Overarching Enduring Understanding: Students will understand their influence on the development of children.

Overarching Essential Question: Do I have the knowledge and skills to positively influence children?

<table>
<thead>
<tr>
<th>Topic: Child Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transferable Concepts: Children and Parenting, Pregnancy and Childbirth, The Baby’s First Year, The Child From One to Six</td>
</tr>
</tbody>
</table>

### Performance Indicator

#### Analyze a wide range of factors related to managing personal resources to balance obligations to work, family, and self.

#### Subtopic

- Learning about children

#### Big Ideas

- **What skills do I need to become a successful adult?**
  - Childhood is a time of preparation for life.
  - Play is the way children learn about the world around them.
  - Children’s play changes as they grow.

#### Declarative Knowledge (Concepts)

- Students will be able to:
  - *explain why childhood is an important time of development.*
  - *identify ways that play benefits children.*
  - *explain the importance of observing young children.*
  - *construct and /or evaluate toys for a specific age group.*

#### Procedural Knowledge (Skills)

- Quiz
- Observations completed at local child care center

#### Assessment

- Caregivers
- Confidentiality
- Developmental checklist
- Frequency count
- Running record
- Anecdotal record
- Baseline
**Overarching Enduring Understanding:** Students will understand their influence on the development of children,

**Overarching Essential Question:** Do I have the knowledge and skills to positively influence children?

**Topic:** Child Development

**Transferable Concepts:** Children and Parenting, Pregnancy and Childbirth, The Baby’s First Year, The Child From One to Six

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Subtopic</th>
<th>Big Ideas</th>
<th>Declarative Knowledge (Concepts)</th>
<th>Procedural Knowledge (Skills)</th>
<th>Assessment</th>
<th>Vocabulary/Key Terms</th>
</tr>
</thead>
</table>
| Analyze a wide range of factors related to managing personal resources to balance obligations to work, family, and self. | Learning about families (3 days) | What skills do I need to become a successful adult? | Family is the foundation on which every human society is built. | Students will be able to: *explain the functions that families fulfill.* *describe types of family structures and special issues related to each type.* *identify stages that families with children go through.* *analyze trends that affect families today.* | Quiz | Adoption  
Blended family  
Extended family  
Family life cycle  
Foster children  
Guardians  
Nuclear family  
Single-parent families  
Values |
**Overarching Enduring Understanding:** Students will understand their influence on the development of children, 
**Overarching Essential Question:** Do I have the knowledge and skills to positively influence children?

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Indicator</td>
<td>Subtopic</td>
</tr>
</tbody>
</table>
| Analyze a wide range of factors related to managing personal resources to balance obligations to work, family, and self. | Effective parenting skills (1 week) | What skills do I need to become a successful adult? | Parents must meet children’s basic human needs, nurture them and guide their behavior. Guidance includes encouraging appropriate behavior, setting limits, and dealing with inappropriate behaviors. Parents should be consistent in guiding children. | Students will be able to:  
  - Explain how knowledge of child development is linked to reasonable expectation.  
  - Distinguish among different parenting styles  
  - Identify ways to improve parenting skills.  
  - Identify effective ways of dealing with misbehavior. | Quiz | Authoritative parenting style  
Democratic parenting style  
Permissive parenting style  
Nurturing  
Negative reinforcement  
Positive parenting style  
Self discipline  
Time-out |
Overarching Enduring Understanding: Students will understand their influence on the development of children,
Overarching Essential Question: Do I have the knowledge and skills to positively influence children?

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Subtopic</th>
<th>Big Ideas</th>
<th>Declarative Knowledge (Concepts)</th>
<th>Procedural Knowledge (Skills)</th>
<th>Assessment</th>
<th>Vocabulary/Key Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze a wide range of factors related to managing personal resources to balance obligations to work, family, and self.</td>
<td>Prenatal development (2 weeks)</td>
<td>What skills do I need to become a successful adult?</td>
<td>Prenatal development begins with conception and moves through three stages. Chromosomes carry the genes that determine all the traits we inherit. Birth defects have a variety of causes. Some can be predicted by tests. A pregnant women should avoid alcohol, other drugs, and tobacco to have a healthy baby.</td>
<td>Students will be able to: *describe development during each stage of pregnancy *explain how genetics influence development *explain the causes, diagnosis, and prevention of birth defects. *summarize the dangers posed by certain hazards during pregnancy.</td>
<td>Quiz Research Report</td>
<td>Amniotic fluid Conception Embryo Fetus Ovum Placenta Prenatal development Sperm Umbilical chord Uterus Zygote Chromosomes Genes Dominant Recessive Amniocentesis Birth defect Chorionic villi sampling Miscarriage Stillbirth Ultrasound</td>
</tr>
</tbody>
</table>
Overarching Enduring Understanding: Students will understand their influence on the development of children,
Overarching Essential Question: Do I have the knowledge and skills to positively influence children?

