

ROBBINSVILLE PUBLIC SCHOOLS
OFFICE OF CURRICULUM AND INSTRUCTION
FAMILY AND CONSUMER SCIENCE

CHILD DEVELOPMENT I

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Course Philosophy

Every student develops intellectually at his or her own unique pace through a variety of structured individual and group experiences. Through the study of Child Development I, students develop critical thinking skills, patience and a sense of accomplishment from a job well done. Additionally, students learn to follow directions systematically and how to troubleshoot and problem-solve. Whether a student decides to pursue a career in this field in the future or applies the principles learned personally, the knowledge and skills gained as a result of completing this course will continue to be a source of lifelong learning.

Course Description

Child Development I is a 2.5 credit semester course that is open to students in grades 9-12. Subjects covered are parenting and families, child development theories, pregnancy, childbirth and baby's first year. Students will have the opportunity to practice infant care skills through the use of Real Care Baby Infant Simulators. Throughout the course, students will participate in class activities individually and in small groups.

Core and Supplemental Instructional Materials

Core Materials	Supplemental Materials
<ul style="list-style-type: none">● Textbook: <u>The Developing Child</u>● Coordinating online resources	<ul style="list-style-type: none">● RealCare Baby Infant Simulators● DVDs● Print and Internet resources

Integration of 21st Century Themes and Skills

Educational Technology

Standards: 8.1.12.E.1

- **Technology Operations and Concepts:** (8.1.12.E.1: Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.) Example: Students can work collaboratively to investigate print and Internet resources as well as interview experts in the field to produce a document about the factors influencing a healthy pregnancy.

Example: Students can electronically produce a parenting magazine and include an article exploring the factors influencing a healthy pregnancy.

Career Ready Practices

Standards: CRP4

CRP4. Communicate clearly and effectively and with reason. Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or written methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

Example: Students will demonstrate clear, effective, reasonable communication when presenting their RealCare Baby Infant Simulation experiences to the class.

Robbinsville Ready 21st Century Skill Integration

The following skills will be embedded throughout the curriculum and instruction of this course.

Collaborative Team Member: Robbinsville students will learn more by working together than in isolation. As educational theorist Lev Vygotsky advocated, learning is a social process. Many workplaces today encourage employees to work in teams to solicit diverse perspectives, brainstorm new ideas and/or products, and solve problems. Further, collaboration fosters interpersonal relationships, self-management skills, cooperation, and a sense of collective responsibility. Collaborative team members are able to work with diverse groups of people who hold a variety of perspectives.

Effective Communicator: Robbinsville students must be able to clearly articulate their ideas orally, in writing, and across various media in order to successfully connect to the world around them. As the world becomes increasingly globalized, communication is more than just sharing one's ideas. Effective communicators are able to communicate their convictions, actively listen and analyze others' work to identify perspective and/or potential bias.

Emotionally Intelligent Learner: Robbinsville students who are emotionally intelligent learn to be empathetic, demonstrate integrity and ethical behavior, are kind, are self-aware, willing to change, and practice self-care. They are better able to cope with the demands of the 21st century digital society and workplace because they are reliable, responsible, form stable and healthy relationships, and seek to grow personally and professionally. Emotionally intelligent people are able to manage their emotions, work effectively on teams and are leaders who can grow and help to develop others.

Informed and Involved Citizen: Robbinsville students need to be digital citizens who are civically and globally aware. The concept of what it means to be "literate" has evolved along with 21st century technological and cultural shifts. Our progressive vision of literacy entails having our students explore real world problems in the classroom. Informed and involved citizens are able to safely and accurately communicate with people all around the world and are financially, environmentally and informationally literate.

Innovative Thinker: Robbinsville students must encompass innovative thinking skills in order to be successful lifelong learners in the 21st century world. As stated by Karl Fisch and Scott McLeod in the short film Shift Happens, "We are currently preparing students for jobs that don't yet exist . . . using technologies that haven't been invented . . . in order to solve problems we don't even know are problems yet." Innovative thinkers are able to think analytically, solve problems critically, creatively engage in curiosity and tinkering, and demonstrate originality.

Resilient and Self-Directed Learner: Robbinsville students need to take risks and ultimately make independent and informed decisions in an ever-

changing world. Author of *Life, the Truth, and Being Free*, Steve Maraboli stated, “Life doesn’t get easier or more forgiving, we get stronger and more resilient.” Self-directed scholars of the 21st century are able to set goals, initiate resolutions by seeking creative approaches, and adjust their thinking in light of difficult situations. Resilient students are able to take risks without fear of failure and overcome setbacks by utilizing experiences to confront new challenges. Resilient and self directed scholars will consistently embrace opportunities to initiate solutions and overcome obstacles.

