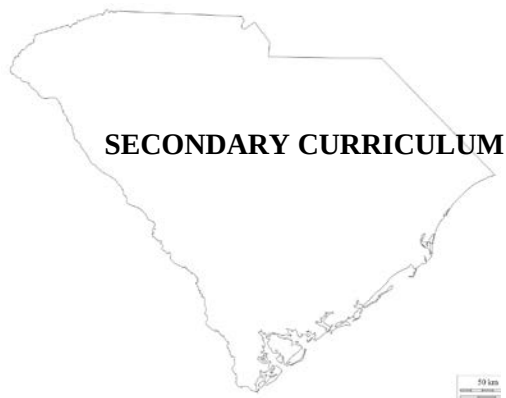


CHILD DEVELOPMENT 1
Academic Standards and Curriculum Resource
Course Code: 5800





CHILD DEVELOPMENT 1
Academic Standards and Curriculum Resource
Course Code: 5800

Child Development 1 focuses on the physical, social, emotional, and cognitive growth and development of children. Emphasis is placed on helping students acquire knowledge and skills essential to the care and guidance of children. Students learn to create environments that promote optimal development. Factors influencing a child's development from conception through childhood are explored. Opportunities for service and project-based learning are incorporated throughout the course. Integration of the Family and Consumer Sciences student organization, Family Careers, and Community Leaders of America (FCCLA), greatly enhances this curriculum.

Carnegie Units: 1 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® Foodhandlers
SC Restaurant and Lodging Association
<http://www.schospitality.org>

Recommended grade: 9 – 12

Recommended Maximum Class Size: 24

Prerequisites: None



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 the 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 BI: 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; EA7, 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** are 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. World Geography** 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. World Geography**
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)**

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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)**

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)**

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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)**

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)**

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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)**

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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CD1 ACADEMIC STANDARDS

B. PARENTING ROLES AND RESPONSIBILITIES

B1. Analyze parenting roles and responsibilities.

C. PREGNANCY AND PRENATAL DEVELOPMENT

C1. Identify characteristics of prenatal care, pregnancy and childbirth.

D. GROWTH AND DEVELOPMENT

D1. Analyze the stages of human growth and development during infancy and toddlerhood.

E. HEALTH AND SAFETY

E1. Examine issues related to the health and safety of children.

F. CAREERS AND EMPLOYABILITY SKILLS

F1. Explore early childhood career options and employability skills.



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ACADEMIC STANDARDS WITH INDICATORS AND COMMON CORE ALIGNMENTS FOR ELA AND MATHEMATICS

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.g>

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ov/agency/programs-services/190/documents/CCSSI_ELAStandards.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.
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

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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_ELAStandards.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.

Range of Reading and Level of Text Complexity

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

WRITING STANDARDS

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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

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.

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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 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.

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- 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.

Common Core Alignments – Anchor Standards:

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

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

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.

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- 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_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.
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.
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.

CHILD DEVELOPMENT 1
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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_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.

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

CHILD DEVELOPMENT 1
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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.
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.

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SOCIAL STUDIES ACADEMIC STANDARDS

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

ECONOMICS

SC Standard A7. The student will demonstrate an understanding of how scarcity and choice impact the economic activity of families, businesses, communities, and nations. **(SCECON-1)**

- Explain that the practice of economic decision making is an evaluation process that measures additional benefits versus additional costs.
- Apply the concept that people respond to positive and negative incentives to past and current economic decisions.

SC Standard A8. The student will demonstrate an understanding of how markets facilitate exchange and how market regulation costs both consumers and producers **(SCECON-2)**

- Illustrate how markets are created when voluntary exchanges occur between buyers and sellers.
- Explain how efficient markets allocate goods, services, and factors of production in a market-based economy.

SC Standard A9. The student will demonstrate an understanding of personal financial decisions affect an individual's present and future economic status. **(SC ECON- 5)**

- 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)

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).

CHILD DEVELOPMENT 1
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- 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 1
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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**

CHILD DEVELOPMENT 1
Academic Standards and Curriculum Resource
Course Code: 5800

- Understand solving equations as a process of reasoning and explain the reasoning
- Solve equations and inequalities in one variable
- Solve systems of equations
- 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

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

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

MATHEMATICS | HIGH SCHOOL—GEOMETRY – PAGE 75

CHILD DEVELOPMENT 1
Academic Standards and Curriculum Resource
Course Code: 5800

Congruence

- Experiment with transformations in the plane
- Understand congruence in terms of rigid motions
- Prove geometric theorems
- 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
(architecture, construction, farming, and astronomy).

