



# Washington Township School District



*The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.*

|                            |  |          |                  |  |                        |  |
|----------------------------|--|----------|------------------|--|------------------------|--|
| <b>Course Title:</b>       | <b>Early Childhood Development</b>   |          |                  |  |                        |  |
| <b>Grade Level(s):</b>     | 9-12   |          |                  |  |                        |  |
| <b>Duration:</b>           | <i>Full Year:</i>  | <b>X</b> | <i>Semester:</i> |  | <i>Marking Period:</i> |  |
| <b>Course Description:</b> | Early Childhood Development is a five (5) credit course open to students in grades 9-12. This course is eligible for dual college credit. This course introduces students to birth and conception, prenatal development, and the various aspects of early childhood development from 0 to 3 years. The family's role in child development will also be examined with emphasis on the physical, cognitive, and psychosocial elements of early development in 21st century society. Human reproduction, genetics, heredity, and environmental effects on child development will also be addressed. Other topics of study will include labor and delivery, normal and at-risk pregnancies and labor complications. Capstone project includes practical experience taking care of an electronic "real" baby and creating a professional portfolio. Students will engage in a variety of Edtech tools to successfully meet the challenges and opportunities in an interconnected digital world through projects, presentations, and investigations. Learning experiences and assessments will reflect the habits of mind central to Career Readiness, Life Literacies and Key Skills that lead to post-secondary success. The course will be beneficial to the student considering more concentrated studies in neonatal medicine or pediatrics or professions dealing with infants and children ages 0-3. Students enrolled in this course are eligible to participate in the FCCLA leadership program. Students may also apply to the Early Childhood Education Academy and seek CDA certification upon graduation. This course satisfies the high school practical arts requirement. |          |                  |  |                        |  |
| <b>Grading Procedures:</b> | <ul style="list-style-type: none"><li>• Major 50%: Tests, Large Projects, Benchmarks, Edtech projects, collaborative work</li><li>• Minor 35% Quizzes, research projects, homework and classwork assignments, collaborative work</li><li>• Supportive 15%: Quick Writes, exit tickets, graded discussions</li></ul>  |          |                  |  |                        |  |
| <b>Primary Resources:</b>  | Textbook: Child 2 <sup>nd</sup> edition McGraw-Hill Education<br>McGraw-Hill Education Connect digital platform<br>Canva<br>Nearpod<br>Edpuzzle<br>Real Care Baby Control Center Software and Real Care Infant Simulators  |          |                  |  |                        |  |

# Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

**Designed by:**

Linda Lopresti

**Under the Direction of:**

Kayla Berry

**Written:**

**Revised:** August 2023

**BOE Approval:**

|  |  |
|--|--|
| <b>Unit Title:</b> (1) Family, Conception Heredity and Environment   |  |
| <b>Unit Description:</b> Understanding how the body prepares for conception is critical in understanding human development. This unit will examine family structures, parenting styles, family planning, human reproduction, conception, and infertility. Understanding the role of the environment and genetics in heredity helps students learn how birth defects and disease may result from chromosomal abnormalities, and dominant and recessive inheritance.   |  |
| <b>Unit Duration:</b> 5-6 weeks  |  |
| <b>Desired Results</b>   |  |
| <b>Standard(s):</b> 9.4.12.CI.1; 9.4.12.CT4 ; 9.4.12.CT.3; 9.4.12.TL.2; 9.4.12.IML.2; 9.3.12.ED.2; 9.3.12.ED.5   |  |
| <b>Indicators:</b> <ul style="list-style-type: none"> <li>examine relationships that nurture early learning such as the parental role and the role of the family</li> <li>understand fertilization and conception</li> <li>examine birthing options and family planning</li> <li>understand how genetics, heredity, and the environment affect child development</li> <li>Create the framework for the CDA professional portfolio</li> </ul>   |  |
| <b>Understandings:</b><br><i>Students will understand that...</i> <ul style="list-style-type: none"> <li>Parenting Styles change throughout the stages of development</li> <li>The family structure, heredity and the environment affect child development</li> <li>Genetics play an important role in who a person will become</li> <li>A person has many options for family planning</li> <li>Couples who cannot conceive may seek infertility treatments or adopt a child</li> <li>Positive and productive relationships can be encouraged by providing families with useful resources</li> </ul> | <b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How do family structures affect development?</li> <li>How do Galinsky's stages of parenting help us understand parenting and child development?</li> <li>What influences child development (nature vs nurture, is it active or passive, continuous or discontinuous?)</li> <li>How does the body prepare for conception and how does fertilization occur?</li> <li>How does the science of genetics affect development?</li> <li>Why is family planning necessary?</li> <li>What options are available to infertile couples?</li> <li>What resources are available for families?</li> <li>How can I set up and develop a professional portfolio?</li> </ul> |
| <b>Assessment Evidence</b>   |  |
| <b>Performance Tasks:</b> <ul style="list-style-type: none"> <li>Students will engage in a scientific inquiry and research genetic variations and how traits are inherited and predict characteristics of offspring in a visual model.</li> <li>Research and chart similarities and differences in sibling intelligence and temperament and how birth order, heredity and the environment factors into the differences. Work in collaborative groups Present findings to class and reflect</li> </ul>  | <b>Other Evidence:</b> <p>Summative Assessments<br/> Formative Assessments<br/> Supportive Assignments<br/> Individual and collaborative participation in class discussion<br/> Projects</p>   |

**Benchmarks:**

Schoology student portfolios will include at least one Performance task and include CDA documentation for the Professional Portfolio to be used as a measure of progress towards mastery of Career Readiness, Life Literacies and Key Skills standards. Portfolios can include Edtech projects, formative assessments, and other projects.