Interdisciplinary Connections

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

The Childhood Development I curriculum ties to Reading/Writing. Students can research child development theories and write a detailed paper exploring a selected theory. Students can research factors that contribute to the health of a newborn and write a paper detailing those factors.

Robbinsville Public Schools
Scope, Sequence, Pacing and Assessment

Child Development I

Unit Title	Unit Understandings and Goals	Recommended Duration/ Pacing	Assessments			
			Formative	Summative	Common Benchmark Assessments (mid-course and end of course <u>only</u>)	Alternative Assessments (projects, etc. when appropriate)
Unit #1: Children and Parenting	The study of child development can teach students how to help children grow physically, emotionally, socially and intellectually. Views of childhood have changed through the years. Theories of how children learn have evolved over time. Good parenting includes a variety of skills that can be learned. There are many rewards and responsibilities of parents. Teen parenthood can present many challenges. There are several kinds of family structures. There are many factors that contribute to building a strong family. SWBAT explain the importance of and how to learn about the physical, intellectual, social and emotional development of children. SWBAT compare and contrast childhood past and present. SWBAT analyze theories of childhood development. SWBAT discuss parenting skills. SWBAT outline the rewards and responsibilities of parenting. SWBAT summarize the possible consequences of sexual activity. SWBAT assess the	3 weeks	Peer assessment Interim project checks Quizzes	Chapter tests Unit test Project rubrics	Written midterm exam Written final exam	Vocabulary quizzes Individual and group projects

	<p>challenges of teen parenthood. SWBAT describe different family structures. SWBAT summarize the factors that contribute to building a strong family.</p>					
<p>Unit #2: Pregnancy and Childbirth</p>	<p>There are many methods of family planning. The components of heredity are responsible for shaping a unique individual. There are three stages of prenatal development. There are four main causes for birth defects. The lifestyle choices of expectant mothers affect the unborn baby. There are many decisions to be made by expectant parents in preparation for the birth of a baby. There are three basic stages of labor. There are several possible options for childbirth. Babies' health is evaluated at birth.</p> <p>SWBAT list the methods of family planning. SWBAT explain how heredity is responsible for shaping a unique individual. SWBAT summarize the three stages of prenatal development. SWBAT identify the four main causes of birth defects. SWBAT analyze how lifestyle choices of expectant mothers affect the unborn baby. SWBAT explain the decisions to be made by expectant parents in preparation for the birth of their baby. SWBAT analyze the three stages of labor. SWBAT evaluate the possible options for childbirth. SWBAT identify the tests performed to evaluate the health of a newborn.</p>	<p>4 weeks</p>	<p>Peer assessment</p> <p>Interim project checks</p> <p>Quizzes</p>	<p>Chapter tests</p> <p>Unit test</p> <p>Project rubrics</p>		<p>Vocabulary quizzes</p> <p>Individual and group projects</p>

<p>Unit #3: Baby's First Year: Physical Development</p>	<p>Heredity, nutrition, health and environment are four major influences on an infant's growth and development. There are recognized physical developmental milestones during the first year of life. It is important for caregivers to know how to safely handle a baby, including holding, bathing, diapering, dressing and feeding. Shaken baby syndrome can have devastating consequences. The cause of SIDS is unknown. Babies have specific nutritional needs. SWBAT explain the four major influences on an infant's growth and development. SWBAT identify the physical developmental milestones of baby's first year. SWBAT demonstrate how to safely handle, bathe, diaper, dress and feed a baby. SWBAT explain the consequences of shaken baby syndrome. SWBAT discuss SIDS. SWBAT develop a nutritional plan for baby's first year.</p>	<p>7 weeks</p>	<p>Peer assessment Interim project checks Quizzes</p>	<p>Chapter tests Unit test Project rubrics</p>		<p>Vocabulary quizzes Individual and group projects</p>
<p>Unit #4: Baby's First Year: Emotional and Social Development</p>	<p>Babies experience six basic emotions: interest, joy, sadness, disgust, anger and fear. Babies express their emotions through crying. There are many ways that a crying baby can be comforted. Attachment can be built through touch, consistent care and communication. Babies are born with his/her own unique temperament. Healthy social development is important in that it enables children to communicate well, connect with others and show tolerance. There are recognized social developmental milestones during the first year of life. Babies develop socially</p>	<p>4 weeks</p>	<p>Peer assessment Interim project checks Quizzes</p>	<p>Chapter tests Unit test Project rubrics</p>		<p>Vocabulary quizzes Individual and group projects</p>

