F	ESSENTIAL QUESTIONS: How does a childcare professional impact the growth and development of children?									
	TRAND: Education and Ear		BENCHMARK:	l i						
		knowledge, skills and practices								
	in early childhood, education and services									
ST	STANDARD:									
	 Analyze career paths within early childhood, education and related services (NFACS 4.1, NMCT 9.2) Demonstrate professional practices and standards related to working with children. (NFACS 4.6, NMCT 3.1, 3.2, 7.1 8.1, 8.2, NMCT 9.1, 9.2, 10.2) 									
9	2. Demonstrate professio	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL	ASSESSMENTS	STUDENT MATERIALS AND					
	STANDARD	Review/Extend previously	STRATEGIES (What and How)		RESOURCES					
w		introduced skill unless noted								
e		I= Introduce								
e k		R=Review and Extend								
s		M=Master	The student will be able to:							
1	4.1.1 Explain the roles	Introduce: Outline various		Pre-Test -						
s	and functions of	early childhood career		Professionalism	http://www.worldwidelearn.com					
t	individuals engaged in	options with educational	Using a career exploration guide sheet,	Completion of guide	/online-education-					
Ν	early childhood,	requirements and earning	students will list and define early childhood	sheet	guide/education/early-childhood-					
:	education, and services	potential	careers, educational requirements and	Participation	education-major.htm http://www.bls.gov/oco/					
1	education, and services	potential		Participation	http://www.bis.gov/oco/ http://www.earlychildhood.org/c					
n			earning potential		drg/exp_positions.cfm					
e	4.1.2 Analyze				Working with Children Textbook –					
	opportunities for				Chapter 1 - p. 15-18					
w	employment and									
e	entrepreneurial	Personal Attributes of	Given a paper doll, students will present	Completion of doll	45 hour entry course Textbook – p.21					
е	endeavors.	Successful Early Childcare	themselves highlighting their successful	and presentation	Working with Children Textbook –					
k		Teachers	teacher attributes.		Chapter 1 - p. 23-26					
S	4.1.6 Analyze the role of									
	professional									
	organizations in	Elements of	Given a memory map, students will define	Memory map	45 hour entry course Textbook –					
	education and early	Professionalism	and outline the elements of professionalism		p.22					
	childhood		in the early childhood setting							
					NAYEC's Code of Ethical Conduct					
	4.6.2 – Apply	Elements of	Given NAYEC's Code of ethical conduct and a	Search and Find						
	professional ethical	Professionalism	Search and Find, students will analyze the		Working with Children Textbook –					
	standards as accepted		situation and select an appropriate action		Chapter 1 - Appendix A, p. 525 –					
	by recognized		and NAYEC's code.		528.					
	professional				NAYEC's Code of Ethical Conduct - Summary					
	organizations				Summary					

STRA NFAC childl STAN 9 PE w ST	AND: Education and Earl CS 4.0 Integrate knowled hood, education and servi NDARD:	y Childhood ge, skills and practices required ces												
NFAC childl STAN ⁹ PE w ST	CS 4.0 Integrate knowled hood, education and servi NDARD: 1. Demonstrate a sa EFORMANCE	ge, skills and practices required ces fe and healthy learning environ		T (1 10 0)										
STAN 9 PE w ST	NDARD: 1. Demonstrate a sa EFORMANCE	fe and healthy learning environ	ment for children (NFACS 4.4, NMCT 5.2, NMC	T < 1 10 0										
⁹ PE w ST	1. Demonstrate a sa EFORMANCE		ment for children (NFACS 4.4, NMCT 5.2, NMC											
w ST	EFORMANCE		<u>ment for children (NFACS 4.4, NMCT 5.2, NMC</u>		STANDARD:									
w ST		CONCEPTS/SKILLS		1. Demonstrate a safe and healthy learning environment for children (NFACS 4.4, NMCT 5.2, NMCT 6.1, 10.2)										
w	TANDARD		STUDENT ACTIVITIES AND INSTRUCTIONAL	ASSESSMENTS	STUDENT MATERIALS AND									
		Review/Extend previously	STRATEGIES (What and How)		RESOURCES									
e		introduced skill unless												
e		noted												
k s		I= Introduce												
3		R=Review and Extend												
		M=Master	The student will be able to:											
	42 Apply safe and	Hand-washing techniques and	Before entering the childcare lab, students will	Black light highlighting	Food Program hand washing									
	ealthy practices that	childcare center requirements	demonstrate proper 20 second hand-washing	missed places on	kit: pretest, video, lotion,									
	omply with state		techniques and test with the hand-washing gel.	students hands	black light.									
N re	gulations				Real-time video for kids									
i			Students will make hand-washing posters to	Poster to display	http://www.dubuque.k12.ia.u									
n		Listen and Descentions	promote the healthy practice to peers.		s/Prescott/Handwash/									
e ,	4.6 Implement basic	Universal Precautions	Given the Universal Precautions statement,	Written statement	Universal precautions									
4.4	ealth practices and		students will interpret and create their own	whilen statement	45 hour entry course Textbook									
	revention procedures for		statement with identical meaning.		- p.22									
	orkers and children	Using the childcare lab to			P·									
e re	garding childhood illness	extend learning.	Given a lab expectation sheet, the students will	Sign-Off sheet on file	Lab tour of on-site childcare									
	nd communicable		sign off on the professional practices to		lab									
s dis	seases.		demonstrate during lab experiences.		NM Childcare Licensing									
-					Regulations									
	6.3 Implement federal,		In the PHS Childcare Center, students will		http://www.newmexicokids.o									
	ate, and local standards,		practice health and safety procedures and		rg									
	olicies, regulations, and		professional ism during their first lab experience.											
	ws that affect children,	Due fe este a lleve De et Te et	Churchenster will be used at a this Darist Tasta an		Lab Assignments posted									
Tai	milies, and programs	Professionalism Post-Test	Students will complete the Post-Test on Professionalism and post their score to measure	Professionalism – Post-										
			growth.	test										
			Brown.											

NI ch NI ST	ildhood, education and servi FACS 12.0 Analyze factors t TANDARD: 1. Analyze developmenta 2. Analyze principles of 1	ge, skills and practices required ces hat influence human growth an ally appropriate practices to play human growth and development	d development n for early childhood, education, and services. (N t across the life span. (NCFS 12.1)	· · · ·	
9 w	PEFORMANCE STANDARD	CONCEPTS/SKILLS Review/Extend previously introduced skill unless	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
e k s		noted I= Introduce R=Review and Extend M=Master	The student will be able to:		
1 s t N i n e	 12.1.1 Analyze physical, emotional, social, spiritual, and intellectual development 12.1.2 Analyze interrelationships among 	Five Areas of Development	Students will take a Development Pre-Test, and post their score. Given a memory map, students will list and define 5 areas of development, factors influencing development, and characteristics of development.	Posted score on Chart Finished map	Classroom Graph, Data folder Textbook: Working With Children, Chapter 4 – p. 53 – 55. The Developing Child Chapter 7, p. 209-214.
e week	physical, emotional, social, and intellectual aspects of human growth and development. 12.2.1 Analyze the effect	Factors that influence development	Using a Venn Diagram, students will compare and contrast heredity and environment as influences on growth and development.	Class debate	
S	of heredity and environment on human growth and development.	Physical Development	In the lab and given a physical development checklist, the students will work with a child and identify physical abilities by observing a child performing certain tasks.	Completed observation Completed Worksheet	Working With Children Teacher's Resource Book. <u>http://www.mypyramid.gov/k</u>
	4.4.4 Plan safe and healthy meals and snacks	Nutritional Impact on Physical Development	Using the internet, students will explore the mypyramid.gov for kids age 6-11 web-site, and develop a daily menu following the suggested guidelines.		ids/ 45 hour entry course Textbook – Module 2 and 3

