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Authors of Course Guide
Denise Duggan
Kris Kaczka
New Milford’s Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.
Early Childhood

The Early Childhood course introduces students to the foundations of early childhood education. This semester course teaches students how to make a difference in the lives of children by observing and studying their behavior. Students begin with the study of family structures from a historical perspective; they explore their own developmental milestones and their effect on growth and development. They learn about prenatal development and the labor and delivery process. Students then begin to explore the many facets of child development from birth to three, gaining knowledge about the milestones in the developmental process. Students also learn the challenges of parenting and the skills necessary to build strong families by completing reflective reading and writing assignments, observing real-life scenarios, and participating in discussions with peers.

The Early Childhood course is open to students in the tenth through twelfth grades. This course is a prerequisite for taking Child Development, the second elective in the child development/human services career pathway. Students who successfully complete this course will be eligible to apply for enrollment in the more advanced Child Development class.
## Common Core State Standards Key

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCR-R</td>
<td>Connecticut Common Core-English Language Arts Standards-College and Career Readiness Anchor Standards for Reading (2010)</td>
</tr>
</tbody>
</table>
# Pacing Guide

<table>
<thead>
<tr>
<th>Unit #</th>
<th>Title</th>
<th>Weeks</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Learning About Children</td>
<td>3 weeks</td>
<td>7-10</td>
</tr>
<tr>
<td>2</td>
<td>Prenatal Development</td>
<td>1.5 weeks</td>
<td>11-13</td>
</tr>
<tr>
<td>3</td>
<td>Labor and Delivery</td>
<td>1.5 weeks</td>
<td>14-15</td>
</tr>
<tr>
<td>4</td>
<td>Development of and Care for Infants</td>
<td>5 weeks</td>
<td>16-18</td>
</tr>
<tr>
<td>5</td>
<td>The Child from One to Three</td>
<td>5 weeks</td>
<td>19-21</td>
</tr>
<tr>
<td>6</td>
<td>The Responsibilities of Parenting</td>
<td>2 weeks</td>
<td>22-24</td>
</tr>
</tbody>
</table>
# New Milford Public Schools

**Committee Members:**
Denise Duggan & Kris Kaczka  
**Unit 1:** Learning About Children

**Course/Subject:** Early Childhood  
**Grade Levels:** 10-12  
**# of Weeks:** 3

## Identify Desired Results

**Common Core State Standards and CT Career and Technical Education:**  
Family and Consumer Sciences - Early Childhood Education and Services

- FCS-EC B: Analyze principles of human growth and development during childhood.
- FCS-EC C: Analyze conditions that influence human growth and development during childhood.
- FCS-EC D: Analyze strengths that promote growth and development during childhood.
- CCR-W 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- CCR-R 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR-W 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

## Enduring Understandings

**Generalizations of desired understanding via essential questions**  
(Students will understand that ...)

- The philosophies of child development theorists give us insight on how to understand, observe, and nurture children
- Studying family structures from past to present shows us the impact on child development.

## Essential Questions

**Inquiry used to explore generalizations**

- How can we use child development theories to understand the physical, mental, and emotional development of children?  
- What influence does family structure have on child development?

## Expected Performances

**What students should know and be able to do**

Students will know the following:

- The significance of the findings of the major child development theorists
- How children learn and develop within childhood life stages
- The various family structures and how they can influence child development

Students will be able to do the following:

- Read assigned textbook chapters on children and parenting
- Organize notes, answer assigned questions, and gather additional information based on assigned readings
- View online or classroom video to observe children in a variety of settings in order to identify stages of development
- Give oral presentation or written reflection based on observations
- Complete research projects as assigned according to teacher rubric

<table>
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<th>Character Attributes</th>
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<td>Responsibility</td>
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</table>

