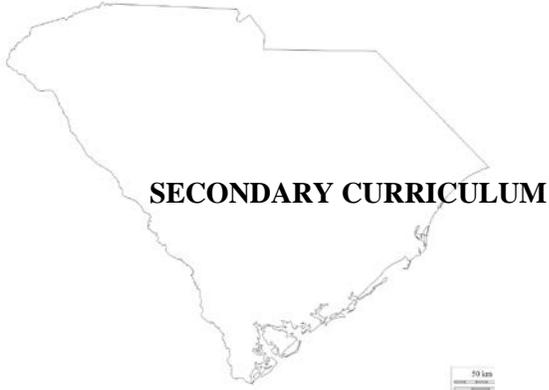


CHILD DEVELOPMENT 2
ACADEMIC STANDARDS AND CURRICULUM RESOURCE
Course Code: 5801





CHILD DEVELOPMENT 2
ACADEMIC STANDARDS AND CURRICULUM RESOURCE
Course Code: 5801

Child Development 2 is a specialized course that provides students with knowledge and skills related to children’s growth and development. Students are equipped to develop positive relationships with children and effective care giving skills. Emphasis is on promoting the well-being and healthy development of children and strengthening families in a diverse society. Opportunities to investigate careers related to the care and education of children are provided. Observations, job shadowing, and service learning experiences are encouraged. This course builds on skills and information introduced in Child Development 1. Skills acquired in Child Development 1 and 2 provide a foundation for further studies and employability in Childcare and Early Childhood Education. Critical thinking and practical problem-solving are emphasized in a co-curricular approach that incorporates principles of mathematics, science, writing, and communications. Integration of the Family and Consumer Sciences student organization, Family Careers, and Community Leaders of America (FCCLA), greatly enhances this curriculum.

Carnegie Unit: 1 (120 hours) unit
(R43-234--Schools may award one unit of credit for an academic standards-based course that requires a minimum of 120 hours of instruction.)

National Certification: First Aid, CPR
American Red Cross
<http://www.redcross.org>

ServSafe® Employee
Tourism and Hospitality Education Foundation
<http://www.schospitality.org>

Recommended grade: 9 – 12

Recommended Maximum Class Size: 24

Prerequisite(s): Child Development 1

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Textbooks:

Glencoe/McGraw-Hill

The Developing Child, 9th Edition

Student Edition

Author: Brisbane

0078462568 09-12 2004 \$42.99

The Developing Child has comprehensive coverage of prenatal development information with an excellent presentation of various developmental stages. It covers the sensitive topic of handling death with children. There is a large section on communicating with child as well as various careers. The print is large, and there is a great deal of color utilized throughout the text that makes it very appealing. The teacher resource guide is in one orderly package and there is an excellent CD to use for test making.

Goodheart-Willcox Company

Children the Early Years

Student Edition

Author: Decker

1566379458 09-12 2004 \$41.97

Children and the Early Years is appropriate for Child Development 2 as well as Education for Parenthood Education. The book contains excellent activities, a CD, and other teacher resources with test-making capabilities.

Goodheart-Willcox Company

Working with Young Children

Student Edition

Author: Herr

1590701283 09-12 2004 \$42.48

Working with Young Children contains strong occupational concepts, good information layout, and good supplemental materials. The appendix is excellent. The text comes with a good resource packet, portfolio, and observation guide.

<http://www.mysctextbooks.com>

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Employment Opportunities:

Less than a Baccalaureate Degree: child care workers, early childhood assistant, elementary assistant, group worker and assistant, nanny, special education assistant

Baccalaureate Degree: child day care director, child life specialist, coach, physical trainer, teacher

More than a Baccalaureate Degree: child psychologist, college/university faculty, guidance counselors, speech therapists

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Key Elements in this Document

Academic Standards

Core Academic Standards

Unit A in this document consists of core academic standards that are reinforced in FCS sample learning strategies. The standards and indicators are copied from the academics files and pasted in this document to provide a user-friendly comprehensive method of referring to the standards and indicators in addition to allowing the user to make collaborative connections with teachers from other subject areas.

The standards are listed without the indicator, initially, to provide a snapshot of core academic course skills reinforced in curriculum. Further in the document, the academic standards are listed with the indicators based on content reinforced in the class. The listed indicators provide a venue for increased collaborative instruction.

Child Development (CD) Academic Standards

Child Development courses are offered in a number of different ways throughout the state. Some courses are offered in comprehensive high schools and others in career centers. The courses are offered all year every day, 4X4 block or AB block. Some classes may last for 50 minutes and others are offered for up to 150 minutes. Therefore, we have reduced the number of CD academic standards significantly. This provides an opportunity for teachers to do a thorough job of teaching the standards and students have more of an opportunity to meet the standards despite the differences in scheduling.

Reducing the number of standards is supported by several successful whole school reform initiatives. When broad concepts are simplified and reduced, course content is limited and provides an opportunity for every student to master related technical skills and content knowledge.

“Less is more, the secret of teaching for the 21st century: Curriculum planning in the 21st century is really about going deeper, not wider...”

Retrieved from World Humanities <http://www.worldhumanities.com/less-is-more.html>

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Unit Content for Each ECE Academic Standard

Comprehensive unit plans have been developed for each standard and consist of:

FCS Academic Standard is a unit goal that requires the application of higher order thinking skills to reach a high level of performance.

FCS National Standard provides a national structure for identifying what students should know and be able to do.

Resource Alignment provides references to the Personal Skills Curriculum resources

Academic Alignment emphasizes the compatibility between academic and FCS course content. Maximizes the use of instructional time by showing students how to apply knowledge gained in other subject areas FCS content reflective of real life situations.

Key for Academic Alignment Abbreviations

ELA	English Language Arts	EA	Elementary Algebra
E	Economics	IA	Intermediate Algebra
USG	United States Government	G	Geometry
USHC	United States History and Constitution	DAP	Data Analysis and Probability
PS	Physical Science	PC	Precalculus
B	Biology	HE	Health and Safety Education
C	Chemistry	ISTE	Technology
P	Physics		

Essential Questions helps students to personalize learning and evokes a desire to dig deeper and learn more.

Indicators show the knowledge and skills necessary to successfully meet the standard.

Sample Learning Strategies are suggested and written in terms of what the students will do to place more emphasis on the student.

Formative Assessments focuses on the learning process in order to modify instruction to improve student attainment.

FCCLA Alignments provides information (based on the national standard) to integrate co-curricular student organization concepts in instructional strategies.

Resources are a listing of websites and books that enhance the subject matter for the teacher and the students.

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Unit Plan Example

B. Career Paths and Employment

SC Standard B1: Analyze education, training requirements, and opportunities for early childhood career paths.

FACS Nat'l Standard:

4.1 Analyze career paths within early childhood, education, and related services.

Early Childhood Education Assessment/Credential: 1A. Explain the roles and functions of individuals engaged in early childhood, education, and services. 1B. Analyze opportunities for employment and entrepreneurial endeavors in early childhood, education, and services. 1C. Identify the personal qualities and abilities needed to be effective with children. 1D. Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.

National Association for the Education of Young Children (NAEYC): Core Standard 6 Becoming a Professional- 6a. Identifying and involving oneself with the early childhood field; 6b. Knowing about and upholding ethical standards and other professional guidelines; 6d. Integrating knowledgeable reflective, and critical perspectives on early education; 6e. Engaging in informed advocacy for children and the profession.

ParaPro Assessment (0755): I. Understand, interpret, and analyze a wide range of text. III. Assess knowledge of mathematical concepts and ability to apply them to abstract and real-life situations. V. Assess the ability to identify errors in standard written English, word usage, punctuation and spelling and identify parts of a sentence, and parts of speech.

Academic Alignment: ELA A1, A2, A3, A4, A5, A6; E A7, A8, A9, A10; USG A11, A12, A13, A14; EA A21, IA A22, A23; G A24; DA A25, A26, A27, A28; PC A 29; HE A31, A32, A33, A34, A35, A36, A37; ISTE A38, A39, A40, A41, A42, A43

Essential Question(s):

What are personal goals for education, training and career opportunities in early childhood?

Indicators:

What Students Should Know:	What Students Should Be Able to Do:
1. Career paths	1. Assess interest areas to determine potential career pathways including career ladders.
2. Professional character traits	2. Analyze the characteristics of professionals working with young children
3. Roles and responsibilities	3. Differentiate the roles and responsibilities in various early childhood careers.
4. Education and training requirements	4. Examine education and training requirements and opportunities for career paths in early childhood education and services.
5. Professional development	5. Identify professional development opportunities.
6. Career information resources	6. Examine career information resources based on personal and professional needs.

- **Unit topic**
- **FCS academic standard**
- **FCS National Standard alignment**
- **National Assessment/Credential Alignments**
- **National Program Standards Alignments**
- **National Assessment alignments**
- **Academic alignments** based on the indicators and learning strategies
- **Essential Question** sets focus for the unit and initiates creative and critical thinking.
- **Indicators** written in terms of what the student should know and do to acquire the knowledge and skills to successfully meet the standard.

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Sample Learning Strategies

- 1.1 Give an oral and/or visual technology-based presentation on selected careers.
- 1.2 Categorize character traits of early childhood personnel by different careers. Explain the importance of the listed character traits to positively influence growth and development.
- 2.1 Conduct self-assessments to determine personal characteristics. Compare personal character to career options related to early childhood. Present findings to peers.
- 2.2 Analyze scenarios depicting individuals with different character traits. Decide on individuals who would be best suited for early childhood education positions. Substantiate choices based on factual information.
- 3.1 Invite local early childhood professionals to present information to the class regarding their roles and responsibilities. Pose questions to gain information. Write a short summary of the presentation and include what was known, what additional information is wanted, and what was learned (KWL).
- 4.1 List education training requirements and opportunities for career paths related to early childhood and education.
- 5.1 Identify opportunities for continuing education and training in early childhood education and related fields and explain why education is important.
- 5.2 Research opportunities for continuing education and growth. Develop a professional development workshop for peers. Conduct peer evaluations.
- 6.1 Plan and implement a career fair for the class. Invite aspiring early childhood education students to the career fair. Conduct a career fair evaluation from the perspective of the presenters and attendees. Develop an analysis of the results showing what worked well, what needs improvements, what should be added for future fairs, and what should be eliminated. Discuss results with peers.
- 6.2 Develop a brochure/flyer for early childhood education resources. Cite resources appropriately and distribute to different audiences. Conduct informal surveys to determine the quality of the disseminated information.

