

**Randolph Township Schools
Randolph High School
Child Development Curriculum**

*“A child needs encouragement, like a flower needs water.
It is essential to healthy growth and development”*

Rudolf Dreikurs

Visual and Performing Arts Department

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**Randolph Township Schools
Randolph High School
Child Development Curriculum**

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Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.

**Affirmative Action Statement
Equality and Equity in Curriculum**

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

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**EDUCATIONAL GOALS
VALUES IN EDUCATION**

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

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Introduction

This full year course will allow students to explore the growth and development of children from conception to the age of six. Students will have the opportunity to observe the developmental milestones a child will reach throughout this time of their lives and when they will usually accomplish these skills. Students will work directly with the children in our preschool as they learn about child development, parenting, and teaching skills through observation and interaction with preschoolers in a laboratory setting. This course is designed for students who are interested in understanding the roles and responsibilities of parenting, the development of a child, and creating meaningful learning opportunities for preschool aged children.

After learning about the progression of the development of a child from birth to six years old, students will have the opportunity to experience the role of parenting through a simulated activity using a computerized baby for a whole weekend. Students will also get the opportunity to explore assessment tools and learning methods to observe and interpret a child's growth and development. With this knowledge, students will analyze and demonstrate a variety of developmentally appropriate and culturally inclusive teaching practices to meet the needs of preschool learners.

Development program includes the participation of a laboratory experience within the preschool classroom throughout the school year. Students will observe, learn to plan lessons and activities, as well as work with preschool children to assist in their activities and to provide a safe, healthy place to learn and develop. Age appropriate materials, toys and activities are provided throughout the classroom while working with the preschool teacher.

Child Development is aligned to the National Standards for Family and Consumer Sciences Education.

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Curriculum Pacing Chart

Child

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
2-3weeks	I	Children and Parenting
3-4 weeks	II	Pregnancy and Childbirth
3-4 weeks	III	The Baby's First Year
2-3 weeks	IV	Observation
3-4 week	V	The Child from One to Three
3-4 weeks	VI	The Child from Four to Six
11-14 weeks	VII	The Child Development Laboratory Experience

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Unit I: Children and Parenting

STANDARDS / GOALS: <i>National Standards for Family and Consumer Sciences Education</i>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>6.0 – Family Evaluate the significance of family and its effects on the well-being of individuals and society.</p> <p>6.1 - Analyze the effects of family as a system on individuals and society.</p> <p>6.2 - Evaluate the effects of diverse perspectives, needs, and characteristics of individual and families.</p> <p>15.0 – Parenting Evaluate the effects of parenting role and responsibilities on strengthening the well-being of individuals, families, and society.</p> <p>15.1 - Analyze roles and responsibilities of parenting.</p> <p>15.2 - Evaluate parenting practices that maximize human growth and development.</p> <p>15.4 - Analyze physical and emotional factors related to beginning the parenting process.</p>	<p>When living with children, one influences them every day and has a great impact on their lives.</p>	<ul style="list-style-type: none"> • How might studying the different aspects of child development better help a person to understand themselves? • Should our society require some type of training or testing before people can become parents?
	<p>Families are the foundation on which every human culture is built.</p>	<ul style="list-style-type: none"> • How have changes in family structures created unique challenges in the ways we meet the basic needs of our family members?
	<p>Scientific researchers have contributed insight on how best to nurture and educate children.</p>	<ul style="list-style-type: none"> • Do limits that are set by parents benefit their children or do they restrict their development as they strive for autonomy?
	<p style="text-align: center;"><u>KNOWLEDGE</u> Students will know:</p>	<p style="text-align: center;"><u>SKILLS</u> Students will be able to:</p>
	<p>Parenting is one of the most important responsibilities a person can have.</p>	<p>Recognize the responsibilities and impact that parenting has on a child.</p>

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Unit I: Children and Parenting

	<p>Heredity and environment influence five general rules regarding child development, including that development is: (1) similar for each individual, (2) builds upon early learning, (3) proceeds at an individual rate, (4) is interrelated, and (5) is continuous throughout life.</p> <p>Parenting is a lifelong commitment that involves the process of caring for children and helping them grow and develop.</p> <p>Although the nuclear family structure has become the most predominate in our society, families can vary greatly based on the number of people they include and the structure in which they are organized.</p>	<p>Apply the five rules of child development to explain the developmental differences of children that are the same age.</p> <p>Describe the five areas of parenthood readiness.</p> <p>Explain why the five areas of parenthood readiness are essential to a person's success when taking on this role.</p> <p>Recognize that there are many different unique family structures besides the "nuclear structure" in order to ensure activities are inclusive to all families.</p> <p>Compare and contrast the different family structures in our society.</p>
	<p>VOCABULARY: care giver, heredity, environment, self-esteem, human life cycle, developmental task, subjective, objective, running record, anecdotal record, frequency count, baseline, interpretation, confidentiality, impact, assumption, nuclear family, single family, blended family, extended family, foster child, adoption</p>	

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Unit I: Children and Parenting

