family systems</li> </ul>	<ul style="list-style-type: none"> <li>Finds the Keys to Good Parenting</li> <li>Chapter 2 test</li> </ul>	11.2.9 G 11.2.12 G
	10	Students will explain why families need substitute care, and analyze the advantages and disadvantages of the type of care that is available.	U	<ul style="list-style-type: none"> <li>Home based care: nannies, family child care, extended family care, play groups</li> <li>Center based care: Child care centers, parent cooperatives, Head Start Centers, preschools</li> <li>Cost of substitute care</li> <li>Accreditation and state standards</li> </ul>	<ul style="list-style-type: none"> <li>Observation of day care center, preschool or Head Start center.</li> <li>Develop list of questions to ask caregivers</li> </ul>	11.1.12 G
<b>Prenatal Development</b>	11	Students will describe characteristics of prenatal development.	U	<ul style="list-style-type: none"> <li>Period of zygote</li> <li>Period of embryo</li> <li>Period of ovum</li> <li>Birth</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 5 test</li> </ul>	11.4.12 B
	12	Students will evaluate prenatal care, and explore factors influencing the health of the newborn.	L	<ul style="list-style-type: none"> <li>Research print and non-print resources on birth defects</li> <li>Create PowerPoint presentations on selected birth defects</li> <li>Make poster on do's and don'ts for a healthy baby</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint presentation</li> <li>Poster</li> </ul>	11.4.12 B
	13	Students will budget for having a baby and devise ways to reduce expenditures.	U	<ul style="list-style-type: none"> <li>Complete Baby Costs worksheet</li> <li>Prepare budget using simulation</li> <li>Estimate expenses for one year on a fixed income</li> <li>Predict future expenses based on changing needs of family</li> </ul>	<ul style="list-style-type: none"> <li>Budget worksheet</li> <li>Complete W2 tax return</li> <li>Test</li> </ul>	11.1.12 B 11.1.12 E
<b>The Newborn</b>	14	Students will describe a newborn's appearance and identify tests performed on the newborn.	L	<ul style="list-style-type: none"> <li>Neonatal reflexes</li> <li>Apgar test and scale</li> <li>Physical characteristics and needs of the neonate</li> <li>Sudden Infant Death Syndrome</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 7 test</li> </ul>	11.4.12 B
<b>Physical Development - Newborn – 24 months</b>	15	Students will evaluate equipment, infant nutrition options, safety measures, well-baby care, and selection and use of toys that stimulate learning and growth.	L	<ul style="list-style-type: none"> <li>Research print and non-print resources to create class presentations and demonstrations in the following areas: breast vs. bottle feeding, choice and care of diapers, bathing, pediatric visits, immunization, safeguarding children's health, choice and cost</li> </ul>	<ul style="list-style-type: none"> <li>Class presentations and demonstrations using rubric</li> <li>Chapter test</li> <li>"Baby Think It Over" evaluation</li> </ul>	11.3.12 F 11.4.12 A 11.4.12 B 11.4.12 C 11.4.12 D 11.4.12 E 11.4.12 G

Unit	Num	Objective	Level	Content	Evaluation	Standard
				of large and small baby equipment, toys to aid development, and crying and colic		
	16	Students will explain the patterns of physical development during the first year.	L	<ul style="list-style-type: none"> <li>• Pediatrician visits</li> <li>• Growth charts</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter test</li> </ul>	11.4.12 C
	17	Students will describe large and small motor skill development during the first year.	L	<ul style="list-style-type: none"> <li>• Developmental checklists for first year</li> <li>• Observation of year old child</li> </ul>	<ul style="list-style-type: none"> <li>• Class participation</li> </ul>	11.4.12 B
<b>Emotional and Social Development – Newborn – 24 month</b>	18	Students will recognize signs of child abuse; physical, emotional, and neglect.	U	<ul style="list-style-type: none"> <li>• Physical, emotional, sexual abuse, and neglect – PA state definitions</li> <li>• Class discussion and research</li> </ul>	<ul style="list-style-type: none"> <li>• Class participation</li> <li>• Test</li> </ul>	11.1.12 G
	19	Students will be able to identify and describe agencies that provide services for children’s health and safety.	A	<ul style="list-style-type: none"> <li>• List of government and non-government agencies.</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter test</li> </ul>	11.4.12 A
	20	Students will contrast the theories of social learning psychologists and analyze their implications in development.	L	<ul style="list-style-type: none"> <li>• Attachment and bonding</li> <li>• Theories of Erikson, Vygotsky, Kohlbert, Bandura, and Harlow.</li> </ul>	<ul style="list-style-type: none"> <li>• Poster</li> <li>• Developmental checklist</li> <li>• Observation of year old child</li> </ul>	11.4.12 A
	21	Students will be able to recognize the different types of personality.	A	<ul style="list-style-type: none"> <li>• Influences on personality: nature vs. nurture</li> <li>• Current research on temperament</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of child</li> <li>• Poster – What Emotions?</li> </ul>	11.4.12 A
<b>Intellectual Development – Newborn – 24 months</b>	22	Students will explain how differences between boys and girls are influenced by the environment.	A	<ul style="list-style-type: none"> <li>• Toy selection findings</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Class participation</li> </ul>	11.4.12 A
	23	Students will evaluate current brain research information and deduce how to provide an environment for learning during the first year.	U	<ul style="list-style-type: none"> <li>• Brain development</li> <li>• Neural connections</li> <li>• MRI imaging of the brain</li> <li>• Developmentally appropriate practices</li> </ul>	<ul style="list-style-type: none"> <li>• Diagram of the brain</li> <li>• Test</li> </ul>	11.4.12 A
	24	Students will evaluate and give examples of the theories of Piaget and Gardner.	U	<ul style="list-style-type: none"> <li>• Piaget                             <ul style="list-style-type: none"> <li>– Sensorimotor period</li> <li>– Preoperational period</li> <li>– Concrete operations</li> <li>– Formal operations</li> <li>– Symbolic thinking</li> </ul> </li> <li>• Gardner                             <ul style="list-style-type: none"> <li>– Frames of Minds</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Test</li> </ul>	11.4.12 A