Test Gen software (McGraw Hill Connect) could also be used as a measure of progress towards mastery of Career Readiness, Life Literacies and Key Skills standards.

**Learning Plan****Learning Activities:**

- Watch video clips of various parenting styles from well-known family movies and have students work in groups to identify each style
- Research Galinsky's stages of parenthood and describe how parents develop and change through their interactions with children
- Create an infographic using Canva illustrating family structures
- Research models of child development in which environmental, cultural, and biological influences are studied. Create pie, line or bar graphs using Canva or Excel illustrating these models, then share and present in small groups to peers
- Research and chart similarities and differences in sibling intelligence and temperament and how birth order, heredity and the environment factors into the differences. Work in collaborative groups Present findings to class and reflect
- Engage in teacher-led PowerPoint (Nearpod) discussions on conception and watch videos on the science of fertilization. Check for understanding using the Edpuzzle platform
- Research family planning, contraceptives and their efficacy. Chart findings
- Research Infertility and Assisted Reproductive Technologies. Watch documentaries that follow infertile couples and their journey to conceive
- Guest speakers or zoom calls to speak about infertility or interview family members or friends
- Utilize Interactivities assignable through McGraw Hill Connect
- Research epigenesis and the mechanisms of heredity. Create Punnett Squares predicting characteristics of offspring while noting chromosomal abnormalities
- Set up Schoology CDA portfolio
- **(CDA portfolio requirement):** read articles about resources for families and compile a list to be completed in your portfolio resources section for Competency Goal IV

**Resources:**

Textbook: Child 2<sup>nd</sup> edition McGraw-Hill Education

McGraw-Hill Education Connect digital platform

Canva

Newsela

Nearpod

Edpuzzle

## Unit Modifications for Special Population Students

|                                  |   |
|----------------------------------|---|
| <b>Advanced Learners</b>         | <ul style="list-style-type: none"> <li>• Add additional materials, requirements, or challenges to assigned projects/labs</li> <li>• Act as peer leader in the classroom to assist other learners</li> <li>• Complete additional projects/lab activities at their discretion</li> </ul>  |
| <b>Struggling Learners</b>       | <ul style="list-style-type: none"> <li>• Modify the pace of teacher demonstrations and instruction</li> <li>• Utilize peer assistance</li> <li>• Provide additional resources</li> <li>• Modify assessments/extend deadlines as necessary</li> <li>• Modify projects, labs, and online activities</li> </ul>  |
| <b>English Language Learners</b> | <p>Modifications are <b>required</b> to be used in content-area classrooms where a student has limited English proficiency. These modifications are given based on the English proficiency of the student while maintaining the rigor of the content. Sheltered English Instruction strategies are utilized to provide students with limited English proficiency access to grade-level, mainstream content while promoting English proficiency development.</p> <p><a href="#">Can-Do Descriptions for Proficiency Levels Grades 9-12</a><br/> <a href="#">NJDOE ELL Resources</a><br/> <a href="#">SEI Strategies for Family &amp; Consumer Sciences</a></p>   |
| <b>Learners with an IEP</b>      | <p>Each special education student has Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p> |
| <b>Learners with a 504</b>       | <p>Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.</p>   |

## Interdisciplinary Connections

### Indicators:

- **ELA-** R.11-12.3: Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.  
NJSLSA.W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
- **Math-** Make sense of problems and persevere in solving them.
- **Science-** WHST.9-12.9: Draw evidence from informational texts to support analysis, reflection, and research
- **Social Studies-** 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture
- **Health & Physical Education-** 2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan.
- **Visual & Performing Arts-** 1.2.8.Cr3b: Communicate an intentional purpose and meaning utilizing varying point of view and perspective.
- **Business-** 9.1.5.PB.1: Develop a personal budget and explain how it reflects spending, saving, and charitable contributions.
- **Technology Education-** 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
- **Financial Literacy-** 9.1.12.PB.4: Explain how you would revise your budget to accommodate changing circumstances.