	KEY TERMS: typical behavior, family structure, child development, family life cycle, parenting skills, learning theories, data collection, nature vs. nurture	
ASSESSMENT EVIDENCE: Students will show their learning by: <ul style="list-style-type: none"> Analyzing personal family structure and family life cycle and creating a representation of their own family Applying to a parent job posting with a resume and cover letter detailing their skills, experience, and talents for the role KEY LEARNING EVENTS AND INSTRUCTION: <ul style="list-style-type: none"> Class discussion regarding roles and responsibilities of parents followed by class generated job posting for parent role Reflection of the changes of parenting and the family throughout the years Written response to the quote “It takes a village to raise a child” and discussion regarding how role models influence families 		
SUGGESTED TIME ALLOTMENT	2-3 weeks	
SUPPLEMENTAL UNIT RESOURCES	<p>Brisbane, Holly E. <i>The Developing Child</i>. Woodland Hills, CA, Glencoe/McGraw-Hill, 2000, 2010, 2016</p> <p>Brisbane, Holly E. <i>The Developing Child – Student Activity Guide</i>. Woodland Hills, CA, Glencoe/McGraw-Hill, 2000, 2010, 2016</p> <p>Decker, Celia Anita. <i>Child Development: Early Stages Through Age 12</i>, 7th Edition. Tinley Park, Illinois. Goodheart-Willcox Co., 2011.</p> <p><i>Disney Pixar’s Coco</i>, DVD. 2017.</p> <p>NAYEC Code of Ethical Conduct www.nayec.org</p>	

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Unit II: Pregnancy and Childbirth

STANDARDS / GOALS: <i>National Standards for Family and Consumer Sciences Education</i>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>12.0 - Human Development Analyze factors that influence human growth and development.</p> <p>12.1 Analyze principles of human growth and development across the life span.</p> <p>12.2 Analyze conditions that influence human growth and development.</p> <p>12.3 Analyze strategies that promote growth and development across the life span.</p>	<p>Prior to engaging in intercourse, couples should be aware that pregnancy is always a possible outcome. Although pregnancy lasts 9 months, bringing a child into the world is a life changing experience that can affect many areas of their lives.</p>	<ul style="list-style-type: none"> Should people wait until they are emotionally, socially, physically, and financially prepared to have a child before they become sexually active?
	<p>Although genetic traits and genetic diseases can be passed on to the baby at the time of conception, there are environmental factors that should be avoided while pregnant due to the dangerous impact they can have on the development of a fetus.</p>	<ul style="list-style-type: none"> Why would environmental factors play such a large role in the development of a fetus?
<p>15.0 – Parenting Evaluate the effects of parenting role and responsibilities on strengthening the well-being of individuals, families, and society.</p>	<p>There are many factors that parents-to-be should take into consideration such as time management and finances before a child is born.</p>	<ul style="list-style-type: none"> How can planning your time management and finances impact the future of the family? (ie: child care, baby supplies, work, house preparation, safety)?
<p>15.1 - Analyze roles and responsibilities of parenting.</p>	<p style="text-align: center;"><u>KNOWLEDGE</u> Students will know:</p>	<p style="text-align: center;"><u>SKILLS</u> Students will be able to:</p>
<p>15.2 - Evaluate parenting practices that maximize human growth and development.</p>	<p>There are many methods of contraception; abstinence is the only one that is 100% effective.</p>	<p>Compare and contrast a variety of contraception methods according to their possible side effects, their effectiveness and their ability to prevent the transfer of STDs.</p>

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Unit II: Pregnancy and Childbirth

<p>15.3 - Evaluate external support systems that provide services for parents</p> <p>15.4 - Analyze physical and emotional factors related to beginning the parenting process.</p>	<p>Birth defects are caused by environmental factors, hereditary factors, errors in chromosomes, or a combination of environmental and hereditary factors.</p> <p>Some birth defects are preventable and can be predicted, however, the occurrence of others is totally unexpected.</p> <p>Prenatal testing can help determine if a child may have a birth defect and what treatments, if any, are needed for the child before or after birth.</p> <p>Eating a well-balanced diet, moderate exercise and stress management are all essential to the health of the developing baby and the mother.</p> <p>Babies are expensive – cost of food, clothing, and medical care can be extremely high.</p>	<p>Explain how inherited characteristics are controlled by dominant and recessive genes.</p> <p>Summarize the hazards that alcohol and other drugs pose to prenatal development.</p> <p>Assess why environmental hazards must be avoided during pregnancy.</p> <p>Compare how ultrasound, amniocentesis, and chorionic villi sampling are able to detect possible birth defects and describe their possible side effects.</p> <p>Explain the correlation between the mother's health practices during pregnancy and the health of her newborn child.</p> <p>Conduct research in order to estimate the costs associated with the care of a newborn baby during their first month of life.</p>
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Unit II: Pregnancy and Childbirth

