

Portales Municipal Schools  
Child Development Curriculum Map  
Grade\_\_9-12\_\_

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			BENCHMARK:		
STANDARD: 1. Analyze career paths within early childhood, education and related services (NFACS 4.1, NMCT 9.2) 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 weeks	PERFORMANCE STANDARD	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend M=Master	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)  The student will be able to:	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
1st Nines	4.1.1 Explain the roles and functions of individuals engaged in early childhood, education, and services	Introduce: Outline various early childhood career options with educational requirements and earning potential	Using a career exploration guide sheet, students will list and define early childhood careers, educational requirements and earning potential	Pre-Test - Professionalism Completion of guide sheet Participation	<a href="http://www.worldwidelearn.com/online-education-guide/education/early-childhood-education-major.htm">http://www.worldwidelearn.com/online-education-guide/education/early-childhood-education-major.htm</a> <a href="http://www.bls.gov/oco/">http://www.bls.gov/oco/</a> <a href="http://www.earlychildhood.org/cdrg/exp_positions.cfm">http://www.earlychildhood.org/cdrg/exp_positions.cfm</a> Working with Children Textbook – Chapter 1 - p. 15-18
	4.1.2 Analyze opportunities for employment and entrepreneurial endeavors.	Personal Attributes of Successful Early Childcare Teachers	Given a paper doll, students will present themselves highlighting their successful teacher attributes.	Completion of doll and presentation	45 hour entry course Textbook – p.21 Working with Children Textbook – Chapter 1 - p. 23-26
	4.1.6 Analyze the role of professional organizations in education and early childhood	Elements of Professionalism	Given a memory map, students will define and outline the elements of professionalism in the early childhood setting	Memory map	45 hour entry course Textbook – p.22
	4.6.2 – Apply professional ethical standards as accepted by recognized professional organizations	Elements of Professionalism	Given NAYEC’s Code of ethical conduct and a Search and Find, students will analyze the situation and select an appropriate action and NAYEC’s code.	Search and Find	NAYEC’s Code of Ethical Conduct  Working with Children Textbook – Chapter 1 - Appendix A, p. 525 – 528. NAYEC’s Code of Ethical Conduct - Summary

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15 weeks	4.42 Apply safe and healthy practices that comply with state regulations  4.4.6 Implement basic health practices and prevention procedures for workers and children regarding childhood illness and communicable diseases.  4.6.3 Implement federal, state, and local standards, policies, regulations, and laws that affect children, families, and programs	Hand-washing techniques and childcare center requirements  Universal Precautions  Using the childcare lab to extend learning.  Professionalism Post-Test	Before entering the childcare lab, students will demonstrate proper 20 second hand-washing techniques and test with the hand-washing gel.  Students will make hand-washing posters to promote the healthy practice to peers.  Given the Universal Precautions statement, students will interpret and create their own statement with identical meaning.  Given a lab expectation sheet, the students will sign off on the professional practices to demonstrate during lab experiences.  In the PHS Childcare Center, students will practice health and safety procedures and professional ism during their first lab experience.  Students will complete the Post-Test on Professionalism and post their score to measure growth.	Black light highlighting missed places on students hands  Poster to display  Written statement  Sign-Off sheet on file  Professionalism – Post-test	Food Program hand washing kit: pretest, video, lotion, black light. Real-time video for kids <a href="http://www.dubuque.k12.ia.us/Prescott/Handwash/">http://www.dubuque.k12.ia.us/Prescott/Handwash/</a>  Universal precautions 45 hour entry course Textbook – p.22  Lab tour of on-site childcare lab NM Childcare Licensing Regulations <a href="http://www.newmexicokids.org">http://www.newmexicokids.org</a>  Lab Assignments posted

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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)					
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15 weeks	12.1.1 Analyze physical, emotional, social, spiritual, and intellectual development	Five Areas of Development	Students will take a Development Pre-Test, and post their score.	Posted score on Chart	Classroom Graph, Data folder
	12.1.2 Analyze interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.	Factors that influence development	Given a memory map, students will list and define 5 areas of development, factors influencing development, and characteristics of development.	Finished map	Textbook: Working With Children, Chapter 4 – p. 53 – 55. The Developing Child Chapter 7, p. 209-214.
	12.2.1 Analyze the effect of heredity and environment on human growth and development.	Physical Development	Using a Venn Diagram, students will compare and contrast heredity and environment as influences on growth and development.	Class debate	
	4.4.4 Plan safe and healthy meals and snacks	Nutritional Impact on 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.  <a href="http://www.mypyramid.gov/kids/">http://www.mypyramid.gov/kids/</a> 45 hour entry course Textbook – Module 2 and 3
			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.		