Topic: Child Development
Transferable Concepts: Children and Parenting, Pregnancy and Childbirth, The Baby’s First Year, The Child From One to Six

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Subtopic</th>
<th>Big Ideas</th>
<th>Declarative Knowledge (Concepts)</th>
<th>Procedural Knowledge (Skills)</th>
<th>Assessment</th>
<th>Vocabulary/Key Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze a wide range of factors related to managing personal resources to balance obligations to work, family, and self.</td>
<td>Preparing for birth (1 week)</td>
<td>What skills do I need to become a successful adult?</td>
<td>A woman should see a doctor as soon as she thinks she is pregnant and have regular checkups. Good nutrition helps both the developing baby and the mother. Prepared childbirth helps expectant parents get ready for labor and delivery. Expectant parents must choose who will deliver the baby and in what setting.</td>
<td>Students will be able to: • List the early signs of pregnancy. • Assess the importance of early and regular medical care for pregnancy. • Plan a nutritious diet during pregnancy. • Evaluate the preparations expectant parents should make. • Explain how and why to make a budget • Discuss the childbirth choices available. • Describe how parents can prepare for childbirth.</td>
<td>Quiz</td>
<td>Anemia Obstetrician Rh factor Fixed expenses Flexible expenses Maternity leave Pediatrician Alternative birth center Delivery Labor Lay midwife Nurse midwife Postpartum Prepared childbirth</td>
</tr>
</tbody>
</table>
**Overarching Enduring Understanding:** Students will understand their influence on the development of children, 
**Overarching Essential Question:** Do I have the knowledge and skills to positively influence children?

<table>
<thead>
<tr>
<th>Topic: Child Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overarching Concepts: Children and Parenting, Pregnancy and Childbirth, The Baby’s First Year, The Child From One to Six</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Subtopic</th>
<th>Big Ideas</th>
<th>Declarative Knowledge (Concepts)</th>
<th>Procedural Knowledge (Skills)</th>
<th>Assessment</th>
<th>Vocabulary/Key Terms</th>
</tr>
</thead>
</table>
| Analyze a wide range of factors related to managing personal resources to balance obligations to work, family, and self. | The baby’s arrival (1 week) | **What skills do I need to become a successful adult?** | In the third stage of labor the baby emerges from the mother’s body. Some babies and mothers have special needs that delay their leaving the hospital. Reflexes help a newborn’s body function until the baby has more control. Newborn babies and parents have several needs that must be met. | Students will be able to:  
  • Recognize signs that labor has begun.  
  • Outline the three stages of labor.  
  • Describe a baby’s appearance at birth.  
  • Explain the purpose of common hospital procedures following birth.  
  • Explain the special needs of a premature baby.  
  • Describe the mother’s needs after having given birth  
  • Recognize a baby’s reflexes  
  • Describe a baby’s basic human needs  
  • Discuss how baby’s needs can best be met. | Quiz | Cervix  
Cesarean birth  
Contractions  
Dilate  
Fontanels  
Apgar test  
Bonding  
Colostrum  
Incubator  
Postnatal  
Premature  
Rooming-in  
Grasp reflex  
Rooting reflex  
Startle reflex  
Temperament |
Overarching Enduring Understanding: Students will understand their influence on the development of children,
Overarching Essential Question: Do I have the knowledge and skills to positively influence children?

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Subtopic</th>
<th>Big Ideas</th>
<th>Declarative Knowledge (Concepts)</th>
<th>Procedural Knowledge (Skills)</th>
<th>Assessment</th>
<th>Vocabulary/Key Terms</th>
</tr>
</thead>
</table>
| **Analyze a wide range of factors related to managing personal resources to balance obligations to work, family, and self.** | **Physical development during the first year (1 week)** | **What skills do I need to become a successful adult?** | Children grow and develop very rapidly during the first year. Development proceeds from head to foot, near to far, and simple to complex. Parents can provide a rich environment to help a baby’s brain develop. During the first year, babies begin to eat solid foods. Babies sleep best if bedtime is handled with a soothing familiar routine. | Students will be able to: • Analyze children’s physical development to find three patterns • Describe physical growth during the first year • Describe the development of senses and motor skills. • Explain the function each part of the brain controls. • Identify activities that support the development of brain pathways. • Explain how to hold and feed a baby • Identify an infant’s nutritional needs | **Quiz** | **Depth perception**
**Hand-eye coordination**
**Motor skills**
**Primary teeth**
**Proportion**
**Axon**
**Cortex**
**Dendrite**
**Myelin**
**Neurons**
**Synapses**
**Shaken baby syndrome**
**Weaning** |
**Overarching Enduring Understanding:** Students will understand their influence on the development of children, 
**Overarching Essential Question:** Do I have the knowledge and skills to positively influence children?