	<p>There are many ways an expectant couple can prepare for the birth of their child, including a variety of options during the labor and delivery of their baby.</p> <p>Newborn babies need specialized care and monitoring.</p> <p>The new mother needs post-natal care to facilitate her ability to stay mentally and physically healthy while she adapts to the demands of her new roles and responsibilities.</p> <p>The care of a baby has a major effect on the life and future goals of a teenager.</p>	<p>Trace the development of a baby throughout the stages of pregnancy.</p> <p>Compare and contrast the options for the delivery of a baby.</p> <p>Describe the progression of labor.</p> <p>Outline the advantages and disadvantages of bottle and breast feeding a baby.</p> <p>Identify the exams and procedures given to a newborn during the first few days of life.</p> <p>Outline the advantages and disadvantages of bottle and breast feeding a baby.</p> <p>Summarize the physical and emotional needs of a new mother.</p> <p>Care for and meet the needs of a baby simulator (Ready-or-Not-Tot) for an entire weekend.</p>
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Unit II: Pregnancy and Childbirth

	<p>VOCABULARY: contractions, fetal monitoring, cesarian birth, induce, false labor, fontanel, preemies, APGAR Scale, jaundice, bonding, ultrasound, amniocentesis, chorionic villi sampling</p> <p>KEY TERMS: prenatal, postnatal, labor, newborn</p>	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Creating a prenatal development booklet • Taking part in caring for Ready-or-Not-Tot baby simulator • Identifying the different stages of labor • Researching prices and cost of preparing for a newborn baby's arrival • Exploring birth defects and identifying their causes, effects, and possible treatments • Creating a one-day menu for a pregnant woman that meets the nutritional needs for her and her baby <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Read and summarize articles on prenatal care, labor, delivery methods, pregnancy, risks, fetal development, and diet during pregnancy • View "Life's Greatest Miracle" PBS-Nova or pregnancy film to visualize prenatal development and chart each month of prenatal development • Students create a booklet on their own prenatal development and birth by interviewing parents and including photos (if possible) • Obtain information on the diet during pregnancy 		

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Unit II: Pregnancy and Childbirth

SUGGESTED TIME ALLOTMENT	3-4 weeks
SUPPLEMENTAL UNIT RESOURCES	<p>Brisbane, Holly E. <i>The Developing Child</i>. Woodland Hills, CA, Glencoe/McGraw-Hill, 2000, 2010, 2016.</p> <p>Brisbane, Holly E. <i>The Developing Child – Student Activity Guide</i>. Woodland Hills, CA, Glencoe/McGraw-Hill, 2000, 2010, 2016.</p> <p>Decker, Celia Anita. <i>Child Development: Early Stages Through Age 12</i>, 7th Edition. Tinley Park, Illinois. Goodheart-Willcox Co., 2011.</p> <p>Ready-or-Not-Tot Baby Simulators</p> <p>www.choosemyplate.gov</p> <p>PBS - NOVA: <i>Life's Greatest Miracle</i>, DVD, 2001.</p>

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Unit III: The Baby's First Year

STANDARDS / GOALS: <i>National Standards for Family and Consumer Sciences Education</i>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>12.0 - Human Development Analyze factors that influence human growth and development.</p>	<p>Researchers have found that both heredity and environment have a profound effect on a baby's growth and development.</p>	<ul style="list-style-type: none"> How is it possible that some children break the bonds that are imposed on them by a negative environment and achieve beyond reasonable expectations or vice versa?
<p>12.1- Analyze principles of human growth and development across the life span.</p>	<p>The most important influences on a child's emotional development are the bond between the caregiver and the child, the temperament of the child, and the atmosphere of the home.</p>	<ul style="list-style-type: none"> What is the best possible developmental environment for children?
<p>12.2 -Analyze conditions that influence human growth and development.</p>	<p>An infant's intellectual and social development are closely linked with their environment and those around them.</p>	<ul style="list-style-type: none"> What are some intellectual and social struggles that children can encounter later in life that can be stemmed from their environment as infants?
<p>12.3 -Analyze strategies that promote growth and development across the life span.</p>		
<p>15.0 – Parenting Evaluate the effects of parenting role and responsibilities on strengthening the well-being of individuals, families, and society.</p>	<p style="text-align: center;"><u>KNOWLEDGE</u> Students will know:</p>	<p style="text-align: center;"><u>SKILLS</u> Students will be able to:</p>
<p>15.1 - Analyze roles and responsibilities of parenting.</p>	<p>On average, babies triple their weight and double their height during their first year of life.</p>	<p>Identify and explain the four major influences on an infant's growth and development.</p>
<p>15.2 - Evaluate parenting practices that maximize human growth and development.</p>	<p>Heredity, nutrition, health, and environment all play a role in a baby's growth and development.</p>	<p>Summarize how a baby typically grows in the first year.</p>

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Unit III: The Baby's First Year

<p>15.3- Evaluate external support systems that provide services for parents</p> <p>15.4 - Analyze physical and emotional factors related to beginning the parenting process.</p> <p>6.0 - Family Evaluate the significance of family and its effects on the well-being of individuals and society.</p> <p>6.1 - Analyze the effects of family as a system on individuals and society.</p> <p>6.1.6 – Analyze the effects of change and transitions over the life course</p>	<p>A baby's nutritional needs during their first 6 months of life are met by feeding them breast milk or formula.</p> <p>Babies need periodic medical checkups and immunizations to maintain and monitor their health.</p> <p>Emotional development is the process of learning to recognize and express feelings and to establish a personal identity.</p> <p>Social development is the process of learning how to interact and express oneself with others.</p> <p>Babies learn about the world by playing and exploring.</p>	<p>Identify the options on how to meet a baby's nutritional needs.</p> <p>Explain why immunizations and check-ups are an important part of the baby's first year.</p> <p>Explore why some parents choose not to have their children immunized.</p> <p>List and describe six basic emotions that babies experience.</p> <p>Explore how the emotional climate of the home can affect a baby's development.</p> <p>Describe how temperament affects a baby's social development.</p> <p>Identify and illustrate the stages of social development in a play scenario.</p> <p>Explain how play and exploration contribute to a baby's social development.</p>
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Unit III: The Baby's First Year