**Develop Teaching and Learning Plan**

**Teaching Strategies:**
- Teacher discusses organizational techniques and provides a checklist for maintaining classroom binders to encourage organization of all materials and notes needed for the course. Grading according to checklist occurs at periodic intervals.
- Teacher presents bell ringer activity: List three reasons why students want to learn about child development. Share answers with the class. Bell ringer questions will be a part of binder grading.
- Teacher assigns chapter reading(s) on developmental theorists and studying and observing young children and accompanying workbook questions.
- Teacher presents a PowerPoint presentation on the developmental theorists, their findings, and the significance for child development.
- Teacher prepares a chart for students to organize information about child development theorists.
- Teacher reviews the difference between objective and subjective observations and provides a sample observation to illustrate the difference (PowerPoint from textbook resource).
- Teacher shows video clips from Early Childhood Observation CD (textbook resource) or provides scenarios to view/read about children in a variety of settings. Teacher uses cooperative groups and assigns half of the groups to write a subjective observation and the other half to write an objective observation followed by peer review of observations. Teacher discusses the importance of using observation tools to understand children and meet their individual needs.
- Teacher assigns reading on the characteristics of families and accompanying workbook questions.
- Teacher assigns project to complete a mural of favorite family traditions for classroom display and discussion. Provides rubric for requirements and grading.
- Teacher assigns project to investigate families past and present; divides class into categories: health, education, work, play, and dress. Completes research and create a visual presentation to the class according to teacher-provided rubric.
- Teacher displays various family structures, provides scenarios depicting these structures, and leads a discussion on their effect on child development. Teacher relates these structures to families of the past and present.
Learning Activities:
- Students will use notebook/binder pages to answer bell ringer question and discuss answers.
- Students will complete textbook readings and answer assigned questions from student workbook.
- Students will take notes from teacher’s presentation on theorists, using the teacher-prepared chart; students will store in binder.
- After reviewing the differences between objective and subjective observations, students will read a description of each type of observation and will be able to identify each sample correctly.
- Students will view video clips from Early Childhood Observation CD or from selected video resources and will work in small groups to write a subjective or objective observation report as assigned. Student groups will share their observation reports. Peers will review and suggest improvements.
- Students will read text and complete assigned student workbook questions on the characteristics and structures of families.
- Students will complete a mural of personal family traditions according to a teacher-prepared rubric. Students will post their murals on the classroom walls and share the significance of these traditions in their own development.
- Students will complete a visual presentation on families past and present.
- Students will view teacher-prepared photos, pictures in storybooks or video clips, or read scenarios about various family structures, and they will participate in a discussion about the effect that these structures have on child development.

Assessments

<table>
<thead>
<tr>
<th>Performance Tasks</th>
<th>Other Evidence</th>
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<tbody>
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<td>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</td>
<td>Application that is functional in a classroom context to evaluate student achievement of desired results</td>
</tr>
</tbody>
</table>

**Goal:** Research families of past and present regarding health, education, work, play, and dress

**Role:** Child Development Instructor

**Audience:** Peers

**Situation:** You are making a presentation to area preschool teachers to show the historical evolution of families.

**Product:** visual presentation (PowerPoint or poster)

**Standard for Success:** Teacher-prepared rubric

- Responses to student workbook questions after textbook readings or to prepared questions
- Group observation report with peer evaluation
- Personal mural of family traditions completed according to assigned rubric
- Participation in class discussions
<table>
<thead>
<tr>
<th><strong>Suggested Resources</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The Developing Child – student workbook</td>
</tr>
<tr>
<td>Teacher-prepared PowerPoint presentation using The Developing Child Presentation Plus teacher CD</td>
</tr>
<tr>
<td>Trade storybooks depicting various family structures</td>
</tr>
<tr>
<td>The “Early Childhood Observations” CD – resource from The Developing Child text</td>
</tr>
<tr>
<td>Teacher-prepared chart for notes on theorists</td>
</tr>
<tr>
<td>Teacher-prepared rubric for projects and for binder maintenance</td>
</tr>
</tbody>
</table>
New Milford Public Schools

Committee Members: Denise Duggan & Kris Kaczka
Unit 2: Prenatal Development

Course/Subject: Early Childhood
Grade Levels: 10-12
# of Weeks: 1.5

**Identify Desired Results**

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<th>Common Core State Standards and CT Career and Technical Education: Family and Consumer Sciences - Early Childhood Education and Services</th>
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<td>• FCS-EC H: Analyze physical and emotional factors related to beginning the parenting process.</td>
</tr>
<tr>
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**Enduring Understandings**