ESSENTIAL QUESTIONS: How does a childcare professional impact the growth and development of children?							
STRAND: Education and Ear		BENCHMARK:					
	lge, skills and practices required	1 for careers in early					
childhood, education and serv							
	that influence human growth an	d development					
STANDARD:							
		n for early childhood, education, and services. (N	FACS 4.2, NMCT 1.1, 2.	.1, 2.2, 4.1, 7.1, 9.1)			
9 PEFORMANCE	CONCEPTS/SKILLS	t across the life span. (NCFS 12.1) STUDENT ACTIVITIES AND INSTRUCTIONAL	ASSESSMENTS				
STANDARD	Review/Extend previously	STODENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)	ASSESSIVIEINIS	STUDENT MATERIALS AND RESOURCES			
w	introduced skill unless noted	STRATEGIES (What and How)		RESOURCES			
e	I= Introduce						
e	R=Review and Extend						
k	M=Master						
S		The student will be able to:					
1 12.2.4 Analyze the effects of	Environmental Factors Impact	Students will examine the dangers in a home or	Completed Plan	Textbook: The Developing			
s life events on individuals'	on Physical Development	childcare center and develop a plan to childproof		Child, p. 297, 686, 335.			
t physical, intellectual, social,		their home for young children. Students will		Video: Childproofing your			
moral, and emotional		compare their list with the checklist on the		home.			
N development.		internet site.		Internet:			
				http://kidshealth.org/parent/			
n 4.2.3 Analyze cultural and environmental influences		Using a graphic organizer, students will evaluate	Graphic Organizer	misc/childproofing cutout.ht			
e when assessing children's		the dangers of second-hand smoke on	Post-Test	ml			
W development.		developing children.		http://www.eduplace.com/gr			
e				aphicorganizer/			
e 12.2.3 Analyze the effects of	Social Development	Students will complete a social development	Observation Form	,			
gender, ethnicity, and culture		observation at the PHS Childcare Lab	Complete	Video: Second Hand Smoke			
on individual development.			Complete	45 hour entry course Textbook –			
-	Emotional Development	Students will outline how emotions develop.	Post-Test	Module 2 and 3			
12.2.3 Analyze the impact of		Students will determine how individual	Powerpoint				
social, economic, and		temperament and personality is developed and		45 hour entry course Textbook –			
technological forces on		support their ideas in a powerpoint.		p. 10-11.			
individual growth and development.							
development.	Moral Development	Through classroom discussion, students will	Post-Test	Textbook: The Developing			
12.2.5 Analyze geographic,		define and examine how their individual moral		Child, p. 254 – p.255, and p.			
political, and global influences			Discussion	258			
on human growth and		values developed.					
development			Discussion				
		Through classroom discussion and sharing	Discussion	Textbook: The Developing			
		personal examples, students will identify unique		Child, p. 562-564			
		values determined by culture.					

ESSENTIAL QUESTIONS: How does a childcare professional impact the growth and development of children? STRAND: Education and Early Childhood NFACS 4.0 Integrate knowledge, skills and practices required for careers in early childhood, education and services NFACS 12.0 Analyze factors that influence human growth and development STANDARD: 1. Analyze developmentally appropriate practices to plan for early childhood, education, and services. (NFACS 4.2 2. Analyze principles of human growth and development across the life span. (NCFS 12.1) 9 PEFORMANCE CONCEPTS/SKILLS STUDENT ACTIVITIES AND INSTRUCTIONAL	SSESSMENTS STUDENT MATERIALS A
NFACS 4.0 Integrate knowledge, skills and practices required for careers in early childhood, education and services NFACS 12.0 Analyze factors that influence human growth and development STANDARD: 1. Analyze developmentally appropriate practices to plan for early childhood, education, and services. (NFACS 4.2 2. Analyze principles of human growth and development across the life span. (NCFS 12.1)	SSESSMENTS STUDENT MATERIALS A
childhood, education and services NFACS 12.0 Analyze factors that influence human growth and development STANDARD: 1. Analyze developmentally appropriate practices to plan for early childhood, education, and services. (NFACS 4.2 2. Analyze principles of human growth and development across the life span. (NCFS 12.1)	SSESSMENTS STUDENT MATERIALS A
NFACS 12.0 Analyze factors that influence human growth and development STANDARD: 1. Analyze developmentally appropriate practices to plan for early childhood, education, and services. (NFACS 4.2 2. Analyze principles of human growth and development across the life span. (NCFS 12.1)	SSESSMENTS STUDENT MATERIALS A
STANDARD: 1. Analyze developmentally appropriate practices to plan for early childhood, education, and services. (NFACS 4.2 2. Analyze principles of human growth and development across the life span. (NCFS 12.1)	SSESSMENTS STUDENT MATERIALS A
 Analyze developmentally appropriate practices to plan for early childhood, education, and services. (NFACS 4.2 Analyze principles of human growth and development across the life span. (NCFS 12.1) 	SSESSMENTS STUDENT MATERIALS A
2. Analyze principles of human growth and development across the life span. (NCFS 12.1)	SSESSMENTS STUDENT MATERIALS A
I Z PEPURIVIAINUE I CUINCEPTS/SKILLS I STUDENTAUTIVITES AND INSTRUCTIONAL AS	
STANDARD Review/Extend previously STRATEGIES (What and How)	RESOURCES
W introduced skill unless	
e noted	
k = Introduce	
s R=Review and Extend	
M=Master The student will be able to:	
	eted brain Tim Burns, Brain Drain
s emerging research about crayons, students will construct a human brain	Notebooks and CD's
t human growth and identifying parts and function. development, including identifying parts and function.	Textbook: The Developing
Students will product various factors on brain	est Child, p. 562-564 http://www.zerotothree.or
N Students will predict validus factors on brain Post-reg . development development: ie: chemicals, maturity, exposure	aby-brain-map.html
i development i development ie. chemicals, maturity, exposure to information, etc. Students will then compare	aby-brain-map.num
n their predictions to pictures of brains affected by	
e drugs and alcohol.	
W 4.2.1 Analyza shild Using a short story on the relationship of reading Discuss	sion
4.2.1 Analyze Child	Instruction Sheet and Rubr
development theories and	
reading etc.	
educational and childcare	
S practices Tie child development Using the textbook, books and the internet, Paper	
theories to their impact on students will research a child development	
the five areas of theorist, summarize their research and	
developmental theories and determine which	Student Data Folder,
area of development the theory impacts in a two	Classroom graph
page written paper.	
Students will complete a post-test and compare Post-Te	est
with pre-test score to measure growth.	

