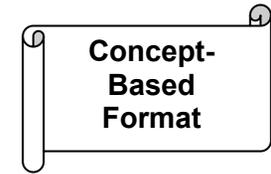




Washington Township Public Schools

Office of Curriculum & Instruction

Curriculum Guide Checklist



Course Title: Prenatal Development

Submitted By: Maria Luisa Indriso, Paula Barakat

Date: 8/24/2016

(Elementary Director or /MS/HS Dept Supervisor please check)

| Acceptable | Not Acceptable | I. | | II. Comments |
|------------|----------------|----|---|--------------|
| | | | I. Cover Page (Course Description) | |
| | | | II. Demonstrable Proficiencies (MS & HS only) | |
| | | | III. Scope & Sequence (Elementary only) | |
| | | | IV. List of Major Units of Study | |
| | | | V. (For each unit of study include the following A-E) | |
| | | | A. Unit Overview | |
| | | | B. Unit Graphic Organizer (Web) | |
| | | | C. Unit Plan | |
| | | | 1. Topics/Concepts | |
| | | | 2. Critical Content | |
| | | | 3. Skill Objectives | |
| | | | 4. Learning Activities | |
| | | | 5. Instructional Resources with Title and Page Number | |
| | | | 6. Evaluation/Assessment | |
| | | | 7. Core Curriculum Standards/Cumulative Progress Indicator References | |
| | | | D. Lesson Plan Detail (Elementary Only) | |
| | | | E. Cross-Content Standards Analysis | |
| | | | D. Curriculum Modification Page Insert | |

Approval: Principal: _____

Curriculum Director: _____

Asst. Superintendent: _____

Department Supervisor: _____

Board of Education: _____

PLEASE NOTE: A completed and signed checklist MUST accompany any course of study that is submitted for approval.

Washington Township Public Schools

Office of Curriculum & Instruction

Course: Prenatal Development

Written By: Lisa J. Morris

Under the Direction of: Steven Whalen

Description: PRENATAL DEVELOPMENT is a five (5) credit course open to students in grades 9-12. This course introduces students to the various aspects of human development from conception through a child's first year of life. The family's role in child rearing will be examined with emphasis on parenthood in our 21st century society. Human reproduction, genetics and the responsibilities of parenthood will be addressed. Other topics of study will include prenatal health, normal and at-risk pregnancies, preparation for birth, and the birth of the baby.

Higher order thinking skills will be promoted through the analysis, synthesis and evaluation of child development theory as students gain an understanding of the physical and emotional needs of infants and young children. Students will improve their computer expertise by completing research, project presentations, and career investigation. The course will be beneficial to the student considering more concentrated studies in professions dealing with infants and children. Students enrolled in this course are eligible to participate in the FCCLA leadership program. This course satisfies the high school practical arts requirement.

Joseph A. Vandenberg: *Assistant Superintendent for Curriculum & Instruction*

Barbara E. Marciano: *Director of Elementary Education*

Jack McGee: *Director of Secondary Education*

Written: _____

Revised: AUGUST 2016

BOE Approval: _____

DEMONSTRABLE PROFICIENCIES

COURSE TITLE: Prenatal Development

I. CLASSWORK REQUIREMENTS

A. Notebooks, classwork, homework, tests, quizzes, individual and cooperative project work, written and oral reports, awareness of safety and class rules, organization, neatness and class participation.

II. ATTITUDE & BEHAVIOR

- A. Use listening skills.
- B. Follow directions (verbal, written and teacher demonstration).
- C. Use time wisely by staying on task and pacing oneself daily.
- D. Complete assignments and projects in a timely and acceptable manner.
- E. Respect oneself and appreciate the efforts of others
- F. Conduct oneself in a safe and prudent manner.
- G. Respect equipment and property of others.
- H. Behave in accordance with the code of the student handbook.
- I. Put forth effort, exhibit patience and perseverance.
- J. Maintain a positive attitude and good work habits.
- K. Participate equally in the daily maintenance and appearance of the classroom.
- L. Show pride in work.