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<th>Generalizations of desired understanding via essential questions (Students will understand that ...)</th>
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<tbody>
<tr>
<td>• Many factors influence the health of the pregnant woman and her unborn baby and the delivery process.</td>
</tr>
</tbody>
</table>

**Essential Questions**

<table>
<thead>
<tr>
<th>Inquiry used to explore generalizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Why do we need to know about physical/emotional health and personal care during pregnancy?</td>
</tr>
<tr>
<td>• What happens to the pregnant woman and her unborn baby during prenatal development?</td>
</tr>
</tbody>
</table>

**Expected Performances**

What students should know and be able to do

Students will know the following:
• Early signs of pregnancy and changes to the pregnant woman’s body during pregnancy
• What occurs during the three stages of prenatal development
• The environmental and physical hazards that affect the unborn baby

Students will be able to do the following:
• Read assigned textbook chapters on prenatal development
• Complete a timeline of prenatal physical changes for a pregnant woman and fetus from conception to birth

**Character Attributes**

• Respect
• Responsibility
Technology Competencies

- Students access and apply digital tools to gather, evaluate, and use information.

Develop Teaching and Learning Plan

Teaching Strategies:
- Teacher assigns textbook chapter on prenatal development and accompanying student workbook questions.
- Teacher assigns vocabulary. Teacher displays the vocabulary around the room and provides students with blank vocabulary sheets to complete the definitions. Teacher grades the illustrated vocabulary word and completed worksheet.
- Teacher presents video *From Conception to Birth.*
- Teacher assigns student workbook page on the timeline of development and pregnancy changes for mother and fetus from conception to birth.
- Teacher uses PowerPoint or selected videos to show birth defects and the various causes.

Learning Activities:
- Students will complete the textbook readings and various workbook assignments.
- Students will define one vocabulary word and use a picture to visually depict the term.
- Students will view video on fetal development and take notes in order to complete a timeline of physical changes for pregnant woman and fetus from conception to birth.

Assessments

<table>
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<tr>
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<tr>
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</tr>
<tr>
<td>• Responses to questions after textbook readings or to teacher-prepared questions</td>
<td>• Participation in class discussions</td>
</tr>
<tr>
<td></td>
<td>• Vocabulary word defined and illustrated according to rubric</td>
</tr>
<tr>
<td></td>
<td>• Pregnancy timeline</td>
</tr>
<tr>
<td></td>
<td>• Test on unit vocabulary and concepts</td>
</tr>
<tr>
<td>Suggested Resources</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td></td>
</tr>
<tr>
<td>2. The Developing Child – student workbook</td>
<td></td>
</tr>
<tr>
<td>3. Teacher-prepared PowerPoint presentation using The Developing Child presentation plus teacher CD</td>
<td></td>
</tr>
<tr>
<td>5. Laminated charts on stages of pregnancy and environmental hazards for pregnancy</td>
<td></td>
</tr>
<tr>
<td>7. Teacher-prepared rubric for assignments</td>
<td></td>
</tr>
<tr>
<td>8. Teacher-prepared unit test</td>
<td></td>
</tr>
</tbody>
</table>
New Milford Public Schools

Committee Members: Denise Duggan & Kris Kaczka
Unit 3: Labor and Delivery

Course/Subject: Early Childhood
Grade Levels: 10-12
# of Weeks: 1.5

<table>
<thead>
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<tbody>
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<tbody>
<tr>
<td>Generalizations of desired understanding via essential questions (Students will understand that …)</td>
<td>Inquiry used to explore generalizations</td>
</tr>
<tr>
<td>- Many factors influence the health of the pregnant woman and her unborn baby and the delivery process.</td>
<td>- What happens during the phases of labor and delivery?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expected Performances</th>
</tr>
</thead>
<tbody>
<tr>
<td>What students should know and be able to do</td>
</tr>
</tbody>
</table>

Students will know the following:
- Vocabulary associated with labor and delivery
- The stages of labor and the major occurrences in each

Students will be able to do the following:
- Create review cards with the stages of labor and major events in each stage
- Explain the stages of the birth process to a partner

<table>
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<tr>
<th>Character Attributes</th>
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<tbody>
<tr>
<td>- Cooperation</td>
</tr>
<tr>
<td>- Respect</td>
</tr>
<tr>
<td>- Responsibility</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Technology Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students access and apply digital tools to gather, evaluate, and use information</td>
</tr>
</tbody>
</table>
Develop Teaching and Learning Plan

Teaching Strategies:
- Teacher assigns textbook reading and vocabulary on the labor and delivery process.
- Teacher shows PowerPoint, uses laminated diagrams of labor and delivery, or uses video to explain the process of labor and delivery.
- Teacher provides pictures of the stages of labor and assigns each student to prepare review cards describing each picture.
- Teacher assigns student pairs to explain the stages of labor to each other.