F	ESSENTIAL QUESTIONS: How does a childcare professional impact the growth and development of children?									
	TRAND: Education and Ear		BENCHMARK:	•						
		lge, skills and practices required								
	ildhood, education and servi									
	NFACS 12.0 Analyze factors that influence human growth and development									
	STANDARD:									
	1. Analyze developmentally appropriate practices to plan for early childhood, education, and services. (NFACS 4.2, NMCT 1.1, 2.1, 2.2, 4.1, 7.1, 9.1)									
	2. Analyze principles of human growth and development across the life span. (NCFS 12.1)									
9	PEFORMANCE	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL	ASSESSMENTS	STUDENT MATERIALS AND					
w	STANDARD	Review/Extend previously	STRATEGIES (What and How)		RESOURCES					
e		introduced skill unless								
e		noted								
k		I= Introduce								
s		R=Review and Extend								
		M=Master	The student will be able to:							
2	4.2.2 Apply a variety of	Observing Children	Through brainstorming, students will	Participation	Textbook: Working With					
n	assessment methods to		identify why professionals observe children.		Children, Chapter 3 – p. 41					
d	observe and interpret				- 67.					
	children's growth and	Observing Children	Given pre-recorded children activities,	Objective	Observational handouts					
Ν	development	5	students will construct objective	observations written	Practice Observing CD					
i			observations.	from the video						
n										
e			Students will practice various observational	Completed	Working With Children					
			tools for assessment of children's	observational tools	Teacher's Resource Book.					
w			development.		reacher 3 Resource book.					
e										
		Observing Children	After using various tools, students will	Completed	Working With Children					
e k		Observing Children	evaluate various types of observational tools	evaluations of tools	Teacher's Resource Book					
					reacher's Resource DOOK					
S			for effectiveness, ease of use, and							
			preference on their observational summary.							

E	ESSENTIAL QUESTIONS: How does a childcare professional impact the growth and development of children									
	TRAND: Education and Ea		i inpact the growth and	BENCHMARK:						
		dge, skills and practices required	l for careers in early							
	ildhood, education and serv		·							
ST	STANDARD:									
	1. Demonstrate a safe and healthy learning environment for children (NFACS 4.4, NMCT 1.1, 2.1, 2.2, 4.1, 7.1, 9.1)									
	2. Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests. (NFACS 4.3)									
	3. Demonstrate techniques for positive collaborative relationships with children. (NFACS 4.5)									
9	PEFORMANCE	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND		ASSESSMENTS	STUDENT MATERIALS AND				
w	STANDARD	Review/Extend previously introduced skill unless noted	STRATEGIES (What and H	ow)		RESOURCES				
e		= Introduce								
e		R=Review and Extend								
k		M=Master	The student will be able t	0:						
s					Coordination of the second	AE hour ontry course Touthealt				
2 n	4.3.1 Analyze a variety	How do children learn best	While participating in		Cooperative group	45 hour entry course Textbook – Module – DAP				
d	of curriculum and		strategies(discovery,		apple activity.	Woddle DA				
u	instructional models.			project), students will	Discussion					
			compare and contras	-						
Ν	4.3.4 Demonstrate a		evaluate their effective	veness.						
i	variety of teaching									
n	methods to meet	The importance of play	Students will create a	display board,	Project goal sheet	<u>http://main.zerotothree.org/site/</u> DocServer/ThePowerofPlay.pdf?d				
e	individual needs of		powerpoint, parent n	ewsletter, or written	completed	ocID=161&JServSessionIda004=r2				
	children.		report supporting the	importance of play,	Completed Project	4ec19q01.app211d				
w			distinguishing at least		Rubric					
e				mpacts the 5 areas of		http://www.zerotothree.org/chil				
e			development and list	•		d-development/play/playing-				
k			activities.	ing examples of pluy		with-babies.html				
S						http://www.aap.org/pressroom/p				
3			In the PHS Childcare I	ah Students will	Observation Form	layfinal.pdf				
				,						
			observe children's pla	•						
			developmental tasks	· ·		http://social.jrank.org/pages/492				
			findings on their obse	ervation sheet		<u>/Play.html</u>				
						Touthook: Marking Mith				
						Textbook: Working With				
						Children, Chapter 20 – p. 316				
						Textbook: The Developing				
						Child, p. 273				
						Play Handouts				

E	ESSENTIAL QUESTIONS: How does a childcare professional impact the growth and development of children?									
	FRAND: Education and Earl		a mpact the growth and	BENCHMARK:						
		lge, skills and practices required	l for careers in early							
cl	childhood, education and services									
S	STANDARD:									
	1. Demonstrate a safe and healthy learning environment for children (NFACS 4.4, NMCT 1.1, 2.1, 2.2, 4.1, 7.1, 9.1)									
	2. Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests. (NFACS 4.3)									
		es for positive collaborative rela								
9	PEFORMANCE	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND		ASSESSMENTS	STUDENT MATERIALS AND				
w	STANDARD	Review/Extend previously introduced skill unless noted	STRATEGIES (What and He	ow)		RESOURCES				
e		l= Introduce								
e		R=Review and Extend								
k		M=Master	The student will be able t	o:						
s 2	4.2.4 Analyze abilities and	Review Principles of development	Given scenarios, students	will identify and write the	Completion of assignment	Handout				
Z n	needs of children and their	Review Philoples of development	principle(s) of development		completion of assignment	45 hour entry course Textbook –				
d	effects on children's growth		story.			Module – DAP				
u	and development.		,		Participation					
			After discussion, students			NAYEC's Developmentally				
N	, 0	Define Principles of	developmental appropriat			Appropriate Practices.				
i	promote children's growth	Developmental Appropriateness	verbally or when asked to	write in their own words.						
n	and development.	Developmental Appropriate	Given pictures of toys, stu	dents will coloct a toy	Participation	Textbook: Working With Children, Chapter 1 – p. 20				
e	4.5.1 Apply developmentally			e age of child the toy would		Children, Chapter 1 – p. 20				
	appropriate guidelines for		be appropriate for and de							
W			class.			45 hour entry course Textbook –				
e						Module – DAP				
e	4.5.3 Demonstrate			dents will predict why the	Group answer posted on					
k	interpersonal skills that			velopment is fundamental to	board					
s	promote positive and productive relationships with		understanding developme	entai appropriateriess.		Today show – Quality Interactions				
3	children.	Applying Principles of	Given various practices wi	th children (some		5 min clip				
		Developmental Appropriateness	appropriate and some ina		Defense presentation	http://today.msnbc.msn.com/id/				
	12.3.1 Analyze the role of		identify and defend their of	classification of the activity.		37147292/ns/health-				
	nurturance on human growth,					kids_and_parenting/				
	and development.	Quality Childcare Through		ience, students will observe	Lab observation					
		Developmental Appropriate Interactions	and evaluate teacher com of interaction between tea	munication and the quality		http://www.examiner.com/x- 19494-Broward-County-				
		Interactions	or interaction between tea			Parenting-Teens-				
						Examiner~y2010m5d14-New-				
						Study-High-quality-child-care-				
						leads-to-smarter-teens				