Unit	Num	Objective	Level	Content	Evaluation	Standard
Physical Development – 1 – 3 Years	25	Students will determine the changes in height, weight, and proportion from ages 1 – 3.	L	<ul style="list-style-type: none"> <li>Changes in height, weight, and proportion</li> </ul>	<ul style="list-style-type: none"> <li>Growth Chart</li> </ul>	11.4.12 C
	26	Students will distinguish between large and small motor development from ages 1 – 3.	L	<ul style="list-style-type: none"> <li>Developmental checklist for physical development</li> <li>House proofing for safety</li> <li>Toilet training</li> </ul>	<ul style="list-style-type: none"> <li>Observation records</li> <li>Test</li> </ul>	11.4.12 B
	27	Students will describe the eating and sleeping patterns of toddlers.	L	<ul style="list-style-type: none"> <li>Meal planning for toddlers</li> <li>Choking</li> <li>Picky eaters</li> <li>Sleeping patterns</li> </ul>	<ul style="list-style-type: none"> <li>Meal plans</li> <li>Dietary analysis for meals</li> </ul>	11.3.12 F
	28	Students will choose and evaluate children’s clothing.	A	<ul style="list-style-type: none"> <li>Self help skills</li> <li>Suitable fabrics</li> <li>Budget for children’s clothing</li> </ul>	<ul style="list-style-type: none"> <li>Class presentations</li> </ul>	11.1.12 E
Emotional and Social Development from 1 – 3 Years	29	Students will identify temperament and activity levels of the placid, sensitive, and aggressive child, and evaluate caregiver responses to each child.	L	<ul style="list-style-type: none"> <li>Current research in temperament and behavioral styles</li> <li>Negativism and temper tantrums</li> <li>Effective guidance techniques</li> <li>Promoting positive self concept</li> </ul>	<ul style="list-style-type: none"> <li>Observation records</li> <li>Class presentations</li> <li>Test</li> </ul>	11.4.12 D
Intellectual Development from 1 – 3 Years	30	Students will determine factors relating to language and learning acquisition.	L	<ul style="list-style-type: none"> <li>Development of language skills</li> <li>Word and syntax acquisition</li> <li>How memory, perception, attention span, and motivation affect cognitive development</li> </ul>	<ul style="list-style-type: none"> <li>Developmental checklists for language acquisition</li> <li>Test</li> <li>Class participation</li> </ul>	11.4.12 A
	31	Students will identify age appropriate toys for children and assess how children learn through play.	U	<ul style="list-style-type: none"> <li>Selecting safe toys</li> <li>Parallel vs. cooperative play</li> </ul>	<ul style="list-style-type: none"> <li>Toy evaluation</li> <li>Final toy project</li> </ul>	11.1.12 F
	32	Students will evaluate children’s literature and assess suitability for promoting creativity and imagination.	A	<ul style="list-style-type: none"> <li>Review children’s literature</li> <li>Select and read a story out loud</li> </ul>	<ul style="list-style-type: none"> <li>Class participation</li> </ul>	11.4.12 E
Health and Safety	33	Students will identify safety hazards and respond in an emergency situation when caring for children.	L	<ul style="list-style-type: none"> <li>Safety guidelines</li> <li>Baby proofing</li> <li>Infant CPR and First Aid</li> <li>Government agencies regulating health and safety</li> </ul>	<ul style="list-style-type: none"> <li>Test</li> </ul>	11.4.12 B
	34	Students will outline the immunization schedule required for a child’s health.	L	<ul style="list-style-type: none"> <li>Pediatric visits</li> <li>Vaccinations.</li> </ul>	<ul style="list-style-type: none"> <li>Class presentations</li> </ul>	11.4.12 B
Careers Relating to	35	Students will identify their own	A	<ul style="list-style-type: none"> <li>Child related occupations</li> </ul>	<ul style="list-style-type: none"> <li>Checklists</li> </ul>	11.2.12 F

Unit	Num	Objective	Level	Content	Evaluation	Standard
Children		aptitudes and interest in working in the early childhood education field.		<ul style="list-style-type: none"> <li>Skills and aptitudes required for success in field</li> <li>Roles and responsibilities of child care providers</li> <li>Caring for children of different ages</li> </ul>	<ul style="list-style-type: none"> <li>Job application</li> <li>Resume preparation</li> </ul>	
	36	Students will assess the quality and services of child care facilities in terms of their accreditation and certification credentials.	A	<ul style="list-style-type: none"> <li>NAEYC accreditation checklist</li> <li>CDA certification requirements</li> <li>Visit to day care center or preschool</li> </ul>	<ul style="list-style-type: none"> <li>Observation checklist</li> </ul>	11.1.12 G
Final Project	37	Students will complete a final project.	L	<ul style="list-style-type: none"> <li>Make your own toy</li> </ul>	<ul style="list-style-type: none"> <li>Final evaluation of toy project</li> </ul>	