III. COURSE OBJECTIVES/OVERVIEW

A. COURSE CONTENT

- 1. The family and culture, history and society
- 2. Family structures and stages
- 3. Stages of parenthood
- 4. Reproduction and family planning
- 5. Genetics
- 6. Infertility
- 7. The stages of pregnancy
- 8. Pregnancy complications
- 9. Nutrition during pregnancy
- 10. Responsibilities of parenthood
- 11. Teen pregnancy
- 12. Readyng the nursery
- 13. Child care
- 14. Labor and delivery
- 15. The postnatal period for mother and child
- 16. The child's development during the first year of life
- 17. Careers with infants and children

B. SKILLS

- 1. Think critically and problem solve.
- 2. Use the decision making process.
- 3. Use technology.

4. Access and research information.
5. Practice self-management.
6. Communicate effectively.
7. Develop career awareness.
8. Develop employability skills.
9. Work safely in class environment.
10. Listen effectively.
11. Develop note taking skills.
12. Produce samples of formal writing.
13. Demonstrate appropriate use of classroom equipment.
14. Prepare a budget for a new child.
15. Meet the physical, emotional, social, and intellectual needs of an infant.
16. Meet the challenges of parenthood.

C. APPRECIATION OF CONCEPTS

1. The family plays an important role on individuals and society.
2. How the mother takes care of herself during pregnancy has an impact on the health of the child.
3. Recognize the importance of being emotionally and financially ready for parenthood.
4. Understand that parenthood brings with it many new responsibilities.
5. Recognize that an infant is totally dependent on its caregiver and how the caregiver interacts with the child will influence the development of that child.

IV. ATTENDANCE

Attendance: Refer to Board of Education Policy

V. GRADING PROCEDURES

A. Criteria:

- 30% Classwork, Homework
- 30% Tests, Quizzes
- 30% Projects, Reports, Class Participation
- 10% Notebooks

B. All work missed due to class absence is required to be made-up as per student handbook..

C. Points will be deducted for late work as per class rules and guidelines.

D. All students will maintain a notebook of activities. Notebook will serve as a portfolio of topics studied and will be collected on a regular basis.

Semester 1 Grade (S1) is calculated:

(50% of Y1)

MP1=20%, MP2= 20%,

“Mid-term”(X1) exam= 10%

Semester 2 Grade (S2) is calculated:

(50% of Y1)

MP3= 20%, MP4= 20%

Final (X2) exam = 10%

Final Grade (Y1) is calculated:

$S1 + S2 = Y1$

III. MAJOR UNITS OF STUDY

Course Title: Prenatal Development

I. The Family and Society

II. The Biology of Life

III. The Prenatal Period

IV. Preparation for Parenthood: Making Responsible Decisions

V. Labor and Delivery

VI. The New Parent and Child

VII. The First Year

VIII. Careers with Infants and Children

Unit Overview

Course Title: Prenatal Development

Unit #: UNIT 1 OVERVIEW **Unit Title:** The Family and Society

UNIT DESCRIPTION:

Students will be introduced to the classroom, lab and supplemental equipment, safety procedures, and course expectations.

The main focus of this unit is to present to the students the concept of the role of the family, and how the family has evolved as a result of sociological changes and technological advances. Understanding families throughout history, the changes it has faced and its challenges in the future will help to enhance the student's quality of life as they form our most basic unit of society.

Enduring Understandings/Generalizations

Students will understand that:

1. The family is the basic and most important unit of society.
2. The role of the family has changed throughout history and will continue to evolve as society evolves.
3. The family has an impact as a system on individuals and society
4. As the family moves through their life, they progress through a series of stages affecting their interaction with others.
5. Parenting roles change across the lifespan affecting oneself and others.

Guiding Questions

1. What is the role of the family in our society?
2. How has the role of the family changed throughout history?
3. What influence will culture have on child rearing?
4. How might the family structure change and what impact will this have on meeting the needs of family members?
5. How do parents change and develop during the child rearing process?