➤ **Sample Learning Strategies** are written in terms of what the student will do to acquire the knowledge and skills to successfully meet the standard.

Formative Assessments:

Presentations, student self-evaluation, peer evaluations, class discussions, performances to demonstrate learning, projects with several interval products, student conferencing to discuss student learning, growth, and needs, parent conferencing, student record keeping, teacher-student conferences

➤ **Formative assessments** are indicated in the Sample Learning Strategies

ACADEMICS OUTLINE (Integrated in CD Academic Standards)

English Language Arts

- A1.** The student will read and comprehend a variety of literary text in print and non-print format. **(SC E1-4.1)**
- A2.** The student will read and comprehend a variety of informational texts in print and non-print. **(SC E1-4.2)**
- A3.** The student will use word analysis and vocabulary strategies to read fluently. **(SC E1-4.3)**
- A4.** The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English. **(SC E1-4.4)**
- A5.** The student will write for a variety of purposes and audiences **(SC E1-4.5)**
- A6.** The student will access and use information from a variety of sources. **(SC E1-4.6)**

Economics

- A7.** The student will demonstrate an understanding of how scarcity and choice impact the economic activity of individuals, facilities, communities, and nations. **(SC ECON-1)**
- A8.** The student will demonstrate an understanding of how markets facilitate exchange and how market regulation costs both consumers and producers. **(SC ECON-2)**
- A9.** The student will demonstrate an understanding of personal financial decisions affect an individual's present and future economic status. **(SC ECON-5)**

World Geography

- A10.** The student will demonstrate an understanding of the physical and human characteristics of places, including the creation of regions and the ways that **culture** and experience influence the perception of place. **(WG-1)**
- A11.** The student will demonstrate an understanding of the characteristics of **culture**, the patterns of **culture**, and cultural change. **(WG-4)**

United States History and Constitution

- A12.** The student will demonstrate an understanding of social, economic and political issues in contemporary America. **(USHC-8)**

United States Government

- A13.** The student will demonstrate an understanding of foundational political theory, concepts, and application. **(USG-1)**
- A14.** The student will demonstrate an understanding of foundational American political principles and the historical events and philosophical ideas that shaped the development and application of these principles. **(USG-2)**
- A15.** The student will demonstrate an understanding of the basic organization and function of United States government on national, state, and local levels and the role of federalism in addressing the distribution of power. **(USG -3)**

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Elementary Algebra

A16. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. **(SCEA-1)**

A17. The student will demonstrate through the mathematical processes an understanding of relationships and functions. **(SCEA-3)**

Geometry

A18. The student will understand and utilize the mathematical processes of problem solving, reasoning, and proof, communication, connections, and representation. **(SCG-1)**

A19. The student will demonstrate through the mathematical processes an understanding of the properties of basic geometric figures and the relationships between and among them. **(SCG.2)**

Precalculus

A20. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. **(SC PC-1)**

Data Analysis and Probability

A21. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. **(SCDA-1)**

A22. The student will demonstrate through the mathematical processes an understanding of the design of a statistical study. **(SCDA-2)**

A23. The student will demonstrate through the mathematical processes an understanding of the methodology for collecting, organizing, displaying, and interpreting data. **(SCDA-3)**

A24. The student will demonstrate through the mathematical processes an understanding of basic statistical methods of analyzing data. **(SCDA-3)**

Physical Science

A25. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. **(SC PS-1)**

A26. The student will demonstrate an understanding of various properties and classifications of matter. **(SC PS-3)**

A27. The student will demonstrate an understanding of chemical reactions and classifications, structures, and properties of chemical compounds. **(SC PS-4)**

A28. The student will demonstrate an understanding of the nature, conservation, and transformation of energy. **(SC PS-6)**

Biology

A29. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. **(SC B-1)**

A30. The student will demonstrate an understanding of the flow of energy within and between living systems. **(SC B-3)**

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A31. The student will demonstrate an understanding of the molecular basis of heredity. **(SC B-4)**

Chemistry

A32. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. **(SC C-1)**

A33. The student will demonstrate an understanding of the types, the causes, and the effects of chemical reactions. **(SC C-4)**

A34. The student will demonstrate an understanding of the structure and behavior of the different phases of matter. **(SC C-5)**

Physics

A35. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. **(SC P-1)**

Earth Science

A36. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis can be used appropriately to pose questions, seek answers, and develop solutions. **(SC ES-1)**

A37. The student will demonstrate an understanding of Earth's freshwater and ocean systems. **(SC ES-5)**

Health Education

A38. The student will comprehend concepts related to health promotion to enhance health. **(SC HE-1)**

A39. The student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. **(SC HE-2)**

A40. The student will demonstrate the ability to access valid information and products and services to enhance health. **(SC HE-3)**

A41. The student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. **(SC HE-4)**

A42. The student will demonstrate the ability to use decision-making skills to enhance health. **(SC HE-5).**

A43. The student will demonstrate the ability to use goal-setting skills to enhance health. **(SC HE-6)**

A44. The student will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks. **(SC HE-7)**

A45. The student will demonstrate the ability to advocate for personal, family, and consumer health. **(SC HE-8)**

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Technology

A46. Students demonstrate creative thinking, construct knowledge, and develop innovative products and process using technology (Creativity and Innovation). **(ISTE-1)**

A47. Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (Communication and Collaboration). **(ISTE-2)**

A48. Students apply digital tools to gather, evaluate, and use information (Research and Information Fluency). **(ISTE-3)**

A49. Student use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (Critical Thinking, Problem Solving, and Decision Making). **(ISTE-4)**

A50. Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior (Digital Citizenship). **(ISTE-5)**

A51. Students demonstrate a sound understanding of technology concepts, systems and operations (Technology Operations and Concepts) **(ISTE-6)**

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CD2 ACADEMIC STANDARDS

B. GROWTH AND DEVELOPMENT

B1. Analyze the stages of growth and development during early childhood.

C. HEALTH AND SAFETY

C1. Analyze practices that promote the health and safety of children.

D. COLLABORATIVE RELATIONSHIPS

D1. Evaluate techniques for positive collaborative relationships.

E. CHILDCARE SERVICES

E1. Analyze legislation and public policies affecting children.

F. CAREERS AND EMPLOYABILITY SKILLS

F1. Demonstrate professional practices, ethics, and standards related to working with children.

A. Academic Standards and Indicators (Integrated in ECE Academic Standards)

ENGLISH LANGUAGE ARTS

<http://ed.sc.gov/agency/programs-services/59/documents/StateBoardApprovedFinalMay14.pdf>

SC Standard A1. Reading: Understanding and Using Literary Texts The student will read and comprehend a variety of literary text in print and non-print format. **(SC E1-4.1)**

- Compare/contrast ideas within and across literary text to make inferences.
- Create responses to literary text through a variety of methods (for example written works, oral and auditory presentation, discussions, media productions, and the visual and performing arts).
- Read independently for extended periods of time for pleasure.

Common Core Alignments – Anchor Standards:

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELASStandards.pdf

READING STANDARDS – PAGE 35

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

WRITING STANDARDS – PAGE 41

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

SPEAKING AND LISTENING – PAGE 48

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE – PAGE 51

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SC Standard A2. Reading: Understanding And Using Informational Text The student will read and comprehend a variety of informational texts in print and non-print. **(SC E1-4.2)**

- Compare/contrast information within and across texts to draw conclusions and make inferences.
- Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentation, discussions, and media productions)
- Read independently for extended periods of time to gain information.
- Analyze information from graphic features (charts and graphs) in informational texts.

Common Core Alignments – Anchor Standards:

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELASStandards.pdf

READING STANDARDS – PAGE 35

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

WRITING STANDARDS

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

SPEAKING AND LISTENING – PAGE 48

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4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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LANGUAGE – PAGE 51

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3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SC Standard A3 Reading: Building Vocabulary The student will use word analysis and vocabulary strategies to read fluently. **(SC E1-4.3)**

- Use context clues to determine the meaning of technical terms and other unfamiliar words.
- Interpret euphemisms (the substitute of a mild and pleasant expression for a harsh and blunt one) and connotations (the implicit, rather than the explicit meaning of a word) of words to understand the meaning of a given text.

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Common Core Alignments – Anchor Standards:

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELASStandards.pdf

READING STANDARDS – PAGE 35

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

LANGUAGE – PAGE 51

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SC Standard A4. Writing: Developing Written Communications The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English. **(SC E1-4.4)**

- Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.
- Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex).
- Use grammatical conventions of written Standard American English.
- Edit written pieces for correct use of Standard American English including reinforcement of the mechanics previously taught.

Common Core Alignments – Anchor Standards:

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELASStandards.pdf

WRITING STANDARDS – PAGE 41

Production and Distribution of Writing

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

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CHILD DEVELOPMENT 2
ACADEMIC STANDARDS AND CURRICULUM RESOURCE
Course Code: 5801

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LANGUAGE – PAGE 51

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SC Standard A5. Writing: Producing Written Communications in a Variety Of forms

The student will write for a variety of purposes and audiences. (SC E1-4.5)

- Create informational pieces that use language appropriate for the specific audience.
- Create technical pieces that use clear and precise language appropriate for the purpose and audience.
- Compose effective pieces of writing to respond to prompts in “on demand” situations.
- Create descriptions for use in other modes of written works (for example, personal essays, travel writing, or restaurant reviews) that use sensory images and vivid word choice.

Common Core Alignments – Anchor Standards:

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf

WRITING STANDARDS – PAGE 41

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CHILD DEVELOPMENT 2
ACADEMIC STANDARDS AND CURRICULUM RESOURCE
Course Code: 5801

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

LANGUAGE – PAGE 51

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SC Standard A6. Researching: Applying The Skills Of Inquiry And Oral Communication

The student will access and use information from a variety of sources. (SC E1-4.6)

- Clarify and refine a research topic.
- Use vocabulary including Standard American English that is appropriate for the particular audience or purpose.
- Use a variety of print and electronic reference materials.
- Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.
- Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.
- Create written works, oral and auditory presentations, and visual presentations that are designed for a specific audience and purpose.
- Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.

