



West Windsor-Plainsboro Regional School District Child Growth & Development Grades 9-12 Practical

Unit 1: Conception, Pregnancy, Prenatal Development and Childbirth	
Content Area: Career Readiness, Life Literacies & Key Skills	
Course & Grade Level: Child Growth and Development Grades 9-12	
Summary and Rationale	
Students will encompass comprehensive education on conception, pregnancy, prenatal growth and development, and childbirth. By engaging in these topics, students will cultivate a profound comprehension of health, nutrition, wellness, and their physiological systems. In addition, students will be equipped with the necessary information to make informed decisions, fostering a conducive culture that promotes healthy attitudes and behaviors in relation to these subjects.	
Recommended Pacing	
45 days	
2018 National Standards for Family and Consumer Sciences Education	
Content Standard	Competencies
12.1	Analyze principles of human growth and development across the lifespan.
12.1.2	Analyze interrelationships among physical, emotional, social, moral, and cognitive aspects of human growth and development.
12.2	Analyze conditions that influence human growth and development.
12.2.1	Analyze the influences of heredity and environment on human growth and development.
12.3.1	Analyze the role of nurturance on human growth and development.
12.3.3	Analyze the role of educational and family and social services support systems and resources in meeting human growth and development needs.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills 2020	
CPI #	Cumulative Progress Indicator (CPI)
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view
9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect
9.4.12.CT.1:	Identify problem-solving strategies used in the development of an innovative product or practice
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations
Interdisciplinary Connections	
New Jersey Student Learning Standards for English Language Arts Companion Standards Progress Indicators Reading Science and Technical Subjects	
Key Ideas and Details	
RST.9-10.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.	
RST.9-10.2. Determine the central ideas, themes, or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	
RST.9-10.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	

Integration of Knowledge and Ideas

RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

RST.9-10.8. Determine if the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

RST.9-10.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

Craft and Structure

RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.

RST.9-10.5. Analyze the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).

RST.9-10.6. Determine the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

Range of Reading and Level of Text Complexity:

RST.9-10.10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

Instructional Focus

Unit Enduring Understandings

- Comprehending Bodily Changes: Grasping the intricacies of our bodies, and the changes they undergo, is fundamental to understanding human development and health.
- Significance of Prenatal Health and Genetic Testing: Recognizing the critical role of prenatal health and the value of genetic testing in forecasting and managing potential health concerns.
- Exploring Pathways to Parenthood: Broadening awareness of the varied means through which one can transition into the role of a parent, beyond traditional biological processes.
- Unveiling the Origins of Birth Defects and Learning Disabilities: Encouraging understanding and empathy by exploring why children may be born with or develop birth defects and learning disabilities.

Unit Essential Questions

- The Process of Natural Pregnancy: How does pregnancy occur naturally within the human body?
- Alternative Paths to Parenthood: What are the other options available for individuals or couples who wish to become parents?
- Influence of Nature and Nurture on Development: How do genetic factors ("nature") and environmental influences ("nurture") impact human development?
- Impacts of Prenatal Health on Baby Development: How does the health of a pregnant individual affect the developmental journey and overall health of the baby?

Objectives:

- *Understand Human Conception and Pregnancy:* Students will be able to explain the process of human conception and the stages of pregnancy, as well as identify key aspects of fetal development at each stage.
- *Identify Nutritional Needs During Pregnancy:* Students will understand the importance of nutrition during pregnancy, identifying specific nutritional needs of both the pregnant individual and the developing fetus.
- *Discuss Prenatal Growth and Development:* Students will explore the changes that occur during each trimester of pregnancy, understanding how each phase contributes to the overall development and growth of the fetus.
- *Explain the Childbirth Process:* Students will be able to describe the stages of labor and childbirth, and understand the key medical procedures and interventions that might be used.

- *Promote Healthy Attitudes Toward Pregnancy and Childbirth:* Students will discuss the cultural, social, and personal factors that can influence attitudes toward pregnancy and childbirth, and develop strategies to promote a positive, supportive culture.
- *Analyze the Impact of Wellness on Pregnancy and Childbirth:* Students will be able to discuss how physical wellness, mental wellness, and overall health can impact the pregnancy and birth process.
- *Evaluate Choices Regarding Pregnancy and Childbirth:* Students will critically evaluate different choices and decisions that can be made during pregnancy and childbirth, using accurate information and understanding the implications of these choices for health and well-being.
- *Empower Informed Decision Making:* Students will learn how to access, analyze and use information related to conception, pregnancy, prenatal growth, and childbirth to make informed decisions that promote their own health and wellness.
- *Appreciate Diversity in Pregnancy and Childbirth Experiences:* Students will gain an understanding that there are diverse experiences and choices surrounding conception, pregnancy, prenatal growth, and childbirth, and these are influenced by a variety of factors including culture, personal beliefs, medical conditions, etc.
- *Engage in Effective Communication:* Students will be able to articulate their thoughts, opinions, and questions related to the topics of conception, pregnancy, prenatal growth, and childbirth in a respectful and informed manner.