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1st Week	12.2.4 Analyze the effects of life events on individuals’ physical, intellectual, social, moral, and emotional development.	Environmental Factors Impact on Physical Development	Students will examine the dangers in a home or childcare center and develop a plan to childproof their home for young children. Students will compare their list with the checklist on the internet site.	Completed Plan	Textbook: The Developing Child, p. 297, 686, 335. Video: Childproofing your home. Internet: <a href="http://kidshealth.org/parent/misc/childproofing_cutout.html">http://kidshealth.org/parent/misc/childproofing_cutout.html</a> <a href="http://www.eduplace.com/graphicorganizer/">http://www.eduplace.com/graphicorganizer/</a>
	4.2.3 Analyze cultural and environmental influences when assessing children’s development.		Using a graphic organizer, students will evaluate the dangers of second-hand smoke on developing children.	Graphic Organizer Post-Test	
	12.2.3 Analyze the effects of gender, ethnicity, and culture on individual development.	Social Development	Students will complete a social development observation at the PHS Childcare Lab	Observation Form Complete	Video: Second Hand Smoke 45 hour entry course Textbook – Module 2 and 3  45 hour entry course Textbook – p. 10-11.  Textbook: The Developing Child, p. 254 – p.255, and p. 258
	12.2.3 Analyze the impact of social, economic, and technological forces on individual growth and development.	Emotional Development	Students will outline how emotions develop. Students will determine how individual temperament and personality is developed and support their ideas in a powerpoint.	Post-Test Powerpoint	
	12.2.5 Analyze geographic, political, and global influences on human growth and development	Moral Development	Through classroom discussion, students will define and examine how their individual moral values developed.  Through classroom discussion and sharing personal examples, students will identify unique values determined by culture.	Post-Test Discussion  Discussion	

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1st Nine Weeks	12.1.3 Analyze current and emerging research about human growth and development, including research on brain development	Intellectual Development	Using paper, glue, and colored pencils or crayons, students will construct a human brain identifying parts and function.  Students will predict various factors on brain development: ie: chemicals, maturity, exposure to information, etc. Students will then compare their predictions to pictures of brains affected by drugs and alcohol.	Completed brain  Post-Test	Tim Burns, Brain Drain Notebooks and CD's Textbook: The Developing Child, p. 562-564 <a href="http://www.zerotothree.org/baby-brain-map.html">http://www.zerotothree.org/baby-brain-map.html</a>
	4.2.1 Analyze child development theories and their implications for educational and childcare practices	Tie child development theories to their impact on the five areas of development	Using a short story on the relationship of reading to vocabulary, students will predict how factors on brain development impact learning math, reading, etc.	Discussion	Instruction Sheet and Rubric
			Using the textbook, books and the internet, students will research a child development theorist, summarize their research and developmental theories and determine which area of development the theory impacts in a two page written paper.	Paper	
			Students will complete a post-test and compare with pre-test score to measure growth.	Post-Test	Student Data Folder, Classroom graph

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2nd Nine Weeks	4.2.2 Apply a variety of assessment methods to observe and interpret children’s growth and development	Observing Children  Observing Children      Observing Children	Through brainstorming, students will identify why professionals observe children.  Given pre-recorded children activities, students will construct objective observations.  Students will practice various observational tools for assessment of children’s development.  After using various tools, students will evaluate various types of observational tools for effectiveness, ease of use, and preference on their observational summary.	Participation  Objective observations written from the video  Completed observational tools  Completed evaluations of tools	Textbook: Working With Children, Chapter 3 – p. 41 – 67. Observational handouts Practice Observing CD  Working With Children Teacher’s Resource Book.  Working With Children Teacher’s Resource Book