	<p>through play and exploration. SWBAT list and explain the six basic emotions experienced by babies. SWBAT interpret how a crying baby can be comforted. SWBAT summarize how attachment can be built. SWBAT discuss temperament. SWBAT identify the recognized social developmental milestones during the first year of life. SWBAT summarize how babies develop socially through play and exploration.</p>					
<p>Unit #5: Baby's First Year: Intellectual Development</p>	<p>The brain has several parts, each of which controls certain body functions. The organization of the brain is based on a child's unique experiences. There are recognized intellectual developmental milestones during the first year of life. There are many ways in which caregivers can encourage learning. Communication can be verbal or nonverbal. Providing children with developmentally appropriate toys can encourage intellectual development.</p> <p>SWBAT identify and explain the functions of the parts of the brain. SWBAT interpret how a child's unique experiences influence the organization of the brain. SWBAT assess the ways in which to encourage intellectual development in children.</p> <p>SWBAT identify the recognized intellectual developmental milestones during the first year of life. SWBAT model how caregivers can encourage learning. SWBAT illustrate verbal and nonverbal communication in babies. SWBAT create a developmentally appropriate toy.</p>	4 weeks	<p>Peer assessment</p> <p>Interim project checks</p> <p>Quizzes</p>	<p>Chapter tests</p> <p>Unit test</p> <p>Project rubrics</p>	<p>Written final exam</p>	<p>Vocabulary quizzes</p> <p>Individual and group projects</p>

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Unit #1: Children and Parenting

<p>Enduring Understandings: The study of child development can teach students how to help children grow physically, emotionally, socially and intellectually. Views of childhood have changed through the years. Theories of how children learn have evolved over time. Good parenting includes a variety of skills that can be learned. There are many rewards and responsibilities of parents. Teen parenthood can present many challenges. There are several kinds of family structures. There are many factors that contribute to building a strong family.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How can the study of child development teach me to help children grow physically, emotionally, socially and intellectually? ● How have views of childhood changed over the years? ● What are the theories of how children learn, and how have they evolved over time? ● What are some parenting skills, and how can they be learned? ● What are some of the rewards and responsibilities of parents? ● What are some of the challenges of teen parenthood? ● What are the kinds of family structures? ● What are the factors that contribute to building a strong family?
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Interdisciplinary Connection

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

This unit ties to English Language Arts. Students can research child development theories and write a detailed paper exploring a selected theory.

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
9.3.12.ED.2	How can learning how children grow help understand them and oneself better?	How to learn about children	Textbook reading	Textbook	Quizzes
9.3.12.ED.5		How views of childhood have changed	Complete a chart to illustrate the similarities and differences of view of childhood, past and present	Online resources accompanying textbook	Projects
		Child development theorists			Chapter tests
CCSS.SL9-10.1.A	How can one gain the skills to help children?	Parenting skills	Research a child development theorist and write a paper or create a poster about his findings and the significance thereof	Other Internet resources	Unit test
CCSS.SL.9-10.1.B	Have views of health, education, love, work, play and dress	Rewards and responsibilities of parents	Class discussions	DVDs	
CCSS.SL9		Challenges of teen parenthood		Assorted art supplies	

-10.1.C CCSS.SL. 9-10.1.D	in childhood changed over time? If so, how?	<p style="text-align: center;">Family structures</p> <p style="text-align: center;">Building a strong family</p>	Create a game to teach parenting skills		
CCSS.SL. 9-10.2	What are the findings and the significance of those findings of selected child development theorists (Sigmund Freud, Jean Piaget, Lev Vygotsky, Erik Erikson, B.F. Skinner, Urie Bronfenbrenner and Albert Bandura)?		Guided note taking		
CCSS.SL. 9-10.3			Create an advertising campaign to alert teens to the possible consequences of sexual activity.		
CCSS.9-10.4			Prepare a booklet for teenage parents to help them with the challenges they may face and suggestions to overcome them.		
CCSS.SL. 9-10.5			Write an advice column to help teenage parents with specific issues.		
CCSS.SL. 9-10.6			Prepare a Google Slideshow to illustrate the life changes that new parents might experience.		
NJSLSA.R 1	How can parents and other caregivers help children develop self-esteem?		Create a family tree.		
NJSLSA. W1	What is parenting?		Research preschool songs that reference families. Prepare an oral presentation to discuss the significance of the songs to young children.		
NJSLSA. W4	What are the skills that demonstrate good parenting?		Create a class mural of family traditions.		
NJSLSA. W7	How can good parenting skills be developed?		Role play a family conflict. The class then discusses how to resolve it.		
NJSLSA. W8			Role play parenting styles.		
9.3.12.ED -TT.5	What are the lifestyle changes that new parents might need to make?				
2.2.8.D.2					
2.4.12.C.5					
2.4.12.C.6	What are the emotional adjustments that new parents				