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

CHILD DEVELOPMENT 1
Academic Standards and Curriculum Resource
Course Code: 5800

- 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):

- 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.

CHILD DEVELOPMENT 1
Academic Standards and Curriculum Resource
Course Code: 5800

- 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
- 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.

CHILD DEVELOPMENT 1
Academic Standards and Curriculum Resource
Course Code: 5800

- 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)

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.
- **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.

CHILD DEVELOPMENT 1
Academic Standards and Curriculum Resource
Course Code: 5800

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):

- 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)

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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.

- 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.

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- 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).

HEALTH AND SAFETY EDUCATION ACADEMIC STANDARDS

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

HEALTH AND SAFETY EDUCATION

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.
- 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.

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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.

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.

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- 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**.
- 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.

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- 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.

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

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

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 life long 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:

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CD1 ACADEMIC STANDARDS

B. PARENTING ROLES AND RESPONSIBILITIES

SC Standard: B1. Analyze parenting roles and responsibilities.

FACS Nat'l Standard: 15.2 Evaluate parenting practices that maximize human growth and development.

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. 2a: Knowing about and understanding diverse family and community characteristics. 2b: Supporting and engaging families and communities through respectful and reciprocal relationships. 2c: Involving families and communities in young children's development and learning.

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

Essential Question(s):

Why is it important to know about parenting roles and responsibilities?

Indicators:

What Students Should Know:

1. Parenting styles
2. Reasonable expectations
3. Parenting responsibilities
4. Nurturing children
5. Guiding behavior
6. Child care options

What Students Should Be Able to Do:

1. Compare different parenting styles.
2. Identify reasonable expectations for children.
3. Determine parenting responsibilities.
4. Describe how to nurture children.
5. Describe effective methods for guiding behavior.
6. Evaluate various child care options.

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Sample Learning Strategies:

- 1.1 Compare different parenting styles (e.g., authoritarian, authoritative, permissive). Role play each of the parenting styles and explain the characteristics of the style. Discuss how each parenting style impacts a child's growth and development.
- 1.2 Watch various television shows illustrating various parenting styles. Identify specific examples of the methods used and the style.
- 1.3 Research and compare cultural parenting styles. Divide the parenting styles for mothers and fathers for each culture. Identify child rearing similarities and differences.
- 2.1 Compare reasonable and unreasonable expectations for children of different ages. Discuss why the expectation is reasonable or unreasonable based on research. Develop visuals showing age groups with reasonable and unreasonable expectations. Distribute to different audiences.
- 2.2 Read books, including classics, and magazine articles about parenting. Write a summary and identify reasonable and unreasonable expectations.
- 3.1 Brainstorm various parenting responsibilities. Categorize using the following headings: meeting children's needs, nurturing, and guidance to show appropriate behavior. Research parenting responsibilities in small groups and add information to the original list based on research findings.
- 3.2 Create an advertisement about one category of parenting responsibilities. Identify the responsibility and include characteristics of the responsibility in the ad. Conduct teacher/peer evaluations.
- 3.3 Write a "Parent Wanted" ad. List the qualifications, work hours, salary, and references that are characteristics of responsible parents. Create a class newsletter showing the ads. Evaluate the ads for appropriate information. Share the ad in class and discuss the content of each ad.
- 4.1 Discuss the importance of attachment and bonding. Collect pictures to represent how bonding and attachment takes place. Write a short persuasive essay regarding the responsibilities of parents to foster attachment and bonding.
- 4.2 List characteristics of a nurturing environment and the critical components. Discuss what the outcomes of a nurturing environment should be.
- 4.3 Compare characteristics of a nurturing environment to an overprotective environment. List advantages and disadvantages of each.
- 4.4 Research the parts and functions of the brain. Discuss the effects of a nurturing environment on brain development. Create a visual showing the parts of the brain, the functions, and specific activities that enhance the development of the brain.
- 4.5 Read different case studies and develop strategies to prevent/cope with family crises. Determine if the crises are preventable and discuss actions that could help to reduce the impact of the crises. Create a list of community resources that assist families in crisis.