Common Core Alignments – Anchor Standards:

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELASStandards.pdf

WRITING STANDARDS – PAGE 41

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CHILD DEVELOPMENT 2
ACADEMIC STANDARDS AND CURRICULUM RESOURCE
Course Code: 5801

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

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

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SPEAKING AND LISTENING – PAGE 48

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE – PAGE 51

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CHILD DEVELOPMENT 2
ACADEMIC STANDARDS AND CURRICULUM RESOURCE
Course Code: 5801

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SOCIAL STUDIES ACADEMIC STANDARDS

<http://ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/documents/FINALAPPROVEDSSStandardsAugust182011.pdf>

ECONOMICS

SC Standard A7. Economics (SC ECON-1)

The student will demonstrate an understanding of how scarcity and choice impact the economic activity of families, businesses, communities, and nations.

Indicator(s):

- Explain that the practice of economic decision making is an evaluation process that measures additional benefits versus additional costs.

SC Standard A8. Economics (SC ECON- 2)

The student will demonstrate an understanding of how markets facilitate exchange and how market regulation costs both consumers and producers.

Indicator(s):

- Illustrate how competition among sellers lowers costs and prices.
- Illustrate how an economically efficient market allocates goods and services to the buyers who are willing to pay for them.
- Explain how **business cycles**, market conditions, government policies, and inequalities affect the living standards of individuals and other economic entities.

SC Standard A9. Economics (SC ECON- 5)

The student will demonstrate an understanding of personal financial decisions affect an individual's present and future economic status.

Indicator(s)

- Explain how individuals make personal decisions and how current spending and acquisition of debt can impact future income.
- Explain that income for most people is determined by the market value of the productive resources they sell.
- Explain how wage rates for most workers depend upon the market value of what the workers produce for the market place.

WORLD GEOGRAPHY

SC Standard A10. World Geography (WG-1)

CHILD DEVELOPMENT 2
ACADEMIC STANDARDS AND CURRICULUM RESOURCE
Course Code: 5801

The student will demonstrate an understanding of the physical and human characteristics of places, including the creation of regions and the ways that **culture** and experience influence the perception of place.

Indicator(s):

- Analyze physical characteristics of the environment that result in opportunities and obstacles for people (e.g., the role of climate in agriculture, site characteristics that limit development).
- Explain how individuals view places and regions on the basis of their particular stage of life, gender, social class, **ethnicity**, values, and access to technology (e.g., how retirees have changed the cultural landscape and available human services in Florida).

SC Standard A11. World Geography (WG-4)

The student will demonstrate an understanding of the characteristics of **culture**, the patterns of **culture**, and cultural change.

- Identify the characteristics of **culture** and the impacts of cultural beliefs on gender roles and the perception of race and **ethnicity** as they vary from one region to another (e.g., legal rights for women in the Middle East and South Asia).
- Compare the roles that cultural factors such as religious, linguistic, and **ethnic** differences play in cooperation and conflict within and among societies.

UNITED STATES HISTORY AND CONSTITUTION

SC Standard A12. The student will demonstrate an understanding of social, economic and political issues in contemporary America. (**USHC-8**)

Indicator(s):

- Summarize key political and economic issues of the last twenty-five years, including continuing dependence on foreign oil; trade agreements and **globalization**; health and education reforms; increases in **economic disparity** and **recession**; tax policy; the national surplus, debt, and deficits; immigration; presidential resignation/impeachment; and the elections of 2000 and 2008.

United States Government

SC Standard A13. The student will demonstrate an understanding of foundational political theory, concepts, and application. (**USG-1**)

Indicator(s):

- Analyze political theories related to the existence, necessity, and purpose of government, including natural rights, balance of the public and private interests, and physical and economic security.
- Analyze components of government and the governing process, including politics, power, authority, sovereignty, legitimacy, public institutions, efficacy, and civic life.

SC Standard A14. The student will demonstrate an understanding of foundational American political principles and the historical events and philosophical ideas that shaped the development and application of these principles. (**USG-2**)

Indicator(s):

- Summarize core principles of United States government, including **limited government**, federalism, **checks and balances**, **separation of powers**, **rule of law**, **popular sovereignty**, **republicanism**, individual rights, freedom, equality, and self-government.

CHILD DEVELOPMENT 2
ACADEMIC STANDARDS AND CURRICULUM RESOURCE
Course Code: 5801

SC Standard A15. The student will demonstrate an understanding of the basic organization and function of United States government on national, state, and local levels and the role of federalism in addressing the distribution of power.

- Evaluate the Constitution as the written framework of the United States government, including expression of the core principles of **limited government**, federalism, **checks and balances**, **separation of powers**, **rule of law**, **popular sovereignty**, **republicanism**, individual rights, freedom, equality, and self-government.
- Analyze the organization and responsibilities of local and state governments in the United States federal system, including the role of state **constitutions**, the limitations on state governments, the typical organization of state governments, the relationship between state and local governments, and the major responsibilities of state governments.

MATHEMATICS ACADEMIC STANDARDS

<http://ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/documents/2007MathematicsStandards.pdf>

ELEMENTARY ALGEBRA

SC Standard A16. Elementary Algebra (SCEA-1)

The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

Indicator(s):

- Apply algebraic methods to solve problems in real – world context
- **Common Core Alignments – MATHEMATICS | HIGH SCHOOL**
- http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf
- **MATHEMATICS | HIGH SCHOOL—ALGEBRA – PAGE 63**
- **Seeing Structure in Expressions**
- Interpret the structure of expressions
- Write expressions in equivalent forms to solve problems
- **Arithmetic with Polynomials and Rational Expressions**
- Perform arithmetic operations on polynomials
- Understand the relationship between zeros and factors of polynomials
- Use polynomial identities to solve problems
- Rewrite rational expressions
- **Creating Equations**
- Create equations that describe numbers or relationships
- **Reasoning with Equations and Inequalities**
- Understand solving equations as a process of reasoning and explain the reasoning
- Solve equations and inequalities in one variable
- Solve systems of equations

CHILD DEVELOPMENT 2
ACADEMIC STANDARDS AND CURRICULUM RESOURCE
Course Code: 5801

- Represent and solve equations and inequalities graphically

SC Standard A17. Elementary Algebra (SCEA-3)

- The student will demonstrate through the mathematical processes an understanding of relationships and functions.

Indicator(s):

- Apply proportional reasoning to solve problems.
- **Common Core Alignments – MATHEMATICS | HIGH SCHOOL**
- http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf
- **MATHEMATICS | HIGH SCHOOL –FUNCTIONS – PAGE 67**
- **Interpreting Functions**
- Understand the concept of a function and use function notation
- Interpret functions that arise in applications in terms of the context
- Analyze functions using different representations
- **Building Functions**
- Build a function that models a relationship between two quantities
- Build new functions from existing functions
- **Linear, Quadratic, and Exponential Models**
- Construct and compare linear, quadratic, and exponential models and solve problems
- Interpret expressions for functions in terms of the situation they model
- **Trigonometric Functions**
- Extend the domain of trigonometric functions using the unit circle
- Model periodic phenomena with trigonometric functions
- Prove and apply trigonometric identities

GEOMETRY

SC Standard A18. Geometry (SCG-1)

The student will understand and utilize the mathematical processes of problem solving, reasoning, and proof, communication, connections, and representation.

- Communicate knowledge of geometric relationships by using mathematical terminology appropriately.
- Demonstrate an understanding of how geometry applies in real-world contexts (including architecture, construction, farming, and astronomy).
- **Common Core Alignments – MATHEMATICS | HIGH SCHOOL**
- http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf
- **MATHEMATICS | HIGH SCHOOL—GEOMETRY – PAGE 75**
- **Congruence**
- Experiment with transformations in the plane
- Understand congruence in terms of rigid motions
- Prove geometric theorems

CHILD DEVELOPMENT 2
ACADEMIC STANDARDS AND CURRICULUM RESOURCE
Course Code: 5801

- Make geometric constructions
- **Similarity, Right Triangles, and Trigonometry**
- Understand similarity in terms of similarity transformations
- Prove theorems involving similarity
- Define trigonometric ratios and solve problems involving right triangles
- Apply trigonometry to general triangles
- **Circles**
- Understand and apply theorems about circles
- Find arc lengths and areas of sectors of circles
- **Expressing Geometric Properties with Equations**
- Translate between the geometric description and the equation for a conic section
- Use coordinates to prove simple geometric theorems algebraically
- **Geometric Measurement and Dimension**
- Explain volume formulas and use them to solve problems
- Visualize relationships between two dimensional and three-dimensional objects
- **Modeling with Geometry**
- Apply geometric concepts in modeling situations

SC Standard A19. Geometry (SCG.2)

The student will demonstrate through the mathematical processes an understanding of the properties of basic geometric figures and the relationships between and among them.

- Use scale factors to solve problems involving scale drawings and models.
- Use geometric probability to solve problems.
- **Common Core Alignments – MATHEMATICS | HIGH SCHOOL**
- http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf
- **MATHEMATICS | HIGH SCHOOL—GEOMETRY – PAGE 75**
- **Congruence**
- • Make geometric constructions
- **Circles**
- • Understand and apply theorems about circles
- **Geometric Measurement and Dimension**
- • Explain volume formulas and use them to solve problems
- • Visualize relationships between two dimensional and three-dimensional objects
- **Modeling with Geometry**
- • Apply geometric concepts in modeling situations

PRECALCULUS

SC Standard A20. Precalculus (SC PC-1)

The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

Indicator(s):

CHILD DEVELOPMENT 2
ACADEMIC STANDARDS AND CURRICULUM RESOURCE
Course Code: 5801

- Apply algebraic methods to solve problems in real-world contexts.
- Judge the reasonableness of mathematic solutions.
- **Common Core Alignments – MATHEMATICS | HIGH SCHOOL**
- http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf
- **MATHEMATICS | HIGH SCHOOL—NUMBER and QUANTITY – PAGE 59**
- **The Real Number System**
- Extend the properties of exponents to rational exponents
- Use properties of rational and irrational numbers.
- **Quantities**
- Reason quantitatively and use units to solve problems
- **The Complex Number System**
- Perform arithmetic operations with complex numbers
- Represent complex numbers and their operations on the complex plane
- Use complex numbers in polynomial identities and equations
- **Vector and Matrix Quantities**
- Represent and model with vector quantities.
- Perform operations on vectors.
- Perform operations on matrices and use matrices in applications.