2.4.12.C.7	might need to make?				
2.4.12.B.1	What are the				
2.4.12.B.2	relationship changes				
2.4.12.B.3	that might accompany				
2.2.12.B.1	new parenthood?				
	What are the employment adjustments that might be made due to new parenthood?				
	What are the legal rights and responsibilities of parents?				
	What are the joys of parenthood?				
	What is the difference between sexuality and sexual behavior?				
	What are some possible consequences of sexual activity?				
	What are some teen parenting options?				
	What are the qualities of strong families?				
	What is a nuclear family? A single-parent family? A blended family? An extended family? A				

	<p>legal guardian? A foster child?</p> <p>What are some trends affecting modern families?</p> <p>How can parents meet the physical, social, emotional and intellectual needs of children?</p>				
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Unit #2: Pregnancy and Childbirth

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● There are many methods of family planning. ● The components of heredity are responsible for shaping a unique individual. ● There are three stages of prenatal development. ● There are four main causes for birth defects. ● The lifestyle choices of expectant mothers affect the unborn baby. ● There are many decisions to be made by expectant parents in preparation for the birth of a baby. ● There are three basic stages of labor. ● There are several possible options for childbirth. ● The health of newborns is evaluated at birth. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What are the methods of family planning? ● How does heredity shape a unique individual? ● What are the three stages of prenatal development? ● What are the four main causes for birth defects? ● How can the lifestyle choices of expectant mothers affect the unborn baby? ● What are some of the decisions that need to be made by expectant parents in preparation for the birth of a baby? ● What are the characteristics of the three stages of labor? ● What are some possible options for childbirth? ● How is the health of newborns evaluated at birth?
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Interdisciplinary Connection

HPE 2.4.12.C.2. Analyze the relationship of an individual's lifestyle choices during pregnancy and the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth and other disabilities.

This unit ties to Comprehensive Health and Physical Education. Students can create a booklet directed to expectant mothers to educate them about the effects of alcohol, legal and illegal drugs, caffeine and tobacco on the unborn child. Students can develop a lesson plan about factors contributing to a healthy pregnancy.

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
2.4.12.C.1	What are the advantages and disadvantages of various methods of family planning?	Family planning	Textbook readings	Textbook	Quizzes
2.4.12.C.2	What are genes?	Genetics	Write a paper about one method of family planning including the history, characteristics and effectiveness.	Online resources accompanying textbook	Projects
2.4.12.C.3	What causes multiple births?	The three stages of prenatal development			Chapter tests
2.2.12.B.1		Birth defects	Complete a graphic organizer explaining dominant and recessive genes.	Other Internet resources	Unit test
		Maintaining health during pregnancy		DVDs	

2.4.12. B.2	What are the changes that occur in the embryo during the first stage of prenatal development?	Budgeting for a baby Three stages of labor/childbirth	Complete a KWL chart about prenatal development.	Assorted art supplies
2.4.12. B.3		Postnatal care of baby and mother	Select one of the nine months of prenatal development to research. Create a poster in the form of a "Postcard From the Womb". Write the postcard as if it were from the unborn baby to the expectant mother.	
2.3.12. A.3	What are the changes that occur in the embryo during the second stage of prenatal development?		Create a poster and write a paragraph about a specific birth defect.	
9.3.12. ED.2			Invite a guest speaker from the March of Dimes.	
9.3.12. ED.5	What are the changes that occur in the fetus during the third stage of prenatal development?		Use the Question Formulation Technique as a tool to have students research how to have a healthy pregnancy. Students then work in groups to create a presentation covering the material.	
9.3.12. FN.9			Create a booklet directed to expectant mothers to educate them about the effects of alcohol, legal and illegal drugs, caffeine and tobacco on the unborn child.	
CCSS.S L.9- 10.1	What are some problems that can occur during prenatal development?		Create a public service radio announcement about the effects of environmental hazards to an unborn child.	
CCSS.S L.9- 10.1.A	What are birth defects? What are some causes of birth defects?		Write an article for a parents' magazine about diseases and infections of the expectant mother	
CCSS.S L.9- 10.1.B	What are the effects of alcohol on the unborn child?			
CCSS.S L.9- 10.1.C	What are the effects of drugs on the unborn child?			
CCSS.S L.9- 10.1.D	What are the effects of caffeine on the unborn child?			
CCSS.S L.9- 10.2	What are the effects of tobacco on the unborn			