E	ESSENTIAL QUESTIONS: How does a childcare professional impact the growth and development of children?									
	FRAND: Education and Ear	*	un impuet the growth and	BENCHMARK:	•					
N	FACS 4.0 Integrate knowled	ge, skills and practices require	d for careers in early							
	ildhood, education and servi	ces								
ST	STANDARD:									
	1. Demonstrate a safe and healthy learning environment for children (NFACS 4.4, NMCT 1.1, 2.1, 2.2, 4.1, 7.1, 9.1)									
	2. Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests. (NFACS 4.3)									
9	3. Demonstrate techniques for positive collaborative relationships with children. (NFACS 4.5) 9 PEFORMANCE CONCEPTS/SKILLS STUDENT ACTIVITIES AND INSTRUCTIONAL ASSESSMENTS STUDENT MATERIALS AND									
	STANDARD	Review/Extend previously	STRATEGIES (What and He		ASSESSIVIENTS	RESOURCES				
w		introduced skill unless noted		,						
e		I= Introduce								
e 1-		R=Review and Extend								
k s		M=Master	The student will be able to	0:						
2	4.5.4 Implement strategies	What is Anti-Bias Curriculum	Through teacher directed	discussion, the students will	Notes	45 hour entry course Textbook –				
n	for constructive and		define Anti-Bias and the b	enefit to children.		Module – DAP				
d	supportive interactions									
	between children and			n bias has impacted their life	Discussion					
N	families.		and education.		Discussion					
:			Given a video of young chi	ildren reacting to people						
l n		Anti-Bias Curriculum		untry, students will judge the	Written reaction					
n			impact of bias on relations	ships.		ENMU TTAP: Anti-Bias DVD				
e										
	4.3.5 Arrange learning centers	Setting up Learning	Given a handout outlining							
W	that provide for children's exploration, discovery and	Environments.	patterns and evaluate the	students will identify traffic	Completed learning	45 hour entry course Textbook –				
e	development		fundamentals.	example based on the	environment packet	Module – Learning Environment				
е						Textbook: Working With				
k	4.4.1 Manage physical space		Using poster board and ea			Children, Chapter 8 p.111-131				
S	to maintain a learning			early childhood classroom,		Instruction Sheet				
	environment that is safe and		formulate learning centers		Completed classroom	Early learning materials catalogs				
	healthy and encourages physical activity.		furniture and learning mat	terials for their design.	Rubric					
	physical activity.		Using the PHS Childcare La	ab, students will evaluate the	Completed Observation	45 hour entry course Textbook –				
				or learning environment be		Module observations				
			completing the Observation	-						
		Review and Test all of 1st	Students will complete a s	•	Semester Test	Data Folder, and Classroom				
		semester concepts	scores to measure growth			Graph				

E	ESSENTIAL QUESTIONS: How does a childcare professional impact the growth and development of children?									
S	TRAND: Education and Ear	ly Childhood	BENCHMARK:							
		lge, skills and practices require	d for careers in early							
	hildhood, education and servi	ices								
S	STANDARD:									
	1. Demonstrate techniques for positive collaborative relationships with children. (NFACS 4.5)									
9		CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL	ASSESSMENTS	STUDENT MATERIALS AND					
w	STANDARD	Review/Extend previously introduced skill unless noted	STRATEGIES (What and How)		RESOURCES					
e		I= Introduce								
e		R=Review and Extend								
k s		M=Master	The student will be able to:							
3	4.5.1 Apply	Guidance strategies for	Students will assess guidance knowledge on the	Completed pre-test	Data Folder and classroom					
r	developmentally	working with young teachers.	pre-test by recording score.		graph.					
d	appropriate guidelines for									
N	behavior		By using graphic organizers, students will identify	Completed graphic	Textbook: Working With					
i			the goal of guidance, and classify guidance	organizer	Children, Chapter 13 p.199-					
n	4.5.2 Demonstrate		strategies into direct or indirect.		217					
e	problem-solving skills with				Textbook: The Developing					
e	children.	Why use positive guidance	In cooperative groups, the students will	Completed poster	Child, Chapter 3 p. 88-98					
		strategies?	brainstorm and display the benefits of positive	displayed to class	45 hour entry course Textbook					
V			guidance on a poster and present to the class.		– Module – Learning					
e		Dutting positive quidence	Civer multiple suidenes techniques, students		Environment Task 5					
e		Putting positive guidance strategies into action	Given multiple guidance techniques, students will classify strategies by age appropriateness by	Matched strategies and	http://www.eduplace.com/gr aphicorganizer					
k		strategies into action	selecting the correct age for each technique on	ages on desk-top	aphicorganizer					
S			their desktop.	ages on desk-top	Teacher made strategies and					
					age groups to match.					
			While completing an observation in the childcare	Observation Form						
			lab, students will identify strategies observed for		Working With Children					
			each age group: infants, mobile infants,		Teacher's Resource Book					
			toddlers, and pre-K on their observation form.							
1				Demonstrate in lab						
1		Understanding Guidance	Through childcare lab experiences, students will							
1			practice positive guidance techniques while							
1			working with children.							
			Students will complete the Guidance Post-Test	Post-Test	Student data folder,					
1			and measure growth by posting their score.	FUSI-TESI	Classroom Graph					
			and measure growth by posting their scole.							
		1								

E	ESSENTIAL QUESTIONS: How does a childcare professional impact the growth and development of children?									
	STRAND: Education and Early Childhood BENCHMARK:									
		lge, skills and practices require								
ch	childhood, education and services									
ST	STANDARD:									
	1. Demonstrate a safe and healthy learning environment for children (NFACS 4.4, NMCT 1.1, 2.1, 2.2, 4.1, 7.1, 9.1)									
	2. Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests. (NFACS 4.3)									
	3. Demonstrate techniques for positive collaborative relationships with children. (NFACS 4.5)									
9	PEFORMANCE	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL	ASSESSMENTS	STUDENT MATERIALS AND					
w	STANDARD	Review/Extend previously introduced skill unless noted	STRATEGIES (What and How)		RESOURCES					
e		l= Introduce								
e		R=Review and Extend								
k		M=Master	The student will be able to:							
s										
3 r	4.3.2 Implement learning	Early childcare center	Students will explain the importance of routin		Textbook: Working With					
	activities in all curriculum	Routines	through the use of a graphic organizer.	organizer	Children, Chapter 16, p. 245-					
d	areas that meet the		Using the Children lab/s mutines is the second		260.					
	developmental needs of		Using the Childcare lab's routines, students w							
Ν	children.	Daily schedules to develop	structure a child's day by creating an age	Completed daily	PHS Childcare Centers					
i		routines	appropriate schedule for their selected	schedule	routines.					
n	4.3.6 Establish activities,		classroom.							
e	routines, and transitions.	Routines as Learning	In cooperative groups, students will outline ho							
		Opportunities	routines help children develop in the 5 areas of							
w		opportunities	development: physical, social, emotional,	addresses all 5 areas.						
e			intellectual, and moral.							
e										
k		Transitions	With teacher directed instruction, the student	ts Submitted notes	Textbook: Working With					
			will define transitions and outline their		Children, Chapter 16, p258					
S			importance.		Teacher prepared Powerpoint					
		Transitions	By using the classroom early childhood teache	er Three activities	All early childhood teacher					
			resources and their textbook, students will	submitted.	resources available on					
			compile and prepare 3 transition activities by		bookshelf.					
			selecting an activity, making it, and placing in		http://teacher.scholastic.com/					
			folder to use in the childcare lab.		professional/classmgmt/transi					
					tiontips.htm					
					http://betterkidcare.psu.edu/					
					AngelUnits/OneHour/Transitio					
					ns/TransitionsLessonA.html					