## Integration of 21<sup>st</sup> Century Skills

### Indicators:

Career readiness, life literacies, and key skills are critical components of Family and Consumer Science education. This curriculum not only focuses on the mastery of key skills and content, but also promotes the understanding of career technical education by including 21st century interdisciplinary themes. This course includes skills such as -Critical thinking, problem solving, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication as listed in the NJ Career Readiness, Life Literacies, and Key Skills Student Learning Standards.

|   |  |
|---|--|
| <b>Unit Title:</b> (2) Pregnancy and Prenatal Development   |  |
| <b>Unit Description:</b><br><br>The neonatal period is a critical time for the developing child. In this unit, students will examine the stages of pregnancy and influences on prenatal development that may result in neonatal birth complications and defects. Students will also examine factors that increase the likelihood of a healthy pregnancy such as nutrition and prenatal care.  |  |
| <b>Unit Duration:</b> 5-6 weeks   |  |
| <b>Desired Results</b>  |  |
| <b>Standard(s):</b> 9.4.12.CI.1; 9.4.12.CT.5; 9.4.12.TL.1; 9.4.12.IML.2; 9.3.12.ED - TT.4; 9.3. 12.ED - TT.7  |  |
| <b>Indicators:</b> <ul style="list-style-type: none"> <li>Gather relevant information on birth defects and neonatal complications from multiple authoritative print and digital sources, using advanced searches effectively</li> <li>Examine environmental influences on child development and personal responsibility to ensure a healthy pregnancy</li> <li>Use technology to produce and share information on neonatal development and the developing child</li> </ul>  |  |
| <b>Understandings:</b><br><i>Students will understand that...</i> <ul style="list-style-type: none"> <li>Prenatal development occurs in three stages during 40 weeks of pregnancy</li> <li>Birth defects and neonatal complications have a variety of causes and test can help diagnose and treat potential problems</li> <li>Environmental influences such as air pollutants, drugs, alcohol, and maternal stress can impede healthy child development</li> <li>Prenatal care and a balanced diet are critical to early child development</li> </ul> | <b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What are the three stages of prenatal development and how do they contribute to the developing child?</li> <li>What are some influences on Prenatal Development and how can one ensure a healthy pregnancy?</li> <li>What are some complications that can occur in prenatal development?</li> </ul> |
| <b>Assessment Evidence</b>  |  |
| <b>Performance Tasks:</b> <ul style="list-style-type: none"> <li>Students will work collaboratively in small groups to research each stage of prenatal development and the month-by-month development of the fetus. Findings will be presented in a visual timeline to peers using collaborative digital Edtech tools</li> <li>Research disparities in prenatal care in developing countries. Create a Smore or other digital newsletter as if you are the CEO of an organization to address these concerns</li> </ul>                                | <b>Other Evidence:</b><br><br>Summative Assessments<br>Formative Assessments<br>Supportive Assignments<br>Individual and collaborative participation in class discussion<br>Projects   |



**Benchmarks:**

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**Learning Plan****Learning Activities:**

- Working in jigsaw groups and then expert groups, research the three stages of prenatal development (germinal, embryonic, and fetal stage) Create a digital visual presentation. Expert groups will share their presentations and present to smaller groups. Peer Assess
- Research drug use and pregnancy and utilize Real Care drug addicted baby simulations
- Utilize Interactivities assignable through McGraw Hill Connect
- Display realistic models of the embryo and fetus and allow students to engage with them and ask questions
- Have students try on the empathy belly and discuss the physical effects on the body
- Create a pregnancy month by month digital timeline using Canva or another digital platform. Share and present timeline
- Use online resources such as Newsela to research birth defects, causes, and treatments. Write an essay illustrating the findings
- Visit myplate.gov and create a healthy eating plan for a person who is pregnant
- Research disparities in prenatal care in developing countries. Create a Smore or other digital newsletter as if you are the CEO of an organization to address these concerns

**Resources:**

Textbook: Child 2<sup>nd</sup> Edition McGraw-Hill Education

McGraw-Hill Education Connect digital platform

Canva

Fetal Development Models

Myplate.gov

Empathy Belly

Newsela

Nearpod

Edpuzzle

Drug-Addicted Real-Care baby or

Real-Care babies with disabilities

**Advanced Learners**

- Add additional materials, requirements, or challenges to assigned projects/labs
- Act as peer leader in the classroom to assist other learners
- Complete additional projects/lab activities at their discretion

**Struggling Learners**

- Modify the pace of teacher demonstrations and instruction
- Utilize peer assistance
- Provide additional resources
- Modify assessments/extend deadlines as necessary



|                                  |  |
|----------------------------------|--|
|                                  | <ul style="list-style-type: none"> <li>• Modify projects, labs, and online activities</li> </ul>   |
| <b>English Language Learners</b> | <p>Modifications are <b>required</b> to be used in content-area classrooms where a student has limited English proficiency. These modifications are given based on the English proficiency of the student while maintaining the rigor of the content. Sheltered English Instruction strategies are utilized to provide students with limited English proficiency access to grade-level, mainstream content while promoting English proficiency development.</p> <p><a href="#">Can-Do Descriptions for Proficiency Levels Grades 9-12</a><br/> <a href="#">NJDOE ELL Resources</a><br/> <a href="#">SEI Strategies for Family &amp; Consumer Sciences</a></p>  |
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## Interdisciplinary Connections

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- **Visual & Performing Arts-** 1.2.8.Cr3b: Communicate an intentional purpose and meaning utilizing varying point of view and perspective.
- **Business-** 9.1.5.PB.1: Develop a personal budget and explain how it reflects spending, saving, and charitable contributions.
- **Technology Education-** 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
- **Financial Literacy-** 9.1.12.PB.4: Explain how you would revise your budget to accommodate changing circumstances.