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2 weeks	4.3.1 Analyze a variety of curriculum and instructional models.  4.3.4 Demonstrate a variety of teaching methods to meet individual needs of children.	How do children learn best  The importance of play	While participating in a variety of teaching strategies(discovery, reading, listening to instruction, hands-on project), students will compare and contrast the strategies and evaluate their effectiveness.  Students will create a display board, powerpoint, parent newsletter, or written report supporting the importance of play, distinguishing at least two types of play, explaining how play impacts the 5 areas of development and listing examples of play activities.  In the PHS Childcare Lab, Students will observe children’s play, interpret developmental tasks learned, and report findings on their observation sheet	Cooperative group apple activity. Discussion  Project goal sheet completed Completed Project Rubric  Observation Form	45 hour entry course Textbook – Module – DAP  <a href="http://main.zerotothree.org/site/DocServer/ThePowerofPlay.pdf?docID=161&amp;JServSessionIda004=r24ec19q01.app211d">http://main.zerotothree.org/site/DocServer/ThePowerofPlay.pdf?docID=161&amp;JServSessionIda004=r24ec19q01.app211d</a>  <a href="http://www.zerotothree.org/child-development/play/playing-with-babies.html">http://www.zerotothree.org/child-development/play/playing-with-babies.html</a>  <a href="http://www.aap.org/pressroom/playfinal.pdf">http://www.aap.org/pressroom/playfinal.pdf</a>  <a href="http://social.jrank.org/pages/492/Play.html">http://social.jrank.org/pages/492/Play.html</a>  Textbook: Working With Children, Chapter 20 – p. 316 Textbook: The Developing Child, p. 273 Play Handouts

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2 weeks	4.2.4 Analyze abilities and needs of children and their effects on children’s growth and development.  4.2.5 Analyze strategies that promote children’s growth and development.  4.5.1 Apply developmentally appropriate guidelines for behavior  4.5.3 Demonstrate interpersonal skills that promote positive and productive relationships with children.  12.3.1 Analyze the role of nurturance on human growth, and development.	Review Principles of development   Define Principles of Developmental Appropriateness Developmental Appropriate   Applying Principles of Developmental Appropriateness   Quality Childcare Through Developmental Appropriate Interactions	Given scenarios, students will identify and write the principle(s) of development dramatized in the short story.  After discussion, students will be able to define developmental appropriateness when prompted verbally or when asked to write in their own words.  Given pictures of toys, students will select a toy, determine the appropriate age of child the toy would be appropriate for and defend their answers to the class.  In cooperative groups, students will predict why the understanding of child development is fundamental to understanding developmental appropriateness.  Given various practices with children (some appropriate and some inappropriate) students will identify and defend their classification of the activity.  After a childcare lab experience, students will observe and evaluate teacher communication and the quality of interaction between teachers and children.	Completion of assignment  Participation  Participation  Group answer posted on board  Defense presentation  Lab observation	Handout 45 hour entry course Textbook – Module – DAP  NAYEC’s Developmentally Appropriate Practices.  Textbook: Working With Children, Chapter 1 – p. 20  45 hour entry course Textbook – Module – DAP  Today show – Quality Interactions 5 min clip <a href="http://today.msnbc.msn.com/id/37147292/ns/health-kids_and_parenting/">http://today.msnbc.msn.com/id/37147292/ns/health-kids_and_parenting/</a>  <a href="http://www.examiner.com/x-19494-Broward-County-Parenting-Teens-Examiner~y2010m5d14-New-Study-High-quality-child-care-leads-to-smarter-teens">http://www.examiner.com/x-19494-Broward-County-Parenting-Teens-Examiner~y2010m5d14-New-Study-High-quality-child-care-leads-to-smarter-teens</a>



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2 weeks	4.5.4 Implement strategies for constructive and supportive interactions between children and families.  <				

