

Child Development – Grades 9-12

<p>Short description of course: This course provides students with an understanding of the aspects of human growth and development. Parenting skills are developed as positive guidance techniques and child-related issues are studied. Learning activities, observation techniques, and lab experiences in working with young children may be included. Student leadership (FCCLA) may be an integral part of the course.</p>
<p>Concurrent enrollment:</p>
<p>Pathway(s): Foundation course for Child Development and Family and Human Services pathways; elective course for Food Science, dietetics, and nutrition pathway</p>

COURSE STANDARDS / OBJECTIVES	INTEGRATED MATH CONCEPTS	INTEGRATED LITERACY CONCEPTS	INTEGRATED SCIENCE CONCEPTS
<p>S-1 Students will evaluate parenting roles and responsibilities. O-1: Recognize the characteristics and responsibilities of parenting. O-2: Explain the importance of nurture and nature.</p>		<p>O-1, O-2 - Writing Standards for Technical Subjects Gr. 9-12 – Range of Writing – “Write routinely over extended time frames (time for reflection and revision) and short time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.”</p>	
<p>S-2 Students will identify growth and development. (Objectives may be integrated into each developmental age under standards 4 and 5.) O-1: Identify generalizations of growth and development. O-2: Identify the characteristics of selected developmental theories.</p>		<p>O-1 – Reading Standards for Technical Subjects Gr. 9-12 – Craft and Structure #4 – “Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific ... technical context...” *physical, cognitive, social, emotional and moral development Writing Standards for Technical Subjects Gr. 9-12 – Range of Writing – “Write routinely over extended time frames (time for reflection and revision) and short time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.”</p>	

<p>S-3 Students will identify characteristics of prenatal care, pregnancy and childbirth.</p> <p>O-1: Discuss the importance of early prenatal and on-going prenatal care.</p> <p>O-2: Identify heredity and environmental factors influencing birth defects. - PO #1</p> <p>O-3: Explain the characteristics of pregnancy.</p> <p>O-4: Identify characteristics of prenatal development and childbirth.</p> <p>O-5: List the sequential events in the childbirth process.</p>		<p>O-1, PO #1 – <i>Reading Standards for Technical Subjects Gr. 9-12 – Craft and Structure #4</i> – “Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific ... technical context...”</p> <p>*folic acid, heredity, environment</p> <p>O-1c, O-2, PO #1 – <i>Writing Standards for Technical Subjects Gr. 9-12 – Research to Build and Present Knowledge #7, 8, 9</i> – “Conduct short as well as more sustained research projects to answer a question ... Gather relevant information from multiple authoritative print and digital sources ... Draw evidence from informational texts to support analysis, reflection, and research</p> <p><i>Writing Standards for Technical Subjects Gr. 9-12 – Production and Distribution of Writing #6</i> – “Use technology, including the Internet, to produce, publish, and update individual or shared writing products...”</p> <p><i>Speaking and Listening Standards Gr. 9-10 – Presentation of Knowledge and Ideas #4</i> – “Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p><i>Speaking and Listening Standards</i></p>	<p>O-3, O-4, O-5 – <i>Health Education 2 – Standard 6: Objective 1a, c, d</i></p> <p>“a. Review the anatomy and physiology of the male and female reproductive systems.</p> <p>c. Explain genetic influences on growth and development.</p> <p>d. Describe fertilization, fetal development, the birth process, and personal choices that may affect the fetus (e.g., nutrition, the use of alcohol, tobacco, other drugs).”</p> <p><i>Medical Anatomy and Physiology – Standard 12 – Objectives 1-3, 5-10, 12, 13 -</i></p> <p>“1. Identify the general functions of the reproductive system</p> <p>2. Describe the anatomy of the male genitalia</p> <p>3. Identify the function of the testes</p> <p>5. Describe the anatomy of the female reproductive system</p> <p>6. Identify the functions of the ovaries</p> <p>7. Identify the structures and functions of the uterine (Fallopian) tubes...”</p> <p>8. Describe the structures and functions of the uterus. ...”</p> <p>9. Define the menstrual cycle ...”</p> <p>10. Describe the physiological effects of estrogens, progesterone, and relaxin.</p> <p>12. Define the following sequence of events that occur during human development. (fertilization, zygote, implantation embryo, fetus)</p> <p>13. Identify the principle events</p>
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<p>S-4 Students will explain the growth and development of the newborn and infant.</p> <p>O-1: Describe the growth and development of the newborn and infant.</p> <p>O-2: Describe the growth and development of the infant.</p> <p>O-3: Evaluate appropriate learning activities based on the growth and development of infants. – PO #2</p>	<p>O-1 – Expressions and Equations Gr. 8 – 8.EE.5 “Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.”</p> <p><i>*y = mx + b is the mathematical equation. y = 7.5/9(x) + 7.5 is the equation for weight; y = 20/9(x) + 20 is the equations for length</i></p> <p><i>Unit 2: Linear and Exponential Relationships G. 9 – F.IF.7 “Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated</i></p>	<p>O-1, O-2 – Reading Standards for Technical Subjects Gr. 9-12 – Craft and Structure #4 – “Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific ... technical context...” describe</p> <p><i>*apgar test, fontanels, bonding, rooting, startle/more/ babinski, grasping, tonic neck, stranger anxiety, separation anxiety, object permanence</i></p> <p><i>Reading Standards for Literacy in Technical Subjects Gr. 9-10 – Key Ideas and Details #2 – “Determine the central ideas of conclusions of a text; ... provide an accurate summary of</i></p>	