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Subtopic</th>
<th>Big Ideas</th>
<th>Declarative Knowledge (Concepts)</th>
<th>Procedural Knowledge (Skills)</th>
<th>Assessment</th>
<th>Vocabulary/Key Terms</th>
</tr>
</thead>
</table>
| **Analyze a wide range of factors related to managing personal resources to balance obligations to work, family, and self.** | Emotional and social development during the first year (2 days) | **What skills do I need to become a successful adult?** | Emotional development deals with feelings.  
Social development deals with relationships.  
Attachment to caregivers is necessary for normal social and emotional development.  
Children learn behaviors through their relationships with others.  
Babies develop emotionally and socially through patterns. | Students will be able to:  
• Define social and emotional development  
• Explain how a baby’s care affects emotional and social development  
• Analyze people according to different temperament traits  
• Describe how behavior is learned  
• Describe how emotions change during infancy  
• Recognize signs of social development in babies | Quiz | Attachment  
Emotional development  
Failure to thrive  
Social development  
Colic  
Pacifier  
Stranger anxiety |
**Overarching Enduring Understanding:** Students will understand their influence on the development of children,

**Overarching Essential Question:** Do I have the knowledge and skills to positively influence children?

**Topic:** Child Development  
**Transferable Concepts:** Children and Parenting, Pregnancy and Childbirth, The Baby’s First Year, The Child From One to Six

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Subtopic</th>
<th>Big Ideas</th>
<th>Declarative Knowledge (Concepts)</th>
<th>Procedural Knowledge (Skills)</th>
<th>Assessment</th>
<th>Vocabulary/Key Terms</th>
</tr>
</thead>
</table>
| Analyze a wide range of factors related to managing personal resources to balance obligations to work, family, and self. | Intellectual development during the first year (2 weeks)                 | What skills do I need to become a successful adult?                        | Babies learn through their senses, but in the first year develop some key mental abilities.       | Students will be able to:                                                                   | Toy project      | Attention span  
Cause and effect  
Concrete operations period  
Formal operations period  
Object permanence  
Perception  
Preoperational period  
Sensorimotor period  
Symbolic thinking |
|                                                                                       |                                                                          |                                                                           | Jean Piaget says that all children go through the same four stages of learning.                   | • Give examples of intellectual growth in infants.                                           | Quiz             |                                                          |
|                                                                                       |                                                                          |                                                                           | Babies need a safe, stimulating environment for learning.                                       | • Identify and give examples of Piaget’s stages of learning.                                 |                 |                                                          |
|                                                                                       |                                                                          |                                                                           | Growing communication skills depend on a combination of mental, physical, emotional, and social skills. | • Discuss ways parents and caregivers can help babies intellectual growth.                     |                 |                                                          |
|                                                                                       |                                                                          |                                                                           |                                                                                                  | • Identify toys for a baby’s age.                                                             |                 |                                                          |
|                                                                                       |                                                                          |                                                                           |                                                                                                  | • Explain how babies develop communication skills.                                           |                 |                                                          |
Overarching Enduring Understanding: Students will understand their influence on the development of children, 
Overarching Essential Question: Do I have the knowledge and skills to positively influence children?