We are learning to/that:

- **Understand the process of human conception:** We are learning to explain the process of human conception and the stages of pregnancy, as well as to identify key aspects of fetal development at each stage. We are learning to explore the changes that occur during each trimester of pregnancy and understand how each phase contributes to the overall development and growth of the fetus.
- We are learning to describe the stages of labor and childbirth, and understand the key medical procedures and interventions that might be applied.
- **Explore and Research Health and Pregnancy:** We are learning that nutrition during pregnancy is crucial and how to identify specific nutritional needs of both the pregnant individual and the developing fetus. We are learning to discuss how physical wellness, mental wellness, and overall health can impact the pregnancy and birth process.
- **Analyzing Influential Factors on Development:** We are learning to discuss the cultural, social, and personal factors that can influence attitudes toward pregnancy and childbirth, and develop strategies to promote a positive, supportive culture.
- **Developing Critical Thinking:** We are learning to critically evaluate different choices and decisions that can be made during pregnancy and childbirth, using accurate information and understanding the implications of these choices for health and well-being.
- **Assess and Analyze:** We are learning to access, analyze, and use information related to conception, pregnancy, prenatal growth, and childbirth to make informed decisions that promote our own health and wellness.
- **Developing Cognitive Empathy:** We are learning that there are diverse experiences and choices surrounding conception, pregnancy, prenatal growth, and childbirth, and these are influenced by a variety of factors including culture, personal beliefs, medical conditions, etc.
- **Effectively Communicate:** We are learning to articulate our thoughts, opinions, and questions related to the topics of conception, pregnancy, prenatal growth, and childbirth in a respectful and informed manner.

Students will know:

- Ovulation and Conception
- Artificial Insemination, In-Vitro Fertilization, Ovum Transfer and Surrogate
- Three main stages of prenatal development

- Role of genetics in inherited traits
- Role of the environment on prenatal development
- Relationship between a mother’s health and the health of the baby

Students will be able to:

- Describe the process of ovulation, conception and pregnancy
- Discuss options for infertility
- Illustrate the stages of pregnancy
- Discuss genetics and identify their own genetic traits
- Describe how environmental factors and inequalities can harm an unborn baby
- Summarize the importance of prenatal healthcare and the risks associated with poor prenatal healthcare

Evidence of Learning

- Formative Assessment
- Summative Assessment
- Alternative Assessment
- Benchmark

Assessments:

The assessment plan for the Career Readiness, Life Literacies & Key Skills Curriculum encompasses a range of assessments that focus on equipping students with essential skills and literacies needed for success in their careers and daily lives. These assessments are carefully designed to evaluate students' proficiency in critical areas such as career readiness, financial literacy, digital skills, and personal development. The assessment plan incorporates various types of assessments, including formative and summative assessments, self-assessments, and tasks aligned with the core competencies of career readiness and life literacies. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. Student accommodations can be found [here](#).

Resources

Core Texts:

- The Developing Child by Glencoe/ McGraw Hill 2010
- Anti-Bias Education for Young Children & Ourselves: NAECY Louise Derman-Sparks & Julie Olsen Edwards with Catherine M. Goins 2020
- Child and Adolescent Development: A Social Justice Approach by Kristine Anthis 2016

Unit 2: Infancy - 5 years old	
Content Area: Career Readiness, Life Literacies & Key Skills	
Course & Grade Level: Child Growth and Development Grades 9-12	
Summary and Rationale	
<p>Students will engage in a comprehensive exploration of infant, toddler, and early childhood development up to the age of 5, fostering a profound comprehension of the holistic nature of a child's growth and how it is shaped by various influences such as home environment, educational settings, and the surrounding community. Emphasis will be placed on critically examining social justice issues and assessing their profound impact on child development. Furthermore, students will acquire a solid foundation in child development theories, enabling them to effectively comprehend the intricate processes of children's growth. Through an in-depth study of physical, cognitive, speech and language, and social-emotional changes that transpire during this developmental phase, alongside consideration of cultural and environmental factors, students will cultivate a profound understanding that can be directly applied within the preschool learning laboratory.</p>	
Recommended Pacing	
45 days	
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12.1	Analyze principles of human growth and development across the lifespan.
12.1.1	Analyze physical, emotional, social, moral, and cognitive development.
12.1.2	Analyze interrelationships among physical, emotional, social, moral, and cognitive aspects of human growth and development.
12.1.3	Analyze current and emerging research about human growth and development, including but not limited to brain development research.
12.2	Analyze conditions that influence human growth and development.
12.2.1	Analyze the influences of heredity and environment on human growth and development.
12.2.2	Analyze the influences of social, economic, and technological forces on individual growth and development.
12.2.3	Analyze the influences of gender, ethnicity, and culture on individual development.
12.2.4	Analyze the influences of life events on individuals' physical, emotional, social, moral and cognitive development.
12.2.5	Analyze geographic, political, and global influences on human growth and development.
12.3	Analyze strategies that promote growth and development across the lifespan.
12.3.1	Analyze the role of nurturance on human growth and development.
12.3.2	Analyze the role of communication on human growth and development.
12.3.3	Analyze the role of educational and family and social services support systems and resources in meeting human growth and development needs.
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9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations

Interdisciplinary Connections

**New Jersey Student Learning Standards for English Language Arts Companion Standards
Progress Indicators Reading Science and Technical Subjects**

Key Ideas and Details

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Range of Reading and Level of Text Complexity:

RST.9-10.10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

Instructional Focus

Unit Enduring Understandings

- Comprehending the Whole Child 0-5 years old: homelife, school and community as well as the impact of cultural and environmental factors
- Differentiate between equality, equity and justice and how they shape development and opportunities
- Exploring the 5 stages of development and the ability to discriminate between the areas
- Awareness of the major principles and theories about growth and development

Unit Essential Questions

- The process of childhood development 0-5 years and what factors influence development?

- Impact and influence that an early education environment dedicated to social justice has on children?
- If there are predictable stages of development, why are some children developing differently?
- What types of support and interventions are available for children who are not typically developing?

Objectives:

- Understand the fundamental principles of infant, toddler, and early childhood development up to the age of 5: Students will study and comprehend the significant physical, cognitive, speech & language, and social-emotional changes that occur during these early years.
- Analyze the role of various environments in child development: Students will scrutinize how homelife, school, and community settings contribute to the development of the child.
- Investigate child development theories: Students will explore prominent child development theories such as those proposed by Piaget, Vygotsky, Montessori, Erikson, Gardner, etc., to gain a deeper understanding of how children develop.
- Apply child development theories to practical scenarios: Students will utilize their understanding of child development theories in a preschool learning laboratory, enabling them to observe and interpret child behaviors in a practical context.
- Examine the impact of social justice on child development: Students will discuss and evaluate how issues of social justice, such as equality, fairness, and inclusivity, can influence early childhood development.
- Recognize the influence of cultural and environmental factors: Students will identify and understand how various cultural practices and environmental conditions can affect early childhood development.
- Develop a holistic understanding of early childhood development: By integrating all of the above elements, students will cultivate a comprehensive perspective of early childhood development that takes into account multiple factors and dimensions.
- Foster skills for critical analysis and thoughtful discussion: Through studying, analyzing, and discussing these complex issues, students will develop their abilities to critically examine information, articulate their thoughts, and engage in productive discussions.
- Translate understanding into practice: Students will apply the knowledge and understanding they have gained in this course to real-life situations, particularly in the context of early childhood education and care.

We are learning to/that:

- **Overview of Child Development Stages:** We are learning to understand the fundamental principles of infant, toddler, and early childhood development up to the age of 5.
- **Analyzing Influential Factors on Development:** We are learning to analyze how homelife, school, and community environments shape child development.
- **Analyzing Influential Factors on Development:** We are learning to recognize and appreciate the influence of cultural and environmental factors on child development.
- **Applying Child Development Theories:** We are learning that child development theories can provide deeper insights into how children grow and change.
- **Using Theories to Understand Behavior:** We are learning to apply child development theories in practical situations, such as a preschool learning laboratory.
- **Examining Social Justice in Child Development** We are learning that social justice issues significantly impact early childhood development.
- **Explore and Understand Interdisciplinary Connections:** We are learning to develop a holistic understanding of early childhood development by integrating knowledge from various domains.
- **Developing Critical Thinking Skills:** We are learning that critical thinking and thoughtful discussion are key skills in understanding complex developmental issues.
- **Applying Knowledge and Providing Care:** We are learning to translate our understanding of child development into effective practices in real-world situations, providing children with a nurturing and supportive environment that promotes their holistic growth particularly in early childhood education and care.

Students will know:

- Development of the whole child ages 0-5 and the 5 stages of growth and development
- Interventions and support options for children who are not typically developing
- How to determine if a early education classroom environment is fostering social justice
- The developmental milestones for infants, toddlers and preschoolers to age 5
- The major principles and theories about growth and development

Students will be able to:

- Objectively observe children ages 3-5 in our preschool laboratory and take, analyze and report on their fact based data using the 5 stages of growth and development
- Articulate how our preschool classroom supports social justice and use our materials to support this
- Report on the milestones and show fact based evidence
- Debate the past and current theories about growth and development

Evidence of Learning Formative Assessment Summative Assessment Alternative Assessment Benchmark**Assessments:**

The assessment plan for the Career Readiness, Life Literacies & Key Skills Curriculum encompasses a range of assessments that focus on equipping students with essential skills and literacies needed for success in their careers and daily lives. These assessments are carefully designed to evaluate students' proficiency in critical areas such as career readiness, financial literacy, digital skills, and personal development. The assessment plan incorporates various types of assessments, including formative and summative assessments, self-assessments, and tasks aligned with the core competencies of career readiness and life literacies. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. Student accommodations can be found [here](#).