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- 5.1 Distinguish between punishment and discipline. Provide specific examples of each. Discuss outcomes and the possible effects.
- 5.2 Create scenarios depicting various childhood behaviors. Discuss reasons and guidelines for setting limits versus what happens if there are no limits.
- 5.3 Create a word wall of positive praise. Practice using the praises with peers for appropriate behaviors. Keep a log of the number of times positive praises are used and provide a reward for the peer using the most praises in a week.
- 5.4 Select various inappropriate behaviors by drawing from a fishbowl. Role-play various techniques for dealing with the inappropriate behavior. Discuss guidelines for redirection and time out.
- 5.5 Categorize age-appropriate positive guidance techniques for infants, toddlers, and preschoolers. Create a checklist and observe techniques used in different television programs, videos, shopping malls, etc. Discuss the findings and write a short reflection of the experience.
- 6.1 Develop a checklist of characteristics for a babysitter. Practice peer interviews for a babysitter in pairs. Reflect on interviews and give two reasons why you would hire or not hire the person interviewed based on the checklist characteristics.
- 6.2 Conduct a self-evaluation to determine personal qualities to be a good baby sitter or child care provider. Include knowledge about safety, emergencies, responsible behavior, patience, physical, emotional, social, and intellectual needs; flexibility and the desire to meet the needs of children, sense of humor, and preparations that are needed to meet children's needs. Share results in a parent/student conference. Discuss whether there is a desire to make improvements if needed.
- 6.3 Locate and evaluate checklists for childcare centers. Develop a class checklist. Conduct a survey of local childcare centers to determine quality of care provided. Graph the results of findings as a class.
- 6.4 Research the Department of Social Services Web site for childcare centers. Identify the kind of information provided for childcare centers. Discuss the value of researching centers before enrolling children.

Formative Assessments: Checklists, self- and peer- evaluations, teacher student conferences, open response questions, performances to demonstrate learning, projects with several interval parts, student reflections on work, presentations, record-keeping, role play



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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 - manage interconnected roles in careers, families, and communities

Dynamic Leadership: help young people build leadership skills by mastering the six essentials of leadership – model good character, solve problems, foster positive relationships, manage conflict, build teams, educate peers

Families First: You-Me-Us – strengthen family relationships; Meet the Challenge - overcome obstacles together; Balancing Family and Career - manage multiple responsibilities

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

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

Resources:

www.extension.umn.edu/projects/positiveparenting/index.html (University of Minnesota Extension) Positive Parenting

www.abcparenting.com (ABC's of Parenting) resources for parenting

www.cfoc.org (Campaign for our Children) resources for prevention and abstinence of teen pregnancy

www.childcareaction.org (Child Care Action Campaign) for affordable, quality childcare for all families

www.futureofchildren.org (The Future of Children) with articles from the publication

www.iamyourchild.com (I Am Your Child) child development and parenting questions

www.parenting.com (Parenting.com) resources for parenting

www.parentingpress.com (Parenting Press) books to order for teaching parenting

www.injoyvideos.com (Injoy Video) birth and parenting education videos

www.parentcenter.com (Parenting Center) resources for parents of infants and young children

<http://robynsnest.com> (Robyn's Nest) parenting tips

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C. PREGNANCY AND PRENATAL DEVELOPMENT

SC Standard C1. Identify characteristics of prenatal care, pregnancy, and childbirth.

FACS Nat'l Standard: 15.2 Evaluate parenting practices that maximize human growth and development.

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.

Academic Alignment: ELA A1, A2, A3, A4, A5, A6; E A7; EA A16, A17; G A18, A19; PC A20; DAP A21, A22, A23, A24; PS A25, A26, A27, A28; B A29, A30, A31; C A32, A33; P A35; HE A38, A39, A40, A41, A42, A43, A44, A45; ISTE A46, A47, A48, A49, A50, A51

Essential Question(s):

Why is it important to identify characteristics of prenatal care, pregnancy, and childbirth?

Indicators:

What Students Should Know:

1. Signs of pregnancy
2. Complications of pregnancy
3. Prenatal dietary needs
4. Stages of prenatal development
5. Signs and stages of labor
6. Labor and delivery

What Students Should Be Able to Do:

1. Describe the signs of pregnancy.
2. Identify the signs of pregnancy complications.
3. Explain ways nutrition impacts mother and child.
4. Summarize the prenatal development of a baby.
5. Identify the signs and stages of labor.
6. Summarize the labor and delivery process.