### Integration of 21<sup>st</sup> Century Skills

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|  |  |
|--|--|
| <b>Unit Title:</b> (3) Birth and The Newborn   |  |
| <b>Unit Description:</b> Medical advances dramatically improve the safety of giving birth; however, complications can occur, and there are risks to the mother and the baby. This unit will examine the stages of labor, birthing options, and neonatal screenings after delivery. In addition, students will analyze various birth complications and how and why they occur. Students will study the unique physical characteristics of a newborn and their body systems. Reflexes will be analyzed and strategies for bonding with the infant will be discussed. |  |
| <b>Unit Duration:</b> 5-6 weeks  |  |
| <b>Desired Results</b>   |  |
| <b>Standard(s):</b> 9.4.12.CI.1; 9.4.12.CT.1; 9.4.12.CT.2; 9.4.12.TL.4; 9.4.12.IML.2; 9.4.12.IML.7; 9.3.12.ED - TT.5   |  |
| <b>Indicators:</b> <ul style="list-style-type: none"> <li>Understand the progression of labor and recognize signs of labor</li> <li>Produce arguments to debate issues of bonding</li> <li>Examine birth complications</li> <li>Conduct research on neonatal testing</li> <li>Evaluate birthing options</li> </ul>   |  |
| <b>Understandings:</b><br><i>Students will understand that...</i> <ul style="list-style-type: none"> <li>Caregivers must provide the opportunity to bond with the newborn</li> <li>Complications can occur during labor and delivery for a variety of reasons</li> <li>Birthing options vary but must align with the family's needs</li> <li>Newborn babies have unique needs</li> </ul>   | <b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How does labor progress and what are the early signs?</li> <li>What are some labor and delivery options?</li> <li>How does a baby develop during the neonatal period and how do doctors measure and assess infant development during this time?</li> <li>Why do birth complications occur and what are the outcomes?</li> <li>What role do parents play in bonding with a newborn?</li> </ul> |
| <b>Assessment Evidence</b>   |  |
| <b>Performance Tasks:</b> <ul style="list-style-type: none"> <li>Students will be assigned a Real Care electronic baby for at least 24 hours and will feed, diaper, burp, and rock the baby as it is programed to follow algorithms of a real newborn. Each student will get a print-out report of care at the conclusion of the session</li> </ul>  | <b>Other Evidence:</b><br>Summative Assessments<br>Formative Assessments<br>Supportive Assignments<br>Individual and collaborative participation in class discussion<br>Projects   |
| <b>Benchmarks:</b><br><br>Schoology student portfolios will include at least one Performance task and include CDA documentation for the Professional Portfolio to be used as a measure of progress towards mastery of Career Readiness, Life Literacies and Key Skills standards. Portfolios can include Edtech projects, formative assessments, and other projects.<br><br>Test Gen software (McGraw Hill Connect) could also be used as a measure of progress towards mastery of Career Readiness, Life Literacies and Key Skills standards.                     |  |

## Learning Plan

### Learning Activities:

- Assign Real-Care electronic babies for students to take home for at least 24 hours. Program these babies and print out reports for students to see how well they met the babies' needs.
- Play a dice game in small groups to review the stages of labor and the range of normal labor (on index cards) and get students to put themselves into a role, and imagine how they might cope with a specific course of labor (transition to parenthood.wordpress.com)
- In small groups, print out signs of labor cards. Divide into three sections, label them 'maybe', 'probably' and 'definitely.' Hand one card to each student, and place it on the board, depending on how likely they think this is really labor. Then discuss (transition to parenthood.wordpress.com)
- Utilize Interactivities assignable through McGraw Hill Connect
- Watch documentaries on various types of deliveries then make a pro-con chart of each type. Discuss pro/con charts in small groups
- Describe newborn appearance, reflexes, and body systems and create a jeopardy game to play as a class based on these characteristics or use Gimkit or Kahoot to review
- Read about birth complications and their outcomes using Newsela. Write an essay illustrating findings
- Research the types of neonatal screening and create an assessment for various at-risk scenarios
- Prepare a debate on bonding and babies using multiple authoritative digital sources—should you let a baby cry it out? Pair-up and debate supporting your stance using different types of appeals (ethos, pathos, logos) or video in advance using Flipgrid

### Resources:

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Real Care Babies

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FlipGrid

Nearpod

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## Unit Modifications for Special Population Students

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- **Visual & Performing Arts-** 1.2.8.Cr3b: Communicate an intentional purpose and meaning utilizing varying point of view and perspective.
- **Business-** 9.1.5.PB.1: Develop a personal budget and explain how it reflects spending, saving, and charitable contributions.
- **Technology Education-** 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
- **Financial Literacy-** 9.1.12.PB.4: Explain how you would revise your budget to accommodate changing circumstances.