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Unit 3: Children 5-11 Years Old	
Content Area: Career Readiness, Life Literacies & Key Skills	
Course & Grade Level: Child Growth and Development Grades 9-12	
Summary and Rationale	
<p>Students will engage in a comprehensive exploration of the developmental processes spanning from middle childhood to adolescence, encompassing the age range of 5 to 11 years. This unit aims to foster a profound comprehension of the holistic nature of the child and the multifaceted influences that shape their development including a child’s personal experiences. By critically examining the effects of home life, education, and the surrounding community, students will gain insights into the intricate interplay between these factors including social justice during the middle education years. Furthermore, students will learn how teachers of this age group employ methods of objective observation, data collection, and assessment to guide their instruction effectively.</p>	
Recommended Pacing	
45 days	
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Content Standard	Competencies
12.1.1	Analyze physical, emotional, social, moral, and cognitive development.
12.1.2	Analyze interrelationships among physical, emotional, social, moral, and cognitive aspects of human growth and development.
12.1.3	Analyze current and emerging research about human growth and development, including but not limited to brain development research.
12.2.2	Analyze the influences of social, economic, and technological forces on individual growth and development.
12.2.3	Analyze the influences of gender, ethnicity, and culture on individual development.
12.2.4	Analyze the influences of life events on individuals' physical, emotional, social, moral and cognitive development.
12.2.5	Analyze geographic, political, and global influences on human growth and development.
12.3	Analyze strategies that promote growth and development across the lifespan.
12.3.1	Analyze the role of nurturance on human growth and development.
12.3.2	Analyze the role of communication on human growth and development.
12.3.3	Analyze the role of educational and family and social services support systems and resources in meeting human growth and development needs.
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Interdisciplinary Connections	
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RST.9-10.6. Determine the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

Range of Reading and Level of Text Complexity:

RST.9-10.10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

Instructional Focus**Unit Enduring Understandings**

- Understanding Child Development Stages: Recognize that the transition from middle childhood to adolescence is a critical period of complex physical, cognitive, emotional, and social changes that shapes an individual's personality and worldview.
- Role of Environment in Child Development: Appreciate that a child's development is significantly influenced by their immediate environments, such as home, school, and community, necessitating a comprehensive approach towards fostering conducive environments for development.
- Impact of Social Justice: Understand that social justice plays a pivotal role in child development, influencing access to opportunities, overall well-being, and self-concept during the early education years.
- Value of Child Development Theories: Recognize that child development theories provide valuable frameworks for understanding how children grow and learn, guiding practices in early education and intervention.
- Importance of Observation and Assessment: Appreciate that objective observation, data collection, and child assessment are vital tools in understanding child behavior and guiding instructional practices, contributing to individualized learning experiences.
- Practical Application of Observations and Assessments: Understand that the application of collected data and observations in educational planning is essential in meeting individual developmental needs and fostering an effective learning environment.

- Interconnectivity of Factors Impacting Child Development: Realize the intricate interplay between various factors influencing child development, understanding that each child's development path is unique and shaped by a multitude of intertwined influences.

Unit Essential Questions

- Child Development Stages: How do the physical, cognitive, emotional, and social changes from middle childhood to adolescence shape an individual's development?
- Role of Environment in Child Development: How do the home, school, and community environments influence a child's development during the early education years? How can we adapt these environments to support optimal development?
- Impact of Social Justice: How does social justice, or the lack thereof, impact a child's development during the early education years? What role can educational institutions play in promoting social justice?
- Value of Child Development Theories: How do different child development theories provide frameworks for understanding the growth and learning processes in children? How can these theories guide early education and intervention strategies?
- Importance of Observation and Assessment: Why are objective observation, data collection, and child assessment critical tools in understanding child behavior? How do these methods guide instructional practices?
- Practical Application of Observations and Assessments: How can teachers apply data and observations collected in creating individualized educational plans? How does this application improve the learning environment and outcomes?
- Interconnectivity of Factors Impacting Child Development: How do various factors interplay to influence a child's unique development path? How can educators and parents consider these complex relationships when supporting a child's development?

Objectives:

- Understand the developmental stages of children from middle childhood to adolescence, specifically between the ages of 5-11.
- Identify and describe the key aspects of physical, cognitive, and social-emotional development in children during this age range.
- Analyze the impact of various factors - including home life, school environment, and community - on the child's development.
- Examine the concept of social justice and its role in the development of children between ages 5-11.
- Evaluate the impact of social justice on the experiences and outcomes of children's development in different socio-economic, cultural, and educational contexts.
- Gain an in-depth understanding of various child development theories and how they explain the progression of development during middle childhood to adolescence.
- Apply child development theories to explain observations of child behavior and growth.
- Learn and practice various methods of objective observation and data collection in the context of child development and learning.
- Understand the purpose and methods of assessing child development to guide instruction and intervention strategies.
- Apply knowledge of child development, objective observation, data collection, and assessment to formulate effective strategies for instruction and intervention.
- Develop critical thinking skills to understand and interpret the multi-faceted influences on a child's development from middle childhood to adolescence.
- Foster an empathetic understanding of the unique challenges and experiences faced by children in this developmental stage in different socio-economic and cultural contexts.