DATA ANALYSIS AND PROBABILITY

SC Standard A21. Data Analysis and Probability (SCDA-1)

The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

- Execute procedures to conduct simple probability experiments and collect data by using manipulatives (including spinners, dice, cards, and coins).
- Design and conduct a statistical research project and produce a report that summarizes the finding.
- Apply the principles of probability and statistics to solve problems in real-world contexts.
- Communicate a knowledge of data analysis and probability by using mathematical terminology appropriately.
- **Common Core Alignments – MATHEMATICS | HIGH SCHOOL**
- http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf
- **MATHEMATICS | HIGH SCHOOL —STATISTICS AND PROBABILITY★-PAGE 80**
- **Interpreting Categorical and Quantitative Data**
- Summarize, represent, and interpret data on a single count or measurement variable
- Summarize, represent, and interpret data on two categorical and quantitative variables
- Interpret linear models
- **Making Inferences and Justifying Conclusions**
- Understand and evaluate random processes underlying statistical experiments

CHILD DEVELOPMENT 2
ACADEMIC STANDARDS AND CURRICULUM RESOURCE
Course Code: 5801

- Make inferences and justify conclusions from sample surveys, experiments and observational studies

SC Standards A22. Data Analysis and Probability (SCDA-2)

The student will demonstrate through the mathematical processes an understanding of the design of a statistical study.

- Classify a data-collection procedure as a survey, an observational study, or a controlled experiment.
- Generate a research question and design a statistical study to answer a given research question.
- **Common Core Alignments – MATHEMATICS | HIGH SCHOOL**
- http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf
- **MATHEMATICS | HIGH SCHOOL —STATISTICS AND PROBABILITY★-PAGE 80**
- **Interpreting Categorical and Quantitative Data**
- Summarize, represent, and interpret data on a single count or measurement variable
- Summarize, represent, and interpret data on two categorical and quantitative variables
- Interpret linear models
- **Making Inferences and Justifying Conclusions**
- Understand and evaluate random processes underlying statistical experiments
- Make inferences and justify conclusions from sample surveys, experiments and observational studies

SC Standards A23. Data Analysis and Probability (SCDA-3)

The student will demonstrate through the mathematical processes an understanding of the methodology for collecting, organizing, displaying, and interpreting data.

- Use manipulatives, random number tables, and technology to collect data and conduct experiments and simulations.
- Select appropriate graphic display(s) from among pictographs, bar graphs, pie charts, dot plots, histograms, time-series plots, stem-and-leaf plots, box-and-whiskers plots, and scatterplots when given a data set or problem situation.
- **Common Core Alignments – MATHEMATICS | HIGH SCHOOL**
- http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf
- **MATHEMATICS | HIGH SCHOOL —STATISTICS AND PROBABILITY★-PAGE 80**
- **Conditional Probability and the Rules of Probability**
- Understand independence and conditional probability and use them to interpret data
- Use the rules of probability to compute probabilities of compound events in a uniform probability model
- **Using Probability to Make Decisions**
- Calculate expected values and use them to solve problems
- Use probability to evaluate outcomes of decisions

SC Standards A24. Data Analysis and Probability (SCDA-4)

CHILD DEVELOPMENT 2
ACADEMIC STANDARDS AND CURRICULUM RESOURCE
Course Code: 5801

The student will demonstrate through the mathematical processes an understanding of basic statistical methods of analyzing data.

- Use procedures and/or technology to find measures of central tendency (mean, median, and mode) for given data.
- mode) for given data.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf

MATHEMATICS | HIGH SCHOOL —STATISTICS AND PROBABILITY★-PAGE 80

Using Probability to Make Decisions

- Calculate expected values and use them to solve problems
- Use probability to evaluate outcomes of decisions

SCIENCE ACADEMIC STANDARDS

http://ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/documents/sciencestandardsnov182005_001.pdf

PHYSICAL SCIENCE

SC Standard A25. Scientific Inquiry (SC PS-1)

The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions.

Indicator(s):

- Organize and interpret the data by using mathematics, graphs, models, and/or technology.
- Use appropriate safety procedures when conducting investigations.

SC Standard A26. Chemistry: Structure and Properties of Matter (SC PS-3)

The student will demonstrate an understanding of various properties and classifications of matter.

Indicator(s):

- Explain the effects of temperature on the rate at which a solid dissolves in a liquid.

SC Standard A27. Chemistry: Structures and Properties of Matter (SC PS-4)

The student will demonstrate an understanding of chemical reactions and classifications, structures, and properties of chemical compounds.

Indicator(s):

- Explain the effects of temperature, concentration, and surface area and the presence of a catalyst on reaction rates.

SC Standard A28. Physics: The interactions of Matter and Energy (SC PS-6)

The student will demonstrate an understanding of the nature, conservation, and transformation of energy.

Indicator(s):

CHILD DEVELOPMENT 2
ACADEMIC STANDARDS AND CURRICULUM RESOURCE
Course Code: 5801

- Explain how the law of conservation of energy applies to the transformation of various forms of energy (including mechanical energy, electrical energy, chemical energy, light energy, sound energy, and thermal energy).

BIOLOGY

SC Standard A29. Scientific Inquiry (SC B-1)

The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions.

- Use appropriate laboratory apparatuses, technology, and techniques safely and accurately when conducting a scientific investigation.

SC Standard A30. Biology (SC B-3)

The student will demonstrate an understanding of the flow of energy within and between living systems.

Indicator(s):

- Summarize basic aerobic and anaerobic processes.
- Summarize the functions of proteins, carbohydrates, and fats in the human body.

SC Standard A31. Biology (SC B-4)

The student will demonstrate an understanding of the molecular basis of heredity.

- Summarize the relationship among DNA, genes, and chromosomes.
- Explain how DNA functions as the code of life and the blueprint for proteins.

CHEMISTRY

SC Standard A32. Scientific Inquiry (SC C-1)

The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions.

Indicator(s):

- Use appropriate laboratory techniques safely and accurately when conducting a scientific investigation.
- Use scientific instruments to record measurement data in appropriate metric units that reflect the precision and accuracy of each particular instrument.
- Evaluate a technological design or product on the basis of designated criteria.
- Use appropriate safety procedures when conducting investigations.

SC Standard A33. Scientific Inquiry (SC C-4)

The student will demonstrate an understanding of the types, the causes, and the effects of chemical reactions.

- Explain the role of activation energy and the effects of temperature, particle size, stirring, concentration, and catalysts in reaction rates.

SC Standard A34. Scientific Inquiry (SC C-5)

The student will demonstrate an understanding of the structure and behavior of the different phases of matter.

CHILD DEVELOPMENT 2
ACADEMIC STANDARDS AND CURRICULUM RESOURCE
Course Code: 5801

- Illustrate and interpret heating and cooling curves (including how boiling and melting points can be identified and how boiling points vary with changes in pressure).

PHYSICS

SC Standard A35. Scientific Inquiry (SC P-1)

The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions.

Indicator(s):

- Use appropriate laboratory apparatuses, technology, and techniques safely and accurately when conducting a scientific investigation.
- Use appropriate safety procedures when conducting investigations.

EARTH SCIENCE

SC Standard A36. Scientific Inquiry (SC ES-1)

The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions.

- Use appropriate laboratory apparatuses, technology, and techniques safely and accurately when conducting a scientific investigation.
- Evaluate a technological design or product on the basis of designated criteria (including cost, time, and materials).
- Communicate and defend a scientific argument or conclusion.
- Use appropriate safety procedures when conducting investigations.

SC Standard A37. Scientific Inquiry (SC ES-5)

The student will demonstrate an understanding of Earth's freshwater and ocean systems.

- Analyze environments to determine possible sources of water pollution (including industrial waste, agriculture, domestic waste, and transportation devices).

HIGH SCHOOL ACADEMIC STANDARDS FOR HEALTH AND SAFETY EDUCATION

<http://ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/documents/2009HealthEducationStandards.pdf>

SC Standard A38. (SC HE-1)

The student will comprehend concepts related to health promotion to enhance health.

Indicator(s):

- Discuss the characteristics of healthy relationships.
- Analyze the signs of depression and self-destructive behaviors (including potential risks of suicide).
 - Identify causes of stress and other common mental health issues.
 - List common **first aid** procedures for a given scenario.

CHILD DEVELOPMENT 2
ACADEMIC STANDARDS AND CURRICULUM RESOURCE
Course Code: 5801

- Identify the characteristics of an abusive relationship.
- Describe laws and regulations related to safety and personal injury (including bullying, **dating violence**, participating in gang activity, driving a motorized vehicle.)
- Discuss ways to reduce the risk of intentional and unintentional injuries in the home, school, community, workplace, and roadways.
- Describe physical, social, and emotional changes that occur during adolescence.
- Differentiate between risk-taking and health-promoting behaviors.
- Evaluate the relationship between his or her own nutritional intake and overall physical, social, and mental health.
- Explain how the federal dietary guidelines are useful in planning healthy diets.
 - Evaluate the benefits of daily moderate to vigorous physical activity.
 - Describe the importance of healthy eating and physical activity in maintaining good health, including oral health.

SC Standard A39. (SC HE-2)

The student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Indicator(s):

- Analyze ways that the family, peers, culture, and the media influence the mental, emotional, and social health of individuals.
- Analyze the effects of family, peers, the media, and other factors on attitudes and behaviors regarding relationships and **sexuality**.
- Analyze the influence of family, peers, culture, the media, technology, and other factors on health behaviors.
- Analyze ways that emotions and feelings influence the food choices, eating behavior, and physical activity of individuals.
- Examine ways that the media, advertising, and marketing practices affect the nutrition and physical activity level of individuals.
- Analyze ways that unhealthy eating behaviors and an inactive lifestyle contribute to chronic disease.