E	ESSENTIAL QUESTIONS: How does a childcare professional impact the growth and development of children?									
	TRAND: Education and Ear		BENCHMARK:	•						
		lge, skills and practices required								
ch	childhood, education and services									
ST	STANDARD:									
	1. Demonstrate a safe and healthy learning environment for children (NFACS 4.4, NMCT 1.1, 2.1, 2.2, 4.1, 7.1, 9.1)									
	2. Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests. (NFACS 4.3)									
	3. Demonstrate techniques for positive collaborative relationships with children. (NFACS 4.5)									
0	4. Demonstrate professional practices and standards related to working with children. (NFACS 4.6)									
9	PEFORMANCE	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL	ASSESSMENTS	STUDENT MATERIALS AND					
w	STANDARD	Review/Extend previously introduced skill unless noted	STRATEGIES (What and How)		RESOURCES					
e		l= Introduce								
e		R=Review and Extend								
k		M=Master	The student will be able to:							
s	122 Implementer	Mbotic ourrigulure?	In small groups, students will breits stars we ad-	Completed definition	Touthook Marking Mith					
3 r	4.3.3 Implement an integrated curriculum that	What is curriculum?	In small groups, students will brainstorm words that describe curriculum and place descriptions	Completed definition	Textbook: Working With Children, Chapter 17, p263					
d	incorporates a child's		on post-its. The class as a whole, will create their		Children, Chapter 17, p265					
ŭ	language, learning styles,		definition from the post-it descriptions on the							
	early experiences, and		board.							
Ν	cultural values.									
i		Curriculum - definition	Students will read The content and process-	Completed Venn	Textbook: Working With					
n	4.3.2 Implement learning		centered Curriculum (p. 265) and compare and	Diagram	Children, Chapter 17, p265					
e	activities in all curriculum		contrast the textbooks explanation of curriculum							
	areas that meet the		to the class definition by using a Venn diagram.							
w	developmental needs of									
e	children.	Curriculum – A Process	From teacher directed instruction and	Notes from powerpoint	Teacher Powerpoint					
e			powerpoint, students will identify the curriculum	presentation						
k			as a process of planning, observing, modifying,							
S	4.6.4 Demonstrate		extending, and involves routines, activities,							
3	enthusiasm, initiative, and		interactions, and learning environment in their							
	commitment to program		notes from presentation.							
	goals and improvements.									
		Curriculum – Planning	With a partner, students will design a curriculum	Completed Theme based	Textbook: Working With					
			web based on a self-selected theme. The web	Web	Children, Chapter 17, p274					
			will consist of concepts and learning materials							
			for each learning center in the classroom.							

E	SENTIAL OUESTIONS +	How does a childcare profession		development of children	9					
	TRAND: Education and Ear		in inpact the growth and	BENCHMARK:	•					
		lge, skills and practices require	ed for careers in early							
	ildhood, education and servi		, , , , , , , , , , , , , , , , , , ,							
	STANDARD:									
	1. Demonstrate a safe and healthy learning environment for children (NFACS 4.4, NMCT 1.1, 2.1, 2.2, 4.1, 7.1, 9.1)									
	2. Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests. (NFACS 4.3)									
	3. Demonstrate techniques for positive collaborative relationships with children. (NFACS 4.5)									
	4. Demonstrate professional practices and standards related to working with children. (NFACS 4.6)									
	5. Produce a record of w	ork experience, licenses, certifi	ications and products. (N	M 9.2.a.ii)						
9	PEFORMANCE	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND		ASSESSMENTS	STUDENT MATERIALS AND				
	STANDARD	Review/Extend previously	STRATEGIES (What and He	ow)		RESOURCES				
w e		introduced skill unless noted								
e		I= Introduce R=Review and Extend								
k		M=Master	The student will be able to	o:						
s				-						
3	4.3.3 Implement an	Curriculum – Planning	Students will create an a	•	Lesson plan	Textbook: Working With				
r	integrated curriculum that		concept from their curri			Children, Chapter 17, p275				
d	incorporates a child's		-	lan for that activity using		Lesson Plan Form				
Ν	language, learning styles,		the lesson plan format given.			Teacher Resource Books				
i	early experiences, and									
n	cultural values.	Curriculum – Writing		ning Objective p. 275 and	Completed objective on	Textbook: Working With				
e		Objectives	develop a learning obje	ctive with 3 parts for	lesson plan.	Children, Chapter 17, p275-				
C	4.3.2 Implement learning		their lesson plan.			278.				
14	activities in all curriculum									
W	areas that meet the	Curriculum – Preparing the	With their partner, stud		Materials collected	Materials from the Childcare				
e	developmental needs of	activity		n and conduct the lesson	Preformed with children	Center or home to prepare				
е	children.		with children in the child	dcare lab.	in the center.	activity.				
k										
S		Curriculum – Observing		ete the observation form	Completed form	Teacher made handout				
	5.6.4 Demonstrate			esson. The form focuses						
	enthusiasm, initiative,		on observable behavior	s of the children learning.						
	and commitment to	Currier I and Statistics				To a share use da han davet				
	program goals and	Curriculum – Evaluating	After completing their lo		Completed form	Teacher made handout				
	improvements.			d record their findings on						
			the lesson evaluation fo	JT 111.						
		45- Hour Certification	Students will receive the	o NIM 45 Hour Office of	Certification	AE hour optry course Textback				
						45 hour entry course Textbook – Module				
			Child Development Cert the coursework of 1-3 n			- woule				
			Life coursework of 1-3 h		1	1				

E	SSENTIAL OUESTIONS: H	low does a childcare professiona	l impact the growth and development of children	?						
	STRAND: Education and Early Childhood BENCHMARK:									
		lge, skills and practices required								
	childhood, education and services									
S	TANDARD:									
			t for children (NFACS 4.4, NMCT 1.1, 2.1, 2.2, 4.1							
			n to meet children's developmental needs and int	erests. (NFACS 4.3)						
	3. Demonstrate techniques for positive collaborative relationships with children. (NFACS 4.5)									
			ated to working with children. (NFACS 4.6)		1					
9	PEFORMANCE	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL	ASSESSMENTS	STUDENT MATERIALS AND					
w	STANDARD	Review/Extend previously introduced skill unless noted	STRATEGIES (What and How)		RESOURCES					
e		I= Introduce								
e		R=Review and Extend								
k		M=Master	The student will be able to:							
s										
3	4.3.3 Implement an	Curriculum – Planning	Students will continue the curriculum process by	Completed lesson plans	Teacher made packets for					
	integrated curriculum that		preparing 4 more lesson plans for activities to	in all 4 areas.	each activity area					
d	incorporates a child's		perform in the PHS Childcare center. Students							
	language, learning styles,		must prepare:	Lesson plan presented	Textbook: Working With					
Ν	early experiences, and		1. Storytime or Calendar time Activity	to teacher for approval	Children, Chapters 16 – Art					
i	cultural values.	Curriculum – Writing	2. Health, Food or Outdoor Activity		and Blocks, Chapter 19 –					
n		Objectives	3. Teacher-made or Small group Activity.		Storytelling, Chapter 20					
e	4.3.2 Implement learning activities in all curriculum		4. Infant/Toddler Appropriate Activity		Puppets and Dramatic Play,					
Č	areas that meet the				Chapter 21 Writing, Chapter 22 Math, Chapter 25 Food and					
w		Curriculum Propering the	Students will propers and collect materials for	Materials collected						
	developmental needs of children.	Curriculum – Preparing the activity	Students will prepare and collect materials for their four planned activities in the lab using	Materials collected, activity prepared or	Nutrition, Chapter 26 Music, Chapter 28 – Infants and					
e	ciliaren.	activity	materials from classroom, home, or childcare	made for by deadline.	Toddlers					
e k			center.	made for by deadline.	Toddiers					
s	5.6.5 Demonstrate	Curriculum – Learning Activity	Students will perform the activity with the	Attendance to present						
-	enthusiasm, initiative,		children in the center on the scheduled date.	lesson on scheduled	Teacher-made lesson schedule					
	and commitment to	Curriculum – Observing	Students will complete observation forms on	date.	with type of activity and date					
	program goals and improvements.		their 4 activity areas.	Completed observation form	to perform in center.					
		Curriculum – Evaluating	Students will complete the evaluation of their	Completed Evaluation						
			lesson on the form and set improvement plans	Form and improvements						
			for the next learning activity they prepare.	for next lesson.						
		Guidance, Routines,	Students will complete the 3 rd nine week exam	3 rd Nine Weeks Exam	Posted in data folder and					
L		Curriculum			classroom graph, Plus/Delta					
1.					Undated May 2019					