Curriculum Unit Plan

Core Content Standards & Cumulative Progress Indicators

Course Title/Grade: Prenatal Development

Unit Number/Title: I. The Family and Society

Conceptual Lens: _____

Appropriate Time Allocation: 4 Week(s)

SEE CROSS
CONTENT
STANDARD
ANALYSIS

| Topics/Concepts (Appropriate Time Allocation) | Critical Content (Students Will Know:) | Skill Objectives (Students Will Be Able To:) | Learning Activities & Instructional Resources | Evaluation/Assessment | CCS/ CPI |
|--|--|--|---|--|-------------|
| 1. Course Introduction | A. Course Overview B. Class Rules C. Safety Procedures D. Specialty Equipment | 1. List rules of safe conduct in the classroom. Identify different tools and equipment that will be used during year. Follow emergency evacuation procedures. Safely use classroom equipment. | 1. Read and discuss classroom rules and procedures. Demonstrate proper use of classroom tools and equipment. Identify fire safety equipment; how and when it's used. Students will complete checklist of safe and unsafe classroom practices | Classwork: -Safety Guidelines -Act. 3.1 -Act. 3.3 -Act. 2.1 -Family TV Homework: -Family Tree Information -Interview Activity Test: -Safety -Family and Society | |
| 2. Evolution of the Family | A. A Cultural Look B. A Historical Look C. In 21 st Century Society | 2. Describe the functions of the family and its importance in society. Compare and contrast parenting roles in various societies. Discuss historical changes in the dynamics of the family. | 2. Brainstorm what the term family means to students. Using the internet, research the impact of history and/or culture on the family unit. Report findings to class. Create a poster depicting parenting roles; past, present or make predictions of the role of the family in the future. | Notebook Rubric for Writing Activities Rubric for Research Activities and Reports | |

| Topics/Concepts (Appropriate Time Allocation) | Critical Content (Students Will Know:) | Skill Objectives (Students Will Be Able To:) | Learning Activities & Instructional Resources | Evaluation/ Assessment | CCS/ CPI |
|---|--|--|---|--|-----------------|
| 3. Family Structures | A. Nuclear B. Single-Parent C. Blended D. Extended E. Adoptive F. Legal Guardian G. Foster | 3. Define the different family structures. Compare and contrast the similarities and differences among the family structures. Identify the family structure in which they are members. | 3. Read <u>The Developing Child</u> chapter 3.1 and complete related questions on family structures. Create a chart of the family structures and identify 10 families that they know, placing them in the appropriate chart, listing their family members. Critique old and new TV shows examining the types of families depicted and the roles of the parents at that time in our culture. | Project Rubric: -Parenting Roles -Family Tree Observation of proper use of specialty equipment Observation of group cooperation and interaction Interaction with guest speakers | |
| 4. Stages of Family Development | A. Couples B. Parental 1. developing 2. expanding 3. launching C. The Middle Years D. The Retirement Years | 4. Describe the stages of family development. Discuss the concerns and challenges of each stage. Identify the stage of family development in which they are members Discuss the meaning of the sandwich generation. | 4. Using classroom resources, read and complete questions on the stages of family development. (<u>Families Today</u> , Section 3-3). Interview an older person (relative or neighbor) to determine changes they have experienced in family roles and interactions as they have moved through the family life cycle. | | |

| Topics/Concepts (Appropriate Time Allocation) | Critical Content (Students Will Know:) | Skill Objectives (Students Will Be Able To:) | Learning Activities & Instructional Resources | Evaluation/ Assessment | CCS/ CPI |
|---|--|---|---|-------------------------------|-----------------|
| 5. Stages of Parenthood | A. Image-Making B. Nurturing C. Authority D. Interpretive E. Independent F. Departure | 5. List Galinsky's Stages of Parenthood. Describe how parents typically develop and change through their interactions with their children. | 5. Read <u>The Developing Child</u> chapter 2.1 and complete related worksheets on stages of parenthood. Role play parent and child in each of the stages of parenthood. Create a family tree. Other related activities as appropriate: Department videos, textbook and teacher made worksheets, lecture / discussions, PowerPoint presentations, internet research, computer activities, guest speakers, research activities, projects, writing activities. | | |

Unit Overview

Course Title: Prenatal Development

Unit #: UNIT 2 OVERVIEW **Unit Title:** The Biology of Life

Unit Description:

With puberty comes the need to know the biological processes of one's body in order to make informed decisions in family planning. Understanding the human reproductive system and the role genetics play in heredity will assist young adults in making responsible choices now and in the future. These issues will be examined in this unit.