Indicator Learning Strategies

- 1.1 Illustrate and explain ovulation and conception. Identify and define related terminology.
- 1.2 Generate a list indicating the signs of pregnancy. Create a cartoon showing the signs and symptoms of pregnancy.
- 1.3 Create a KWL Chart. Brainstorm information that is already known about pregnancy. Discuss myths and questions about pregnancy. Write a reflection on information learned about pregnancy.
- 1.4 Analyze the health risks of teen pregnancies. Write a reflection about personal feelings regarding teen pregnancies.

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- 1.5 Research health care needs during pregnancy.
- 1.6 Critique a variety of scenarios to identify signs of pregnancy. Explain the importance of early and regular medical care.
- 2.1 Describe different complications that may occur during pregnancy (e.g. gestational diabetes, preeclampsia, high blood pressure, multiple births, etc.) and recommended treatments.
- 3.1 Identify the role of appropriate nutrition and weight gain on prenatal development. Compare the effects of healthy weight gain to unhealthy weight gain. Discuss the effects of malnutrition (over-nutrition and under-nutrition) during pregnancy.
- 3.2 Research the role of folic acid in the prevention of neural tube defects. Develop a multimedia presentation and present to peers.
- 3.3 Collect dietary plans for a pregnant woman from different resources. Compare the plans and discuss similarities and differences and the reasons for each.
- 4.1 Prepare questions regarding prenatal care. Invite a health care professional who works in prenatal care to speak to the class. Write responses to questions and discuss as a class. Write a brief essay summarizing information covered.
- 4.2 Research costs of prenatal care. Develop a graph representing findings.
- 5.1 Review the stages of labor in a round-table format. Read material and write one fact on chart paper by passing it around the class. Continue activity until all information is covered.
- 5.2 Create a flowchart of sequential events in the childbirth process and define childbirth terminology. Create a PowerPoint.
- 5.3 Create terminology information presentations in groups in different ways by writing songs, stories, poems, raps, etc. Conduct peer evaluations.
- 6.1 Invite a health professional or visit a health care facility to learn more about complications during labor and delivery.
- 6.2 Compare and contrast normal delivery versus complication in delivery.
- 6.3 Describe the delivery process and discuss delivery options. Interview family members or others of various generations. Create a graph of the different processes as a group.

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

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

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: INTEGRATE Work and Life

Community Service: pregnancy prevention; abstinence promotion; prenatal health education

Dynamic Leadership: Character for Leaders



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Families First: Balancing Family and Career; Parent Practice
Financial Fitness: Financing Your Future
STAR Events: Applied Technology, Illustrated Talk, Interpersonal Communication
STOP the Violence: projects to raise awareness about external support systems for parents of youth
Student Body: family health fair; projects promoting wellness for young families

Resources:

www.nichd.nih.gov (National Institute of Child Health and Human Development/National Institutes of Health, US Department of Health and Human Services) publications such as "Adventures in Parenting" can be downloaded

www.nccic.org (National Child Care Information Center) U.S. Department of Health and Human Services: an electronic question-answering service about childcare issues, links to childcare resource list and directories

www.whitehouse.gov/kids/index.html (White House for Kids) resources for children from White House

www.aap.org (American Academy of Pediatrics) articles and publications

www.abcparenting.com (ABC's of Parenting) resources for parenting

www.cfoc.org (Campaign for our Children) resources for prevention and abstinence of teen pregnancy

www.childcareaction.org (Child Care Action Campaign) for affordable, quality childcare for all families

www.cyfernet.org (Children, Youth, Family Education National Network) Land Grant University Faculty and County Extension Educators to support community-based educational programs for children, youth, parents, and families

www.futureofchildren.org (The Future of Children) with articles from the publication

www.kidshealth.org (Kids Health) resource directory for information on children's health before birth through adolescence

www.nafcc.org (National Association of Family Child Care)

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D. GROWTH AND DEVELOPMENT

SC Standard: D1. Analyze the stages of human growth and development during infancy and toddlerhood.

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).

Academic Alignment: ELA A1, A2, A3, A4, A5, A6; WG A10; EA A16; G18; 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; PC A20

Essential Question(s):

Why is it important to analyze the stages of human growth and development during infancy and toddlerhood?

Indicators:

What Students Should Know:

1. Developmental domains
2. Ages and stages of development
3. Child development theories
4. Heredity and environmental influences
5. Infants
6. Toddlers

What Students Should Be Able to Do:

1. Explain the developmental domains.
2. Summarize ages and stages of development.
3. Compare the fundamental principles of child development theories and theorists.
4. Analyze the influence of heredity and environment on development.
5. Explain the growth and development of infants.
6. Analyze the growth and development of toddlers.