## Integration of 21<sup>st</sup> Century Skills

### Indicators:

Career readiness, life literacies, and key skills are critical components of Family and Consumer Science education. This curriculum not only focuses on the mastery of key skills and content, but also promotes the understanding of career technical education by including 21st century interdisciplinary themes. This course includes skills such as -Critical thinking, problem solving, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication as listed in the NJ Career Readiness, Life Literacies, and Key Skills Student Learning Standards.

|   |   |
|---|---|
| <b>Unit Title:</b> (4) Early Child Development Physical Development 0-3 years   |   |
| <b>Unit Description:</b><br><br>A child's body grows most rapidly during the first year of life; growth proceeds at a rapid but diminishing rate throughout the first three years. This unit will explore influences on physical growth and development (0-3 years) as well as health and safety. Students will examine the role that the brain plays in physical development and sensory capacity. In addition, students will understand the theories of motor development that help children navigate their world. Finally, students will understand infant mortality and maltreatment as contributing obstacles to healthy development.  |   |
| <b>Unit Duration:</b> 5-6 Weeks   |   |
| <b>Desired Results</b>  |   |
| <b>Standard(s):</b> 9.4.12.CT.3; 9.4.12.TL.1; 9.4.12.TL.4; 9.4.12.GCA.1; 9.4.12.IML.7; 9.3.12.ED - TT.6; 9.3.12.ED - TT.4   |   |
| <b>Indicators:</b> <ul style="list-style-type: none"> <li>• Perform CPR on Red Cross manikin</li> <li>• Understand how motor development helps children understand their world and what processes contribute to that growth</li> <li>• Examine infant mortality, SIDS, and maltreatment in the United States and in developing countries</li> <li>• Recognize how rapid brain development in the early years affect children into adulthood</li> <li>• Investigate the unique nutritional needs of young children ages 0-3</li> </ul>   |   |
| <b>Understandings:</b><br><i>Students will understand that...</i> <ul style="list-style-type: none"> <li>• First aid and emergency procedures can save lives</li> <li>• Normal physical growth and sensory and motor development proceed according to the cephalocaudal and proximodistal principles</li> <li>• Infants and young children have unique nutritional needs</li> <li>• Reflex behaviors-primitive, locomotor, and postural are indications of neurological status</li> <li>• The brain grows most rapidly during the months before and immediately after birth as neurons migrate to their assigned locations, form synaptic connections, and undergo integration and differentiation</li> <li>• Motor development is marked by a series of milestones that develop systematically and there are various theories that contribute that growth to certain underlying processes</li> <li>• Infant mortality is still disturbingly high in developing countries. Postnatal care can reduce infant mortality</li> <li>• SIDS is the leading cause of post neonatal death in the United States</li> <li>• Maltreatment can interfere with physical, cognitive, emotional, and social development, and its effect can continue into adulthood</li> </ul> | <b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How can caregivers respond to emergencies to protect the health and safety of infants and young children?</li> <li>• What influences how children ages 0-3 grow and develop?</li> <li>• What role does the brain play in development and sensory capacities?</li> <li>• How can an understanding of the theories of motor development help us understand children?</li> <li>• What factors contribute to infant mortality and maltreatment?</li> </ul> |



## Assessment Evidence

### Performance Tasks:

- Perform First Aid and CPR techniques of Red Cross manikin/Instructional DVD included with manikin **(Portfolio Requirement)**
- Using myplate.gov, create a meal plan for an infant, toddler, and three-year-old **(Portfolio Requirement)**

### Other Evidence:

Summative Assessments  
Formative Assessments  
Supportive Assignments  
Individual and collaborative participation in class discussion  
Projects

### Benchmarks:

Schoology student portfolios will include at least one Performance task and include CDA documentation for the Professional Portfolio to be used as a measure of progress towards mastery of Career Readiness, Life Literacies and Key Skills standards. Portfolios can include Edtech projects, formative assessments, and other projects.

## Learning Plan

### Learning Activities:

- Utilize Interactivities assignable through McGraw Hill Connect
- Using Canva or another digital platform, create three timelines: baby milestones 0-12 months. Toddlers 12–24-month milestones and Preschool 24–36-month milestones. Write a summary comparing the differences (McGraw-Hill Education Milestones video series)
- Have students research breast-feeding vs bottle feeding. Pro Con articles are available at Gale Opposing Viewpoints IMC database. Prepare a pro-con chart and discuss in groups
- Complete First Aid and Safety Nearpod. Watch CPR and choking videos and practice on Red Cross infant manikin
- Divide students in groups according to these topics: Research the Ecological Theory of Perception, the Dynamic Systems Theory and Cultural Influences of Motor Development. Create a PowerPoint presentation, share and present in small groups. Report back to class
- Using myplate.gov, create a meal plan for an infant, toddler, and three-year-old
- Complete an Edpuzzle or Nearpod on Brain Development during Gestation then create a diagram of the brain. Label the four lobes, functions, and regions that govern hearing, vision, and other sensory information
- Have students write an article in a parent magazine stressing the importance of brain plasticity and learning
- Create a pie graph using Canva or Excel. List infant birth and mortality statistics by weight then discuss infant mortality, SIDS, immunizations and racial/ethnic disparities in these numbers
- Read scenarios, research and discuss maltreatment in infants and young children and write a persuasive essay regarding the handling of children and parents by Child Protective Services.