SC Standard A40. (SC HE-3)

The student will demonstrate the ability to access valid information and products and services to enhance health.

Indicator(s):

- Access information and local services about safety and the prevention of violence.
- Locate and analyze local opportunities for physical activity.
- Analyze local sources of **valid** information on nutrition and physical activity (for example, school policy, legislation, economics).

SC Standard A41. (SC HE-4)

The student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

CHILD DEVELOPMENT 2
ACADEMIC STANDARDS AND CURRICULUM RESOURCE
Course Code: 5801

Indicator(s):

- Demonstrate ways to communicate care, consideration, and respect for him- or herself and others.
- Demonstrate refusal, negotiation, and collaboration skills to enhance his or her health and to avoid potentially harmful situations (for example, ATOD use, **sexual harassment**, gang activity).
- Demonstrate effective verbal and nonverbal communication skills in peer and dating relationships.
- Demonstrate refusal and **negotiation skills** to promote **abstinence** and to reduce health-risk behaviors.
- Evaluate ways to communicate with parents, family members, peers, and other trustworthy adults (for example, health care providers, law enforcement officers) about sexual health and responsibilities.
- Demonstrate ways to ask for assistance to enhance his or her own health (for example, ask for a diet plan) and ways to offer assistance to enhance the health of others (for example, exercise with a friend).

SC Standard A42. (SC HE-5)

The student will demonstrate the ability to use decision-making skills to enhance health.

Indicator(s):

- Determine when it is necessary to seek help and/or to leave an unhealthy relationship or situation.
- Examine barriers to healthy decision making.
- Justify when individual or collaborative decision making is appropriate.*
- Utilize knowledge of body structure and function to make sound decisions related to personal health (for example, disease prevention, injury prevention, oral health).
- Distinguish healthy from unhealthy foods on a variety of restaurant menus.

SC Standard A43. (SC HE-6)

The student will demonstrate the ability to use goal-setting skills to enhance health.

Indicator(s):

- Develop and implement a personal stress management plan.
- Develop a plan to avoid unsafe situations and gang involvement.
- Set a personal goal to maintain the health of his or her reproductive system.
- Create a long-term personal health plan that is adaptable to changing health needs based on genetics, family history, and personal health behaviors.
- Set a goal to maintain a healthy diet (for example, limiting sugar, fat, and salt consumption).
- Set a goal to attain the federally recommended levels of physical activity and physical fitness for Americans.

SC Standard A44. (SC HE-7)

The student will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks.

Indicator(s):

- Design and implement a plan to increase his or her **resiliency**.

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- Develop strategies for maintaining a positive self-concept.
- Perform appropriate **first aid** and other emergency procedures for a given scenario.
- Develop injury prevention and treatment strategies for personal and family health.
- Demonstrate strategies for solving interpersonal conflicts without harming him- or herself or others.
- Discuss protective measures and warning signs of violence in dating and relationship situations.
- Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of him- or herself and others.
- Develop and implement a wellness plan that meets the federal dietary guidelines and the federal physical activity guidelines for Americans.

SC Standard A45. (SC HE-8)

The student will demonstrate the ability to advocate for personal, family, and consumer health.

Indicator(s):

- Advocate for disaster preparedness in the home, school, and community.
- Advocate for the promotion and protection of a healthy environment.
- Examine ways to encourage others to make healthy eating choices and to increase their level of physical activity.

NETS.S, ONE-PAGE PDF:

<http://www.iste.org/standards/nets-for-students/nets-student-standards-2007>

Standard A46. Creativity and Innovation (ISTE-1)

Students demonstrate creative thinking, construct knowledge, and develop innovative products and process using technology.

Indicators:

- Apply existing knowledge to generate new ideas, products, or processes.
- Create original works as a means of personal or group expression.
- Use models and simulations to explore complex systems and issues.

Standard A47. Communication and Collaboration (ISTE-2)

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Indicators:

- Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- Develop cultural understanding and global awareness by engaging with learners of other cultures.
- Contribute to project teams to produce original works or solve problems.

Standard A48. Research and Information Fluency (ISTE-3)

Students apply digital tools to gather, evaluate, and use information.

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Indicators:

- Plan strategies to guide inquiry.
- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- Process data and report results.

Standard A49. Critical Thinking, Problem Solving, and Decision Making (ISTE-4)

Student use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Indicators:

- Identify and define authentic problems and significant questions for investigation.
- Plan and manage activities to develop a solution or complete a project.
- Collect and analyze data to identify solutions and/or make informed decisions.
- Use multiple processes and diverse perspectives to explore alternative solutions.

Standard A50. Digital Citizenship (ISTE-5)

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Indicators:

- Advocate and practice safe, legal, and responsible use of information and technology
- Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- Demonstrate personal responsibility for lifelong learning.
- Exhibit leadership for digital citizenship.

Standard A51. Technology Operations and Concepts (ISTE-6)

Students demonstrate a sound understanding of technology concepts, systems and operations.

Indicators:

- Understand and use technology systems.
- Select and use applications effectively and productively.
- Troubleshoot systems and applications.
- Transfer current knowledge to learning of new technologies.

NETS for Students:

National Educational Technology Standards for Students, Second Edition, ©2007, ISTE® (International Society for Technology in Education), www.iste.org. All rights reserved.

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CHILD DEVELOPMENT UNIT PLANS

B. GROWTH AND DEVELOPMENT

SC Standard: B1. Analyze the stages of growth and development during early childhood.

FACS Nat'l Standard: 12.0 Analyze factors that influence human growth and development.

NAEYC Standard: 1a. Knowing and understanding young children's characteristics and needs, from birth through age 8. 1b. Knowing and understanding the multiple influences on early development and learning. 1c. Using development knowledge to create healthy, respectful, supportive, and challenging learning environments for young children. 3a. Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children. 3c. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection. 4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches. 4d. Reflecting on own practice to promote positive outcomes for each child. 5a. Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies. 7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8). 7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, head start programs).

Academic Alignment: ELA A1, A2, A3, A4, A5, A6; WG A10; EA A16; G18; PC A20; DAP A21, A22, A23, A24; PS A25, A26, A28; B A29, A31; C A32, A34; P A35; ES A36; HE A38, A39, A40, A41, A42, A43, A44, A45; TE A46, A47, A48, A49, A50, A51;

Essential Question(s):

Why is it important to analyze the stages of human growth and development during preschool and school-age?

Indicators:

What Students Should Know:

1. Developmental domains
2. Child development theories
3. Guidance and discipline techniques
4. Age level behavioral expectations
5. Preschoolers
6. School-aged children

What Students Should Be Able to Do:

1. Analyze the developmental domains.
2. Compare the fundamental principles of child development theories and theorists.
3. Identify guidance techniques for challenging behaviors.
4. Explain typical and atypical behaviors for ages and stages of development.
5. Explain the growth and development of preschoolers.
6. Analyze the growth and development of school-aged children (4-8).

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Sample Learning Strategies:

- 1.1 Review infant and toddler domains. Create a personal timeline showcasing major events in each domain at various ages and stages of development. Discuss how to teach moral behavior to preschoolers. Role-play appropriate teaching methods to teach morals.
- 1.2 Analyze current brain-based research from multimedia sources. Present findings.
- 1.3 Create a list of developmentally appropriate activities from each domain and apply information to a case study.
- 2.1 Construct a flowchart for each developmental theory and write a reflection on the applications of theories and theorists.
- 2.2 Recreate Piaget's experiments with children (preschool & school-age). Determine the stage of each child's development. Justify the findings for each stage.
- 3.1 Distinguish between punishment, discipline, and guidance techniques. Create a multimedia presentation.
- 3.2 Discuss reasons and guidelines for setting limits. Write a list of positive comments for appropriate behavior.
- 3.3 Create a chart with natural, logical, and negative consequences for case study scenarios. Determine the effectiveness of natural, logical, and negative consequences.
- 3.4 Demonstrate variety of appropriate guidance techniques including verbal and non-verbal cues in class. Videotape peers and critique.
- 3.5 Interview parents and teachers about effective guidance and discipline techniques. Chart results and present findings to class. Model guidance and discipline techniques for a variety of challenging behaviors.
- 3.6 Identify factors that contribute to misbehaviors. Debate strategies to change attributing factors.
- 4.1 Develop an observation checklist. Observe and document behaviors by visiting childcare/school facilities. Chart developmentally appropriate and diverse behaviors. Reflect on how the teachers address all behaviors.
- 4.2 Watch a television show that depicts a family with small children. Determine if children are exhibiting expected behaviors for their age group. Write a reflection.
- 4.3 Discuss childhood fears and strategies to deal with fears. Create a parental brochure that addresses childhood fears and stresses.
- 4.4 List and define the types of abuse (e.g., emotional, physical, sexual, neglect). Design rubric with list of signs and symptoms, issues with law, responsibilities of reporting abuse, and methods of dealing with an abused child. Present using multimedia.
- 5.1 Make a book. (e.g., big book, activity book, collage book). Practice 'read-a-loud' to classmates and document peer reviews. Visit a childcare/school facilities to demonstrate 'read-a-loud'.
- 5.2 Create finger puppets. Write a finger play. Model finger play for classmates and preschool children. Document in a journal the effectiveness of finger puppets and finger plays.
- 5.3 Create an original song, poem, movement activity, or transition that teaches preschoolers and interact with children.
- 6.1 Create learning stations for school-aged children. Evaluate developmentally appropriate learning activities and materials for school-aged children. Rotate and assess each station using student-developed rubric.

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- 6.2 Visit school-aged children in afterschool programs. (e.g., school, home, relative, neighbor). Tutor child for an hour two days a week. Record findings in ‘Tutoring Journal’. Write a reflection for each visit.
- 6.3 Construct a portfolio reflecting findings, projects, and documentation from Child Development 1 and Child Development 2.

Formative Assessments: Rubrics, checklists, hands-on activities, peer conferencing, record keeping and self-evaluation, student reflections and learning logs, observations, problem-solving strategies, open-response questions, presentations, portfolio, projects with several interval products

FACS Student Organization-Family, Community and Career Leaders of America (FCCLA)
<http://www.fcclainc.org/>

APPLICATION/ASSESSMENT THROUGH FCCLA

Community Service: develop, plan, carry out, and evaluate projects that improve the quality of life in their communities.