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Sample Learning Strategies:

- 1.1 Design a visual illustrating the domains of development using SEXI (State the domains, Elaborate, give an eXample, and Illustrate).
- 1.2 Review a journal or newspaper article on brain-based research focusing on infants and toddlers. Develop an outline of the article. Write a reaction to the article and present information to different audiences.
- 1.3 Identify life experiences that affect brain growth and development. Discuss the importance of the experiences.
- 1.4 Create a toy/game that will promote development in each domain. Rotate through toy/game stations. Evaluate what a child would learn playing with each toy/game.
- 1.5 Research Apgar Test. Observe at least 10 newborn infants by viewing a video or reading a case study. Rate infant with the Apgar test. Create a bar graph and compare results with peers. Discuss each of the infants and why a particular rating was assigned.
- 2.1 Identify typical and atypical behaviors for infants and toddlers. Create a Venn diagram demonstrating the behaviors.
- 2.2 Create a visual showing the developmental milestones during the first three years of life. Explain the different components of the visual based on factual information.
- 2.3 Research typical ages and stages for infants and toddlers. Develop an observation checklist for infants and toddlers. Select an infant and toddler to observe (e.g., park, restaurant, neighbor, relative). Identify the developmental stage(s) of each child using checklist.
- 3.1 Research a theory and theorist and present findings using a creative visual.
- 3.2 Describe the different child development theories. Create a list of questions that pertain to the theories. Interview parents and teachers to determine theories' accuracy.
- 3.3 Organize into small groups. Create a Venn diagram with three labels that include heredity, environment, and both. List under each heading which characteristics are influenced by each of the labels.
- 3.4 Debate which has the greatest influence on a child's life—heredity versus environment. Poll peers following the debate and report results in a pie graph.
- 4.1 Identify heredity and environmental factors influencing birth defects (e.g., trisomy, PKU, muscular dystrophy, fetal alcohol spectrum disorder, neural tube defects, cleft palate/cleft lip, club hand/foot) and determine factors that prevent some defects.
- 4.2 Create genetic defect jigsaw puzzles representing different genetic defects that consist of approximately five parts. Draw one puzzle piece from a container. Assemble pieces of a jigsaw puzzle to identify various genetic defects. Remain with peers who completed your puzzle. Research the genetic defect. Collect illustrations of the defects and create a wall puzzle with each group's information. Develop group presentations and present to different audiences.
- 4.3 Research environmental and hereditary influences and create a brochure.

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- 4.4 Research implications of birth order and analyze position in one's own family. Write a reflection.
- 5.1 Write a recipe based upon Erik Erikson's theory of social development for infants. Evaluate peer's recipes. Create a standing collage representing the recipe.
- 5.2 Identify challenging behaviors in infants (e.g., crying, restlessness, separation anxiety). Critique methods used to soothe infants.
- 5.3 Identify common infant reflexes (e.g., rooting, startle/Moro, Babinski, grasping, tonic neck) and role play.
- 6.1 Discuss readiness for toileting practices. Identify appropriate methods to encourage successful toileting practices (child-size potty, potty books, challenges, rewards, etc.).
- 6.2 Debate use of disposable versus cloth underwear.
- 6.3 List ways autonomy can be taught to toddlers. Demonstrate to peers.
- 6.4 Describe the language development during the toddler stage. Create a song, book, game, or finger play and present to toddlers. Observe behaviors demonstrated and log toddler reactions. Share experiences with peers.
- 6.5 Model how toddlers learn behaviors (imitation, identification, direct teaching, etc.).
- 6.6 Construct a book illustrating toddler learned behaviors. Exchange and evaluate books.
- 6.7 Identify challenging behaviors in toddlers (e.g., tantrums, biting, kicking). Investigate positive guidance techniques that are effective in elimination of challenging behaviors. Develop a skit demonstrating appropriate positive guidance and positive discipline.

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, 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



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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:

“Babies” documentary, “Touch Points” Video

[p://chiron.valdosta.edu/whuitt/col/regsys/maslow.html](http://chiron.valdosta.edu/whuitt/col/regsys/maslow.html)

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

www.cfc-efc.ca/menu/famlife_en.htm (Child and Family Life of Canada) access to various documents about family life

www.cyfc.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

<http://fyd.clemson.edu/building.htm> (Building Family Strengths) a curriculum and other resources from Clemson University Extension

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E. HEALTH AND SAFETY

SC Standard: E1. Examine issues related to 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, A9; USG A13, A15; EA A16; G A18, A19; DATA A21, A22, A23, A24; PS A25; B A29, A31; C A32; P A35; USHC A12; 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. 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. 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):

Why is it important to examine issues related to the health and safety of children?