### Resources:

Textbook: Child 2<sup>nd</sup> Edition McGraw-Hill Education  
McGraw-Hill Education Connect digital platform  
Red Cross CPR infant/CD  
Canva  
Newsela  
Nearpod

| Unit Modifications for Special Population Students |   |
|--|---|
| <b>Advanced Learners</b>                           | <ul style="list-style-type: none"> <li>• Add additional materials, requirements, or challenges to assigned projects/labs</li> <li>• Act as peer leader in the classroom to assist other learners</li> <li>• Complete additional projects/lab activities at their discretion</li> </ul>  |
| <b>Struggling Learners</b>                         | <ul style="list-style-type: none"> <li>• Modify the pace of teacher demonstrations and instruction</li> <li>• Utilize peer assistance</li> <li>• Provide additional resources</li> <li>• Modify assessments/extend deadlines as necessary</li> <li>• Modify projects, labs, and online activities</li> </ul>  |
| <b>English Language Learners</b>                   | <p>Modifications are <b>required</b> to be used in content-area classrooms where a student has limited English proficiency. These modifications are given based on the English proficiency of the student while maintaining the rigor of the content. Sheltered English Instruction strategies are utilized to provide students with limited English proficiency access to grade-level, mainstream content while promoting English proficiency development.</p> <p><a href="#">Can-Do Descriptions for Proficiency Levels Grades 9-12</a><br/> <a href="#">NJDOE ELL Resources</a><br/> <a href="#">SEI Strategies for Family &amp; Consumer Sciences</a></p>   |
| <b>Learners with an IEP</b>                        | <p>Each special education student has Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p> |
| <b>Learners with a 504</b>                         | <p>Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.</p>   |

## Interdisciplinary Connections

### Indicators:

- **ELA- RST.11-12.3** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.  
**NJSLSA.W10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
- **Math-** Make sense of problems and persevere in solving them.
- **Science-** WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research
- **Social Studies-** 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture
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- **Visual & Performing Arts-** 1.2.8.Cr3b: Communicate an intentional purpose and meaning utilizing varying point of view and perspective.
- **Business-** 9.1.5.PB.1: Develop a personal budget and explain how it reflects spending, saving, and charitable contributions.
- **Technology Education-** 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
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## Integration of 21<sup>st</sup> Century Skills

### Indicators:

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|   |  |
|---|--|
| <b>Unit Title:</b> (5) Early Child Development Cognitive Development 0-3 years  |  |
| <b>Unit Description:</b> Children's cognitive processes are complex. In this unit students will examine the work of information-processing researchers and look at habituation, visual and perceptual abilities and indicators of the efficiency of early processing that can later predict intelligence. Students will study the behaviorist approach to cognitive development and the rudimentary Piagetian abilities in young children of categorization, causality, object permanence, number sense, and the ability to reason and understand characteristics of the world. In addition, students will understand children's innate capacity to acquire and learn language.   |  |
| <b>Unit Duration:</b> 5-6 weeks   |  |
| <b>Desired Results</b>  |  |
| <b>Standard(s):</b> 9.4.12.CI.1; 9.4.12.TL.3; 9.3.12.ED - ADM.7; 9.3.12.ED - PS.4; 9.3.12.ED - TT.2   |  |
| <b>Indicators:</b> <ul style="list-style-type: none"> <li>Interpret results of psychometric measures</li> <li>Create different types of learning games that develop cognition in young children ages 0-3</li> <li>Understand that strong relationships promote learning, cognition, language and literacy</li> <li>Investigate intelligence and its predictors</li> <li>Explore different approaches to cognitive development</li> </ul>  |  |
| <b>Understandings:</b><br><i>Students will understand that...</i> <ul style="list-style-type: none"> <li>Children's cognitive development progresses as they explore their world and try new activities</li> <li>Cognitive neuroscience has explained developments in memory and learning</li> <li>Cultural context and social interactions contribute to cognitive competence</li> <li>Behaviorists study classical conditioning and operant conditioning to understand how children learn</li> <li>Psychometric approaches are used to determine intelligence</li> <li>Object permanence is acquired through Piaget's sensorimotor stage along with tertiary circular reactions and the development of symbolic thought</li> <li>Indicators of the efficiency of infants' information processing tend to predict later intelligence</li> <li>The acquisition of language is an important aspect of cognitive development</li> </ul> | <b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What is the Behaviorist, Psychometric, Piagetian, Information-Processing, Cognitive Neuroscience, and Social-Contextual Approach and how is it concerned with how we learn?</li> <li>How do we develop and acquire language?</li> <li>How can we identify and assess risk factors in learning?</li> </ul> |
| <b>Assessment Evidence</b>  |  |
| <b>Performance Tasks:</b> <ul style="list-style-type: none"> <li>Create a variety of different types of games that illustrate the idea of habituation, dishabituation or visual recognition memory for children ages 0-3</li> <li>Create different types of category or causality games or activities for young children.</li> </ul>  | <b>Other Evidence:</b> <p>Summative Assessments<br/> Formative Assessments<br/> Supportive Assignments<br/> Individual and collaborative participation in class discussion<br/> Projects</p>   |

|   |  |
|---|--|
| Provide an explanation of how this activity aids in cognitive development |  |
|---|--|

**Benchmarks:**

Schoology student portfolios will include at least one Performance task and include CDA documentation for the Professional Portfolio to be used as a measure of progress towards mastery of Career Readiness, Life Literacies and Key Skills standards. Portfolios can include Edtech projects, formative assessments, and other projects.