FCCLA FACTS: Speak Up – promote the empowerment of teens to speak up for their safety.

Families First: Families Today- understand and celebrate families, You-Me-Us – strengthen family relationships, Meet the Challenge – overcome obstacles together, Balancing Family and Career – manage multiple responsibilities, Parent Practice – learn to nurture children

Power of One: A Better You-improve personal traits; Family Ties-get along better with family members

STAR Events: Applied Technology, Chapter Service Project, Focus on Children, Illustrated Talk; Interpersonal Communications

STOP the Violence: empower youth with attitudes, skills, and resources in order to recognize, report and reduce youth violence.

Student Body: Eat right – explore good nutrition, eating disorders, healthy snacks, supplements, vegetarianism, etc.; Be fit – take action related to lifelong exercise habits, obesity, sports training; Make healthy Choices- choose a positive lifestyle by avoiding drugs, alcohol, and tobacco, managing stress, building self-esteem, and practicing good character.

Resources:

“Despicable Me”

Resources: “Babies” documentary, “Touch Points” Video

<http://chiron.valdosta.edu/whuitt/col/regsys/maslow.html>

(Conditions of Learning) description with charts of A. Maslow’s theories

www.cvfc.umn.edu (University of Minnesota) information and resources

www.cyfernet.mes.umn.edu (Children, Youth and Families Education and Research Network) national network of Land Grant university faculty and county Extension educators

www.extension.iastate.edu/sfp (Iowa State University Extension Strengthening Family Relationships) describes curriculum for strengthening families

www.familyvillage.wisc.edu (Family Village) disability related resources for families, Joseph P. Kennedy Jr. Foundation and Mitsubishi Electric Foundation, University of Wisconsin, Madison

www.bls.gov/oco (Bureau of Labor Statistics) Occupational Outlook Handbook

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www.census.gov (U.S. Census Bureau) includes teaching tools
www.childstats.gov (ChildStats.gov) helpful statistics about children and families in the U.S.
www.aacap.org (American Academy of Child and Adolescent Psychiatry) topics and resources
www.aecf.org (Annie E. Casey Foundation) information on disadvantaged children
www.benefitscheckup.org (National Council on Aging) a questionnaire designed to assist older Americans find helpful resources
www.chd.org (Center for Human Development) describes a center with community-based human service agencies in western New England
www2.edc.org/hhd (Health and Human Development Programs) program design, assessment and other resources for teaching health and human development
www.fcnetwork.org (Family and Corrections Network) resources for families of prisoners
www.feedingminds.org (Feeding Minds) worldwide educational initiative about hunger issues for school children of all ages; the web site includes classroom materials for teachers to discuss and understand the problem of hunger in the world
www.frc.org (Family Research Council) a Christian-based organization

C. HEALTH AND SAFETY

SC Standard: Analyze practices that promote the health and safety of children.

FACS Nat'l Standard: 4.4 Demonstrate a safe and healthy learning environment for children.

Academic Alignment: ELA A1, A2, A3, A4, A5, A6; E A7, A8, A9; WG A10, A11; USHC A12; USG A13, A15; EA A16, A17; GEOMETRY A18, A19; PC A20; DAP A21, A22, A23, A24; PS A25, A26; B A29, A31; C A32, A33, A34; P A35; ES A36, A37; HE A38, A39, A40, A41, A42, A43, A44, A45; ISTE A46, A47, A48, A49, A50, A51

NAEYC Standards: 1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children. 2b. Supporting and engaging families and communities through respectful, reciprocal relationships. 4a. Understanding positive relationships and supportive interactions as the foundation of their work with young children. 6b. Knowing about and upholding ethical standards and other early childhood professional guidelines. 6e. Engaging in informed advocacy for young children and the early childhood profession.

Essential Question(s):

What practices can promote the health and safety of children?

Indicators:

What Students Should Know:

1. Health and wellness
2. Child abuse and neglect

What Students Should Be Able to Do:

1. Examine practices that promote health and wellness.
2. Describe the impact of child abuse and neglect.

Sample Learning Strategies:

- 1.1 Develop a healthy child brochure including all the areas of development. Distribute to various audiences.
- 1.2 Create a fun-food product that emphasizes nutrient density, attractive presentation, portion size, taste, texture, and ease of eating. Devise a rubric for judging. Prepare and select by class vote the top 2 recipes of categories: breakfast, lunch, dinner, and snacks. (Optional: Invite children ages 4-8 to taste test and judge.) Place the top recipes and photos on the school Web site, community newspaper, and/or social network.
- 1.3 Determine nutritional and exercise needs of children of different ages, heights, and weights as defined by USDA Guide recommendations (www.choosemyplate.gov). Chart portion amounts needed for given menus covering one week. Compare the portion sizes using the online technology provided. Discuss reality of obtaining food required if children live in a food desert (location

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where food is inaccessible) or are in financial distress. Identify food and nutrition partnerships that can help.

- 1.4 Design plans for a personal, school, church, or community garden. Determine partners to fund the project (*See resources below), timelines for garden care, and policies for distribution of the harvest. Include a description of potential nutritional and fitness benefits.
- 1.5 Research Protect A Life (PAL) and create visuals identifying the 5 steps of the PAL program.
- 1.6 Identify symptoms that indicate that a child is sick. Discuss responses and reasons for procedures of care. Invite a pediatrician and/or health professional to address fevers, influenza, colds, rashes, and childhood illnesses. Invite a pharmacist to discuss generic medications, thermometers, and medication interactions (synergistic and antagonistic reactions). Investigate costs for a specific list of child care items (brand-name children’s aspirin, generic children’s aspirin, brand-name cough syrup, generic cough syrup, etc.) from various pharmacies and stores. Research and prepare samples of foods for a child with a fever, teething (molars), or upset stomach.
- 1.7 Categorize toxic plants and household items that need to be made inaccessible to children. Develop visuals depicting these items and post these in the school and community as reminders for all. Develop a checklist of “Toxic Terrors” that accompanies the visuals that can be disseminated to the public. Include phone numbers for local Poison Control Centers. Write a letter to local and state officials advocating support for Poison Control Centers.
- 1.8 List situations and locations that would endanger personal safety. Research organizations that provide safety tips for children. Create a personal safety campaign as a service-learning project. Include visuals, learning logs, and/or surveys that would encourage peer personalization of safety tips.
- 1.9 Conduct a virtual tour of a toy store and evaluate toys for safety, appropriateness, appeal, and price. Visit a consumer product safety site to discover current problems in toys (www.cpsc.gov).
- 1.10 Discuss problems that may occur when a child is given a toy that is not age-appropriate. Identify the correct age for a given toy (either by pulling toys or descriptions of toys from a bag).
- 2.1 Identify physical and behavioral indications of child abuse and neglect. Explain procedures for reporting cases of suspected abuse and neglect.
- 2.2 Write a one- to two-page paper on the impact of child abuse and neglect using MLA format. Include examples of overcoming effects.
- 2.3 Write a children’s book or create a cartoon about predators. Teach warning and safety techniques described in the book or cartoon. Write a reflection on the responses of the children.
- 2.4 Create a puppet show on ways to avoid harmful situations. Present the puppet show at a local childcare facility.
- 2.5 Research national, state, and local abuse and neglect statistics and create a graph depicting child abuse statistics for a designated area and timeframe. Identify types of abuse and neglect and possible interventions.

Formative Assessments: Rubrics, checklists, hands-on activities, peer conferencing, record keeping, self-evaluations, student reflections, problem-solving strategies, community and parent programs, health-fair, service-learning projects, research

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FACS Student Organization-Family, Community and Career Leaders of America (FCCLA)

<http://www.fcclainc.org/>

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: INTEGRATE Work and Life

Dynamic Leadership: Relationships for Leaders; Conflict Management for Leaders

Families First: You-Me-Us; Meet the Challenge; Balancing Family and Career

STAR Events: Applied Technology, Chapter Service Project, Interpersonal Communications

STOP the Violence: domestic violence education and prevention projects

Resources:

www.choosemyplate.gov (USDA Food Guidelines) Contains nutrition, portion, and fitness personalized data and activity

<http://www.womenshealth.gov/bodyworks/parents-families/nutrition-physical-activity-resources.cfm>

(USDHHS Office on Women's Health) Links for handouts, information, and coalition resources for nutrition, wellness, and fitness

<http://nokidhungry.org> (No Kid Hungry: Share Our Strength) Links, information, and resources for helping to provide food

<http://eatsmartmovemore.org>

<http://agriculture.sc.gov/schoolgardens> (SC Dept. of Agriculture) Newsletters, information and help in creating a school or community garden

<http://www.letsmove.gov/gardening-guide> (Let's Move: Gardening Guide) Information for creating kitchen, personal, school, or community gardens

<http://www.letsmove.gov> (Let's Move) Information promoting fitness and links to the PALA Challenge (Presidential Active Lifestyle Award)

<http://www.foodallergy.org/section/be-a-pal-program> (Food Allergy and Anaphylaxis Network)

www.aapcc.org (American Association of Poison Control Centers) Information and links

<http://www.cdc.gov/ncbddd/childdevelopment/index.html> (Centers for Disease Control: Child Development Topics) Free tips, information, data, media, links, and materials promoting health.

www.cpsc.gov (Consumer Product Safety Commission) Information and updates that will protect the public from fraud, risks, etc

<http://www.safekids.org/educators/activities.html> (Safe Kids USA: Educator Resources) Resources for promoting safety (activity books, sheets, games, information, etc.)

<http://www.recalls.gov> (Recalls.gov) Resource for all federal recalls from the FDA, USDA, EPA, Consumer Products, etc.

www.keepkidshealthy.com (Keep Kids Healthy) Pediatrician's guide to illness, symptoms, and providing a healthy environment for children.