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STANDARD: 1. Demonstrate techniques for positive collaborative relationships with children. (NFACS 4.5)					
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3rd Week	4.5.1 Apply developmentally appropriate guidelines for behavior  4.5.2 Demonstrate problem-solving skills with children.	Guidance strategies for working with young teachers.  Why use positive guidance strategies?  Putting positive guidance strategies into action  Understanding Guidance	Students will assess guidance knowledge on the pre-test by recording score.  By using graphic organizers, students will identify the goal of guidance, and classify guidance strategies into direct or indirect.  In cooperative groups, the students will brainstorm and display the benefits of positive guidance on a poster and present to the class.  Given multiple guidance techniques, students will classify strategies by age appropriateness by selecting the correct age for each technique on their desktop.  While completing an observation in the childcare lab, students will identify strategies observed for each age group: infants, mobile infants, toddlers, and pre-K on their observation form.  Through childcare lab experiences, students will practice positive guidance techniques while working with children.  Students will complete the Guidance Post-Test and measure growth by posting their score.	Completed pre-test  Completed graphic organizer  Completed poster displayed to class  Matched strategies and ages on desk-top  Observation Form  Demonstrate in lab  Post-Test	Data Folder and classroom graph.  Textbook: Working With Children, Chapter 13 p.199-217 Textbook: The Developing Child, Chapter 3 p. 88-98 45 hour entry course Textbook – Module – Learning Environment Task 5 <a href="http://www.eduplace.com/graphicorganizer">http://www.eduplace.com/graphicorganizer</a>  Teacher made strategies and age groups to match.  Working With Children Teacher’s Resource Book  Student data folder, Classroom Graph

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3rd Nine Weeks	4.3.2 Implement learning activities in all curriculum areas that meet the developmental needs of children.	Early childcare center Routines	Students will explain the importance of routines through the use of a graphic organizer.	Completed graphic organizer	Textbook: Working With Children, Chapter 16, p. 245-260.
		Daily schedules to develop routines	Using the Childcare lab’s routines, students will structure a child’s day by creating an age appropriate schedule for their selected classroom.	Completed daily schedule	PHS Childcare Centers routines.
	4.3.6 Establish activities, routines, and transitions.	Routines as Learning Opportunities	In cooperative groups, students will outline how routines help children develop in the 5 areas of development: physical, social, emotional, intellectual, and moral.	Completed outline addresses all 5 areas.	
		Transitions	With teacher directed instruction, the students will define transitions and outline their importance.	Submitted notes	Textbook: Working With Children, Chapter 16, p. -258 Teacher prepared Powerpoint
		Transitions	By using the classroom early childhood teacher resources and their textbook, students will compile and prepare 3 transition activities by selecting an activity, making it, and placing in folder to use in the childcare lab.	Three activities submitted.	All early childhood teacher resources available on bookshelf. <a href="http://teacher.scholastic.com/professional/classmgmt/transitiontips.htm">http://teacher.scholastic.com/professional/classmgmt/transitiontips.htm</a> <a href="http://betterkidcare.psu.edu/AngelUnits/OneHour/Transitions/TransitionsLessonA.html">http://betterkidcare.psu.edu/AngelUnits/OneHour/Transitions/TransitionsLessonA.html</a>

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	3rd Nine Weeks	4.3.3 Implement an integrated curriculum that incorporates a child’s language, learning styles, early experiences, and cultural values.	What is curriculum?	In small groups, students will brainstorm words that describe curriculum and place descriptions on post-its. The class as a whole, will create their definition from the post-it descriptions on the board.	Completed definition	Textbook: Working With Children, Chapter 17, p. -263
		4.3.2 Implement learning activities in all curriculum areas that meet the developmental needs of children.	Curriculum - definition	Students will read The content and process-centered Curriculum (p. 265) and compare and contrast the textbooks explanation of curriculum to the class definition by using a Venn diagram.	Completed Venn Diagram	Textbook: Working With Children, Chapter 17, p. -265
		4.6.4 Demonstrate enthusiasm, initiative, and commitment to program goals and improvements.	Curriculum – A Process	From teacher directed instruction and powerpoint, students will identify the curriculum as a process of planning, observing, modifying, extending, and involves routines, activities, interactions, and learning environment in their notes from presentation.	Notes from powerpoint presentation	Teacher Powerpoint
			Curriculum – Planning	With a partner, students will design a curriculum web based on a self-selected theme. The web will consist of concepts and learning materials for each learning center in the classroom.	Completed Theme based Web	Textbook: Working With Children, Chapter 17, p. -274