	<p>Jean Piaget had a great influence on what is known about how children learn.</p> <p>Appropriate toys can help children learn.</p> <p>Play is a child's work.</p>	<p>List and explain four abilities that demonstrate intellectual growth in infants.</p> <p>Discuss how to choose toys that are appropriate and safe for babies of different ages.</p> <p>Identify specific abilities that babies learn during Piaget's first period of learning (sensorimotor).</p>
	<p>VOCABULARY: social development, intellectual development, physical development, emotional development, proportion, reflexes, fine motor, gross motor, eye-hand coordination, voice recognition, routine, malnutrition, antibodies, feeding schedule, dressing, diapering, teething, Shaken Baby Syndrome, growth chart, stimulating environment</p> <p>KEY TERMS: developmental milestones, milestones, immunizations, check-ups, wellness, motor skills, nutritional needs,</p>	

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Unit III: The Baby's First Year

ASSESSMENT EVIDENCE: Students will show their learning by:

- Researching and identifying key immunizations recommended for a child's first year of life
- Working with a group to practice dressing and undressing, feeding, bathing, holding and swaddling a baby
- Identifying potential safety hazards and creating a checklist to baby-proof homes
- Writing a letter to a pretend baby to look back on sharing the milestones they hit over the first year of their life
- Writing a paper explaining the baby simulating experience

KEY LEARNING EVENTS AND INSTRUCTION:

- Participation in a weekend long baby simulated project with the Ready-or-Not-Tot baby
- Teacher generated PowerPoints and whole class discussions on a child's first year of life
- Interviewing parents on their child's developmental milestones
- Teacher created safety hazard obstacle course for teams to identify as many hazards as they can

SUGGESTED TIME ALLOTMENT	3-4 weeks
SUPPLEMENTAL UNIT RESOURCES	<p>Brisbane, Holly E. <i>The Developing Child</i>. Woodland Hills, CA, Glencoe/McGraw-Hill, 2000, 2010, 2016</p> <p>Brisbane, Holly E. <i>The Developing Child – Student Activity Guide</i>. Woodland Hills, CA, Glencoe/McGraw-Hill, 2000, 2010, 2016</p> <p>Decker, Celia Anita. <i>Child Development: Early Stages Through Age 12</i>, 7th Edition. Tinley Park, Illinois. Goodheart-Willcox Co., 2011.</p> <p>NAYEC Code of Ethical Conduct www.nayec.org</p> <p>“Babies,” Netflix Documentary 2020</p> <p>US CPSC Guides to Toy Safety www.cpsc.gov</p>

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Unit III: The Baby's First Year

	Infant Care 101: https://www.youtube.com/watch?v=5odQ9GwwRZY Infant Care 101: https://www.youtube.com/watch?v=5bjr7DgN_nk Baby 101- what I wish I knew when I had my babies: https://www.youtube.com/watch?v=SaYDiLQ7VUc
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Unit IV: Observation

STANDARDS / GOALS: <i>National Standards for Family and Consumer Sciences Education</i> 4.0 - Education and Early Childhood Integrate knowledge, skills, and practices required for careers in early childhood, education, and services. 4.2 - Analyze developmentally appropriate and culturally responsive practices to plan for early childhood, education and services. 12.0 - Human Development Analyze factors that influence human growth and development. 12.1- Analyze principles of human growth and development across the life span. 12.2 -Analyze conditions that influence human growth and development. 12.3 -Analyze strategies that promote growth and development across the life span.	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	When observing and working with children, one influences them every day and can have a great impact on their behavior, social/emotional, physical, and intellectual development.	<ul style="list-style-type: none"> What are some of the negative and positive influences that one can make on the development of a child while working in a preschool setting?
	Learning how to observe children is an important skill for teachers, parents, and other caregivers.	<ul style="list-style-type: none"> What important factors should be considered prior to entering a classroom setting for observation?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	<p>Taking care of children is one of the most important responsibilities a person can have.</p> <p>No two children are alike, and no expert can explain every aspect of a child's behavior.</p> <p>Observing a child will allow a person to see their unique personality so that he/she can adapt learning experiences and learning styles to that child's needs.</p>	<p>Model appropriate behavior when interacting with children.</p> <p>Compare and contrast the child development theories of Piaget, Vygotsky and Erickson to understand behavioral choices of children.</p> <p>Compare and contrast different methods of observation and interpretation within the preschool setting.</p>