<http://www.keepkidshealthy.com/welcome/safety.html> (Keep Kids Healthy: Child Safety) Handouts, information, checklists, and quizzes over an panoply of child safety issues

<http://www.childstats.gov/americaschildren/health.asp> (Forum on Child and Family Statistics: Health) Statistics and tables on children's health issues

<http://www.childstats.gov/americaschildren/phenviro.asp> (Forum on Child and Family Statistics: Environmental Safety) Statistics and tables on physical environment and safety

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<http://www.safekids.org/educators/lesson-plans.html> (**Safe Kids USA: Lesson Plans**) Excellent PowerPoint delineating child safe information for the various stages of child development ; also contains lesson plans for other child safety issues (fire, pedestrian safety, etc.)

<http://www.childstats.gov/americaschildren/health.asp> (**Forum on Child and Family Statistics: Health**) Statistics and tables on children's health issues

<http://www.childstats.gov/americaschildren/phenviro.asp> (**Forum on Child and Family Statistics: Environmental Safety**) Statistics and tables on physical environment and safety

<http://www.safekids.org/educators/lesson-plans.html> (**Safe Kids USA: Lesson Plans**) Excellent PowerPoint delineating child safe information for the various stages of child development ; also contains lesson plans for other child safety issues (fire, pedestrian safety, etc.)

<http://www.cdc.gov/injury/index.html> (**Centers for Disease Control: Injury and Violence Prevention and Control**) Data and statistics, prevention, response, etc. information

<http://www.cdc.gov/ViolencePrevention/childmaltreatment> (**Centers for Disease Control: Child Maltreatment Prevention**) Fact sheets, statistics, and information concerning child maltreatment

<http://www.nichd.nih.gov/health/education> (**National Institute of Child Health and Human Development/National Institutes of Health, US Department of Health and Human Services**) Health education, Back to Sleep campaign, Neonatal Reviews, etc.

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D. COLLABORATIVE RELATIONSHIPS

SC Standard: D1. Evaluate techniques for positive collaborative relationships.

FACS Nat'l Standard: 4.5 Demonstrate techniques for positive collaborative relationships with children.

Early Childhood Education 1 Assessment/Credential: 5A. Apply developmentally appropriate guidelines for guiding children's behavior. 5B. Demonstrate problem-solving skills with children. 5C. Demonstrate interpersonal skills that promote positive and productive relationships with children. 5D. Implement strategies for constructive and supportive interactions between children and families. 5E. Analyze children's developmental progress and summarize developmental issues and concerns. 7A. Demonstrate an understanding of the diversity in family units and roles. 7B. Plan communication strategies to strengthen parent/child care provider relationships. 7C. Determine community resources available to children and their families. 7D. Describe methods for facilitating respectful, reciprocal relationships between child care providers and the community.

National Association for the Education of Young Children (NAEYC): 2a: Knowing about and understanding diverse family and community characteristics; 2b: Supporting and engaging families and communities through respectful, reciprocal relationships; 2c: Involving families and communities in young children's development and learning; 6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.

Para-Pro Assessment (0755): I. Understand, interpret, and analyze a wide range of text. II. Apply reading skills and knowledge to classroom instruction. III. Assess knowledge of mathematical concepts and ability to apply them to abstract and real-life situations. IV. Apply mathematics skills and knowledge to classroom instruction. V. Assess the ability to identify errors in standard written English, word usage, punctuation and spelling and identify parts of a sentence, and parts of speech. VI. Apply writing skills and knowledge in classroom instruction.

Academic Alignment: ELA A1, A2, A3, A4, A5, A6; E A9; WG A10, A11; USHC A12; EA A16, A17; G A18, A19; DAP A21, A22, A23, A24; HE A38, A39, A40, A41, A42, A43, A44, A45; ISTE A46, A47, A48, A49, A50, A51

Essential Question(s): What is the importance of maintaining positive relationships?

Indicators:

What Students Should Know:

1. Diversity
2. Positive Relationships
3. Social Development
4. Service Learning
5. Communication Skills

What Students Should Be Able to Do:

1. Explain how diversity in family units and roles may be reflected in a child's behavior.
2. Describe techniques for developing positive relationships.
3. Create activities that help to foster social development.
4. Perform service learning projects that create connections with the community.

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5. Demonstrate effective communication skills.

Sample Learning Strategies:

- 1.1 Create scenarios showing diversity in family units and roles. Explain how children's behaviors reflect the traditions and expectations of the family.
- 1.2 Locate videos, television shows, etc., showing how children act based on the expectations of the family. Discuss the selected videos and point out the expectations and the specific behaviors of the children.
- 2.1 Develop a long list of short phrases that can be used to help build self-esteem in young children. The list can consist of phrases from personal experiences or other phrases. Build self-esteem monuments and display in the classroom, the hallways, etc.
- 2.2 Write a skit that models positive relationships. Discuss the skit and talk about ways the positive relationships can be maintained.
- 2.3 Promote positive relationships among children and adults through role play. Conduct peer critiques of the role play. Discuss the results and make improvements based on the discussion.
- 2.4 Identify various challenges in relationships and discuss how to overcome the challenges and develop/maintain positive relationships.
- 2.5 Plan a Parent Night to foster positive relationships. Engage children and parents in meaningful conversations by showing interest and openness. Write a reflection paper about the night. Include in the paper what worked well, what could be improved, and things that were omitted.
- 3.1 Research different childhood experiences and the resulting social development. Discuss pros and cons of various methods used to raise a child. Explain why certain methods may be effective in some situations and ineffective in others.
- 3.2 Research various people who grew up in adverse conditions and developed into outstanding citizens. Discuss how having advantages during their childhood results in having challenges throughout their lives. Explain social development and develop strategies that can lead to good results.
- 3.3 Discuss the importance of developing schedules and how a structured environment affects social development. Establish time periods that a schedule is followed and time periods for the same amount of time when there is no schedule. Compare the results of both. Explain what happens when children do not have a structured day and when they do have a structured day. Discuss and explain the importance of a daily schedule.
- 3.4 Examine sample schedules used when working with young children. Develop a schedule that can be used with a younger relative/friend. Observe the behaviors of the child when there is a schedule to follow versus times when there are no schedules. Discuss findings with peers.
- 4.1 Select and implement a service learning project to positively impact the life of young children. Develop a multimedia presentation to show what was done. Write a reflection paper about the project and share the results with the class.
- 5.1 Create visuals that illustrate positive ways of communicating. Evaluate the visuals using a student-made checklist/rubric. Make improvements based on the results of the checklist/rubric.
- 5.2 Observe procedures for communicating with children, parents, and community. Compare the results of the same communication strategies for different audiences. Explain how the communication can be developed for specific audiences.

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- 5.3 Demonstrate a variety of written communication formats (e.g., invitations, thank you notes, directions, reports, summaries, etc.). Evaluate the written communication using rubrics.
- 5.4 Distinguish between appropriate and inappropriate communications skills when working with young children. Evaluate scenarios of conversations to determine if the child care worker is using appropriate communication skills to enhance the students' learning.
- 5.5 Practice nonverbal cues in communication. Discuss the messages sent to different age groups.
- 5.6 View videos or actual settings of conversations to determine developmental appropriateness and resulting behaviors of students. Make notes of findings. Discuss with the class.
- 5.7 Define active listening skills. Play the game of "pass the message" with the class. The first person gets the message in writing and passes the verbal message to the next person. The message is only to be said one time. The last person who receives the message will share it with the class. Compare the message with the original written message. Talk about the similarities or differences in the message. Discuss how the message can be clear and remain the same even if it is repeated several times to different people.

Formative Assessments: discussion, learning logs, self-evaluations, projects, exit tickets, skits/performances, student conferencing, peer evaluations, observations, record-keeping,

FACS Student Organization-Family, Community and Career Leaders of America (FCCLA)
<http://www.fcclainc.org/>

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: ACCESS SKILLS for Career Success
Community Service: projects that involve and benefit families
Dynamic Leadership: Problem Solving for Leaders; Relationships for Leaders; Conflict Management for Leaders; Team Building for Leaders; Peer Education for Leaders
Management for Leaders; Team Building for Leaders; Peer Education for Leaders
Families First: Families Today; Meet the Challenge; Parent Practice
FCCLA FACTS: traffic safety projects with children and families
Financial Fitness: money management projects with children
Leaders at Work: Early Childhood, Education and Services leadership projects
Power of One: A Better You; Speak Out for FCCLA; Working on Working
STAR Events: Chapter Showcase; Focus on Children; Interpersonal Communications; Job Interview
Student Body: fitness, nutrition and self-esteem projects with children

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Resources:

http://www.skillsyouneed.co.uk/interpersonal_skills.html Interpersonal Skills
www.beritsbest.com (**Beritsbest**) teacher resources from creators of Theodore Tugboat
www.billybear4kids.com (**Billy Bear 4kids**) resources for free and to purchase to use with young children
www.childfun.com/themes (**Childfun.com**) resources for working with young children
www.enchantedlearning.com/dictionary.html (**Little Explorers Picture Dictionary**) picture dictionary with links
www.family.go.com/ (**Family Go.com**) resources from Disney
www.childstats.gov (**Federal Interagency Forum on Child and Family Statistics**) statistics on children and families
www.BuildingRelationshipSkills.org (**The Dibble Institute for Marriage Education**) resources for teaching relationship skills to teens
www.learningseed.com/catalog/inter.html (**Learning Seed**) description of videos related to interpersonal skills
www.wholefamily.com (**Whole Family.com**) real life dramas on issues related to marriage, parenting and teen life and expert advice

Resources:

www.cfc-efc.ca/menu/famlife_en.htm (**Child and Family Life of Canada**) access to various documents about family life
www.naeyc.org/default.htm (**National Association for the Education of Young Children**) resources include ability to search for NAEYC accredited childcare centers
www.nccic.org (**National Child Care Information Center**) adjunct ERIC clearinghouse for childcare
www.fpg.unc.edu/ (**Frank Porter Graham Child Development Center**) multi-disciplinary centers for study of young children and their families with link to National Center for Early Development and Learning and access to the Early Childhood Environment Rating Scales from University of North Carolina at Chapel Hill
www.ccw.org/home (**Center for Child Care Workforce**) resources for child care teachers and providers; includes compensation information

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E. CHILDCARE SERVICES

SC Standard E1. Evaluate child care agencies and services.

FACS Nat'l Standard: 12.3 Analyze strategies that promote growth and development across the life span.