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3rd Nine Weeks	4.3.3 Implement an integrated curriculum that incorporates a child’s language, learning styles, early experiences, and cultural values.	Curriculum – Planning	Students will create an activity to teach a concept from their curriculum web. Students will construct a lesson plan for that activity using the lesson plan format given.	Lesson plan	Textbook: Working With Children, Chapter 17, p. -275 Lesson Plan Form Teacher Resource Books
	4.3.2 Implement learning activities in all curriculum areas that meet the developmental needs of children.	Curriculum – Writing Objectives	Students will read Learning Objective p. 275 and develop a learning objective with 3 parts for their lesson plan.	Completed objective on lesson plan.	Textbook: Working With Children, Chapter 17, p. -275-278.
		Curriculum – Preparing the activity	With their partner, students will prepare all materials for their lesson and conduct the lesson with children in the childcare lab.	Materials collected Preformed with children in the center.	Materials from the Childcare Center or home to prepare activity.
		Curriculum – Observing	The students will complete the observation form after completing their lesson. The form focuses on observable behaviors of the children learning.	Completed form	Teacher made handout
	5.6.4 Demonstrate enthusiasm, initiative, and commitment to program goals and improvements.	Curriculum – Evaluating	After completing their lesson, the students will evaluate their lesson and record their findings on the lesson evaluation form.	Completed form	Teacher made handout
		45- Hour Certification	Students will receive the NM 45-Hour Office of Child Development Certification by completing the coursework of 1-3 nine weeks.	Certification	45 hour entry course Textbook – Module

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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			BENCHMARK:		
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)					
9 weeks	PERFORMANCE STANDARD	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted  I= Introduce R=Review and Extend M=Master	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)  The student will be able to:	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
3rd Nine Weeks	4.3.3 Implement an integrated curriculum that incorporates a child’s language, learning styles, early experiences, and cultural values.	Curriculum – Planning	Students will continue the curriculum process by preparing 4 more lesson plans for activities to perform in the PHS Childcare center. Students must prepare: 1. Storytime or Calendar time Activity 2. Health, Food or Outdoor Activity 3. Teacher-made or Small group Activity. 4. Infant/Toddler Appropriate Activity	Completed lesson plans in all 4 areas.  Lesson plan presented to teacher for approval	Teacher made packets for each activity area  Textbook: Working With Children, Chapters 16 – Art and Blocks, Chapter 19 – Storytelling, Chapter 20 Puppets and Dramatic Play, Chapter 21 Writing, Chapter 22 Math, Chapter 25 Food and Nutrition, Chapter 26 Music, Chapter 28 – Infants and Toddlers
	4.3.2 Implement learning activities in all curriculum areas that meet the developmental needs of children.	Curriculum – Writing Objectives			
	4.3.2 Implement learning activities in all curriculum areas that meet the developmental needs of children.	Curriculum – Preparing the activity	Students will prepare and collect materials for their four planned activities in the lab using materials from classroom, home, or childcare center.	Materials collected, activity prepared or made for by deadline.	
	5.6.5 Demonstrate enthusiasm, initiative, and commitment to program goals and improvements.	Curriculum – Learning Activity	Students will perform the activity with the children in the center on the scheduled date. Students will complete observation forms on their 4 activity areas.	Attendance to present lesson on scheduled date. Completed observation form	Teacher-made lesson schedule with type of activity and date to perform in center.
	5.6.5 Demonstrate enthusiasm, initiative, and commitment to program goals and improvements.	Curriculum – Observing	Students will complete the evaluation of their lesson on the form and set improvement plans for the next learning activity they prepare.	Completed observation form	
		Curriculum – Evaluating	Students will complete the evaluation of their lesson on the form and set improvement plans for the next learning activity they prepare.	Completed Evaluation Form and improvements for next lesson.	
		Guidance, Routines, Curriculum	Students will complete the 3 <sup>rd</sup> nine week exam	3 <sup>rd</sup> Nine Weeks Exam	Posted in data folder and classroom graph, Plus/Delta