Test Gen software (McGraw Hill Connect) could also be used as a measure of progress towards mastery of Career Readiness, Life Literacies and Key Skills standards.

### Learning Plan

**Learning Activities:**

- Create a problem-based learning activity for students in which early intervention has identified risk factors using psychometric approaches. Interpret results of testing to develop a comprehensive support system
- Using a HOME inventory template, have students complete the template based on various scenarios
- Divide or jigsaw students into six groups and assign one of Piaget's six substages of the Sensorimotor Stage of Cognitive Development. Research ages, description and give an example of a behavior for each substage. Assign an expert to work with other groups
- Have student research object permanence and imitation and create a game/games for infants using this knowledge. Do a gallery walk and peer review or share if using digital tools
- Research Information-Processing and create games using the idea of habituation, dishabituation or visual recognition memory using a game- creating digital platform such as Tiny Taps Learning Games
- Create a category or causality game or activity for a young child using a game- creating digital platform such as Tiny Taps Learning Games. Provide an explanation of how this activity aids in cognitive development.
- Read and research scientific studies or metanalysis of four core cognitive domains that appear to be associated with IQ: attention, processing speed, memory, and representational competence. In a short essay, explain this study and its findings
- Create a scenario that illustrates the violation of expectations paradigm using the understanding of numbers, causal reasoning, or a sense of categorization in the early years of cognitive development
- Create a concept map using Canva or Creately illustrating Vygotsky's sociocultural theory. Sub-categorizes should include a description of implicit and explicit memory, and guided participation. Refer to concept clips-The Power of Process for Psychology-McGraw Hill Connect
- Research how language development and influences on language development then create a language milestones chart using Canva or another digital platform
- Have students devise ways of communicating by gestures since this is how early language develops. List the word on a card. In groups play "guess the gesture" and reflect on how these gestures can help in language development

**Resources:**

Textbook: Child 2<sup>nd</sup> Edition McGraw-Hill Education

McGraw-Hill Education Connect digital platform

Tiny Taps Learning Games

Canva

Creately

Nearpod

Edpuzzle

## Unit Modifications for Special Population Students

|                                  |  |
|----------------------------------|--|
| <b>Advanced Learners</b>         | <ul style="list-style-type: none"> <li>• Add additional materials, requirements, or challenges to assigned projects/labs</li> <li>• Act as peer leader in the classroom to assist other learners</li> <li>• Complete additional projects/lab activities at their discretion</li> </ul>   |
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## Interdisciplinary Connections

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- **Math-** Make sense of problems and persevere in solving them.
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- **Visual & Performing Arts-** 1.2.8.Cr3b: Communicate an intentional purpose and meaning utilizing varying point of view and perspective.
- **Business-** 9.1.5.PB.1: Develop a personal budget and explain how it reflects spending, saving, and charitable contributions.
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|  |  |
|--|--|
| <b>Unit Title:</b> (6) Early Child Development Psychosocial Development 0-3 years  |  |
| <b>Unit Description:</b><br><br>Developing self-regulation is critical to successful socialization during early child development. This unit will cover topics such as attachment, separation, and loss. Students will explore the role of an infant/toddler caregiver or related service specialist as they interact with children and families. Topics include emotions and temperament, stranger and separation anxiety, as well as the developing sense of self. Finally, students will explore how parents and sibling relationships shape and mold us over time.   |  |
| <b>Unit Duration:</b> 4-5 weeks  |  |
| <b>Desired Results</b>   |  |
| <b>Standard(s):</b> .4.12.CT.1; 9.4.12.TL.4; 9.4.12.IML.7; 9.3.12.ED - PS.4; 9.3.12.ED - TT.5; 9.3.12.ED - TT.8  |  |
| <b>Indicators:</b> <ul style="list-style-type: none"> <li>Recognize that relationships are emotional connections and foster a positive sense of self</li> <li>Evaluate the responsive relationships that encourage autonomy and promote social skills in children ages 0-3 years</li> <li>Understand that relationships and temperament guide and regulate behavior</li> <li>Understand that attachment patterns may depend on a baby's temperament as well as the quality of parenting</li> </ul>   |  |
| <b>Understandings:</b><br><i>Students will understand that...</i> <ul style="list-style-type: none"> <li>Brain development is closely linked with emotional development</li> <li>Socialization, which rests on internalization of societally approved standards, begins with the development of self-regulation</li> <li>Self-conscience and self-evaluative emotions arise after the development of self-awareness</li> <li>Cross-cultural differences in temperament may reflect child-raising practices</li> <li>Research has revealed four patterns of attachment: secure, avoidant, resistant, and disorganized-disoriented</li> <li>According to Erikson, infants in the first 18 months are in the first stage of personality development: trust versus mistrust</li> <li>Stranger anxiety and separation anxiety may arise during the second half of the first year</li> <li>Erikson's second stage concerns autonomy versus shame and doubt</li> <li>Parenting practices, a child's temperament, the quality of the parent-child relationship, and cultural and socioeconomic factors may affect the ease and success of socialization</li> <li>Sibling relationships play a distinct role in socialization and influence relationships outside the home</li> </ul> | <b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How do emotions and temperament affect child development?</li> <li>Why do children develop attachments?</li> <li>How can caregivers help children develop self-awareness?</li> <li>What is the difference between stranger and separation anxiety?</li> </ul> |
| <b>Assessment Evidence</b>   |  |