Students will know:

- Students will know the developmental stages of children from middle childhood to adolescence, specifically between the ages of 5-11.
- Students will know the key aspects of physical, cognitive, and social-emotional development in children during this age range.
- Students will know how to analyze the impact of various factors - including home life, school environment, and community - on the child's development.
- Students will know the concept of social justice and its role in the development of children between ages 5-11.
- Students will know how to evaluate the impact of social justice on the experiences and outcomes of children's development in different socio-economic, cultural, and educational contexts.
- Students will know various child development theories and how they explain the progression of development during middle childhood to adolescence.
- Students will know how to apply child development theories to explain observations of child behavior and growth.
- Students will know various methods of objective observation and data collection in the context of child development and learning.
- Students will know the purpose and methods of assessing child development to guide instruction and intervention strategies.
- Students will know how to apply their knowledge of child development, objective observation, data collection, and assessment to formulate effective strategies for instruction and intervention.
- Students will know how to use critical thinking skills to understand and interpret the multi-faceted influences on a child's development from middle childhood to adolescence.
- Students will know how to empathize and understand the unique challenges and experiences faced by children in this developmental stage in different socio-economic and cultural contexts.

Students will be able to:

- Students will be able to understand the developmental stages of children from middle childhood to adolescence, specifically between the ages of 5-11.
- Students will be able to identify and describe the key aspects of physical, cognitive, and social-emotional development in children during this age range.
- Students will be able to analyze the impact of various factors - including home life, school environment, and community - on a child's development.
- Students will be able to examine the concept of social justice and its role in the development of children between ages 5-11.
- Students will be able to evaluate the impact of social justice on the experiences and outcomes of children's development in different socio-economic, cultural, and educational contexts.
- Students will be able to gain an in-depth understanding of various child development theories and explain how they map the progression of development during middle childhood to adolescence.
- Students will be able to apply child development theories to explain their observations of child behavior and growth.
- Students will be able to learn and practice various methods of objective observation and data collection in the context of child development and learning.
- Students will be able to understand the purpose of assessing child development and use various methods to guide instruction and intervention strategies.
- Students will be able to apply their knowledge of child development, observation, data collection, and assessment to formulate effective strategies for instruction and intervention.
- Students will be able to develop critical thinking skills to understand and interpret the multi-faceted influences on a child's development from middle childhood to adolescence.
- Students will be able to foster an empathetic understanding of the unique challenges and experiences faced by children in this developmental stage in different socio-economic and cultural contexts.

We are learning to/that:

- **Overview of Child Development Stages:** We are learning to understand the developmental stages of children from middle childhood to adolescence, specifically between the ages of 5-11.
- **Understanding Key Aspects of Child Development:** We are learning that physical, cognitive, and socio-emotional developments are key aspects to consider in children within this age range.
- **Analyzing Influential Factors on Development:** We are learning to analyze the impact of various factors such as home life, school environment, and community on the child's development.
- **Examining Social Justice in Child Development:** We are learning to examine the concept of social justice and its role in the development of children between ages 5-11.
- **Evaluating the Impact of Social Justice:** We are learning to evaluate the impact of social justice on the experiences and outcomes of children's development in different socio-economic, cultural, and educational contexts.
- **Applying Child Development Theories:** We are learning to gain an in-depth understanding of various child development theories and how they explain the progression of development during middle childhood to adolescence.
- **Using Theories to Understand Behavior:** We are learning to apply child development theories to explain observations of child behavior and growth.
- **Learning Observation and Data Collection Methods:** We are learning to practice various methods of objective observation and data collection in the context of child development and learning.
- **Understanding Assessment in Child Development:** We are learning to understand the purpose and methods of assessing child development to guide instruction and intervention strategies.
- **Formulating Effective Instruction and Intervention Strategies:** We are learning to apply knowledge of child development, objective observation, data collection, and assessment to formulate effective strategies for instruction and intervention.
- **Developing Critical Thinking Skills:** We are learning to develop critical thinking skills to understand and interpret the multi-faceted influences on a child's development from middle childhood to adolescence.
- **Understanding Challenges in Developmental Stages:** We are learning to foster an empathetic understanding of the unique challenges and experiences faced by children in this developmental stage in different socio-economic and cultural contexts.

Evidence of Learning

Formative Assessment

Summative Assessment

Alternative Assessment

Benchmark

Assessments:

The assessment plan for the Career Readiness, Life Literacies & Key Skills Curriculum encompasses a range of assessments that focus on equipping students with essential skills and literacies needed for success in their careers and daily lives. These assessments are carefully designed to evaluate students' proficiency in critical areas such as career readiness, financial literacy, digital skills, and personal development. The assessment plan incorporates various types of assessments, including formative and summative assessments, self-assessments, and tasks aligned with the core competencies of career readiness and life literacies. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. Student accommodations can be found [here](#).