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Unit IV: Observation

	<p>Objectivity is critical when observing a child so that facts are the basis for the interpretation and analysis of their development.</p> <p>Understanding the process of child development will allow a person to have reasonable expectations of a child's skills at different ages in order to create activities.</p> <p>When observing children in a lab setting, it is not ethical to discuss them outside of class.</p>	<p>Differentiate between subjective and objective statements when observing children.</p> <p>Interpret observational data and apply it to the creation of developmentally appropriate learning activities.</p> <p>Evaluate the reasons for confidentiality when observing children in a classroom.</p>
	<p>VOCABULARY: stimulation, environment, heredity, self-esteem, nurture vs. nature, subjective, objective, analytical record, frequency count, running record, anecdotal record, baseline, auditory learners, visual learners, kinesthetic learners</p> <p>KEY TERMS: human life cycle, developmental tasks, theory, sequence, development, observation, interpret, learning style</p>	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Completing a learning style quiz for themselves as well as identifying their preschool student's learning style • Observing, collecting and analyzing data on a preschool student using various observational tools such as preschool progress report • Creating a PowerPoint presentation to show findings from observing a preschooler and give examples of potential activities based on their student's learning style, intelligences, and ability level • Designing a job ad that describes an ideal teacher 		

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Unit IV: Observation

KEY LEARNING EVENTS AND INSTRUCTION:	
<ul style="list-style-type: none"> • Compare and contrast different observational tools • Formulate a list of observable behaviors and create an observational tool as a class • Class discussion regarding the traits of an effective teacher • Compare and contrast different learning theories and learning styles 	
SUGGESTED TIME ALLOTMENT	2-3 weeks
SUPPLEMENTAL UNIT RESOURCES	<p>Brisbane, Holly E. <i>The Developing Child</i>. Woodland Hills, CA, Glencoe/McGraw-Hill, 2000, 2010, 2016.</p> <p>Brisbane, Holly E. <i>The Developing Child – Student Activity Guide</i>. Woodland Hills, CA, Glencoe/McGraw-Hill, 2000, 2010, 2016.</p> <p>Decker, Celia Anita. <i>Child Development: Early Stages Through Age 12</i>, 7th Edition. Tinley Park, Illinois. Goodheart-Willcox Co., 2011.</p> <p>Online resources – (samples) www.enchantedlearning.com www.thevirtualvine.com Infant/Toddler Resource Guide: www.childcareta.acf.hhs.gov/infant-toddler-resourc-guide/observation</p> <p>What is your Child’s Learning Style? https://www.scholastic.com/parents/family-life/parent-child/quiz-whats-your-childs-learning-style.html</p> <p>What is your Learning Style? www.educationplanner.org</p>

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Unit V: The Child from One to Three

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
4.0 – Education and Early Childhood Integrate knowledge, skills, and practices required for careers in early childhood, education, and services	As children grow, their senses develop, giving them greater awareness of their environment.	How would providing activities that are not developmentally appropriate to children effect their social, emotional, physical, and intellectual development?
4.1 - Analyze career paths within early childhood, education & related services.	The progress of human growth and development is unique for every individual.	Why do you think there are resources such as developmental milestones knowing that individuals are unique and develop at their own pace?
4.2 - Analyze developmentally appropriate and culturally responsive practices to plan for early childhood, education, and services	Children can learn a new skill only when they are physically and intellectually ready.	What are the potential consequences that can happen if we push children into learning activities that they are not developmentally ready for?
12.0 - Human Development Analyze factors that influence human growth and development.	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
12.1- Analyze principles of human growth and development across the life span.	Developmental milestones are used to compare the average abilities of children of different ages.	Identify five changes in a child's physical growth and development from ages one to three.
12.2 -Analyze conditions that influence human growth and development.	Physical development is divided into two areas – gross and fine motor skills.	Categorize physical skills into the areas of gross or fine motor skills.
12.3 -Analyze strategies that promote growth and development across the life span.		Explain the importance of the development of eye-hand coordination.
15.0 – Parenting		

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Unit V: The Child from One to Three

<p>Evaluate the effects of parenting role and responsibilities on strengthening the well-being of individuals, families, and society.</p> <p>15.1 - Analyze roles and responsibilities of parenting.</p> <p>15.2 - Evaluate parenting practices that maximize human growth and development.</p>	<p>The habits and attitudes toward food that children learn at this stage will influence their eating habits throughout life.</p> <p>Potty training is an important physical milestone during this time period.</p> <p>Keeping a child healthy and safe is a top priority for parents and other caregivers.</p> <p>Appropriate clothing is important so that a child can learn to dress and undress himself.</p> <p>Emotional development tends to go in cycles and is especially pronounced in children ages one to three.</p> <p>Adequate sleep is essential to positive emotional development.</p>	<p>Use the USDA's <i>MyPlate for Children</i> to plan appealing, nutritional meals and snacks for toddlers.</p> <p>List and describe the potential problems associated with trying to potty train a child before he/she is ready.</p> <p>Identify potential safety and health hazards in a home or school settings along with preventative measures to keep children safe.</p> <p>Locate examples of appropriate clothing for toddlers and describe the component parts that will contribute to their development.</p> <p>Explain what is meant by "the terrible twos" and how a caregiver should deal with the temper tantrums that are often associated with this stage.</p> <p>Identify the consequences of not getting enough sleep and its effect on the development of a child.</p> <p>Identify four ways to help children get adequate sleep.</p>
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Unit V: The Child from One to Three

