

*Elizabethtown Area School District*

**Child Development**

Course Number: 855

Length of Course: 1 semester

Grade Level: 10-12

Total Clock Hours: 120 hours

Length of Period: 80 min

Date Written: 2/16/2004

Periods per Week/Cycle: 6/6 day cycle

Written By: P. Gustafson

Credits (if app): 1

Course Description:

This course studies prenatal development through the preschool years. The first part of the course will concentrate on parental concerns and expectations, pregnancy, labor, and delivery. The physical, emotional, social, and intellectual development of the baby and young child will be the focus of the latter part of the course. A parenting simulation with Real Care Babies is a highlighted activity. Students planning to enter fields of social work, child care, elementary education and those who wish to understand the roles and responsibilities of parenthood are encouraged to take this course.

## I. Overall Course/Grade Level Standards

Students will KNOW and be able TO DO the following as a result of taking this course.

- A) Select appropriate food, clothing, and equipment for a child up to age six.
- B) Estimate reasonable costs in raising a child.
- C) Describe the effects of pregnancy on the mother.
- D) Explain how genetics influences development.
- E) List the effects of diet, environment, and maternal health on the fetus including alcohol, smoking and drugs.
- F) Describe the process by which a baby is born.
- G) Demonstrate ways to meet the needs of children at each stage of their growth.
- H) Develop effective techniques for the discipline of a child.
- I) Give strategies to help children handle various family stresses.
- J) Define child abuse and discuss its effects.
- K) Explain the benefits of studying child development.
- L) Identify the rewards and responsibilities of parenthood.
- M) Explain how expectant parents can plan for a baby's care.
- N) Describe the stages of prenatal development.
- O) Explain the purpose of common hospital procedures following a birth.
- P) Identify the developmental stages of children through age six.
- Q) Examine children's methods of learning, concept development, and speech development.
- R) Discuss safety procedures and guidelines for general medical care for young children.

## II. Content

### Major Areas of Study

List all units of study below:

Unit	Estimated Time	Materials
1. Parenting Readiness	12 days	Text Parents Magazine Appropriate Videos Visual Aids Art Supplies Baby-Think-It-Over
2. Pregnancy and Birth	25 days	Text Parents Magazine Appropriate Videos Visual Aids Art Supplies Baby-Think-It-Over
3. The First Year	15 days	Text Parents Magazine Appropriate Videos Visual Aids Art Supplies Baby-Think-It-Over
4. Toddlerhood	15 days	Text Parents Magazine Appropriate Videos Visual Aids Art Supplies Baby-Think-It-Over
5. Preschoolers	15 days	Text Parents Magazine Appropriate Videos Visual Aids Art Supplies Baby-Think-It-Over
6. Special Areas of Study (Child Abuse, Stresses of Childhood, Health and Safety)	10 days	Text Parents Magazine Appropriate Videos Visual Aids Art Supplies Baby-Think-It-Over

### III. Course Assessments

Check types of assessments to be used in the teaching of the course and provide examples of each type.

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|---|--|
| <ul style="list-style-type: none"> <li>X Objective Tests/Quizzes</li> <li>X Constructed Responses</li> <li><input type="checkbox"/> Essays</li> <li><input type="checkbox"/> Reports</li> <li>X Projects</li> <li><input type="checkbox"/> Portfolios</li> <li>X Presentations</li> <li><input type="checkbox"/> Performance Tasks</li> </ul> | <ul style="list-style-type: none"> <li>X Response Journals</li> <li>X Logs</li> <li><input type="checkbox"/> Computer Simulations</li> <li><input type="checkbox"/> Research Papers</li> <li>X Class Participation</li> <li>X Note Taking</li> <li><input type="checkbox"/> Daily Assignments</li> <li><input type="checkbox"/> Writing Samples</li> </ul> |
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Provide copies of common assessments that will be utilized for all students taking this course. Overall course/grade level standards will be measured by a common course assessment. Unit objectives will be measured on an ongoing basis as needed by the classroom teacher to assess learning and plan for instruction. List common assessments below and recommend date/time frame for administration (at least quarterly).

Name of Common Assessment	When given?
1.	
2.	
3.	

## IV. Expected levels of achievement

### Current grading scale

- A 92% - 100%
- B 83% - 91%
- C 74% - 82%
- D 65% - 73%
- F 64% and below

PA Proficiency Levels
Advanced Proficient
Basic Below Basic

Name of Course: **Child Development**

Name of Unit: **Parenting Readiness**

Essential Question:

Unit Objectives/Key Question	Priority	Aligned to Course Standard	Aligned to PA Standard
A. What are considerations couples should look at before deciding to become parents?		L	11.4.12D
B. What are the three basic tasks of parenting?		L	11.4.12D
C. What are advantages/disadvantages to breast and bottle feeding?		A	11.4.12C
D. How do various baby supplies and equipment compare with each other?		A	11.1.12F
E. What are child care options that are available to parents?		M	11.4.6D
F. What is the relationship between understanding children and effective parenting?		K	11.4.12C
G. What is the importance of management skills in parenting?		L	11.2.6B
H. What are the preparations expectant parents should make?		M	11.4.12D
I. What are the advantages/disadvantages to home-based vs. center-based child care options?		B	11.4.6D
J. What is the importance of establishing or revising a budget when preparing for parenthood?		B	11.1.6B