L.9-10.3	child?		and how they can affect the newborn.		
CCSS.S L.9-10.4	What are some environmental hazards to the unborn child?		Develop a balanced diet for an expectant mother.		
CCSS.S L.9-10.5	What effects can diseases and infections of the expectant mother have on the unborn child?		Research the equipment available for a newborn. Create a budget to purchase it. Note which items are “needs” and which ones are “wants”.		
CCSS.S L.9-10.6	What are the physical changes that occur during pregnancy?		Make a poster illustrating the advantages and disadvantages of breast and bottle feeding.		
	What are the components of a balanced diet for an expectant mother?		Discuss the physical changes that occur in the expectant mother as the pregnancy progresses. Research how discomfort may be lessened.		
	What supplies are needed for a newborn?		Design a graphic organizer about delivery options, including medical professionals qualified to assist with childbirth and places to give birth.		
	What are the advantages and disadvantages of breast and bottle feeding?		Create a timeline illustrating in detail the three stages of labor.		
	What is prepared childbirth?		Create a Google Slideshow about the appearance of a newborn and the tests that are given to determine health.		
	Which healthcare professionals are qualified to deliver babies?		Students work in groups to prepare a list of a new mother’s physical and emotional needs and what help can be provided to meet those		
	Where are some common places for babies to be born, and what are the advantages				

<p>and disadvantages of each?</p> <p>What occurs during each of the three stages of labor?</p> <p>What is a Cesarean birth?</p> <p>What is premature birth? What is the special care that premature babies may need?</p> <p>What is the typical appearance of a newborn?</p> <p>What is the Apgar scale?</p> <p>How is the newborn examined? Why?</p> <p>What are the physical and emotional needs of the mother in the postnatal period?</p>		needs.		
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Unit #3: Baby's First Year: Physical Development

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Heredity, nutrition, health and environment are four major influences on an infant's growth and development. ● There are recognized physical developmental milestones during the first year of life. ● It is important for caregivers to know how to safely handle a baby, including holding, bathing, diapering, dressing and feeding. ● Shaken baby syndrome can have devastating consequences. ● The cause of SIDS is unknown. ● Babies have specific nutritional needs. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do heredity, nutrition, health and environment influence an infant's growth and development? ● What are the recognized physical developmental milestones during the first year of life? ● How do you safely hold, bathe, diaper, dress and feed a baby? ● What is shaken baby syndrome? How can it be prevented? ● What are the specific nutritional needs of babies?
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Interdisciplinary Connection

NJSLS ELA .SL9-10.4. Present information, findings and supporting evidence clearly, concisely and logically such that listeners can follow the line of reasoning; and the organization, development, substance and style are appropriate to purpose, audience and task.

This unit ties to English Language Arts. After working with the RealCare Infant Simulators at home for three days, students create a booklet detailing and commenting on their experiences. They present their booklets to the class.

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
CCCS. ELA.S L9-10.4	What is a developmental milestone?	Influences on infant growth and development	Textbook readings	Textbook	Quizzes
CCSS.S L.9- 10.1	How can a stimulating environment be created?	Physical developmental milestones	Working with RealCare Infant Simulators in class, practice holding, bathing, diapering, dressing and feeding.	Online resources accompanying textbook	Projects
CCSS.S L.9- 10.1.A	Why is it important to chart height and weight during baby's first year?	Safely handling a baby	Take RealCare Infant Simulators home for a three-day period to experience caring for a baby. The computer will chart the simulation	Other Internet resources	Chapter tests
	What are the three basic	Dealing with caregivers' stress		DVDs	Unit test
		Nutritional needs of babies			