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	ESSENTIAL QUESTIONS: Why is Parenting Important? STRAND: 15.0 Evaluate the effects of parenting roles and responsibilities on BENCHMARK:									
	rengthening the well-being o		sponsibilities on	BENCHMARK:						
	ANDARD:	i muividuais and fammes								
		onsibilities of paranting (NFAC	S 15 1)							
	 Analyze roles and responsibilities of parenting (NFACS 15.1) Analyze physical and emotional factors related to beginning the parenting process. (NFACS 15.4) 									
9	PEFORMANCE	CONCEPTS/SKILLS			ASSESSMENTS	STUDENT MATERIALS AND				
-	STANDARD	Review/Extend previously	STRATEGIES (What and H			RESOURCES				
w		introduced skill unless noted								
e		I= Introduce								
e Ir		R=Review and Extend								
k s		M=Master	The student will be able t	to:						
4			Students will take the	e parenting pre-test to	Pre-Test	Classroom graph and data				
t			determine knowledg			folder.				
h			classroom graph and	-						
			ciassi ooni graph ahu	uala loiuer.						
м	1E 1 2 Apolyzo	Decisions About	Students will create a	nowerneint outlining	Presentation to class	Computer Laptop Cart				
1N :	15.1.2 Analyze			a powerpoint outlining						
	expectations and	Parenthood	factors to consider to	•	And submitted	Textbook: The Developing				
n	responsibilities of		readiness by followin	ig the rubrics	powerpoint	Child, Chapter 2, p. 54-56.				
е	parenting.				Grading Rubric	Rubric				
		Teen Sexuality – Making	Students will evaluat	e the decision of						
W		Responsible Decisions	becoming a teen par	ent by completing the	Submitted decision	Teacher Resource Book,				
е			decision making proc	ess exercise.	making process	The Developing Child.				
e										
k			Students will discuss	their decision and						
s			outline the impact of	goals and values on	Participation	Textbook: The Developing				
-			their decision.		Class discussion	Child, Chapter 2, p. 59-60.				
		Teen Parenting Risks	Students will report of	on one risk of teen						
			parenting by reading		Presentation notes	Textbook: The Developing				
			textbook, and giving	an oral report to the	and oral presentation	Child, Chapter 2, p. 60-64				
			class		Rubric	Rubric				

E	SSENTIAL QUESTIONS: V	Why is Parenting Important?				
		ffects of parenting roles and res	ponsibilities on	BENCHMARK:		
	rengthening the well-being of					
_		al and emotional factors related				
9 w e k s	PEFORMANCE STANDARD	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend M=Master	STUDENT ACTIVITIES ANI STRATEGIES (What and H The student will be able t	low)	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
4 t	15.4.1 Analyze biological processes related to prenatal development, birth, and health of child	Conception	Students will develop a vocabulary related to c development by compl worksheet	onception and prenatal	Work sheet completed	Textbook: The Developing Child, Chapter 4, p.105 – 121.
N i n	and mother. 15.4.3 Analyze implications of alternatives to biological	Understanding Conception Female Reproduction Conception 	-	timeline that shows the le's menstrual cycle and occur.	Timeline	
e W e e	parenthood. 15.4.4 Analyze legal and ethical impacts of current and emerging technology	How birth control impacts conception	Students will draw rand about conception and using their textbook as	validate their answers	Participation Attendance and	Textbook: The Developing Child, Chapter 4, p.106 – 107. Guest Speaker: Public Health or School Nurse
k s	on fertility and family planning.		Through a guest speake birth control, birth con effectiveness of the op the presentation.	-	Participation	Textbook: The Developing Child, Chapter 4, p.119. Pie chart - Textbook: Contemporary Living p. ??
		The role of genetics and dominant and recessive genes	Using a pie chart identi recessive physical attri verbally identify their p recessive attributes.	butes, students will personal dominant and	Class Participation and discussion	
		Understanding inheritance		are, students will predict for various traits and/or neet.	Punnett Square Worksheet	http://anthro.palomar.edu/m endel/mendel_2.htm
		Technology and laws influencing conception	After reviewing the we donations, students wi cons of the procedure not knowing your biolo	ll debate the pros and and the implications of	Participation in debate	http://www.womens- health.co.uk/donor_sperm.ht m

F	ESSENTIAL QUESTIONS: Why is Parenting Important?								
	STRAND: 15.0 Evaluate the effects of parenting roles and responsibilities on BENCHMARK:								
	engthening the well-being of								
S	ANDARD:								
	1. Analyze emotional, physical factors related to beginning the parenting process. (NFACS 15.4)								
		ctices that maximize human gro		·					
9	PEFORMANCE STANDARD	CONCEPTS/SKILLS Review/Extend previously	STUDENT ACTIVITIES AND INSTRUCTIONAL		ASSESSMENTS	STUDENT MATERIALS AND RESOURCES			
w	STANDARD	introduced skill unless noted	STRATEGIES (What and How)			RESOURCES			
e		I= Introduce							
e		R=Review and Extend							
k		M=Master	The student will be able t	:o:					
s 4	15.4.1 Analyze biological	Prenatal Development	By creating a chart, stude	nts will illustrate prenatal	Completed chart	Textbook: The Developing			
t	processes related to prenatal		development of fetus and	•		Child, Chapter 4, p.108 – 112.			
h	development, birth, and		pregnancy						
	health of child and mother.								
NI		Nutrition and the impact on a		d contrast a healthy diet of	Venn Diagram	http://www.mypyramid.gov/myp			
N	15.2.1 Choose nurturing practices that support human	healthy pregnancy.	an average adult and that	and differences on a Venn		yramidmoms/index.html			
1	growth and development		Diagram.	and differences of a verifi		Textbook: The Developing Child,			
n	Biotran and dereiophiene		2.00.0			Chapter 5, p.153-156.			
е		The effects of alcohol, tobacco,	After the GRADS presentations and the FAS knowledge		Poster	GRADS presentation			
		and other substances on the	test, students will identify			FAS Quiz			
W		developing fetus	other substances on the d			Textbook: The Developing Child,			
е			illustrating the impact on	a poster.		Chapter 4, 135 - 138.			
е		Labor and Delivery	Students will identify deve	elopments in 3 stages of	Worksheet	Textbook: The Developing Child,			
k		Eabor and Derivery		development to the proper	Worksheet	Chapter 6, 184-185.			
s			stage on a worksheet.						
		Labor and Delivery		nd Delivery video, students	Discussion	Video: Labor and Delivery			
			will brainstorm the emotional and physical impact of labor on the mother and father by listing and		Attendance				
			discussing their answers	attict by listing and	Participation				
		The Health of a Newborn		describe what a baby would	Discussion	Textbook: The Developing Child,			
				an Apgar score of 6 or above		Chapter 6, 192-193.			
			through discussion.						
		Conception and Prenatal	Students will complete Po	st-Test on Conception and	Completed Post-Test	Classroom Graph, and Data			
		Development	Prenatal Unit			Folder			
		•							