|  |   |
|--|---|
| <p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• Research Erikson’s autonomy versus shame and doubt. In groups, discuss how caregivers can encourage autonomy in young children while setting appropriate limits. Create scenarios and have groups problem solve.</li> <li>• List early emotional responses and create an infographic using Canva or another digital platform showing anticipatory smiling, self-conscious emotions, self-awareness, and altruistic behavior</li> </ul>   | <p><b>Other Evidence:</b></p> <p>Summative Assessments<br/>Formative Assessments<br/>Supportive Assignments<br/>Individual and collaborative participation in class discussion<br/>Projects</p> |
| <p><b>Benchmarks:</b></p> <p>Schoology student portfolios will include at least one Performance task and include CDA documentation for the Professional Portfolio to be used as a measure of progress towards mastery of Career Readiness, Life Literacies and Key Skills standards. Portfolios can include Edtech projects, formative assessments, and other projects.</p> <p>Test Gen software (McGraw Hill Connect) could also be used as a measure of progress towards mastery of Career Readiness, Life Literacies and Key Skills standards.</p>  |   |
| <p><b>Learning Plan</b></p>  |   |
| <p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Review Table 7.1 in the text <i>Child</i> “Highlights of Infants’ and Toddlers’ Psychosocial Development, Birth to 36 Months.” For each approximate month, discuss in discussion groups or have a roundtable online collaborative discussion using Parlay about how temperament and emotions manifest affecting the way children interact with others and their environment</li> <li>• Utilize Interactivities assignable through McGraw Hill Connect</li> <li>• List early emotional responses and create an infographic using Canva or another digital platform showing anticipatory smiling, self-conscious emotions, self-awareness, and altruistic behavior</li> <li>• Create a three-column chart. Categorize temperament into easy child, difficult child, and slow-to-warm up child. Give descriptions for each temperament. Then explain how “goodness to fit” can support each temperament</li> <li>• Research Erikson’s trust versus basic mistrust. Then research attachment and attachment patterns. Create a columned list with rows on large sticky chart paper (secure attachment, avoidant attachment, resistant attachment, disorganized-disoriented attachment. For each attachment, write a description, how the attachment is established, and the long-term effects of the attachment. Then post on the walls and do a gallery walk</li> <li>• Discuss the difference between stranger and separation anxiety in small groups and report back to class</li> <li>• Research Erikson’s autonomy versus shame and doubt. In groups, discuss how caregivers can encourage autonomy in young children while setting appropriate limits. Create scenarios and have groups problem solve</li> </ul> <p><b>Resources:</b><br/>Textbook: Child 2<sup>nd</sup> Edition McGraw-Hill Education<br/>McGraw-Hill Education Connect digital platform<br/>Canva<br/>Parlay</p> |   |

Newsela  
Nearpod  
Edpuzzle

## Unit Modifications for Special Population Students

|                                  |   |
|----------------------------------|---|
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## Interdisciplinary Connections

### Indicators:

- **ELA-** RST.11-12.3: Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.  
NJSLSA.W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- **Math-** Make sense of problems and persevere in solving them.
- **Science-** WHST.9-12.9: Draw evidence from informational texts to support analysis, reflection, and research
- **Social Studies-** 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture
- **Health & Physical Education-** 2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan.
- **Visual & Performing Arts-** 1.2.8.Cr3b: Communicate an intentional purpose and meaning utilizing varying point of view and perspective.
- **Business-** 9.1.5.PB.1: Develop a personal budget and explain how it reflects spending, saving, and charitable contributions.
- **Technology Education-** 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
- **Financial Literacy-** 9.1.12.PB.4: Explain how you would revise your budget to accommodate changing circumstances.

## Integration of 21<sup>st</sup> Century Skills

### Indicators:

Career readiness, life literacies, and key skills are critical components of Family and Consumer Science education. This curriculum not only focuses on the mastery of key skills and content, but also promotes the understanding of career technical education by including 21st century interdisciplinary themes. This course includes skills such as -Critical thinking, problem solving, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication as listed in the NJ Career Readiness, Life Literacies, and Key Skills Student Learning Standards.