Indicators:

What Students Should Know:

1. Childhood nutrition, health, safety, and personal hygiene
2. Childhood diseases/illnesses
3. Safety hazards
4. Child abuse and neglect

What Students Should Be Able to Do:

1. Analyze childhood nutrition, health, safety, and personal hygiene practices.
2. Identify childhood diseases/illnesses.
3. Assess safety hazards for children of different ages.
4. Recognize common indicators of child abuse and neglect.

Sample Learning Strategies:

- 1.1 Identify strategies to teach children health, safety, and personal hygiene (e.g. nutrition, safety procedures, proper hand washing techniques). Make visuals for children of various ages.
- 1.2 Compare and contrast the benefits of breast feeding versus bottle feeding. Identify sources of help and information for both. Invite speakers from partners (WIC, LaLeche League, Enfamil, etc.). Write a defense of current personal choice in this matter.

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- 1.3 Compare nutritional values, contents, cost, and taste of commercial, organic, and homemade baby food (e.g., applesauce). Do a sensory evaluation, rank foods on a scale of 1 to 5, and compare the rankings. Discuss the value of homemade baby foods versus commercial baby foods.
- 1.4 Explain nutritional needs of children as defined by USDA Guide recommendations (www.choosemyplate.gov). Prepare safe and healthy meals and snacks for the “Kids Healthy Foods Contest.” Chart major nutrients under the recipe name card for each food prepared. Give an award for the most nutritious, the most attractive, and nutritious and delicious entries.
- 1.5 Discuss and prepare ways to increase children’s nutritional intake by camouflaging nutrients in regular foods. (See Jessica Seinfeld’s *Deceptively Delicious*, or Missy Chase Lapine’s *The Sneaky Chef*.)
- 1.6 Demonstrate toddler activities for fitness and wellness. Teach peers fitness techniques that could be used indoors during rain or snow storms, or outdoors during humid or hot days.
- 2.1 Create visuals depicting symptoms of heat-stroke, dehydration, or hypothermia. Discuss prevention and treatment methods.
- 2.2 Develop a list of questions. Invite a forum of health professionals to discuss current wellness practices. Compile and illustrate responses in a children’s wellness booklet.
- 2.3 Describe common childhood immunizations (e.g., MMR, DTP, HIB, Hepatitis B, polio, chicken pox). Invite (a) healthcare professional(s) to explain the importance of immunizations and medical checkups. Research and discuss immunization exemptions.
- 2.4 Discuss reasons why some parents/guardians choose not to immunize their children. Identify the risks associated with non-immunized children in day-care facilities, church nurseries, children’s libraries, playgroups, etc.
- 2.5 Identify signs and symptoms of common childhood illnesses, disorders, and diseases. Research a childhood illness, disease, or disorder. Create a visual outlining transmission, prevention, and treatment.
- 2.6 Investigate basic health practices/prevention procedures for workers and children regarding childhood illness/communicable diseases. Report findings.
- 2.7 Graph medical costs in the treatment of childhood illnesses. Investigate community resources that provide financial assistance for children and families (e.g., Shriners, Ronald McDonald, St. Jude’s).
- 2.8 Investigate free-products, information, video links, and data available under “child development” from the Centers for Disease Control (CDC) (<http://www.cdc.gov/ncbddd/childdevelopment/index.html>). Design and distribute a flyer.
- 2.9 Illustrate environmental qualities that support healthy growth of children. Describe ways to provide supervision of children at all times.
- 3.1 Chart child-proofing strategies for the home, water-safety, car-safety, playgrounds, etc. Inspect various locations for safety applications in the community (homes, yards, parks, schools, etc.) using class-developed rubric.