CCSS.S L.9- 10.1.B	patterns that physical development follows?		experience. Students create a booklet detailing their experience and present it to the class.	Assorted art supplies	
CCSS.S L.9- 10.1.C	How do vision, hearing, touch, smell and taste develop?		Design a game to teach about developmental milestones.		
CCSS.S L.9- 10.1.D	What factors influence speech development?		Create a poster illustrating the advantages and disadvantages of breast and bottle feeding.		
CCSS.S L.9- 10.2	What is the difference between fine and gross motor skills?		Develop a Google Slideshow illustrating the development of vision, hearing, touch, smell and taste.		
CCSS.S L.9- 10.3	How do you hold a baby safely?		Design a toy that would promote the development of fine or gross motor skills. Write an advertisement for the toy explaining why parents should purchase it.		
CCSS.S L.9- 10.4	How can feeding a baby promote bonding?		Compile a list of garments that baby may need, including pictures. Research safety, ease of dressing, durability and laundry care.		
CCSS.S L.9- 10.5	Why do many nutrition experts favor breast feeding?		Discuss how to comfort a crying baby.		
CCSS.S L.9- 10.6	What is the one vitamin that breast milk does not contain?		Write a lesson plan to teach the class about Shaken Baby Syndrome.		
9.3.12. ED.2	What are some guidelines for bottle feeding?		Work in groups to develop a handbook for new parents to teach them about infant routines (feeding, sleeping, playing, etc.)		
9.3.12. ED.5	Why is it important to burp a baby, and how is it done?				
9.3.HU -ED.1	What are some important factors in choosing clothing for a baby?				

	<p>How do you safely dress a baby?</p> <p>How do you safely bathe a baby?</p> <p>How do you safely diaper a baby?</p> <p>How can the discomfort of teething be addressed?</p>		<p>Research teething. Write an advertisement to promote a specific teething product.</p> <p>Compare and contrast cloth and disposable diapers.</p> <p>Interview a pediatrician about a typical well-baby visit.</p> <p>Have a jarred baby food tasting session. Complete a graphic organizer illustrating taste, texture and cost. Research the cost/convenience differences between commercially prepared and homemade baby food.</p>		
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Unit #4: Baby's First Year: Social and Emotional Development

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Babies experience six basic emotions. They are interest, joy, sadness, 	<p>Essential Questions:</p> <ul style="list-style-type: none"> What are the six basic emotions that babies experience?
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<p>disgust, anger and fear.</p> <ul style="list-style-type: none"> • Babies express their emotions through crying. • Attachment can be built through touch, consistent care and communication. • Babies are born with his/her own unique temperament. • Healthy social development is important in that it enables children to communicate well, connect with others and show tolerance. • There are recognized social developmental milestones during the first year of life. • Babies develop socially through play and exploration. 	<ul style="list-style-type: none"> • How do babies express their emotions? • How can attachment be built? • What factors can influence healthy social development? • What are the recognized social developmental milestones? • How do babies develop socially through play and exploration?
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Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
CCSS. SL.9-10.1	What are the six basic emotions that babies experience, and how do they develop?	How the six basic emotions that babies experience develop	Textbook readings	Textbook	Quizzes
CCSS. SL.9-10.1.A	Why do babies cry?	Why babies cry and how to comfort a crying baby	Create a collage with pictures illustrating the six basic emotions that babies experience.	Online resources accompanying textbook	Projects
CCSS. SL.9-10.1.B	How do you comfort a crying baby?	Building attachment	Draw a cartoon with a caption about a baby expressing one basic emotion.	Other Internet resources	Chapter tests
CCSS. SL.9-10.1.C	How do babies self-comfort?	Temperament traits	Work with a partner to write and present a skit about a crying baby and how to comfort him/her.	DVDs	Unit test
CCSS. SL.9-10.1.D	Why do some babies seem to cry uncontrollably?	Social developmental milestones	Write a short paper about colic.	Assorted art supplies	
CCSS. SL.9-10.2	Why is emotional attachment important?	Play and exploration	Work with a partner to create a Google Slideshow to teach the class why attachment is so important to emotional		
	How is emotional				

CCSS. SL.9- 10.3	attachment accomplished?		development and how to build attachment.		
CCSS. SL.9- 10.4	What is temperament?		Research why touch is so important and the effects that it has on the developing brain.		
CCSS. SL.9- 10.5	What are some temperament traits and their characteristics?		Complete a graphic organizer about your own temperament traits.		
CCSS. SL.9- 10.6	How can a positive emotional climate be established in baby's home?		Create a timeline of social developmental milestones with illustrations.		
NJSL SA.W 1	What is stranger anxiety, and how can it be addressed?		Draw a room with features that make it a safe play environment. Explain the features and why they contribute to making the environment safe.		
NJSL SA.W 2	What are the recognized social developmental milestones?		Invent a game that could be played with a one-year-old child to help social development.		
NJSL SA.W 7	How do babies develop socially through play?		Write a poem or a song about the role of toys in helping a six-month old child with social development.		
NJSL SA.W 8	What are some toys with which babies can play to foster social development?				
9.3.12 .ED. 2	How can caregivers help foster social development?				
9.3.12 .ED.	How can a safe play environment be				