ESSENTIAL QUESTIONS: Why is Parenting Important? BENCHMARK: STRAND: 15.0 Evaluate the effects of parenting roles and responsibilities on strengthening the well-being of individuals and families BENCHMARK: STAND.4D: 1. Analyze emotional, physical factors related to beginning the parenting process, (NFACS 15.2) 2. Evaluate external support systems that provide excreices for parenta: (NFACS 15.3) ASSESSMENTS 9 PERFORMANCE c CONCEPT/SKILS Review/Leff previously introduced skill unless noted I introduce Review Verter previously introduced skill unless noted I is introduce a resonsibilities of parenting. STUDENT ACTIVITES AND INSTRUCTIONAL The student will be able to: ASSESSMENTS STUDENT MATERIALS AND RESOURCES 15.3.1 Analyze expectations a resonsibilities of parenting. Bringing Baby Home and Living on your own. Students will experience bringing a newborn home by being responsible for a computerized child overnight that requires feeding, diapering, attention, and figuring out why he/she is crying. Computerized printout of students your own. Baby-Think-It-Over Dolls Baby-Think-It-Over Program chart, printouts, journals. 15.3.2 Appraise community e Bringing Baby Home and Uving on your own Students will care for children, necessary childrare equipment and supple using the internet or trip to local stores and recording on worksteet. Housing Form completed housing Advertising builetins and booklets. 10 Frite the costs of medical care for children necessary childrare equipment and supples using the interent or trip to local stores and recording on worksteet									
strengthening the well-being of individuals and families STANDARD: 1. Analyze enotional, physical factors related to beginning the parenting process. (NFACS 15.4) 2. Evaluate parenting practices that maximize human growth and development (NFACS 15.2) 3. Evaluate external support systems that provide services for parentists. (NPACS 15.3) 9 PEFORMANCE STANDARD Review/Extend previously introduced skill unless noted is introduced skill unless noted is and responsibilities of and responsibilities of and responsibilities. Students will experience bringing a newborn home by being responsible for a computerized tention, and figuring out why he/he is crying. Computerized printout of success or failure. Baby-Think-It-Over Program chart, printouts, journals. 1 5.3.1 Assess community resources and services available to families. Bringing Baby Home and Living on your own Students will draw for a life situation from: . Married/Co to school and part time employment . Single Parent - Professional Career . Single Parent - Professional Career . Married / Dual income Life number recorded Local Housing Advertising builtetins and booklets. Profate Kwess Tribune Classifieds ENDING for Baby Form Completed 6 Figure monthy lucider equipment and supples using the internet or trip to local stores and recording on worksheet. Figure monthy lucider equipment and supples using the internet or trip to local stores and recording on worksheet. Housing for Baby Form Completed									
STANDARD: 1. Analyze emotional, physical factors related to beginning the parenting process. (NFACS 15.4) 2. Evaluate parenting practices that maximize human growth and development (NFACS 15.2) 3. Evaluate external support systems that provide services for parents. (NFACS 15.3) 9. PFORMANCE CONCEPTSVILLS STUDENT ACTIVITES AND INSTRUCTIONAL ASSESSMENTS STUDENT MATERIALS AND 9. PFORMANCE CONCEPTSVILLS STUDENT ACTIVITES AND INSTRUCTIONAL ASSESSMENTS STUDENT MATERIALS AND 4. 15.1.1 Analyze expectations in and responsibilities of parenting. Introduce in requires feeding, diapering, attention, and figuring out why he/she is crying. Computerized printout of success or failure. Baby-Think-It-Over Dolls 9. Task asses community resources and services available to families. Bringing Baby Home and Living on your own Students will capering, attention, and figuring out why he/she is crying. Life number recorded Teacher-made life simulations 1 15.3.2 Appraise community resources and services that provide group parenting. Figure monthy income, selet housing, and parent professional Career Married - Dual income Housing Form completed Housing Form completed 6 Figure monthy income, selet housing, and there recorded to parent with statement. Figure monthy income selet housing, and reporting for monthy includes confined on and reporting the internet or trip to local stores and recording on worisheet. <td></td> <td></td> <td></td> <td>sponsibilities on</td> <td>BENCHMARK:</td> <td></td> <td></td>				sponsibilities on	BENCHMARK:				
1. Analyze emotional, physical factors related to begimning the parenting process. (NFACS 15.4) 2. Evaluate parenting practices that maximize human growth and development (NFACS 15.2) 3. Evaluate external support systems that provide services for parents. (NFACS 15.3) 9 PFORMANCE STANDARD Review/Extend previously introduced skill unless noted i= Introduce 4 Introduced skill unless noted i= Introduce 5 Stante exponsibilities of and responsibilities of nyour own. Students will experience bringing a newborn home by being responsible for a computerized child overnight that requires feeding, diagering, attention, and figuring out why he/she is crying. Computerized printout of success or failure. Baby-Think-It-Over Dolls Baby-Think-It-Over Dolls Baby-Think-It-Over Program that reponsibilities of nyour own 15.3.1 Assess community resources and services poportunities related to parenting. Bringing Baby Home and Living on your own Students will experience bringing a newborn home by being responsible for a computerized child overnight that requires feeding, dipering, attention, and figuring out why he/she is crying. Computerized printout of success or failure. Baby-Think-It-Over Program their frequeres feeding, dipering, attention, and figuring out why he/she is crying. 15.3.2 Appraise community resources that provide opportunities related to parenting. Bringing Baby Home and Living on your own Students will: - Married - Dual income Housing Form completed Monthy Budget Comp	_	<u> </u>	i individuals and families						
2. Evaluate parenting practices that maximize human growth and development (NFACS 15.2) 3. Evaluate external support systems that provide services for parents. (NFACS 15.3) 9 PFORMANCE 7 SMDARD CONCEPT/SKILLS 8 Evaluate external support systems that provide services for parents. (NFACS 15.3) 9 PFORMANCE 7 SMDARD Review/Extend previously introduce skill unless noted L= Introduce 8 Bringing Baby Home and Living on your own. Students will experience bringing a newborn home by eing responsible for a computerized child overnight that requires feeding, diapering, attention, and figuring out why he/she is crying. Computerized printout of Students will experience bringing a newborn home by eing responsible for a computerized child overnight that requires feeding, diapering, attention, and figuring out why he/she is crying. Computerized printout of Students will cave of a life situation from: on your own Baby-Think-It-Over Dolls Baby-Think-It-Over Dolls Baby-Think-It-Over Dolls Baby-Think-It-Over Dolls Baby-Think-It-Over Program figuring out why he/she is crying. 15.3.1 Analyze expectations available to families. Bringing Baby Home and Living on your own Students will cave of a life situation from: on your own Life number recorded Baby-Think-It-Over Dolls Baby-Think-It-Over Program Stingle Parent - Working Full-Line Non- Professional Caveer Life number recorded Eacher-made life simulations 9 Profes from tring	Э		reised feature related to beginning	ng the nerenting process	(NEACS 15.4)				
3. Evaluate external support systems that provide services for parents. (NFACS 15.3) 9 PEFORMANCE STANDAD CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted le Inforduce Review and Extend M=Master STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How) ASSESSMENTS STUDENT MATERIALS AND RESOURCES 4 15.1.1 Analyze expectations and responsibilities of n parenting. Bringing Baby Home and Living on your own. Students will experience bringing a newborn home by being responsible for a computerized child overnight that requires feeding, diapering, attention, and gring out why he/she is crying. Computerized printout of success or failure. Students will experience bringing a newborn home by being responsible for a computerized child overnight that requires feeding, diapering, attention, and gring out why he/she is crying. Computerized printout of success or failure. Students will experience bringing a newborn home by being responsible for a computerized child overnight that requires feeding, diapering, attention, and gring out own Students will experience bring a newborn home by being responsible for a computerized child overnight that requires feeding, diapering, attention, and gring out own Students will experience bring attention, and gring out why he/she is crying. Computerized printout of success or failure. Students will experience bring full them kon- Professional Career If a number recorded If a number recorded 6 Figure monthy income, select housing, and prepare a monthy budget including childcare expense. Price the costs of medical care for children, necessary childcare equipment and suppli									
0 PEFORMANCE STANDARD CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted i = Introduce Review/Extend previously introduced skill unless noted i = Introduce Review and Extend Methoduce interview i = Introduce Review and Extend Methoduce i = Introduce Students will and for a computerid Methoduce i = Introduce Students will and for a computerid Methoduce i = Introduce Students will and for a computerid Methoduce i = Introduce Students will Review I = Introduce Students will Review I = Introduce Students will and interview i = Introduce Students will and interview i = Introduce Students will and and review i = Introduce Students will and and review i = Introduce Students will and and review i = Introduce I Methoduce I = Introduce Students will anterot i = Introduce I Methoduce I = In									
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	ESSENTIAL QUESTIONS: Why is Parenting Important? STRAND: 15.0 Evaluate the effects of parenting roles and responsibilities on BENCHMARK:							
st	rengthening the well-being of	f individuals and families						
S]	TANDARD:							
		sical factors related to beginning						
9	2. Evaluate parenting pra	ctices that maximize human gro		S AND INSTRUCTIONAL	ACCECCATENIEC			
)		CONCEPTS/SKILLS			ASSESSMENTS	STUDENT MATERIALS AND		
w	STANDARD	Review/Extend previously introduced skill unless	STRATEGIES (What a	ina How)		RESOURCES		
e								
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s		I= Introduce						
		R=Review and Extend						
		M=Master	The student will be a					
4	15.2.1 Choose nurturing	The Importance of Bonding	After viewing the movie		Participation	Video: The Child of Rage		
h	practices that support human growth and		the security of a child a	e impact of Bonding on	Discussion	Textbook: The Developing		
	development		•	scussion and identification		Child, Chapter 6, 195.		
	development		_	etween parents and their		child, chapter 0, 195.		
Ν	15.2.3 Assess the effects of		babies.	etween parents and then				
i	abuse and neglect on							
n	children and families and	Sudden Infant Death	Students will read a sho	ort parenting newsletter	Graphic organizer	Textbook: The Developing		
е	determine methods of	Syndrome	concerning SIDS and ou	utline 3 parenting		Child, Chapter 7, 228		
	prevention.		strategies to reduce the	e risk on a graphic				
W			organizer.					
е								
е		Baby's Crying and Handling	Students will conduct a		Participation in	Textbook: The Developing		
k		Stress	stressors and a crying b		demonstration	Child, Chapter 21, 599 - 607		
S				ts will identify stressors in	Worksheet with			
			family life, and develop		solutions to handling			
			strategies to cope with	the stress.	stress			
		Baby's Crying and Handling	After viewing the video	"The Story of Flijah"	Participation in			
		Stress	students will reflect on		discussion			
			emotional factors befor					
			syndrome through clas	u ,				
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E	SSENTIAL QUESTIONS: V	Why is Parenting Important?		_					
S	FRAND: 15.0 Evaluate the e	ffects of parenting roles and re	sponsibilities on	BENCHMARK:					
	strengthening the well-being of individuals and families STANDARD: Evaluate parenting practices that maximize human growth and development (NFACS 15.2)								
<u>8</u> . 9					ACCECCATNE				
w e e k s	PEFORMANCE STANDARD	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend M=Master	STUDENT ACTIVITIES AN STRATEGIES (What and The student will be able	How)	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES			
4 t h	15.2.3 Assess the effects of abuse and neglect on children and families and determine methods of prevention.	NM Laws on Abuse and Neglect		e the laws concerning abuse g the New Mexico legal pleting a true/false	True/False Questionnaire	Teen Parents and the Law Curriculum Binder Teacher-made questionnaire Textbook: The Developing Child, Chapter 21, 617-622			
i n e	15.3.3 Summarize current laws and policies related to parenting.		Given various parent scenarios, students will take their scenarios and correctly identify if the behavior is Acceptable, Physical Abuse, Sexual Abuse, or Neglect by placing their sign on the proper spot on the board.		Completed action	Teacher made scenarios			
W e e k				heir classification of their validating their answers	Verbal Defense	NM Law Handout from Teen Parents and the Law Curriculum Binder			
S		Applying NM Abuse and Neglect Laws	play a family court see and neglect has result sentence for parents a children. Assigned rol Prosecuting Attorney, Attorney, Guardian at • Students will and argum • Students will appropriat • Students will and case.	and guardianship of les: Judge, Jury, Defendant, Defending Lieu, Bailiff. prepare their questions	Completed Preparing for the case worksheet Attendance and Participation in the cases. Reflection and discussion after ruled decision.	Teen Parents and the Law Curriculum Binder Additional Teacher-made			