Learning Activities:
- Students will complete assigned textbook readings and vocabulary associated with labor and delivery.
- Students will complete review cards on the labor and delivery process according to teacher-prepared rubric.
- Student pairs will quiz each other on the stages of labor and delivery using the review cards.

Assessments

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- Responses to questions after textbook readings or to teacher-prepared questions or vocabulary
- Participation in class discussions
- Review cards of the labor and delivery process for self and peer teaching and review
- Test on unit concepts and vocabulary

Suggested Resources

- *The Developing Child* student workbook
- Teacher-prepared PowerPoint presentation using *The Developing Child* presentation plus teacher CD
- Teacher-prepared unit test
New Milford Public Schools

Committee Members:
Denise Duggan & Kris Kaczka
Unit 4: The Development of and Care for Infants

Course/Subject: Early Childhood
Grade Levels: 10-12
# of Weeks: 5

<table>
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<tr>
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<tr>
<td>Generalizations of desired understanding via essential questions (Students will understand that ...)</td>
<td>Inquiry used to explore generalizations</td>
</tr>
<tr>
<td>• Infants experience major physical, emotional, social, and intellectual milestones during the first year of life.</td>
<td>• What are the basic needs of a baby during his/her first year of life?</td>
</tr>
<tr>
<td></td>
<td>• What role do parents and caregivers play in the development of infants during the first year of life?</td>
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</tbody>
</table>

<table>
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<tbody>
<tr>
<td>What students should know and be able to do</td>
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</table>

Students will know the following:
• Important milestones for an infant during the first year of life
• Basic care for an infant
• The importance of play in the growth and development of infants

Students will be able to do the following:
• Describe the physical, emotional, social, and intellectual milestones of infants in their first year of life
• Demonstrate proper care of infants
• Understand the importance of play and demonstrate the use of appropriate toys to enhance infant development

<table>
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<tbody>
<tr>
<td>• Perseverance</td>
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<td>• Responsibility</td>
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Technology Competencies

- Students access and apply digital tools to gather, evaluate, and use information.

Develop Teaching and Learning Plan

Teaching Strategies:
- Teacher assigns textbook reading on the baby’s first year of life and assigns student workbook assignments. Teacher assigns students to ask parents about their own personal milestones during their first year of life (first steps, words, etc.). Teacher discusses the personal milestones to set the stage for the unit.
- Teacher presents information on the physical development of infants during the first year of life using PowerPoint or videos. Teacher prepares a graphic organizer for students’ notes (available through textbook online resources).
- Teacher provides manikins to demonstrate proper care and feeding of an infant.
- Teacher presents information on the social, emotional, and intellectual areas of infant development in the first year of life through PowerPoint and videos and prepares a graphic organizer (available through textbook online resources) for students’ notes.
- Teacher assigns student groups to bring in various toys and designs questions for students to evaluate the toy for its ability to enhance infant development.
- Teacher uses scenarios from student workbook depicting different milestones in the four areas of development so that students can correctly match the scenario and the area of development.
- Teacher assigns groups to create a board game demonstrating knowledge of the milestones of infants in all four areas of development.