	<p>The ability to make friends is important to normal social development.</p> <p>Children learn through a variety of different methods.</p> <p>Caregivers should encourage reading and math readiness during play and everyday activities.</p> <p>Toys should be safe, appealing, and age appropriate.</p>	<p>Compare and contrast the two stages of socialization that occur during this period of development: parallel play and cooperative play.</p> <p>Explain why it is important to give young children opportunities to play with friends.</p> <p>Summarize how heredity and the environment shape intelligence.</p> <p>List and describe ways to help guide a child's learning.</p> <p>Describe the four methods of learning (incidental learning, trial-and-error learning, imitation, and directed learning) that are used by young children.</p> <p>Plan and implement activities that help encourage a child's reading and math readiness skills.</p> <p>Evaluate a given toy based on safety and developmental standards.</p>
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	<p>VOCABULARY: dexterity, hand-eye coordination, self-feeding, sleep disturbances, sleeping patterns, night terrors, nutritious food, meal appeal, heredity, check-ups, immunizations, incidental learning, trial-and-error learning, imitation, directed learning, parallel play, cooperative play</p> <p>KEY TERMS: toddler, preschooler, sensory integration, developmentally appropriate, motor skills, hygiene, nutrition, sleep, proportion, safety, developmentally appropriate, methods of learning, socialization, play</p>	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Creating gross and fine motor skill activities and games that are developmentally appropriate for preschoolers • Describing the four methods of learning and implementing activities that support these methods • Evaluate and analyze the physical, social, emotional, and intellectual development of a preschooler according to developmental milestones • Creating role-playing opportunities for preschoolers to practice self-help skills such as dressing, hygiene, using materials <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Discuss activities that are developmentally appropriate • Class discussion and research of developmental milestones of children one to three such as the five changes in a child's physical growth and development • Students participate in learning stations that demonstrate the four methods of learning • Compare and contrast the impact that heredity and environment have on learning • Take turns creating and completing classroom safety hazard obstacle course scenarios that identify potential hazards • Research age appropriate and developmentally appropriate toys and resources and the impact they have on a child's development 		

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Unit V: The Child from One to Three

SUGGESTED TIME ALLOTMENT	3-4 weeks
SUPPLEMENTAL UNIT RESOURCES	<p>Brisbane, Holly E. <i>The Developing Child</i>. Woodland Hills, CA, Glencoe/McGraw-Hill, 2000, 2010, 2016</p> <p>Brisbane, Holly E. <i>The Developing Child – Student Activity Guide</i>. Woodland Hills, CA, Glencoe/McGraw-Hill, 2000, 2010, 2016</p> <p>Decker, Celia Anita. <i>Child Development: Early Stages Through Age 12</i>, 7th Edition. Tinley Park, Illinois. Goodheart-Willcox Co., 2011.</p> <p><i>The Developing Child from One to Three</i>, DVD. 2001.</p> <p>NAYEC Code of Ethical Conduct www.nayec.org</p> <p>US CPSC Guides to Toy Safety www.cpsc.gov</p>

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Unit VI: The Child from Four to Six

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
4.0 – Education and Early Childhood Integrate knowledge, skills, and practices required for careers in early childhood, education, and services	Teaching young children to enjoy regular physical activity and healthy eating can bring lifelong health benefits and encourage children to make healthy choices.	What type of role should schools play in promoting healthy eating, physical activity, and sleep patterns that can impact a child's well-being?
4.1 - Analyze career paths within early childhood, education & related services.	As children become increasingly involved in the outside world, friends and media become important and influential as moral values begin to develop.	Can we predict the effect video games will have on the moral development of 4 – 6 year-old children?
4.2 - Analyze developmentally appropriate and culturally responsive practices to plan for early childhood, education, and services	Gardner developed a Theory of Multiple Intelligences to help explain people's abilities in problem solving or creating materials that have value.	How can we decide how to best take advantage of each person's unique blend of types of intelligence? Which theory best explains the acquisition of intelligence – Piaget, Vygotsky, Erickson, or Montessori?
4.3 - Demonstrate integration of curriculum and instruction to meet developmental needs and interests of children, youth and adults, considering gender, ethnicity, geographical, cultural, and global influences		
4.4 - Demonstrate a safe and healthy learning environment for children, youth and adults.	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
4.5.1 – Applying developmentally appropriate and culturally responsive guidelines for behavior.	Children between the ages of 4 and 6 grow steadily, and their body shape changes.	Summarize how an average child's posture and body shape change from ages 4 – 6.
4.5.2- Demonstrate problem solving and decision-making skills when working with children, youth, and adults.	A steady and varied supply of nutritious foods is the best fuel for children's physical and intellectual development.	Use the USDA's <i>MyPlate for Children</i> to plan nutritional meals and snacks for preschoolers.