Resources

Core Texts:

- The Developing Child by Glencoe/ McGraw Hill 2010
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- Child and Adolescent Development: A Social Justice Approach by Kristine Anthis 2016

Unit 4: Parenting	
Content Area: Career Readiness, Life Literacies & Key Skills	
Course & Grade Level: Child Growth and Development Grades 9-12	
Summary and Rationale	
The Parenting unit will provide students with a comprehensive understanding of various aspects related to family structures, parenting styles, and theories. By exploring these topics, students can gain insights into themselves, their own families, and develop perspectives that will help inform their future decisions. In addition, the inclusion of a simulation baby component aims to provide students with a firsthand experience of the responsibilities, challenges, and rewards associated with the possibility of parenthood.	
Recommended Pacing	
45 days	
2018 National Standards for Family and Consumer Sciences Education	
Content Standard	Competencies
12.1	Analyze principles of human growth and development across the lifespan.
12.1.2	Analyze interrelationships among physical, emotional, social, moral, and cognitive aspects of human growth and development.
12.1.3	Analyze current and emerging research about human growth and development, including but not limited to brain development research.
12.2	Analyze conditions that influence human growth and development.
12.2.1	Analyze the influences of heredity and environment on human growth and development.
12.3	Analyze strategies that promote growth and development across the lifespan.
12.3.1	Analyze the role of nurturance on human growth and development.
12.3.2	Analyze the role of communication on human growth and development.
12.3.3	Analyze the role of educational and family and social services support systems and resources in meeting human growth and development needs.
CPI #	Cumulative Progress Indicator (CPI)
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view
9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect
9.4.12.CT.1:	Identify problem-solving strategies used in the development of an innovative product or practice
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations
Interdisciplinary Connections	
New Jersey Student Learning Standards for English Language Arts Companion Standards Progress Indicators Reading Science and Technical Subjects	
Key Ideas and Details	
<u>RST.9-10.1.</u> Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.	
<u>RST.9-10.2.</u> Determine the central ideas, themes, or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	
<u>RST.9-10.3.</u> Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	
Integration of Knowledge and Ideas	

RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

RST.9-10.8. Determine if the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.

RST.9-10.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

Craft and Structure

RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.

RST.9-10.5. Analyze the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).

RST.9-10.6. Determine the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

Range of Reading and Level of Text Complexity:

RST.9-10.10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

Instructional Focus

Unit Enduring Understandings

- Understanding, evaluation and reflection of family structures, the different types of parenting styles and theories that explain human behavior
- Research and understanding about adoption and fostering and the laws associated with these practices
- Evaluation of the financial, personal and social responsibilities of parenting
- Preparing and caring for a simulation baby during the school day and at home

Unit Essential Questions

- What are the different types of family structures and how is your own family structured?
- Upon evaluation of the different parenting styles, how does this affect the whole child from ages 0 to 11?
- What are the options for becoming a parent?
- What was your personal experience when you cared for the simulation baby?

Objectives:

- Identify and distinguish among various types of family structures (e.g., nuclear families, single-parent families, blended families, etc.), and understand their historical and sociocultural context.
- Explore various parenting styles (e.g., authoritative, authoritarian, permissive, and neglectful) and understand the potential implications each style has on child development.
- Evaluate and analyze key parenting theories to provide a foundational understanding for child-rearing practices.
- Understand the roles, responsibilities, and challenges faced by parents in various stages of a child's life and how these evolve over time.
- Recognize the potential impact of birth order on child behavior and personality development, and evaluate the strengths and limitations of birth order theories.
- Engage in experiential learning through the care of a simulated baby, fostering a deeper understanding of the daily responsibilities of parenthood and the practical application of parenting theories.
- Reflect upon the challenges and rewards of parenting as experienced through the baby simulation, to gain a deeper appreciation of parenthood.

- Apply the knowledge gained from this unit to better understand their own upbringing and how it may have shaped them.
- Develop a personal philosophy of parenting that takes into account learned theories, styles, and practical experiences.
- Encourage respectful and empathetic dialogue about family dynamics and parenting, to promote understanding and acceptance of diverse family structures and child-rearing practices.

Students will know:

- The 4 basic types of parenting styles and the pros and cons for each
- Theorists and how their research and findings are related to a child’s growth and development
- Parenting and options for becoming a parent
- First hand experience of the responsibilities, challenges, and rewards associated with the possibility of parenthood.