NAEYC Standards: 1a: Knowing and understanding young children's characteristics and needs, from birth through age 8. 1b: Knowing and understanding the multiple influences on early development and learning. 1c: using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children. 2c: Involving families and communities in young children's development and learning. 3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children. 4c: Using a broad repertoire of developmentally appropriate teaching – learning approaches .5b; Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.

Academic Alignment: English Language Arts A1, A2, A3, A4, A5, A6; E A9; WG A11; USHC A12; USG A13, A14, A15; EA A16, A17; G A18; PC A20; DAP A21, A22, A23, A24; HE A38, A39, A40, A41, A42, A43, A44, A45; ISTE A46, A47, A48, A49, A50, A51;

Essential Question(s): How do agencies and services benefit children?

Indicators:

What Students Should Know:

1. Quality child care
2. Care-giving practices
3. Collaborative relationships
4. Services and resources
5. Local, state and federal laws and policies

What Students Should Be Able to Do:

1. Analyze characteristics of quality child care facilities.
2. Demonstrate proficiency in care-giving practices.
3. Explain the importance of partnerships among parents, children, and agencies.
4. Evaluate child and family services and resources.
5. Summarize local, state, and federal policies.

Sample Learning Strategies:

- 1.1 Visit a variety of developmentally appropriate child care programs. Assess child care approaches in a variety of programs. Discuss Head Start, Montessori, lab schools, home-based schools, faith-based schools, and private and public programs. Critique the strengths of various preschool curriculum approaches (e.g., Montessori, Emilio Reggio, multi-age grouping).
- 1.2 Interview parents regarding selection of child care. Describe decision-making processes for selecting childcare services, curriculum, and providers. Evaluate quality indicators for childcare options.

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- 2.1 Participate in job shadowing experiences with child development professionals. Demonstrate correct child care practices (diapering and toileting, feeding, hand-washing, sanitizing, dressing, etc.).
- 2.2 Participate in child care simulations (baby-think-it-over, egg baby, bottle babies, sugar babies, etc.). Keep a journal, reflecting on the care, situations that occur, and responses. Participate in student-teacher conference to evaluate performance.
- 3.1 Develop collaborative strategies to increase adaptive behaviors when children experience separation distress, stranger anxiety, orientation to child care, etc. Role play strategies in class and conduct peer evaluations.
- 3.2 Research and compare cultural differences in childcare practices. Share findings through a multimedia presentation.
- 3.3 Participate in service learning projects that foster positive collaborative relationships. Reflect on the project and share experiences.
- 4.1 Research local agencies including First Steps, Child Care Resources and Referral, BabyNet, DSS, to determine services offered and eligibility. Compile a database of resources for families and children. Create a brochure for parents.
- 4.2 Invite local guest speaker from First Steps, Headstart, Early Child Development. Develop a checklist to assess similarities and differences in programs. Explain eligibility requirements for services and programs.
- 5.1 Research state laws and policies relating to child care and early childhood education. Create a brochure to inform parents of state laws and policies.
- 5.2 Research laws related to the care of young children. Conduct mock trials of various scenarios to demonstrate the laws that protect young children.
- 5.3 Critique child care guidelines from the National Association for the Education of Young Children (NAEYC), Zero to Three, The Program for Infant and Toddler Care (PITC), and the Southern Early Childhood Association (SECA). Select a personal preference and justify selection.
- 5.4 Research legislation for children with special needs; present findings to class.
- 5.5 Invite SCDSS childcare licensing representative to inform and discuss local, state, and federal laws and policies, to include mandatory reporting laws of child abuse and neglect. Discuss policies related to safety and protection of children. Write a reflection on the role of the licensing representative, thoughts on how this job affects quality of programs, and new knowledge.

Formative Assessments:

Projects with several interval products, questionnaires, performances to demonstrate learning, student conferencing to discuss student learning, growth, and needs, parent conferencing to communicate student learning, growth, and need, bell-ringers, ticket-out-the-door

FACS Student Organization – Family, Career, and Community Leaders of America (FCCLA)

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: INTEGRATE Work and Life

Families First: Families Today; Meet the Challenge



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Financial Fitness: Financing Your Future

Power of One: A Better You; Family Ties

STOP the Violence: projects to educate peers about how external conditions may influence youth violence

Student Body: projects that explore cultural and economic influences on nutrition, fitness and self-esteem

Resources:

www.childstats.gov (Federal Interagency Forum on Child and Family Statistics) statistics on children and families

www.ed.gov/index.jsp (U.S. Department of Education) includes resources for educators

www.ed.gov/offices/OM/fpc (Family Policy Compliance Office) from U.S. Department of Education; resources include relevant court cases, hot topics and others related to family policy

www.karger.com/journals/hde/hde_jh.htm (Human Development Journal) **access to a sample journal with articles about human development**

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F. CAREERS AND EMPLOYABILITY SKILLS

SC Standard F1. Demonstrate professional practices, ethics, and standards related to working with children.

FACS Nat'l Standard: 1.2 Demonstrate transferable and employability skills in school, community and workplace settings.

NAEYC Standards: 6a. Identifying and involving oneself with the early childhood field; 6b. Knowing about and upholding ethical standards and other early childhood professional guidelines; 6c. Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource. 6d. Integrating knowledgeable, reflective, and critical perspectives on early education; 6e. Engaging in informed advocacy for young children and the early childhood profession.

Academic Alignment: ELA A1, A2, A3, A4, A5, A6; WG A10; EA A16; G18; PC A20; DAP A21, A22, A23, A24; PS A25, A26, A28; B A29, A31; C A32, A34; P A35; ES A36; HE A38, A39, A40, A41, A42, A43, A44, A45; ISTE A46, A47, A48, A49, A50, A51

Essential Question(s):

1. Why is it important to learn about professional practices, ethics, and standards?

Indicators:

What Students Should Know:	What Students Should Be Able to Do:
<ol style="list-style-type: none"> 1. Professional practices 2. Ethics and legal responsibilities 3. Professional standards 4. Licensing, certification, credentialing 	<ol style="list-style-type: none"> 1. Demonstrate professional practices. 2. Describe ethical and legal responsibilities. 3. Identify professional standards for childcare services. 4. Examine licensing, certification, and credentialing requirements.

Sample Learning Strategies:

- 1.1 Organize class activities as a simulated workplace. Identify various personnel for positions based on resumes, applications, and interviews. Establish organization goals and objectives. Apply leadership and teamwork skill in collaborating with others to accomplish organizational goals and objectives. Plan staff development activities with peers leading workshops to foster positive working relationships for the simulated workplace. Conduct self- and peer- evaluation of performance.
- 1.2 Role-play appropriate business and personal etiquette in the workplace. Invite professionals to provide feedback.

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- 1.3 Conduct research to determine what is generally meant by term “business casual.” Determine how much five outfits would cost. Create a table showing the cost and where the outfits would be purchased.
- 1.4 Wear appropriate work apparel when making presentations. Conduct evaluations by using student made checklists.
- 1.5 Organize a service learning project to provide support for children who are neglected or abused. Schedule times, activities, and other factors for the ongoing project. Write a reflection of the experiences.
- 2.1 Examine the NAEYC Code of Ethical Conduct. Respond to different scenarios and apply ethical reasoning to a variety of workplace situation in order to make ethical decisions. Examine alternative responses to workplace situations based on legal responsibilities and employer policies. Evaluate the responses based on personal or professional ethical responsibilities.
- 2.2 Collect written organizational policies and procedures from different childcare establishments. Interpret and explain written organizational policies and procedures to help employees perform their jobs according to employer rules and expectations.
- 2.3 Research the requirements for reporting child abuse by the Department of Social Services. List the requirements and reflect on how failure to follow procedures can impact a career.
- 2.4 Locate current event articles or books that cover child abuse cases. Discuss how you would handle the situations as a professional. Include legal responsibilities in the responses.
- 3.1 Research the NAEYC professional standards. Develop a standards checklist and demonstrate as many of the standards as possible in simulated/actual settings. Reflect on each experience and conduct a self –evaluation and strategies for improvement. Compile information in a personal growth career portfolio.
- 4.1 Compare continuing education requirements related to licensing, certification, and credentialing requirements at the local, state, and national levels. Determine the procedures and paperwork involved in maintaining and updating licensure, certification, and credentials for chosen career.

Formative Assessments:

Projects with several interval products, questionnaires, performances to demonstrate learning, student conferencing to discuss student learning, growth, and needs, parent conferencing to communicate student learning, growth, and need, bell-ringers, ticket-out-the-door

FACS Student Organization – Family, Career, and Community Leaders of America (FCCLA)
APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: PROGRAM Career Steps; INTEGRATE Work and Life; PLUG IN to Careers; SIGN ON to the Career Connection; ACCESS SKILLS for Career Success

Community Service: civic/character education; community involvement; projects that address the needs of individuals and families

Dynamic Leadership: balancing home, school, work and family involvements; Character for Leaders; Problem Solving for Leaders; Team Building for Leaders

Families First: Balancing Family and Career; Meet the Challenge

FCCLA FACTS: community traffic safety advocacy

Financial Fitness: Making Money; Financing Your Future

Leaders at Work: on-the-job management projects

Power of One: A Better You; Family Ties; Working on Working; Take the Lead; Speak Out for FCCLA

STAR Events: Applied Technology; Career Investigation, Chapter Service Project, Early Childhood, Focus on Children, Hospitality, Job Interview, National Programs in Action, Parliamentary Procedures, Promote and Publicize FCCLA!, Recycle and Redesign, Teach and Train

Student Body: projects that address health and fitness trends

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Resources:

www.alljobsearch.com (All Job Search) A search engine in newspapers for jobs

www.bestjobsusa.com (Best Jobs USA)

www.at-risk.com (Bureau for At-Risk Youth) guidance materials

www.campuscareercenter.com/ (Campus Career Center)

www.careercc.com (Career Consulting Corner) career assessments, jobs interviewing tips, career products

<http://degreedirectory.org> (Career Education Directory) directory of degrees and career education programs

www.careerjet.com (Career Jet) employment search engine

www.careerplanning.about.com/ (Career Planning) career planning and career products for sale

www.educationindex.com/careers/ (Education Index) career resource links

http://education-portal.com/article_directory/index.html (Education Portal) directory of education and career related articles