Name of Course: **Child Development**

Name of Unit: **Pregnancy and Birth**

Essential Question:

Unit Objectives/Key Question	Priority	Aligned to Course Standard	Aligned to PA Standard
A. What changes affect a woman during each stage of pregnancy?		N	11.4.12C
B. What are several birth defects and hereditary diseases?		D	11.4.9B
C. What is the difference between discomforts and situations requiring medical attention during pregnancy?		C	11.4.12C
D. What are various prenatal tests used to diagnose birth defects?		D	11.4.9B
E. What are hazards that can interfere with normal development of the unborn baby?		E	11.4.9B
F. What is a nutritious diet for a pregnant woman?		E	11.3.12F
G. What are recommendations about personal care for a pregnant woman?		E	11.4.12C
H. What are the early signs of labor?		F	11.4.12C
I. What are the three stages of labor?		F	11.4.12C
J. What does a hospital labor/delivery room, newborn nursery, and maternity ward look like?		F	11.4.12C
K. How does a baby appear at birth?		F	11.4.3A
L. What are the three stages of pregnancy?		N	11.4.12C
M. How do babies normally develop before birth?		N	11.4.12C
N. What are the temporary structures that feed and protect the developing embryo?		N	11.4.12C
O. What is the difference between miscarriage and stillbirth?		N	11.4.9B
P. What are the causes of multiple births?		N	11.4.12B
Q. What is the significance of the Apgar Scale on newborns?		O	11.4.12B
R. What are the special needs of a premature baby?		O	11.4.9B
S. What are a mother's needs after giving birth?		O	11.4.12C
T. How does one recognize a newborn's reflexes?		O	11.4.3A

Name of Course: **Child Development**

Name of Unit: **The First Year**

Essential Question:

Unit Objectives/Key Question	Priority	Aligned to Course Standard	Aligned to PA Standard
A. How do different forms of baby formula compare?		A	11.1.12F
B. How does one bathe, diaper, and dress a newborn?		G	11.4.6B
C. How does one handle and feed an infant?		G	11.4.12C
D. What are different temperaments of infants?		G	11.4.3
E. How can caregivers provide learning opportunities for infants?		Q	11.4.9C
F. What are appropriate toys for a baby's age?		Q	11.4.12E
G. What are the most important milestones of growth and development during a baby's first year?		E	11.4.9A
H. How is children's physical development exhibited in patterns?		P	11.4.9A
I. How do infants develop emotionally and socially?		P	11.4.9A
J. What are Jean Piaget's ideas on how humans learn?		Q	11.4.12A
K. How do infants learn language?		Q	11.4.12E



Name of Course: **Child Development**

Name of Unit: **Toddlerhood (1-3 Years)**

Essential Question:

Unit Objectives/Key Question	Priority	Aligned to Course Standard	Aligned to PA Standard
A. How does one care for toddlers, including nutrition, hygiene, sleep, and toilet training?		A	11.4.6B
B. What are principles for guiding toddlers in a positive way?		H	11.4.12C
C. What are safe, appropriate toys that promote mental, physical, and social skills?		R	11.4.12C
D. What is the difference between large and small motor skills, and what are examples of each?		P	11.4.9A
E. What are common emotions of toddlers and how do they express them?		P	11.4.9A
F. How do toddlers learn and develop concepts?		Q	11.4.9A
G. What are common speech problems and how are they best handled?		Q	11.4.9A

Name of Course: **Child Development**

Name of Unit: **Preschoolers (4-6 years)**

Essential Question:

Unit Objectives/Key Question	Priority	Aligned to Course Standard	Aligned to PA Standard
A. What are examples of ways to encourage good nutrition in children of these ages?		A	11.3.12F
B. How does one help children ages four to six develop good self-care habits?		A	11.4.6B
C. What are ways to respond to anger, fear, and jealousy in children ages four to six?		H	11.4.12C
D. What are the effects of competition on children?		G	11.4.12C
E. What are strategies for helping children develop a sense of right and wrong?		H	11.4.12C
F. How does an average child's weight, height, proportion and posture change from ages 4-6?		P	11.4.9A
G. What is the average motor development of four-, five-, and six-year-olds?		P	11.4.9A
H. What are the characteristics of a child's relationship to family at ages four, five, and six?		P	11.4.3.A
I. What are signs of preoperational thinking in children ages 4-6?		P	11.4.12A
J. What does emotional development in children ages 4-6 entail?		P	11.4.9A
K. What are the different kinds of intelligence?		Q	11.4.12A
L. What are ways to help children learn from everyday experiences?		Q	11.4.12E
M. How does speech develop in children ages 4-6 and what are possible speech problems?		Q	11.4.9A
N. What are ways to meet the needs of children with learning disabilities and gifted children?		Q	11.4.9C

Name of Course: **Child Development**

Name of Unit: **Special Areas of Study**

Essential Question:

Unit Objectives/Key Question	Priority	Aligned to Course Standard	Aligned to PA Standard
A. What can be done to prevent child abuse?		J	11.4.12B
B. What are emotional effects on children of stressful family situations?		I	11.4.12C
C. Recognize emergency situations and plan appropriate responses.		R	11.4.6B
D. Discuss appropriate first aid for common ailments.		R	11.4.6B
E. Identify basic rescue techniques.		R	11.4.6B
F. Discuss basic guidelines for caring for children who are ill.		R	11.4.9B