Students will be able to:

- Analyze parenting styles and evaluate and reflect on their own family dynamics
- Articulation and present the major theories and theories/research associated
- Research parenting options
- Gain hands on experience and expertise of taking care of a simulation baby

We are learning to/that:

- **Critical Thinking Skills:** We are learning to identify and distinguish among various types of family structures (e.g., nuclear families, single-parent families, blended families, etc.), and understand their historical and sociocultural context.
- **Understanding and Analysis of Family Dynamics:** We are learning to explore various parenting styles (e.g., authoritative, authoritarian, permissive, and neglectful) and understand the potential implications each style has on child development. We are learning to evaluate and analyze key parenting theories to provide a foundational understanding for child-rearing practices. We are learning the roles, responsibilities, and challenges faced by parents in various stages of a child's life and how these evolve over time. We are learning to recognize the potential impact of birth order on child behavior and personality development, and evaluate the strengths and limitations of birth order theories.
- **Developing Parenting Skills and Empathy:** We are learning to engage in experiential learning through the care of a simulated baby, fostering a deeper understanding of the daily responsibilities of parenthood and the practical application of parenting theories. We are learning to reflect upon the challenges and rewards of parenting as experienced through the baby simulation, to gain a deeper appreciation of parenthood. We are learning to apply the knowledge gained from this unit to better understand their own upbringing and how it may have shaped them. We are learning to develop a personal philosophy of parenting that takes into account learned theories, styles, and practical experiences. We are learning to encourage respectful and empathetic dialogue about family dynamics and parenting, to promote understanding and acceptance of diverse family structures and child-rearing practices.

Evidence of Learning

- Formative Assessment
- Summative Assessment
- Alternative Assessment
- Benchmark

Assessments:

The assessment plan for the Career Readiness, Life Literacies & Key Skills Curriculum encompasses a range of assessments that focus on equipping students with essential skills and literacies needed for success in

their careers and daily lives. These assessments are carefully designed to evaluate students' proficiency in critical areas such as career readiness, financial literacy, digital skills, and personal development. The assessment plan incorporates various types of assessments, including formative and summative assessments, self-assessments, and tasks aligned with the core competencies of career readiness and life literacies. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. Student accommodations can be found [here](#).

Resources

Core Texts:

- The Developing Child by Glencoe/ McGraw Hill 2010
- Anti-Bias Education for Young Children & Ourselves: NAECY Louise Derman-Sparks & Julie Olsen Edwards with Catherine M. Goins 2020
- Child and Adolescent Development: A Social Justice Approach by Kristine Anthis 2016
- Baby Simulator Curriculum

Unit 5: Preschool Learning Laboratory

Content Area: Career Readiness, Life Literacies & Key Skills

Course & Grade Level: Child Growth and Development Grades 9-12

Summary and Rationale

A special emphasis is placed on career possibilities in early childhood education as students prepare for, organize and operate a classroom for preschoolers within the high school. Students will experience first hand what it is like to be a teacher and create lesson plans, teach, reflect and implement the head teacher’s feedback into the preschool laboratory. This unique experience will allow the High School students to explore if a career in education is something they would like to pursue after high school.

Recommended Pacing

The Preschool Learning Lab will run from November-May annually

2018 National Standards for Family and Consumer Sciences Education

Content Standard	Competencies
12.1.1	Analyze physical, emotional, social, moral, and cognitive development.
12.1.2	Analyze interrelationships among physical, emotional, social, moral, and cognitive aspects of human growth and development.
12.1.3	Analyze current and emerging research about human growth and development, including but not limited to brain development research.
12.2.3	Analyze the influences of gender, ethnicity, and culture on individual development.
12.2.4	Analyze the influences of life events on individuals' physical, emotional, social, moral and cognitive development.
12.2.5	Analyze geographic, political, and global influences on human growth and development.
12.3.1	Analyze the role of nurturance on human growth and development.
12.3.2	Analyze the role of communication on human growth and development.
12.3.3	Analyze the role of educational and family and social services support systems and resources in meeting human growth and development needs.

New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills 2020

CPI #	Cumulative Progress Indicator (CPI)
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice

Interdisciplinary Connections

**New Jersey Student Learning Standards for English Language Arts Companion Standards
Progress Indicators Reading Science and Technical Subjects**

Key Ideas and Details

RST.9-10.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

RST.9-10.2. Determine the central ideas, themes, or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

RST.9-10.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

Integration of Knowledge and Ideas

RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

RST.9-10.8. Determine if the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

RST.9-10.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

Craft and Structure

RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.

RST.9-10.5. Analyze the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).

RST.9-10.6. Determine the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

Range of Reading and Level of Text Complexity:

RST.9-10.10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

Unit Enduring Understandings

- Creating and running an effective and developmentally appropriate preschool classroom
- Creating and facilitating equitable and anti-bias educational experiences
- Special Education needs: physical, cognitive, social, emotional, behavioral
- How to objectively observe young children and take data
- Analyzing the data to plan developmentally appropriate lessons to be equitable and inclusive for all learning styles
- How to be a positive role model and use appropriate preschool classroom behavior
- How to engage the preschoolers, facilitate learning, use effective communication and act responsively
- Careers in early childhood education: the knowledge, training and skills necessary to obtain certification

Unit Essential Questions

- What does a developmentally appropriate and equitable preschool look like?
- How can we provide lessons that are inclusive to all learning styles, needs and disabilities?
- How do you objectively observe preschool students and use that data to guide instruction?
- What does a positive role model look like and what is appropriate preschool classroom behavior?
- How do you engage the preschoolers? How do you facilitate learning, communication and act responsively?
- What type of careers are available in early childhood education: What are the knowledge, training and skills necessary to obtain these degrees and certifications?