Enduring Understandings/Generalizations

Students will understand that:

1. Understanding the biology of reproduction will help the young adult make responsible choices.
2. A person has many options for family planning.
3. Genetics play an important role in who a person is and will become.
4. Couples who cannot conceive may seek infertility treatment or adopt a child.

Guiding Questions

1. What occurs at puberty to prepare a person for reproduction?
2. What are some methods of contraception that a couple might consider?
3. What are genes and how do they determine a person's characteristics?
4. What are some options for infertile couples?

Curriculum Unit Plan

Core Content Standards & Cumulative Progress

Course Title/Grade: Prenatal Development

Indicators

SEE CROSS
CONTENT
STANDARD
ANALYSIS

Unit Number/Title: II. The Biology of Life

Conceptual Lens:

Appropriate Time

Allocation:

5 Week(s)

| Topics/Concepts (Appropriate Time Allocation) | Critical Content (Students Will Know [Ⓢ]) | Skill Objectives (Students Will Be Able To [Ⓢ]) | Learning Activities & Instructional Resources | Evaluation/ Assessment | CCS/ CPI |
|--|--|---|--|---|----------|
| 1. Human Reproduction | A. Male Reproductive System B. Female Reproductive System | 1. Name the parts of the male reproductive system and identify their functions. Name the parts of the female reproductive system and identify their functions. | 1. Take pretest on human reproduction to ascertain student knowledge of subject matter. Using classroom resources, read and complete questions and worksheets on the male and female reproductive systems. | Classwork: -Act. 4.1 -Punnet Square -How Do I Look? Homework | |
| 2. Family Planning | A. Conception B. Contraceptives | 2. Explain fertility and conception. Identify and explain the methods of family planning. Rank methods of family planning by effectiveness. | 2. Read <u>The Developing Child</u> chapter 4.1 and complete related worksheets on family planning. Using the internet, research the pros and cons of the various methods of birth control. Present findings. Create a chart on family planning methods. | Tests: -Pretest / Human Reproduction Notebook Rubric for Writing Activities Rubric for Research Activity and Report: -Family Planning Project Rubric: -Family Tree | |

| Topics/Concepts (Appropriate Time Allocation) | Critical Content (Students Will Know©) | Skill Objectives (Students Will Be Able To©) | Learning Activities & Instructional Resources | Evaluation/ Assessment | CCS/ CPI |
|--|---|--|--|---|----------|
| 3. The Role of Genetics | A. Inherited Traits B. Dominant and Recessive Genes | 3. Define terms related to genetics. Predict the probability of physical characteristics based on genetics. Analyze the chances of certain characteristics determined by genetics. | 3. Read <u>The Developing Child</u> chapter 4.1 and complete related worksheets on genetics. Given genetic characteristics of mother and father, complete Punnet Square. Predict characteristics of offspring. Create a picture of a child based upon dominant and recessive genes. | Observation of proper use of tools and equipment Observation of group cooperation and interaction Interaction with guest speakers | |
| 4. Options for Infertile Couples | A. Adoption B. Artificial Insemination C. In Vitro Fertilization D. Ovum Transfer E. Surrogate Motherhood | 4. List the various options for infertile couples. Debate legal and ethical impacts of current and emerging technology on fertility and family planning. | 4. Read <u>The Developing Child</u> chapter 4.1 and complete related worksheets on infertility. Use internet to research pros and cons of the various options for infertile couples. Report findings to class. Discuss legal and ethical issues related to infertility. Other related activities as appropriate: Department videos, textbook and teacher made worksheets, lecture / discussions, PowerPoint presentations, internet research, computer activities, guest speakers, research activities, projects, writing activities. | | |

Unit Overview

Course Title: Prenatal Development

Unit #: UNIT 3 OVERVIEW **Unit Title:** The Prenatal Period

Unit Description:

A mother-to-be has the responsibility throughout her pregnancy to do everything possible to increase the chances of having a healthy baby. Students will examine what occurs during each stage of prenatal development, what hazards need to be avoided during pregnancy, and how practicing a healthy lifestyle will increase the chances of a safer pregnancy and a healthier infant.