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ESSENTIAL QUESTIONS: Why is Parenting Important?					
STRAND: 15.0 Evaluate the effects of parenting roles and responsibilities on strengthening the well-being of individuals and families			BENCHMARK:		
STANDARD:					
1. Analyze roles and responsibilities of parenting (NFACS 15.1)					
2. Analyze physical and emotional factors related to beginning the parenting process. (NFACS 15.4)					
9 weeks	PERFORMANCE STANDARD	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted  I= Introduce R=Review and Extend M=Master	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)  The student will be able to:	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
4th	15.1.2 Analyze expectations and responsibilities of parenting.	Decisions About Parenthood  Teen Sexuality – Making Responsible Decisions  Teen Parenting Risks	Students will take the parenting pre-test to determine knowledge and post score on classroom graph and data folder.	Pre-Test	Classroom graph and data folder.
Nines Weeks			Students will create a powerpoint outlining factors to consider to determine parent readiness by following the rubrics	Presentation to class And submitted powerpoint Grading Rubric	Computer Laptop Cart Textbook: The Developing Child, Chapter 2, p. 54-56. Rubric
			Students will evaluate the decision of becoming a teen parent by completing the decision making process exercise.	Submitted decision making process	Teacher Resource Book, The Developing Child.
			Students will discuss their decision and outline the impact of goals and values on their decision.	Participation Class discussion	Textbook: The Developing Child, Chapter 2, p. 59-60.
			Students will report on one risk of teen parenting by reading about the risk in the textbook, and giving an oral report to the class	Presentation notes and oral presentation Rubric	Textbook: The Developing Child, Chapter 2, p. 60-64 Rubric

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ESSENTIAL QUESTIONS: Why is Parenting Important?					
STRAND: 15.0 Evaluate the effects of parenting roles and responsibilities on strengthening the well-being of individuals and families			BENCHMARK:		
STANDARD: Analyze physical and emotional factors related to beginning the parenting process. (NFACS 15.4)					
9 weeks	PERFORMANCE STANDARD	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted  I= Introduce R=Review and Extend M=Master	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)  The student will be able to:	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
4th  NINE  WEEKS	15.4.1 Analyze biological processes related to prenatal development, birth, and health of child and mother.	Conception  Understanding Conception <ul style="list-style-type: none"><li>Female Reproduction</li><li>Conception</li><li>How birth control impacts conception</li></ul>  The role of genetics and dominant and recessive genes  Understanding inheritance  Technology and laws influencing conception	Students will develop an understanding of vocabulary related to conception and prenatal development by completing a vocabulary worksheet	Work sheet completed	Textbook: The Developing Child, Chapter 4, p.105 – 121.
	15.4.3 Analyze implications of alternatives to biological parenthood.		Students will develop a timeline that shows the correlation of the female’s menstrual cycle and when conception can occur.	Timeline	
	15.4.4 Analyze legal and ethical impacts of current and emerging technology on fertility and family planning.		Students will draw random myths and facts about conception and validate their answers using their textbook as a reference.	Participation	Textbook: The Developing Child, Chapter 4, p.106 – 107.
			Through a guest speaker, students will define birth control, birth control options, and the effectiveness of the option from the handouts of the presentation.	Attendance and Participation	Guest Speaker: Public Health or School Nurse Textbook: The Developing Child, Chapter 4, p.119.
			Using a pie chart identifying dominant and recessive physical attributes, students will verbally identify their personal dominant and recessive attributes.	Class Participation and discussion	Pie chart - Textbook: Contemporary Living p. ??
		Using the Punnett square, students will predict the inherited outcome for various traits and/or diseases on the worksheet.	Punnett Square Worksheet	<a href="http://anthro.palomar.edu/mendel/mendel_2.htm">http://anthro.palomar.edu/mendel/mendel_2.htm</a>	
		After reviewing the website explaining sperm donations, students will debate the pros and cons of the procedure and the implications of not knowing your biological father.	Participation in debate	<a href="http://www.womens-health.co.uk/donor_sperm.htm">http://www.womens-health.co.uk/donor_sperm.htm</a>	