4	created?				
9.3.12 .ED. 5	What are some ways that babies develop socially through exploration?				
9.3.H U- ED.1					

Robbinsville Public Schools

Unit #5: Baby's First Year: Intellectual Development

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● The brain has several parts, each of which controls certain body functions. ● The organization of the brain is based on a child's unique experiences. ● There are recognized intellectual developmental milestones during the first year of life. ● There are many ways in which caregivers can encourage learning. ● Providing children with developmentally appropriate toys can encourage intellectual development. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What are the parts of the brain, and which body function(s) does each control? ● How does the brain become organized? ● What are the recognized intellectual developmental milestones during the first year of life? ● How can caregivers encourage learning? ● What role do toys play in intellectual development?
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Interdisciplinary Connection

NJSLSA.W4. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

This unit ties to English Language Arts. Students can work collaboratively to write a song appropriate for a one-year-old child.

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
CCSS.S L.9- 10.1	What are the different parts of the brain, and what is the function of each?	Function(s) of different parts of the brain	Create a poster illustrating the parts of the brain the their function(s).	Textbook	Quizzes
CCSS.S L.9- 10.1.A	What is the role of music in brain development?	Organization of the brain	Create a multimedia presentation about the music learning programs available for babies in the first year of life.	Online resources accompanying textbook	Projects
CCSS.S L.9- 10.1.B	How can an environment be created to stimulate a child to learn?	Intellectual developmental milestones		Other Internet resources	Chapter tests
CCSS.S L.9- 10.1.C		How to encourage learning	Create a timeline of intellectual developmental milestones.	DVDs	Unit test
		Developmentally appropriate toys	Work with your group to write an	Assorted art supplies	

CCSS.S L.9- 10.1.D	What are some signs of intellectual growth?		age appropriate song.		
CCSS.S L.9- 10.1.D	How can senses be stimulated?		Debate the pros and cons of daycare with reference to intellectual development.		
CCSS.S L.9- 10.2	How can children learn through play?		Work with your group to write a plan for a daycare center. Include at least three developmentally appropriate activities for babies of 5-6 months, 7-8 months, 9-10 months and 11-12 months of age.		
CCSS.S L.9- 10.3	What kinds of toys stimulate intellectual development?		Research the daycare programs available in Robbinsville and create a presentation detailing your findings.		
CCSS.S L.9- 10.4			Invent a developmentally appropriate toy, and write a radio commercial about its features and benefits. Present the project to the class.		
CCSS.S L.9- 10.5					
CCSS.S L.9- 10.6					
NJSLS A.W1					
NJSLS A.W2					
NJSL A.W6					
NJSLS A.W7					
NJSLS A.W8					
9.3.12.					

ED- PS.3					
9.3.12. ED- PS4					
9.3.12. ED- TT.1					
9.3.12. ED- TT.4					
9.3.12. ED- TT.8					
9.3.12. ED.29. 3.12.E D.5					
9.3.12. ED- ADM.3					
9.3.12. ED- ADM.4					

General Differentiated Instruction Strategies

<ul style="list-style-type: none"> ● Leveled texts ● Chunking texts ● Choice board ● Socratic Seminar ● Tiered Instruction ● Small group instruction ● Guided Reading ● Sentence starters/frames ● Writing scaffolds ● Tangible items/pictures ● Adjust length of assignment 	<ul style="list-style-type: none"> ● Repeat, reword directions ● Brain breaks and movement breaks ● Brief and concrete directions ● Checklists for tasks ● Graphic organizers ● Assistive technology (spell check, voice to type) ● Study guides ● Tiered learning stations ● Tiered questioning ● Data-driven student partnerships ● Extra time
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Possible Additional Strategies for Special Education Students, 504 Students, At-Risk Students, and English Language Learners (ELLs)