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Subtopic</th>
<th>Big Ideas</th>
<th>Declarative Knowledge (Concepts)</th>
<th>Procedural Knowledge (Skills)</th>
<th>Assessment</th>
<th>Vocabulary/Key Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze a wide range of factors related to managing personal resources to balance obligations to work, family, and self.</td>
<td>Physical development from one to three (1 week)</td>
<td><strong>What skills do I need to become a successful adult?</strong></td>
<td>Children from one to three grow more slowly than infants. Large and small motor skills improve greatly during this period. Children from one to three develop eating and cleanliness skills that will last throughout their lives. Bedtime problems are common in this stage. Clothing for children of this age should be comfortable, durable and economical. Toilet training should begin when a child is physically and emotionally ready.</td>
<td>Students will be able to:  • Describe average change in height, weight and posture from ages one to three.  • Identify habits that build healthy teeth.  • Distinguish between small and large motor skills.  • Plan meals for young children.  • Explain how to help children learn and practice good hygiene.  • Choose appropriate clothes for children one to three.  • Discuss common bedtime problems and how to minimize them.  • Discuss how to toilet train a child.</td>
<td>Quiz  Weekly observation of children</td>
<td>Developmentally appropriate  Dexterity  Large motor skills  Small motor skills  Preschoolers  Toddlers  Hygiene  Sphincter muscles  Synthetic fibers  Training pants</td>
</tr>
</tbody>
</table>
Overarching Essential Question: Do I have the knowledge and skills to positively influence children?

**Topic:** Child Development  
**Transferable Concepts:** Children and Parenting, Pregnancy and Childbirth, The Baby's First Year, The Child From One to Six

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Subtopic</th>
<th>Big Ideas</th>
<th>Declarative Knowledge (Concepts)</th>
<th>Procedural Knowledge (Skills)</th>
<th>Assessment</th>
<th>Vocabulary/Key Terms</th>
</tr>
</thead>
</table>
| **Analyze a wide range of factors related to managing personal resources to balance obligations to work, family, and self.** | Emotional and social development from one to three (1week) | **What skills do I need to become a successful adult?** | Young children pass through emotional ups and downs but become increasingly able to control emotions.  
Toddlers show negativism as they try to exert control over their lives.  
Individual differences affect emotional development. | Students will be able to:  
- Describe patterns of emotional development from one to three.  
- Identify common emotions of young children and how they express those emotions.  
- Analyze how individual differences affect emotional development.  
- Explain how self-concept develops.  
- Describe patterns of social development for one to three.  
- Explain how children make friends.  
- Give examples of guiding toddlers. | Quiz  
Weekly observation of children | Empathy  
Negativism  
Self-centered  
Self-concept  
Separation anxiety  
Sibling rivalry  
Temper tantrums  
Cooperative play  
Parallel play  
Socialization |
**Overarching Enduring Understanding:** Students will understand their influence on the development of children, 
**Overarching Essential Question:** Do I have the knowledge and skills to positively influence children?

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Subtopic</th>
<th>Big Ideas</th>
<th>Declarative Knowledge (Concepts)</th>
<th>Procedural Knowledge (Skills)</th>
<th>Assessment</th>
<th>Vocabulary/Key Terms</th>
</tr>
</thead>
</table>
| **Analyze a wide range of factors related to managing personal resources to balance obligations to work, family, and self.** | Intellectual development from one to three (1 week) | **What skills do I need to become a successful adult?** | Intelligence is determined by heredity and environment. Children use four different methods to learn. Imagination and creativity are areas of intellectual activity. Toys should be safe, appealing, and appropriate for a child’s age. The way in which caregivers speak to children shapes language development. | Students will be able to:  
• Identify ways children learn.  
• Explain how children develop concepts.  
• Suggest ways to encourage children to learn.  
• Choose appropriate toys that promote mental, physical, and social development.  
• Describe how speech develops.  
• Name common speech problems and approaches to solving them. | Quiz  
Weekly observation of children | Concepts  
Creativity  
Directed learning  
Imitation  
Incidental learning  
Intelligence  
Trial-and-error learning  
Articulation  
Flammable  
Speech-language pathologist |
Overarching Enduring Understanding: Students will understand their influence on the development of children,
Overarching Essential Question: Do I have the knowledge and skills to positively influence children?

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Subtopic</th>
<th>Big Ideas</th>
<th>Declarative Knowledge (Concepts)</th>
<th>Procedural Knowledge (Skills)</th>
<th>Assessment</th>
<th>Vocabulary/Key Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze a wide range of factors related to managing personal resources to balance obligations to work, family, and self.</td>
<td>Physical development from four to six (1 week)</td>
<td>What skills do I need to become a successful adult?</td>
<td>Children from four to six grow rapidly, and their body shape changes. Permanent teeth begin to appear around age six. Children from four to six refine their large and small motor skills. Good eating habits can influence nutrition habits that will last a lifetime. Four to six year olds can wash and dress themselves and help take care of their own clothes. Children ages four to six may still have toileting accidents.</td>
<td>Students will be able to: • Describe how an average child’s height, weight, and posture change from four to six. • Explain the changes to a child’s teeth that generally begin around age six. • Compare average motor development of four to six year olds. • Explain why good nutrition is essential for children age four to six. • Give examples of ways to encourage good nutrition in children of these ages. • Explain how to help children develop good self-care habits.</td>
<td>Quiz Weekly observation of children</td>
<td>Permanent teeth Ambidextrous</td>
</tr>
</tbody>
</table>
**Overarching Enduring Understanding:** Students will understand their influence on the development of children.