Learning Activities:
- Students will collect information on personal milestones and participate in class discussion.
- Students will complete assigned textbook readings, graphic organizers, and student workbook pages on the baby’s first year of life.
- Students will use manikins to demonstrate proper care and feeding of an infant.
- Using teacher-prepared questions, students will evaluate various toys and their ability to enhance infant development.
- Students will correctly match scenarios with the appropriate area of infant development.
- Student groups will create a board game based on the milestones of each developmental area of infants. Students will use teacher-prepared rubric for guidance.
### Assessments

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**Goal:** Create a board game on infant developmental areas and milestones

**Role:** Creator/Player

**Audience:** Peers

**Situation:** Presentation at “Games” workshop

**Product:** Board Game to review infant development

**Standards for Success:** Teacher rubric

- Responses to questions after textbook readings and completion of graphic organizer on infant developmental areas and milestones
- Participation in class discussions
- Demonstrate proper care and feeding of infants on manikins
- Evaluation of toys to enhance infant development using teacher-prepared questions

### Suggested Resources

- **The Developing Child** student workbook
- Teacher-prepared PowerPoint presentation using The Developing Child presentation plus teacher CD
- The Early Childhood Observations CD – resource from The Developing Child text
- Teacher-prepared graphic organizer for infant milestones in the four developmental areas (available from textbook resource file)
- Teacher-prepared questions for toy evaluation
- Teacher-prepared rubric for board game
- Baby manikins (NASCO – Hands on Health, [www.eNASCO.com/healtheducation](http://www.eNASCO.com/healtheducation))
- Videos and clips from The Developing Child textbook resource file to show infant behavior in the four areas of development
New Milford Public Schools

Committee Members:
Denise Duggan & Kris Kaczka
Unit 5: The Child from One to Three

Course/Subject: Early Childhood
Grade Levels: 10-12
# of Weeks: 5

### Identify Desired Results

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### Enduring Understandings

**Generalizations of desired understanding via essential questions**
(Students will understand that…)

- Heredity and environment influence the physical, emotional, social, and intellectual development of children from ages one to three.

### Essential Questions

Inquiry used to explore generalizations

- Why is it important to understand how children learn and grow during this stage of development?
- What role do parents and caregivers play in the development of children from ages one to three?

### Expected Performances

What students should know and be able to do

Students will know the following:
- Vocabulary related to children’s physical, emotional, social, and intellectual development
- The five changes in a child’s physical growth from ages one to three
- The difference between gross motor and fine motor skills
- Safety and environmental concerns of children in this age group
- How children express their emotions

Students will be able to do the following:
- Complete assigned textbook readings and student workbook questions
- Use effective strategies to help children cope with emotions
- Create a brochure to modify an environment for safety
- Demonstrate methods to encourage intellectual development for children ages one to three
- Evaluate toys that enhance learning for children age one to three
- Evaluate child/parent/caregiver interaction with a child in a video or story using prepared analysis sheets
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## Develop Teaching and Learning Plan

### Teaching Strategies:
- Teacher assigns textbook reading on the child from one to three.
- Teacher provides vocabulary list for unit.
- Teacher presents PowerPoint or videos on the physical growth and development of children in this age group. Teacher may use pediatric growth charts for display in the classroom for easy reference.
- Teacher gives examples of fine motor and gross motor skills and uses everyday objects (such as grasping cups) to demonstrate the differences.
- Teacher presents PowerPoint or videos on the emotional growth and development of children in this age group.
- Teacher creates scenarios for role-play to demonstrate ways to handle emotional outbursts in children in this age group.
- Teacher presents information on social and intellectual development of children ages one to three through PowerPoint presentation or video. Teacher asks students to recall from readings ways that parents and caregivers can increase intellectual development.
- Teacher completes a demonstration analysis of a television or print ad of a toy geared for children ages one to three and analyzes the developmental appropriateness of the toy for this age group. Teacher then provides analysis questions and print ads of additional toys so that students analyze toys for children in this age group.
- Teacher provides scenarios of child/parent/caregiver interactions for discussion of their impact on the areas of child development discussed in this unit.
- Teacher assigns students to create a safety brochure for this age group on a safety issue mentioned in the text. Teacher provides a rubric and sample to guide performance.

### Learning Activities:
- Students will complete workbook questions.
- Students will read the assigned chapter on the child from ages one to three and complete assigned workbook questions.
- Students will complete definitions of vocabulary related to this unit.
- Students will take notes on the PowerPoint or video presentations on the four areas of development.
- Students will participate in role-plays to handle emotional outbursts using teacher-created scenarios.
- Students will analyze television or print ads for toys for this age group using teacher-prepared questions.
Using teacher-provided scenarios, students will identify effective techniques used to enhance the physical, emotional, social, and intellectual development of children age one to three.