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ESSENTIAL QUESTIONS: Why is Parenting Important?					
STRAND: 15.0 Evaluate the effects of parenting roles and responsibilities on strengthening the well-being of individuals and families			BENCHMARK:		
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)					
9 weeks	PERFORMANCE STANDARD	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend M=Master	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)  The student will be able to:	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
4 weeks	15.4.1 Analyze biological processes related to prenatal development, birth, and health of child and mother.	Prenatal Development	By creating a chart, students will illustrate prenatal development of fetus and physical changes of pregnancy	Completed chart	Textbook: The Developing Child, Chapter 4, p.108 – 112.
	15.2.1 Choose nurturing practices that support human growth and development	Nutrition and the impact on a healthy pregnancy.	Students will compare and contrast a healthy diet of an average adult and that of pregnant women and determine the similarities and differences on a Venn Diagram.	Venn Diagram	<a href="http://www.mypyramid.gov/mypyramidmoms/index.html">http://www.mypyramid.gov/mypyramidmoms/index.html</a> Textbook: The Developing Child, Chapter 5, p.153-156.
		The effects of alcohol, tobacco, and other substances on the developing fetus	After the GRADS presentations and the FAS knowledge test, students will identify the effects of alcohol or other substances on the developing fetus by illustrating the impact on a poster.	Poster	GRADS presentation FAS Quiz Textbook: The Developing Child, Chapter 4, 135 - 138.
		Labor and Delivery	Students will identify developments in 3 stages of delivery by matching the development to the proper stage on a worksheet.	Worksheet	Textbook: The Developing Child, Chapter 6, 184-185.
		Labor and Delivery	After viewing the Labor and Delivery video, students will brainstorm the emotional and physical impact of labor on the mother and father by listing and discussing their answers	Discussion Attendance Participation	Video: Labor and Delivery
		The Health of a Newborn	Students will discuss and describe what a baby would look and act like that has an Apgar score of 6 or above through discussion.	Discussion	Textbook: The Developing Child, Chapter 6, 192-193.
		Conception and Prenatal Development	Students will complete Post-Test on Conception and Prenatal Unit	Completed Post-Test	Classroom Graph, and Data Folder

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ESSENTIAL QUESTIONS: Why is Parenting Important?					
STRAND: 15.0 Evaluate the effects of parenting roles and responsibilities on strengthening the well-being of individuals and families			BENCHMARK:		
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 weeks	PERFORMANCE STANDARD	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted  I= Introduce R=Review and Extend M=Master	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)  The student will be able to:	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
4th Nine Weeks	15.1.1 Analyze expectations and responsibilities of parenting.  15.3.1 Assess community resources and services available to families.  15.3.2 Appraise community resources that provide opportunities related to parenting.	Bringing Baby Home and Living on your own.  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.  Students will draw for a life situation from: <ul style="list-style-type: none"><li>Married/Go to school and part-time employment</li><li>Single Parent – Professional Career</li><li>Single Parent – Working Full-time Non-Professional Career</li><li>Married – Dual income</li></ul> For their life, students will: <ul style="list-style-type: none"><li>Figure monthly income, select housing, and prepare a monthly budget including childcare expense.</li><li>Price the costs of medical care for children, necessary childcare equipment and supplies using the internet or trip to local stores and recording on worksheet.</li><li>Pay bills and balance their bank account for a monthly simulation using their simulation packet.</li><li>Make simulated appointments for community resources such as WIC, Health Clinics, Childcare, etc. and record on resource sheet</li></ul>	Computerized printout of success or failure. Students journal from experience  Life number recorded  Housing Form completed Monthly Budget Completed Shopping for Baby Form Completed Checkbook simulation and reconciliation completed Appointment and Resource information sheet completed.	Baby-Think-It-Over Dolls Baby-Think-It-Over Program chart, printouts, journals.  Teacher-made life simulations  Local Housing Advertising bulletins and booklets. Portales News Tribune Classifieds ENMU Student Housing Catalog Life Simulation Packet includes checkbook, bank account info, and bank statement. Telephone Book for Community resources and number