**Overarching Essential Question:** Do I have the knowledge and skills to positively influence children?

**Topic:** Child Development  
**Transferable Concepts:** Children and Parenting, Pregnancy and Childbirth, The Baby’s First Year, The Child From One to Six

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Subtopic</th>
<th>Big Ideas</th>
<th>Declarative Knowledge (Concepts)</th>
<th>Procedural Knowledge (Skills)</th>
<th>Assessment</th>
<th>Vocabulary/Key Terms</th>
</tr>
</thead>
</table>
| Analyze a wide range of factors related to managing personal resources to balance obligations to work, family, and self. | Emotional and social development from four to six (1 week) | What skills do I need to become a successful adult? | Children from four to six moves from defiance to cooperation to defiance.  
Children from four to six become less physical when they show anger.  
Competition can have both positive and negative effects on children.  
Peer acceptance grows in importance with children of this age.  
Children is this period begin to tell right from wrong. | Students will be able to:  
• Describe emotional development in children age four to six.  
• Identify ways children show anger, fear, and jealousy.  
• Develop ways to respond to anger, fear, and jealousy.  
• Analyze the effects of competition on children.  
• Describe social development of children ages four to six.  
• Describe a child’s relationship to family at age four to six.  
• Create strategies for helping children develop a sense of right and wrong.  
• Debate ways of handling outside influences on children’s behavior. | Quiz  
Weekly observation of children | Initiative  
Moral development  
Peers |
Overarching Enduring Understanding: Students will understand their influence on the development of children,
Overarching Essential Question: Do I have the knowledge and skills to positively influence children?

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Subtopic</th>
<th>Big Ideas</th>
<th>Declarative Knowledge (Concepts)</th>
<th>Procedural Knowledge (Skills)</th>
<th>Assessment</th>
<th>Vocabulary/Key Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze a wide range of factors related to managing personal resources to balance obligations to work, family, and self.</td>
<td>Intellectual development for four to six (1 week)</td>
<td>What skills do I need to become a successful adult?</td>
<td>Children four to six are in the preoperational stage of thinking. One theorist emphasizes that there is more than one kind of intelligence. Parents and caregivers can lead children to appreciate reading, art, and music. This is a period of rapid language development.</td>
<td>Students will be able to:  - Identify signs of preoperational thinking in children age four to six.  - Discuss different types of intelligence.  - Use techniques to encourage children’s interest in reading, art, and music.  - Create ways to help a child adjust to starting kindergarten.  - Describe speech development for this age range.  - Identify ways to meet the needs of children with learning disabilities and gifted children.</td>
<td>Quiz  Weekly observations of children</td>
<td>Bilingual  Dramatic play  Finger plays  Intelligence quotient  Multiple intelligences  ADHD  Dyslexic  Gifted children  Learning disability</td>
</tr>
</tbody>
</table>
Overarching Enduring Understanding: Students will understand their influence on the development of children,
Overarching Essential Question: Do I have the knowledge and skills to positively influence children?

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Subtopic</th>
<th>Big Ideas</th>
<th>Declarative Knowledge (Concepts)</th>
<th>Procedural Knowledge (Skills)</th>
<th>Assessment</th>
<th>Vocabulary/Key Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze a wide range of factors related to managing personal resources to balance obligations to work, family, and self.</td>
<td>What skills do I need to become a successful adult?</td>
<td>Students will be able to:</td>
<td>•</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Topic: Child Development
Transferable Concepts: Children and Parenting, Pregnancy and Childbirth, The Baby’s First Year, The Child From One to Six
<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Subtopic</th>
<th>Big Ideas</th>
<th>Declarative Knowledge (Concepts)</th>
<th>Procedural Knowledge (Skills)</th>
<th>Assessment</th>
<th>Vocabulary/Key Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Analyze a wide range of factors related to managing personal resources to balance obligations to work, family, and self.</strong></td>
<td></td>
<td>What skills do I need to become a successful adult?</td>
<td></td>
<td>Students will be able to:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>