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Unit VI: The Child from Four to Six

<p>12.0 - Human Development Analyze factors that influence human growth and development.</p> <p>12.1- Analyze principles of human growth and development across the life span.</p> <p>12.2 -Analyze conditions that influence human growth and development.</p> <p>12.3 -Analyze strategies that promote growth and development across the life span.</p> <p>15.0 – Parenting Evaluate the effects of parenting role and responsibilities on strengthening the well-being of individuals, families, and society.</p> <p>15.1 - Analyze roles and responsibilities of parenting.</p> <p>15.2 - Evaluate parenting practices that maximize human growth and development.</p>	<p>During this period, children make a consistent hand preference.</p> <p>Children at this age level become increasingly able to perform self-care skills.</p> <p>It is very important to teach children about outdoor safety because they spend a lot of time playing outside.</p> <p>Independence is one characteristic that clearly marks the emotional development for this age group.</p> <p>Children become more self-confident as they learn new skills and learn how to make decisions.</p> <p>Preschoolers begin to understand the reasons behind rules as they begin to develop a conscience.</p> <p>The rich imagination and fantasy life of preschoolers can lead to fears of ghosts and monsters.</p>	<p>Predict a child’s hand preference by observing and recording which hand they use when they perform basic tasks.</p> <p>Create activities that will help children refine their fine motor and self-help skills.</p> <p>Explain the reasons for the outdoor safety rules that we follow at the center.</p> <p>Recognize the importance of fostering independence in 4-6 year olds and offer independent opportunities through various activities.</p> <p>Recognize the importance of offering developmentally appropriate choices during activities in order to support self-confidence in children.</p> <p>Identify guidelines for encouraging moral development in children.</p> <p>Explain the relationship between imagination and fear in the mind of a preschooler.</p>
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Unit VI: The Child from Four to Six

	<p>The researchers agree that a child's brain is able to handle increasingly complex skills over the 4 – 6-year-old time span.</p> <p>Reading to children will encourage children to enjoy books in the future and promote learning.</p> <p>During this period, children's language skills usually improve rapidly, and potential issues may become apparent.</p>	<p>Identify common elements of the major theories of intellectual development.</p> <p>Compare and contrast the development and acquisition of skills in 4-year-olds, 5-year-olds, and 6-year-olds.</p> <p>Explain the link between reading to children at a young age and their future academic success.</p> <p>Describe the link between speech development and physical and social development.</p>
	<p>VOCABULARY: dexterity, erect, refine, resort, undermine, impulsive, aggressive, competitive, articulation, self-confidence, moral development, competition, peer, anger, fear, jealousy, worry, tension, permanent teeth, moral, finger play, IQ, interpersonal intelligence, intrapersonal intelligence, linguistic intelligence, special intelligence, musical intelligence, logical mathematical intelligence, naturalistic intelligence, bodily-kinesthetic intelligence, cultural biased, Piaget Theory, Vygotsky Theory, Montessori Theory</p>	

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Unit VI: The Child from Four to Six

	KEY TERMS: posture, behavior, academic, speech, growth, multiple intelligence, intellectual development, emotional and social development, physical development, theories	
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Identifying two potential careers that would be suitable for each type of intelligence
- Creating a brochure for caregivers to use that identifies activities that promote growth and development of 4-6-year-olds
- Creating a stimulating lesson that promotes physical, emotional, and social growth
- Analyze the Piaget, Vygotsky, and Montessori theories and identify how they support our understanding of child development
- Writing an article about activities and toys that can aide a child's fine motor skills

KEY LEARNING EVENTS AND INSTRUCTION:

- Watch children's television shows and track the number of violent incidences you see within an episode
- Compare and discuss results of violent incidences and create recommendations and guidelines for families for watching television with their children
- Identify stimulating physical, emotional and social growth activities appropriate for 4-6-year olds
- Have students bring in a photo of themselves as a baby and a 5-year-old to compare the physical differences
- Observe 4-year-olds during fine motor activities and identify their strengths and weaknesses

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Unit VI: The Child from Four to Six

SUGGESTED TIME ALLOTMENT	3-4 weeks
SUPPLEMENTAL UNIT RESOURCES	<p>Brisbane, Holly E. <i>The Developing Child</i>. Woodland Hills, CA, Glencoe/McGraw-Hill, 2000, 2010.</p> <p>Brisbane, Holly E. <i>The Developing Child – Student Activity Guide</i>. Woodland Hills, CA, Glencoe/McGraw-Hill, 2000, 2010, 2016</p> <p>Decker, Celia Anita. <i>Child Development: Early Stages Through Age 12</i>, 7th Edition. Tinley Park, Illinois. Goodheart-Willcox Co., 2011.</p> <p><i>Montessori Methods</i>, DVD. 2009.</p> <p><i>Preschool Development: Threes vs. Fours</i>, DVD. 2000.</p> <p>USDA www.choosemyplate.gov</p> <p>NAYEC Code of Ethical Conduct www.nayec.org</p> <p>US CPSC Guides to Toy Safety www.cpsc.gov</p> <p>Various Children Television Shows</p>

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Unit VII: The Child Development Laboratory Experience