	<p>cases.”</p> <p><i>Ratios and Proportional Relationships Gr. 7 – 7.RP.2.b – “Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.”</i></p> <p><i>Ratios and Proportional Relationships Gr. 6 – 6.RP.1. “Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, “The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.”</i></p> <p>*The infant head is $\frac{1}{4}$ its total length – 1:4 ratio</p> <p>O-2 – Expressions and Equations Gr. 7 – 7.EE.2. “Understand that rewriting and expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. <i>For example, $a + 0.05a = 1.05a$ means that ‘increase by 5%’ is the same as ‘multiply by 1.05.’”</i></p> <p>*The average child triples birth weight and increases birth length by 50% during the first year of life. Weight = 3(x) where “x” is birth weight. Length = $x + 0.50x$ or Length = $1.50(x)$ where “x” is birth length.</p> <p><i>Expressions and Equations Gr. 6 - 6.EE.2.</i> “Write, read, and evaluate expressions in which letters stand for numbers. “</p> <p>*W = 3x where “W” is weight and “x” is birth weight.</p>	<p>the text</p> <p>*Erickson’s stages of development, physical development, emotional and social development</p> <p><i>Speaking and Listening Standards Gr. 9-12 – Comprehension and Collaboration #1 – “Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-12 topics, texts, and issues, building on other’s ideas and expressing their own clearly and persuasively.”</i></p> <p>O-3, PO#2 – Reading Standards for Literacy in Technical Subjects Gr. 9-10 – Integration of Knowledge and Ideas #9 – “Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.”</p> <p>*Evaluate learning activities based upon DAP information</p>	
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<p>S-5 Students will explain the growth and development of toddlers and preschoolers.</p> <p>O-1: Describe the growth and development of the toddler.</p> <p>O-2: Evaluate appropriate learning activities based on the growth and development of toddlers. – PO #3</p> <p>O-3: Describe the growth and development of the preschooler.</p> <p>O-4: Evaluate appropriate learning activities based on the growth and development of preschoolers. – PO #4</p>	<p>O-1, O-3 – Ratios and Proportional Relationships Gr. 7 – 7.RP.2.b – “Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.”</p> <p><i>Ratios and Proportional Relationships Gr. 6 – 6.RP.1.</i> “Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, “The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.”</p> <p>*Proportional size relationship of head to total height. Proportional size of one body part to another.</p>	<p>O-1, O-3 – Writing Standards for Technical Subjects Gr. 9-12 – Range of Writing – “Write routinely over extended time frames (time for reflection and revision) and short time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.”</p> <p><i>Speaking and Listening Standards Gr. 9-12 – Comprehension and Collaboration #1 –</i> “Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-12 topics, texts, and issues, building on other’s ideas and expressing their own clearly and persuasively.”</p> <p>O-2, O-4 – Reading Standards for Literacy in Technical Subjects Gr. 9-10 – Integration of Knowledge and Ideas #9 – “Compare and contrast findings presented in a text to those from other sources)including their own experiments), noting when the findings support or contradict previous explanations or accounts.”</p> <p>*Evaluate learning activities based upon DAP information</p>	
<p>STANDARD 6 Students will practice age-appropriate positive guidance techniques and strategies for coping with challenging situations. (Objectives may be integrated into each developmental age under standards 4 and 5.)</p>		<p>O-1 – Reading Standards for Technical Subjects Gr. 9-12 – Craft and Structure #4 – “Determine the meaning of symbols, key terms, and other domain-specific words and phrases as</p>	

<p>O-1: Analyze appropriate positive discipline/guidance techniques.</p> <p>O-2: Practice and/or identify infant, toddler, and preschool age-appropriate positive guidance techniques. – PO #5</p> <p>O-3: Describe challenging situations and the skills needed to cope.</p>		<p>they are used in a specific ... technical context..."</p> <p>*punishment, discipline/guidance, natural and logical consequences, redirection</p> <p>O-2 – Reading Standards for Literacy in Technical Subjects Gr. 9-10 – Integration of Knowledge and Ideas #9 – “Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.”</p> <p>*practice age-appropriate positive guidance techniques</p> <p>O- 3 – Speaking and Listening Standards Gr. 9-12 – Comprehension and Collaboration #1 – “Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-12 topics, texts, and issues, building on other’s ideas and expressing their own clearly and persuasively.”</p>	
<p>S-7 Students will examine issues related to the health and wellness of children.</p> <p>(Objectives may be integrated into each developmental age under standards 4 and 5.)</p> <p>O-1: Identify health and wellness considerations for infants through preschoolers.</p> <p>O-2: Identify safety consideration for infants through preschoolers.</p>		<p>O-1, O-2 – Writing Standards for Technical Subjects Gr. 9-12 – Range of Writing – “Write routinely over extended time frames (time for reflection and revision) and short time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.”</p>	