E	ESSENTIAL QUESTIONS: Why is Parenting Important?								
S	FRAND: 15.0 Evaluate the e	ffects of parenting roles and res	sponsibilities on	BENCHMARK:					
	rengthening the well-being of	f individuals and families							
S'	STANDARD:								
	1. Evaluate parenting practices that maximize human growth and development (NFACS 15.2)								
9	2. Analyze roles and responsibilities of parenting. (NFACS 15.1) 9 PEFORMANCE CONCEPTS/SKILLS 9 STUDENT ACTIVITIES AND INSTRUCTIONAL			ASSESSMENTS	STUDENT MATERIALS AND				
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w		introduced skill unless noted		,					
e		I= Introduce							
e k		R=Review and Extend	The students (11) here bleve	L					
s		M=Master	The student will be able t	to:					
4	15.2.1 Choose nurturing	Balancing Work and Family	Students will complete	the seven questions of	Completed questions	Textbook: The Developing			
t	practices that support	Family Medical Leave Act	section 5-2, page 170, 1			Child, Chapter 5, p. 170.			
h	human growth and			nanagement and Family					
	development		Medical Leave Act.						
Ν	15.3.3 Summarize current								
i	laws and policies related								
n	to parenting.								
е	to parenting.								
	15.1.4 Analyze societal	Building Strong Families	On a poster, students v	vill identify how families	Completed Poster	Textbook: The Developing			
W	conditions that influence		meet each child's basic	needs by giving an		Child, Chapter 3, p. 71.			
e	parenting across the life		example in the physica						
e	span.		emotional, and moral of	levelopment areas.					
k									
S				on, students will identify	Class Discussion	Textbook: The Developing			
			verbally current trends	that influence the family.		Child, Chapter 3, p. 77.			
			Students will identify h	ow "family traditions"	Participation in the	Textbook: The Developing			
			have created a sense of	•	sharing.	Child, Chapter 3, p. 80 - 81.			
				by sharing a photograph					
			with the class.						
		, nd							
		Comprehensive 2 nd Semester	Students will complete	semester test	Completed Semester				
		Test			Test				