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
4.0 – Education and Early Childhood Integrate knowledge, skills, and practices required for careers in early childhood, education, and services	Preschoolers are curious about their world and they thrive on hands-on experiences.	Which activities are the most appropriate activities to promote the greatest degree of learning for a preschooler?
4.1 - Analyze career paths within early childhood, education & related services.	Providing a variety of learning experiences helps children learn and grow in many ways.	Where is the line between enough and too much guidance during an activity?
4.2 - Analyze developmentally appropriate and culturally responsive practices to plan for early childhood, education, and services	Selected learning experiences need to match the developmental levels and experiences of the preschoolers in the center.	How can a learning activity be made appropriate for children on a variety of developmental levels?
4.3 - Demonstrate integration of curriculum and instruction to meet developmental needs and interests of children, youth and adults, considering gender, ethnicity, geographical, cultural, and global influences	Observation is a key component to understanding the development of a preschool aged child.	How is observation important when creating activities for preschoolers?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
4.4 - Demonstrate a safe and healthy learning environment for children, youth and adults.	Using their imaginations, young children can think, plan, and create their own ideas.	Recognize how materials are organized in the classroom so that the children can easily access them.
4.5- Demonstrate skills for building and maintaining positive collaborative relationships with children, youth and adults in their family and community environments, considering gender, ethnicity, geographical, cultural and global influences.	Like physical development, there is a sequence for preschoolers to develop skills in many other areas.	Outline the stages of development in areas such as drawing, writing and play.
4.6 - Demonstrate professional practices and standards related to working with children, youth and adults, including diverse populations.		Correlate the specific stages of preschool development with the learning experiences that they create for the preschoolers.

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<p>12.0 - Human Development Analyze factors that influence human growth and development.</p> <p>12.1- Analyze principles of human growth and development across the life span.</p> <p>12.2 -Analyze conditions that influence human growth and development.</p> <p>12.3 -Analyze strategies that promote growth and development across the life span.</p>	<p>Tasks done for or forced on children often cause tension and displeasure.</p> <p>As children develop, the amount and type of guidance that is needed must change.</p> <p>The teacher's major role is to carefully prepare an environment that will encourage children to expand their experiences and continue to develop more complex skills.</p> <p>Direct learning experiences are planned with a specific goal in mind while indirect learning experiences occur on the spur of the moment.</p> <p>An appropriate curriculum is based on preselected themes and contains a balance of learning activities supporting all developmental domains.</p>	<p>Recognize and diffuse tasks that are causing tension and displeasure to preschoolers.</p> <p>Understand and use guidance skills that are appropriate for the children's level of development and the type of activity.</p> <p>Recognize the need to use different types and levels of guidance with different children.</p> <p>Identify and interpret the reasoning to the teacher's classroom environment set-up.</p> <p>Describe what is meant by indirect learning experiences and how the set-up of the preschool fosters this type of learning.</p> <p>Correlate the four areas of development with a variety of learning activities that support a selected theme.</p>
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Unit VII: The Child Development Laboratory Experience

	Written lesson plans are developed that include goals, objectives, procedures, and evaluation.	<p>Explain the component parts of a written lesson plan and the reason each component is necessary to this process.</p> <p>Write and teach lesson plans that outline specific actions and activities that will be used to meet goals and objectives.</p> <p>Evaluate and critique the lessons that are taught in the preschool and use this information as they plan future lessons.</p>
	<p>VOCABULARY: goals, objectives, anticipatory set, closure, evaluation, standards, sensory center, art center, fine motor activities, gross motor, science, dramatic play, music center, roleplaying, fingerplay, peer pressure, schedule, transition, free play, block center, thematic, direct learning, indirect learning, cross curricular</p> <p>KEY TERMS: preschool environment, lesson plans, themes, observation, learning centers, learning materials, equipment and safety, evaluation, curriculum, safety</p>	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Creating a developmentally appropriate lesson plan that includes objectives, an anticipatory set, instructional procedures, evaluation, materials, resources, and open-ended questions • Critiquing a lesson plan and writing insightful reflection on its effectiveness • Completing a web-quest of educational websites to compare findings and generate a list of resources 		

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KEY LEARNING EVENTS AND INSTRUCTION:	
<ul style="list-style-type: none"> • Create a class glossary defining the parts of a lesson plan and practice writing a whole class lesson plan • Brainstorm a list of themes appropriate for preschoolers and create developmentally appropriate activities that echo the themes • Create a chart of popular websites and books used by teachers for preschool lesson ideas 	
SUGGESTED TIME ALLOTMENT	11 - 14 weeks
SUPPLEMENTAL UNIT RESOURCES	<p>Brisbane, Holly E. <i>The Developing Child</i>. Woodland Hills, CA, Glencoe/McGraw-Hill, 2000, 2010, 2016</p> <p>Brisbane, Holly E. <i>The Developing Child – Student Activity Guide</i>. Woodland Hills, CA, Glencoe/McGraw-Hill, 2000, 2010.</p> <p>Decker, Celia Anita. <i>Child Development: Early Stages Through Age 12</i>, 7th Edition. Tinley Park, Illinois. Goodheart-Willcox Co., 2011.</p> <p>Online resources – (samples) www.enchantedlearning.com www.thevirtualvine.com Infant/Toddler Resource Guide: www.childcareta.acf.hhs.gov/infant-toddler-resourc-guide/observation</p> <p>USDA www.choosemyplate.gov</p> <p>NAYEC Code of Ethical Conduct www.nayec.org</p> <p>US CPSC Guides to Toy Safety www.cpsc.gov</p>