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ESSENTIAL QUESTIONS: Why is Parenting Important?					
STRAND: 15.0 Evaluate the effects of parenting roles and responsibilities on strengthening the well-being of individuals and families			BENCHMARK:		
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)					
9 weeks	PERFORMANCE STANDARD	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted  I= Introduce R=Review and Extend M=Master	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
4 weeks	15.2.1 Choose nurturing practices that support human growth and development	The Importance of Bonding	After viewing the movie, The Child of Rage, students will discuss the impact of Bonding on the security of a child and their physiological health through class discussion and identification of bonding strategies between parents and their babies.	Participation Discussion	Video: The Child of Rage  Textbook: The Developing Child, Chapter 6, 195.
	15.2.3 Assess the effects of abuse and neglect on children and families and determine methods of prevention.	Sudden Infant Death Syndrome	Students will read a short parenting newsletter concerning SIDS and outline 3 parenting strategies to reduce the risk on a graphic organizer.	Graphic organizer	Textbook: The Developing Child, Chapter 7, 228
		Baby's Crying and Handling Stress	Students will conduct a demonstration on stressors and a crying baby. After viewing the demonstration, students will identify stressors in family life, and develop and write healthy strategies to cope with the stress.	Participation in demonstration Worksheet with solutions to handling stress	Textbook: The Developing Child, Chapter 21, 599 - 607
		Baby's Crying and Handling Stress	After viewing the video, "The Story of Elijah", students will reflect on the physical and emotional factors before and shaking baby syndrome through classroom discussion	Participation in discussion	

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ESSENTIAL QUESTIONS: Why is Parenting Important?					
STRAND: 15.0 Evaluate the effects of parenting roles and responsibilities on strengthening the well-being of individuals and families			BENCHMARK:		
STANDARD: Evaluate parenting practices that maximize human growth and development (NFACS 15.2)					
9 weeks	PERFORMANCE STANDARD	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted  I= Introduce R=Review and Extend M=Master	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)  The student will be able to:	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
4 weeks	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	Students will translate the laws concerning abuse and neglect by reading the New Mexico legal descriptions and completing a true/false questionnaire.	True/False Questionnaire	Teen Parents and the Law Curriculum Binder Teacher-made questionnaire Textbook: The Developing Child, Chapter 21, 617-622 Teacher made scenarios
	15.3.3 Summarize current laws and policies related to parenting.	NM Laws on Abuse and Neglect	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. Students will defend their classification of their scenario to the class validating their answers with law citations.	Completed action  Verbal Defense	NM Law Handout from Teen Parents and the Law Curriculum Binder
		Applying NM Abuse and Neglect Laws	Given actual court examples, students will role play a family court scene to determine if abuse and neglect has resulted and formulate the sentence for parents and guardianship of children. Assigned roles: Judge, Jury, Prosecuting Attorney, Defendant, Defending Attorney, Guardian at Lieu, Bailiff. <ul style="list-style-type: none"><li>Students will prepare their questions and arguments.</li><li>Students will review and identify the appropriate laws to apply.</li><li>Students will present their questions and case.</li><li>Students will compare outcome to real case.</li></ul>	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

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STANDARD:					
1. Evaluate parenting practices that maximize human growth and development (NFACS 15.2)					
2. Analyze roles and responsibilities of parenting. (NFACS 15.1)					
9 weeks	PERFORMANCE STANDARD	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted  I= Introduce R=Review and Extend M=Master	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)  The student will be able to:	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
4th Nine Weeks	15.2.1 Choose nurturing practices that support human growth and development	Balancing Work and Family Family Medical Leave Act	Students will complete the seven questions of section 5-2, page 170, to review the time management, money management and Family Medical Leave Act.	Completed questions	Textbook: The Developing Child, Chapter 5, p. 170.
	15.3.3 Summarize current laws and policies related to parenting.				
	15.1.4 Analyze societal conditions that influence parenting across the life span.	Building Strong Families	On a poster, students will identify how families meet each child’s basic needs by giving an example in the physical, intellectual, social, emotional, and moral development areas.	Completed Poster	Textbook: The Developing Child, Chapter 3, p. 71.
			Through class discussion, students will identify verbally current trends that influence the family.	Class Discussion	Textbook: The Developing Child, Chapter 3, p. 77.
			Students will identify how “family traditions” have created a sense of togetherness and strength in their family by sharing a photograph with the class.	Participation in the sharing.	Textbook: The Developing Child, Chapter 3, p. 80 - 81.
		Comprehensive 2 <sup>nd</sup> Semester Test	Students will complete semester test	Completed Semester Test	