

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: Child Development
Course Number: 00761
Course Prerequisites: none

Course Description: Child Development is an elective course designed for grades 9-12. It is a course beneficial to anyone planning to become a parent in the future and those who plan a career working with children. The course will explore the importance of studying Child Development, the process of conception and the development of the child in the womb. Students will also extend their knowledge of the developing newborns, infants, toddlers, preschoolers and the responsibility of the family to encourage appropriate development. The course will require a final exam.

Suggested Grade Level: Grades 9-12

Length of Course: One Semester

Units of Credit: .5

PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certifications:

CSPG 44 – Family & Consumer Sciences

To find the CSPG information, go to [CSPG](#)

Certification verified by the WCSD Human Resources Department: Yes No

WCSD STUDENT DATA SYSTEM INFORMATION

Course Level: Academic

Mark Types: Check all that apply.

F – Final Average MP – Marking Period EXM – Final Exam

GPA Type: GPAEL-GPA Elementary GPAML-GPA for Middle Level NHS-National Honor Society

UGPA-Non-Weighted Grade Point Average GPA-Weighted Grade Point Average

State Course Code: 19052

To find the State Course Code, go to [State Course Code](#), download the Excel file for SCED, click on SCED 6.0 tab, and chose the correct code that corresponds with the course.

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TEXTBOOKS AND SUPPLEMENTAL MATERIALS

Board Approved Textbooks, Software, and Materials:

Title: Children- The Early Years
Publisher: The Goodheart-Wilcox Company, Inc.
ISBN #: 1-56637-946-6
Copyright Date: 2004
WCSD Board Approval Date: June 2005

Supplemental Materials:

Curriculum Document

WCSD Board Approval:

Date Finalized: 10/12/2016
Date Approved: 1/9/2017
Implementation Year: 2017-2018

SPECIAL EDUCATION, 504, and GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (IEP), Chapter 15 Section 504 Plan (504), and/or Gifted Individual Education Plan (GIEP).

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SCOPE AND SEQUENCE OF CONTENT, CONCEPTS, AND SKILLS

Performance Indicator	PA Core Standard and/or Eligible Content	Month Taught and Assessed for Mastery
List reasons for learning about children	11.4.A, 11.4.B,11.4.C	September January
Define the term Child Development	11.4.A, 11.4.B,11.4.C	September January
Describe the individual life cycle	11.4.A, 11.4.B,11.4.C	September January
Describe three factors that promote growth and development	11.4.A, 11.4.B,11.4.C	September September
Identify differences in the rate of growth and development	11.4.A, 11.4.B,11.4.C	September February
Explain and give examples of some major principals and theories of growth and development	11.4.A, 11.4.B,11.4.C	September February
Develop observation skills	11.4.A, 11.4.B,11.4.C	September February 11.4.A
Process of Conception	11.4.A, 11.4.B, 11.4.C	September October
Part genetics plays in development	11.4.A, 11.4.B, 11.4.C	September October
Pros and Cons of multiple pregnancies	11.4.A, 11.4.B, 11.4.C	September October
Stages of prenatal development	11.4.A, 11.4.B, 11.4.C	September October
Signs of pregnancy	11.4.A, 11.4.B, 11.4.C	September October
Pros and cons of prenatal care	11.4.A, 11.4.B, 11.4.C	September October
Delivery options	11.4.A, 11.4.B, 11.4.C	September October
Stages of labor	11.4.A, 11.4.B, 11.4.C	September October
Complications in labor	11.4.A, 11.4.B, 11.4.C	September October
Bonding and postpartum care	11.4.A, 11.4.B, 11.4.C	September October
Explain the roots of four emotions-love, fear, anxiety, and anger	11.4.A, 11.4.B, 11.4.C	November December
Describe ways to stimulate babies mental development	11.4.A, 11.4.B, 11.4.C	November December
Demonstrate skills that meet babies' physical needs	11.4.A, 11.4.B, 11.4.C	November December
Plan ways to meet the developmental needs of babies in their first year	11.4.A, 11.4.B, 11.4.C	November December