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- 3.2 Research statistics on child accidents and fatalities. Enter statistical data in a PowerPoint presentation.
- 3.3 Evaluate “Hazardous Scenarios” for appropriate response and prevention. Create a safety checklist. Practice safety-proofing a room.
- 3.4 Develop an “Emergency Phone Numbers” list. Role-play medical emergency responses. Design a child-safety visual.
- 3.5 Discuss the importance of car seats. Research local laws concerning car seat regulations. Design pamphlets to distribute at local childcare centers, churches, and community events. Work with law enforcement agencies, healthcare facilities, and other partners in the community to create and promote a car-seat safety campaign.
- 3.6 Invite a health-care professional to demonstrate first aid and CPR. Investigate infant and child CPR certification locations, programs, and costs. Discuss why CPR certification should be obtained.
- 3.7 Research laws affecting child safety (Amber Alert, Adam’s Law, Daniel’s Law, etc.). Invite law enforcement officers or lawyers to discuss laws concerning children. Write a related public service announcement.
- 3.8 Role-play correct procedures to address security and emergency situations (fires, earthquakes, tornadoes, hurricanes, flooding, robbery, shooting, etc.) to protect children.
- 4.1 Document types, signs, and symptoms of child abuse and neglect. Outline proper procedures to report suspected abuse or neglect to the designated authorities. Create a personal database of phone numbers of agencies and contacts.
- 4.2 Invite guest speakers (DSS, lawyers, law enforcement, etc.) to discuss laws concerning child abductions, abuse, and neglect. Plan a Student, Parent, and/or Community reception or health fair to promote dispersion of information. Participate in other service-learning projects that support victims of abuse and neglect.
- 4.3 Research partnerships and organizations to determine resources to help abused and neglected children. Develop a guide-sheet or pamphlet to be distributed to the community.

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

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



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STOP the Violence: domestic violence education and prevention projects

Resources:

www.choosemyplate.gov (USDA Guidelines) Guidelines for nutrition and fitness with posters, downloads, interactive personal charts, etc.

<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.

<http://www.servsafe.com/home> (ServSafe) Information for certification for purchasing, storing, and preparing safe food

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

<http://www.safekids.org/safety-basics/safety-guide/baby-safety-basics> (Safe Kids USA: Parent Resources) Information, charts, and links for child-safety.

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

www.redcross.org (American Red Cross) Preparedness information and locations for CPR, first aid, and babysitting training and certification

<http://www.cdc.gov/ncbddd/childdevelopment/index.html> (Centers for Disease Control) Free-products, information, video links, and data available under child development

<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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F. CAREERS AND EMPLOYABILITY SKILLS

SC Standard: F1. Explore early childhood career options and employability skills.

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; 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; E A7; WG A10; USG A13, A14, A15; 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):

What are personal employability skills that can be applied to early childhood career options?

Indicators:

What Students Should Know:

1. Personal career plans
2. Career portfolio
3. Job seeking skills
4. Employability skills
5. Employment selection techniques
6. Job keeping skills
7. Career opportunities

What Students Should Be Able to Do:

1. Develop a personal career plan to meet career goals and objectives.
2. Maintain a career portfolio to document knowledge, skills, and experience.
3. Demonstrate job seeking skills.
4. Demonstrate employability skills.
5. Evaluate and compare employment opportunities for personal career goals.
6. Exhibit traits for retaining employment.
7. Explore early childhood career opportunities.

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Sample Learning Strategies:

- 1.1 Develop career goals and objectives as part of a plan for a future career. Develop strategies to reach career objectives. Review the career goals periodically and make revisions as needed. Discuss the initial plan and the changes made at the end of the year with parents, teachers, and peers. Explain the reasons for any changes or why no changes were made.
- 1.2 Read a book or magazine article about developing a career plan. Identify specific steps that would be taken or definitely not taken. Write a report and explain why the decisions were made.
- 2.1 Produce and maintain a record of work experiences, licenses, certifications, and products in a career portfolio. Include any artifacts that represent personal growth, self-evaluation techniques, research, etc., that will showcase knowledge, skills, and experiences.
- 2.2 Develop an electronic portfolio and share with parents, peers, and teachers on a regular schedule. Provide checklists/rubrics to conduct evaluations and make revisions based on feedback. Write a reflection of the changes made and how the feedback helps to make improvement. Also, include instances when decisions were made to keep information the same despite feedback and justify the reasons.
- 3.1 Prepare for future job seeking by developing a resume, completing job applications, participating in mock interviews, and writing thank-you notes. Write a reflection of the experience.
- 3.2 Compile pictures showing appropriate dress for job interviews. Organize and participate in a professional dress day. Model the attire and explain the reasons for selecting the outfit. Conduct a self-evaluation. Discuss results with the teacher and receive constructive feedback regarding the attire.
- 3.3 Visit and job shadow an early childhood professional. Ask questions regarding the position, how the position was acquired, and specific skills needed for the position. Develop a presentation about the experience and share with peers.
- 4.1 Generate a list of employability skills. Demonstrate one skill from the list as a group.
- 4.2 Write words on a sticky label that describe someone who is good at his or her job. Collect, report, and display.
- 4.3 Organize into groups and classify employability skill cards into three categories: employability skills, employability qualities, and employability values. For example: I can ... (skills) because, I am... (qualities) because, I believe in...(values) because. Write a personal definition with specific examples and report to the class.
- 4.4 Conduct an employment seeking and keeping treasure hunt by teams. Locate various items placed in strategic locations. Include a combination of fixed items (which have to be checked off when they are found) and bring back items (such as a red pen, elastic band, calculator, empty drink bottle, etc.). Explain how the items can be used in employment seeking and keeping skills. Keep score and provide awards for the winners.

