

WGSD Curriculum  
Family and Consumer Science Department

**Course: Child Development III and IV**

**Grade Level: 10-12**

**LG 1 Special Education**

**High Priority Standards**

**National Standards For Family And Consumer Sciences Education**

**Comprehensive Standard**

Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.

4.5: Demonstrate techniques for positive collaborative relationships with children.

4.5.5: Analyze children's developmental progress and summarize developmental issues and concerns.

<b>Learning Goal</b>	<b>Proficiency Scale</b>
<p>Students will understand the role of special education services in an early childhood setting.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"><li>• Analyzing the different behaviors or actions of children which may require special education.</li><li>• Creating classroom accommodations or modifications for a child with special needs.</li></ul> <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"><li>• Recognizing and recalling specific vocabulary, such as: acceleration, allergies, amblyopia, ambulatory, arthritis, articulation problems, asthma, cerebral palsy, chronic health needs, color deficiency, cystic fibrosis, desensitized, diabetes, enrichment, epilepsy, farsightedness, 504, giftedness, glaucoma, grand mal seizure, hemophilia, individualized education plan, learning disability, leukemia, mainstreaming, nearsightedness, petit mal seizure, prosthesis, referral, rheumatoid</li></ul>

WGSD Curriculum  
Family and Consumer Science Department

	<p>arthritis, spina bifida, stuttering, voice flexibility, play therapy.</p> <ul style="list-style-type: none"><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Identifying resources available for teachers and parents of children with special needs.</li><li>○ Notating the results of a visit with parents of a child with special needs.</li><li>○ Identify the different types of special education services.</li></ul></li></ul> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;"><b>Learning Targets</b></p> <p><b>Students know how to:</b></p> <ul style="list-style-type: none"><li>• Track changes in a child’s development.</li><li>• Identify potential physical, social-emotional or intellectual needs.</li></ul>	

WGSD Curriculum  
Family and Consumer Science Department

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**LG 2 Safety**

**High Priority Standards**

**National Standards For Family And Consumer Sciences Education**

**Comprehensive Standard**

Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.

4.4 Demonstrate a safe and healthy learning environment for children.

4.4.2: Apply safe and healthy practices that comply with state regulations.

4.4.7: Demonstrate security and emergency procedures.

<b>Learning Goal</b>	<b>Proficiency Scale</b>
Students will be able to provide a safe early childhood environment.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.  Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none"><li>• Developing routines and procedures to increase the safety of the early childhood environment.</li><li>• Preparing children to safely respond in emergency situations including intruder drills, bomb threats, and fires.</li><li>• Developing evacuation routes and assembly point procedures for emergencies or natural disasters.</li><li>• Creating informational policies regarding emergencies.</li></ul> Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none"><li>• Recognizing and recalling specific vocabulary, such as: poison control, school</li></ul>

WGSD Curriculum  
Family and Consumer Science Department

	<p>resource officer, fire safety, natural disaster, choking, crisis, intruder safety, stop drop and roll, 911.</p> <ul style="list-style-type: none"><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Identifying the possible dangers in an early childhood center.</li></ul></li></ul> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<b>Learning Targets</b>	
<p><b>Students know how to:</b></p> <ul style="list-style-type: none"><li>• Make evacuation backpacks.</li><li>• Identify potential poisons in the childhood center and the outdoor play area.</li><li>• Rehearse a fire drill with the children.</li><li>• Post evacuation routes.</li><li>• Apply emergency first aid to a child who is choking.</li><li>• Complete paperwork and documentation for accidents and illness.</li></ul> <p style="text-align: center;"><b>Learning Design</b></p> <p>Observe media clips on safety in an intruder situation. Read <u>Officer Buckle and Judy</u> to preschool children and discuss the book. Reading <u>After the Alarm Rang</u> and discussing the article. Develop a power point presentation about poison control to be shared with peer teachers. Develop written material for parents to include facts on emergency notification, pick up points, and communications. Present a lesson on fire safety to the children. Investigate the possibilities of natural disasters in the area.</p>	

WGSD Curriculum  
Family and Consumer Science Department

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**LG 3 Environment**

<b>High Priority Standards</b>	
<b>National Standards For Family And Consumer Sciences Education</b> <b>Comprehensive Standard</b> Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.	
<b>Learning Goal</b>	<b>Proficiency Scale</b>
Students will be able to design and implement an effective teaching and learning environment.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"><li>• Designing a floor plan of an existing space to include all needed areas for teaching and learning such as storage, electrical connections, traffic patterns, and learning spaces.</li><li>• Creating an outdoor activity plan to encourage the use of the playground as a learning area.</li></ul> <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"><li>• Recognizing and recalling specific vocabulary, such as: gross motor, fine motor, floor plan, learning areas, monitoring.</li><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Discussing spatial organization.</li></ul></li></ul>

WGSD Curriculum  
Family and Consumer Science Department

- Identifying toys that can help develop gross and fine motor skills.
- Identifying equipment needed for learning areas.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

**Learning Targets**

**Students know how to:**

- Recommend materials to create a positive learning environment.
- Make bulletin boards
- Generate floor plans.
- Organize learning areas.
- Identify situations and areas that need monitoring while children are present.

WGSD Curriculum  
Family and Consumer Science Department

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**LG 4 Community Relationships**

<b>High Priority Standards</b>	
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<b>Learning Goal</b>	<b>Proficiency Scale</b>
Students will be able to develop positive interaction with parents and community members.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.  Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none"><li>• Creating print or digital communication to illustrate school activities, announcements, learning milestones and other news.</li><li>• Explaining a child’s progress to parents/families in a caring and supportive manner.</li></ul> Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none"><li>• Recognizing and recalling specific vocabulary, such as: assessment, journal, interaction, charts, publicity, newsletter, web site.</li><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Identifying ways to increase communication.</li><li>○ Describing various charts and scales used to measure childhood milestones.</li></ul></li></ul> Level 1: Student demonstrates a limited understanding or skill with the learning goal.

WGSD Curriculum  
Family and Consumer Science Department

**Learning Targets**

**Students know how to:**

- Conduct individual assessments measured by age appropriate charts to share with parents.
- Create publicity pamphlets and displays.
- Create visual displays.
- Observe and journal student activities.



WGSD Curriculum  
Family and Consumer Science Department

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**LG 5 Business Aspects**

<b>High Priority Standards</b>	
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<b>Learning Goal</b>	<b>Proficiency Scale</b>
Students will understand the organization of a preschool as a business.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"><li>• Developing enrollment information for parents to include items such as calendars, applications, letters of acceptance/rejections, etc.</li><li>• Analyzing the impact of salaries, health coverage, and professional development on the budget of a childcare center.</li></ul> <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"><li>• Recognizing and recalling specific vocabulary, such as: budget, salary, enrollment packet, financial aspects</li><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Identifying the personnel needed to run a childcare center.</li><li>○ Identify concepts that will enhance the current preschool through digital</li></ul></li></ul>

WGSD Curriculum  
Family and Consumer Science Department

resources.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

**Learning Design**

Students will choose an area to be an expert in such as director, literacy, music, math, science, art, physical development and develop a plan and materials list to promote the area. Students will act within their chosen area when working with the children.