WARREN COUNTY SCHOOL DISTRICT

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Performance Indicator	PA Core Standard and/or Eligible Content	Month Taught and Assessed for Mastery
Describe characteristics of a newborn/infant	11.4.A, 11.4.B, 11.4.C	November December
Identify physical, intellectual, and social needs of a newborn/infant	11.4.A, 11.4.B, 11.4.C	November December
Describe the order in which an infant's motor skills develop	11.4.A, 11.4.B, 11.4.C	November December
Describe how and what infants learn	11.4.A, 11.4.B, 11.4.C	November December
Explain how infants express what they know through language	11.4.A, 11.4.B, 11.4.C	November December
Identify the order in which infants learn	11.4.A, 11.4.B, 11.4.C	November December
Identify temperamental differences in babies	11.4.A, 11.4.B, 11.4.C	November December
Describe the infant's major first-year social tasks	11.4.A, 11.4.B, 11.4.C	November December
Describe physical changes in toddlers and preschoolers	11.4.A, 11.4.B, 11.4.C	December January
Describe toddler and preschoolers fine and gross motor skill development	11.4.A, 11.4.B, 11.4.C	December January
Describe how and what toddlers and preschoolers learn	11.4.A, 11.4.B, 11.4.C	December January
Describe the sequence of language development	11.4.A, 11.4.B, 11.4.C	December January
Describe how toddlers develop self-will	11.4.A, 11.4.B, 11.4.C	December January
Explain the way toddlers and preschoolers extend their social relationships with others	11.4.A, 11.4.B, 11.4.C	December January
Describe how toddlers develop a sense of self-worth	11.4.A, 11.4.B, 11.4.C	December January
Identify how toddlers reveal their emotions	11.4.A, 11.4.B, 11.4.C	December January
Plan ways to meet toddler and preschoolers physical needs	11.4.A, 11.4.B, 11.4.C	December January
Stimulate toddler and preschoolers' growing mental abilities	11.4.A, 11.4.B, 11.4.C	December January
Describe how to help toddlers and preschoolers adjust to changing social controls	11.4.A, 11.4.B, 11.4.C	December January
Analyze the problems preschooler face as they develop initiative	11.4.A, 11.4.B, 11.4.C	December January
Explain how adults can help children become more responsible	11.4.A, 11.4.B, 11.4.C	December January

WARREN COUNTY SCHOOL DISTRICT

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Performance Indicator	PA Core Standard and/or Eligible Content	Month Taught and Assessed for Mastery
Describe how preschool children learn gender roles	11.4.A, 11.4.B, 11.4.C	December January
Discuss the growing importance of friends	11.4.A, 11.4.B, 11.4.C	December January
Describe how feelings and emotions change during the preschool years	11.4.A, 11.4.B, 11.4.C	December January

ASSESSMENTS

PSSA Academic Standards, Assessment Anchors, and Eligible Content: The teacher must be knowledgeable of the PDE Academic Standards, Assessment Anchors, and Eligible Content and incorporate them regularly into planned instruction.

Formative Assessments: The teacher will utilize a variety of assessment methods to conduct in-process evaluations of student learning.

Effective formative assessments for this course include: Pre-Assessments of prior knowledge (e.g. entrance cards or KWL chart) • Labs/lab reports • Bell ringers/Problems of the Day (PODs) • Discussions • Teacher observation/Questioning • Graphic organizers (e.g. Venn diagrams, word mapping, webbing, KWL chart, etc.) • Summarizing • Retelling • Notetaking • Problem-based learning modules • Authentic assessment • Oral presentations • Outlining • Journaling • Student presentations/projects • Open-ended response • Classroom Performance System (CPS)

Summative Assessments: The teacher will utilize a variety of assessment methods to evaluate student learning at the end of an instructional task, lesson, and/or unit.

Effective summative assessments for this course include: Essays • Open-Ended Responses • Projects • Quizzes/tests • Student presentations • Portfolios