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- 5.1 Compare and evaluate employment opportunities in order to accept positions that match personal career goals. Demonstrate appropriate methods of accepting or rejecting employment offers.
- 6.1 Take turns acting as the employee of the day: model behaviors that demonstrate reliability and dependability; dress appropriately, complete simulated examples of I-9 form, work visa, W-4, and licenses to meet employment requirements. Reflect on the experience and write a summary.
- 6.2 Summarize key activities necessary to retain a job in the industry. Identify positive work behaviors and personal qualities necessary to retain employment.
- 6.3 Interview human resource personnel, assistant directors, or director of early childhood centers. Gather information regarding the main reasons why employees lose their jobs and why employees are kept on the job. Plot results on a class graph and display. Discuss the results and personal reactions to the results.
- 7.1 Invite students to bring in pictures from magazines, newspapers, and other sources that show people at work in childhood careers. Report to class as “show and tell.”
- 7.2 Brainstorm and generate a list of careers. Select one career and create a collage by displaying the pictures, names of the careers, and associated characteristics on chart paper. Display in different areas of the school.
- 7.3 Select and research a childhood career and create a trifold flyer highlighting positive aspects of this career, in an artistic and visually interesting way.
- 7.4 Create a public awareness announcement of careers in child development into a jingle, slogan or saying and present to peers, another class, school organization, etc. Invite guest speakers to talk about career options. Write a reflection.
- 7.5 Research careers and present a PowerPoint including steps in seeking and keeping employment.

Formative Assessments: teacher-student conferences, learning logs, student self-evaluation, student records/reflections on their work , performances to demonstrate learning, projects with several interval products, peer conferencing

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

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: leadership and planning in career-related projects; PLUG IN to Careers; SIGN ON to the Career Connection; INTEGRATE Work and Life; LINK UP to Jobs; ACCESS SKILLS for Career Success

Community Service: leadership and planning in service projects



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APPLICATION/ASSESSMENT THROUGH FCCLA

Community Service: leadership and planning in service projects

Dynamic Leadership: Character for Leaders; Problem Solving for Leaders; Relationships for Leaders; Conflict Management for Leaders; Team Building for Leaders; Peer Education for Leaders

Families First: leadership and planning in family-related projects; Balancing Family and Career; You-Me-Us

FCCLA FACTS: leadership and planning in traffic safety projects

Financial Fitness: leadership and planning in money management projects; Consumer Clout; Making Money

Fundraising: demonstration of work ethics and professionalism

Leaders at Work: planning and self-direction of on-the-job leadership projects

Power of One: Take the Lead; Working on Working

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

STOP the Violence: projects to promote youth violence prevention in work and community environments

Student Body: leadership and planning in nutrition, fitness and self-esteem projects

Resources:

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

Your pathway to career success.

Tools to help [job seekers](#), [students](#), [businesses](#), and [career professionals](#)

Sponsored by the [U.S. Department of Labor](#)

www.icouldbe.org (I Could Be) connects teens with adult mentors for career information

www.jag.org (Jobs for Americanâs Graduates)

www.jobprofiles.org (Job Profiles) career information, exploration and inspiration from experienced workers

www.jobshadow.org (Job Shadow.Org) with information about job shadowing

www.mapping-your-future.org (Mapping Your Future) sponsored by the Federal Family Education Loan Program

www.pbskids.org/rogers (Mister Rogersâ Neighborhood)

<http://search.nap.edu/readingroom/books/careers/> (National Academy of Sciences) careers in science and engineering book

<http://glef.org/virtualmentor.html> (The Virtual Mentor) matches business professionals for online mentoring with students during their classroom projects.