Students will create a safety brochure for parents and caregivers of children ages one to three according to teacher-prepared rubric.

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**Goal:** Create a safety brochure

**Role:** Media designer

**Audience:** Parent/caregivers

**Situation:** Presentation to preschool parents and area caregivers

**Product and Presentation:** brochure and presentation

**Standard for Success:** Teacher-prepared rubric

- Responses to questions after textbook reading and completion of notes from PowerPoint or video presentations
- Participation in class discussions
- Participation in role-plays
- Evaluation of toys to enhance the development of children ages one to three
- Evaluation of effective interactions with children

**Suggested Resources**

- The Developing Child student workbook
- Teacher-prepared PowerPoint presentation using The Developing Child presentation plus teacher CD
- The Early Childhood Observations CD – resource from The Developing Child text
- Teacher-prepared questions for toy evaluation
- Advertisements of children’s toys from print media
- Teacher-prepared rubric for brochure and sample brochures
- Videos and clips from The Developing Child textbook resource file to show children’s behavior in the four areas of development
New Milford Public Schools

Committee Members:
Denise Duggan & Kris Kaczka
Unit 6: The Responsibilities of Parenting

Course/Subject: Early Childhood
Grade Levels: 10-12
# of Weeks: 2

Identify Desired Results

| Common Core State Standards and CT Career and Technical Education: |
| Family and Consumer Sciences - Early Childhood Education and Services |
| • FCS-EC D: Analyze strengths that promote growth and development during childhood. |
| • FCS-ED E: Analyze the roles and responsibilities of parenting. |
| • CCR-R 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| • CCR-W 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |

Enduring Understandings
Generalizations of desired understanding via essential questions (Students will understand that …)

• There are challenges and responsibilities to parenting, and the community provides resources to assist all involved in the child rearing process.

Essential Questions
Inquiry used to explore generalizations

• What parenting skills promote optimum child development?
• How do families create a nurturing environment?

Expected Performances
What students should know and be able to do

Students will know the following:
• Effective parenting skills that will result in a positive impact on children
• The realities of teen parenting
• Community resources to get assistance with child rearing questions and concerns

Students will be able to do the following:
• Read the assigned chapter and define assigned vocabulary from the chapter reading
• Observe child/parent interactions for parenting techniques and discuss effectiveness
• Write a reflective essay, “Am I Ready to be a Parent?,” after viewing videos or reading articles on teen parenting
Character Attribute

- Responsibility

Technology Competencies

- Students access and apply digital tools to gather, evaluate, and use information.

Develop Teaching and Learning Plan

Teaching Strategies:
- Teacher assigns textbook reading, vocabulary, and student workbook questions on the responsibilities of parenting and building strong families.
- Teacher provides video/television clips of family interactions for analysis.
- Teacher presents information on community resources for families or invites guest speakers from agencies to present information on their services.
- Teacher conducts brainstorming session of a list of traits that students feel are necessary to become parents. Teacher provides graphic organizer for students to gather notes on this topic in order to prepare for writing a reflective essay.
- Teacher provides rubric for reflective writing assignment, Am I Parent Material?.

Learning Activities:
- Students will read assigned textbook readings and complete vocabulary and/or student workbook questions.
- Students will view video/television clips of family interactions and analyze the parenting techniques for effectiveness.
- Students will prepare questions for community guest speakers and will take notes on the presentation(s).
- Students will write a reflective essay according to teacher-prepared rubric on the topic Am I Parent Material?.

Assessments

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- Responses to questions after textbook readings and completion of vocabulary
- Graphic organizer on characteristics of effective parents
- Participation in class discussions
- Analysis of video clips
- Reflective essay
- Quiz or test on unit concepts
## Suggested Resources

- The Developing Child student workbook
- Teacher-prepared PowerPoint presentation using *The Developing Child* presentation plus teacher CD
- Videos or video clips of family interactions (television sitcoms, YouTube)
- The Early Childhood Observations CD – resource from *The Developing Child* text
- Teacher-prepared analysis questions and graphic organizer
- Community resource guest speakers
- Teacher-prepared rubric for reflective essay