Objectives:

- **Understanding the Basics of Early Childhood Education:** By the end of this lesson, students will be able to define early childhood education, understand its importance and identify the key roles of an early childhood educator.
- **Career Opportunities in Early Childhood Education:** Students will research and present on various career paths within early childhood education, examining required qualifications, responsibilities, and potential career progression paths.
- **Setting Up a Preschool Classroom:** Students will design an effective layout for a preschool classroom, considering elements such as safety, accessibility, and educational needs of preschoolers.

- **Creating Lesson Plans:** Students will develop age-appropriate lesson plans for preschool students, incorporating activities that encourage cognitive, social, and emotional development.
- **Teaching a Preschool Class:** Students will execute their created lesson plans in a simulated preschool environment, effectively managing classroom dynamics and ensuring the engagement of the preschoolers.
- **Reflection and Feedback Incorporation:** After teaching, students will reflect on their experiences, identify areas of strengths and improvements, and incorporate head teacher's feedback into their teaching practice.
- **Career Considerations in Early Childhood Education:** Students will engage in self-reflection activities to determine if a career in early childhood education aligns with their interests, skills, and future aspirations.
- **Exploring Further Education and Training:** Students will research potential tertiary education pathways, certifications, and training required to pursue a career in early childhood education.
- **Ethics and Professionalism in Early Childhood Education:** Students will understand and discuss the professional and ethical considerations in the field of early childhood education, such as confidentiality, equity, and respect for diversity.
- **Creating a Professional Portfolio:** Students will begin to create a professional portfolio highlighting their experience, lesson plans, and reflections from the preschool laboratory experience, which could be used for future applications in the field of early childhood education.

Students will know:

- The unique play areas and the corresponding preschool materials
- The areas of physical and cognitive development and how to facilitate learning using the 38 learning objectives from Creative Curriculum
- How to create developmentally appropriate lessons with modifications and accommodations
- Methods of objective observation and analyzing and applying the data
- How a High School student should act in the preschool classroom and how to engage the preschool students
- Career opportunities

Students will be able to:

- Create lessons with corresponding objectives in the unique play areas in the preschool classroom
- Show how the areas of development are being advanced
- Use the modifications and accommodations when necessary to promote appropriate instruction
- Use assessment tools and take objective data on needs, strengths and determine if there are areas of concern using the 38 learning objectives, running records and anecdotal notes (Resources: Creative Curriculum Teaching Strategies: 38 learning objectives)
- Analyze and present objective data and provide appropriate recommendations for preschool students

We are learning to/that:

- **Understanding the Basics of Early Childhood Education:** We are learning that early childhood education plays a vital role in the growth and development of children and we are learning to identify the key roles of an early childhood educator.
- **Career Opportunities in Early Childhood Education:** We are learning to research and understand the diverse career paths available within the field of early childhood education.
- **Setting Up a Preschool Classroom:** We are learning to design an age-appropriate, safe, and conducive learning environment for preschool children.
- **Creating Lesson Plans:** We are learning to create developmentally appropriate lesson plans that cater to the cognitive, social, and emotional needs of preschoolers.
- **Teaching a Preschool Class:** We are learning to effectively implement our created lesson plans in a simulated preschool environment, managing classroom dynamics, and ensuring the engagement of preschoolers.
- **Reflection and Feedback Incorporation:** We are learning to reflect on our teaching experiences, identify areas for improvement, and incorporate feedback into our teaching practice.
- **Career Considerations in Early Childhood Education:** We are learning to reflect on whether a career in early childhood education aligns with our personal interests, skills, and future aspirations.

- Exploring Further Education and Training: We are learning to understand the further education and training opportunities that will enable us to pursue a career in early childhood education.
- Ethics and Professionalism in Early Childhood Education: We are learning that professionalism and ethical considerations are fundamental in the field of early childhood education.
- Creating a Professional Portfolio: We are learning to compile a professional portfolio that showcases our experiences, lesson plans, and reflections, which can be used for future applications in the field of early childhood education.

Evidence of Learning

Formative Assessment

Summative Assessment

Alternative Assessment

Benchmark

Assessments:

The assessment plan for the Career Readiness, Life Literacies & Key Skills Curriculum encompasses a range of assessments that focus on equipping students with essential skills and literacies needed for success in their careers and daily lives. These assessments are carefully designed to evaluate students' proficiency in critical areas such as career readiness, financial literacy, digital skills, and personal development. The assessment plan incorporates various types of assessments, including formative and summative assessments, self-assessments, and tasks aligned with the core competencies of career readiness and life literacies. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. Student accommodations can be found [here](#).

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- Child and Adolescent Development: A Social Justice Approach by Kristine Anthis 2016
- Creative Curriculum: 2023 Teaching Strategies, LLC.