Time/General	Processing	Comprehension	Recall
<ul style="list-style-type: none"> ● Extra time for assigned tasks ● Adjust length of assignment ● Timeline with due dates for reports and projects ● Communication system between home and school ● Provide lecture notes/outline 	<ul style="list-style-type: none"> ● Extra Response time ● Have students verbalize steps ● Repeat, clarify or reword directions ● Mini-breaks between tasks ● Provide a warning for transitions ● Reading partners 	<ul style="list-style-type: none"> ● Precise step-by-step directions ● Short manageable tasks ● Brief and concrete directions ● Provide immediate feedback ● Small group instruction ● Emphasize multi-sensory learning 	<ul style="list-style-type: none"> ● Teacher-made checklist ● Use visual graphic organizers ● Reference resources to promote independence ● Visual and verbal reminders ● Graphic organizers

Assistive Technology	Assessments and Grading	Behavior/Attention	Organization
<ul style="list-style-type: none"> ● Computer/whiteboard ● Tape recorder ● Spell-checker ● Audio-taped books 	<ul style="list-style-type: none"> ● Extended time ● Study guides ● Shortened tests ● Read directions aloud 	<ul style="list-style-type: none"> ● Consistent daily structured routine ● Simple and clear classroom rules ● Frequent feedback 	<ul style="list-style-type: none"> ● Individual daily planner ● Display a written agenda ● Note-taking assistance ● Color code materials

Enrichment

The goal of Enrichment is to provide learners with the opportunity to participate in extension activities that are differentiated and enhance the curriculum. All enrichment decisions will be based upon individual student needs.

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center
- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the 'regular' curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).

- Using supplementary materials in addition to the normal range of resources.

English Language Learner (ELL) Resources

- Learning style quiz for students- <http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>
- “Word clouds” from text that you provide-<http://www.wordle.net/>
- Bilingual website for students, parents and educators: <http://www.colorincolorado.org/>
- Learn a language for FREE-www.Duolingo.com
- Time on task for students-<http://www.online-stopwatch.com/>
- Differentiation activities for students based on their Lexile-www.Mobymax.com
- WIDA-<http://www.wida.us/>
- Everything ESL - <http://www.everythingESL.net>
- ELL Tool Box Suggestion Site [Http://www.wallwisher.com/wall/ell toolbox](http://www.wallwisher.com/wall/ell_toolbox)
- Hope4Education - <http://www.hope4education.com>
- Learning the Language <http://blogs.edweek.org/edweek/learning-the-language/>
- FLENJ (Foreign Language Educators of NJ) 'E-Verse' wiki: <http://www.flenj.org/Publications/?page=135>
- OELA - <http://www.ed.gov/offices/OBEMLA>
- New Jersey Department of Education- Bilingual Education information <http://www.state.nj.us/education/bilingual/>

Special Education Resources

- Animoto -Animoto provides tools for making videos by using animation to pull together a series of images and combining with audio. Animoto videos or presentations are easy to publish and share. <https://animoto.com>
- Bookbuilder -Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills. <http://bookbuilder.cast.org/>
- CAST -CAST is a non-profit research and development organization dedicated to Universal Design for Learning (UDL). UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences. <http://www.cast.org>
- CoSketch -CoSketch is a multi-user online whiteboard designed to give you the ability to quickly visualize and share your ideas as images. <http://www.cosketch.com/>
- Crayon -The Crayon.net site offers an electronic template for students to create their own newspapers. The site allows you to bring multiple

sources together, thus creating an individualized and customized newspaper. <http://crayon.net/> Education Oasis -Education Oasis offers a collection of graphic organizers to help students organize and retain knowledge – cause and effect, character and story, compare and contrast, and more! <http://www.educationoasis.com/printables/graphic-organizers/>

- Edutopia -A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12 education. We emphasize core strategies: project-based learning, comprehensive assessment, integrated studies, social and emotional learning, educational leadership and teacher development, and technology integration. <http://www.edutopia.org/>
- Glogster -Glogster allows you to create "interactive posters" to communicate ideas. Students can embedded media links, sound, and video, and then share their posters with friends. <http://edu.glogster.com/?ref=personal>
- Interactives – Elements of a Story -This interactive breaks down the important elements of a story. Students go through the series of steps for constructing a story including: Setting, Characters, Sequence, Exposition, Conflict, Climax, and Resolution. <http://www.learner.org/interactives/story/index.html>
- National Writing Project (NWP) -Unique in breadth and scale, the NWP is a network of sites anchored at colleges and universities and serving teachers across disciplines and at all levels, early childhood through university. We provide professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities. <http://www.nwp.org>
- Paccar -Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word. <http://pacecar.missingmethod.com/>