Enduring Understandings/Generalizations

Students will understand that:

1. Prenatal development moves through three stages during the 40 weeks of pregnancy.
2. Birth defects have a variety of causes. There are tests to help diagnose potential problems.
3. Everything a woman eats, drinks and breathes will affect her developing baby.
4. Biological and physical changes occur at each stage of pregnancy affecting the physical and emotional needs of a woman.
5. Eating a well-balanced diet with foods from each of the food groups is essential to the health of both the developing baby and the mother.

Guiding Questions

1. What occurs at each of the three stages of pregnancy?
2. What are some causes, methods of detecting, and treatments for birth defects?
3. How might a developing fetus be harmed through unsafe practices of the mother?
4. How does proper nutrition benefit mother and child?

Curriculum Unit Plan

Core Content Standards & Cumulative Progress Indicators

Course Title/Grade: Prenatal Development

Unit Number/Title: III. The Prenatal Period

Conceptual Lens: _____

Appropriate Time Allocation: 7 Week(s)

SEE CROSS
CONTENT
STANDARD
ANALYSIS

| Topics/Concepts (Appropriate Time Allocation) | Critical Content (Students Will Know:) | Skill Objectives (Students Will Be Able To:) | Learning Activities & Instructional Resources | Evaluation/ Assessment | CCS/ CPI |
|--|--|---|--|--|----------|
| 1. The Three Stages of Pregnancy | A. The Germinal Stage B. The Embryonic Stage C. The Fetal Stage | 1. Define terms related to pregnancy. Identify the stages of pregnancy and outline what occurs during each of the three stages of prenatal development. Describe the physical affects of pregnancy on the body. | 1. Read <u>The Developing Child</u> chapter 4.1 and complete related worksheets on the stages of pregnancy. Examine models of the developing fetus. Experience the physical affects of the different stages of pregnancy. Wear an empathy belly several times throughout the course. Complete an evaluation of activity. | Classwork: -Act. 4.1 -Act. 4.2 -Act. 4.3 -Act. 5.1 -MyPyramid for Mothers Tests: -Stages of Pregnancy -Pregnancy Complications -Nutrition | |
| 2. Complications of Pregnancy | A. Losing a Baby B. Causes of Birth Defects 1. Environmental 2. Genetic 3. Chromosomal Errors C. Prevention and Diagnosis of Birth Defects 1. Genetic Counseling 2. Prenatal Tests a. ultrasound b. amniocentesis | 2. Contrast miscarriage and stillbirth and summarize the causes. Outline the causes of birth defects. Identify how major birth defects can be diagnosed. Outline the causes, detection and treatment of various birth defects. | 2. Read <u>The Developing Child</u> chapter 4.2 and complete related worksheets on complications of pregnancy Research activity using internet and IMC on birth defects and diseases. Create a PowerPoint presentation of causes, detections and treatments of birth defects. | Notebook Rubric for Writing Activities Rubric for Research Report: -Birth Defects | |

| Topics/Concepts (Appropriate Time Allocation) | Critical Content (Students Will Know:) | Skill Objectives (Students Will Be Able To:) | Learning Activities & Instructional Resources | Evaluation/ Assessment | CCS/ CPI |
|--|---|--|--|--|----------|
| 3. Drugs and Pregnancy | A. Alcohol B. Prescription and Over-the-Counter Drugs C. Caffeine D. Tobacco E. Illegal Drugs | 3. Explain what causes FAS and how it can be avoided. Summarize the hazards that alcohol and other drugs pose to prenatal development. Discuss the affects of drug use on developing fetus. | 3. Read <u>The Developing Child</u> chapter 4.3 and complete related worksheets on drugs and alcohol. Choose 10 foods containing caffeine. Chart the amount of caffeine that they contain and correlate with prenatal risk. Drug affected Baby Think It Over activity. | Project Rubric: -Empathy Belly Project -Baby Think it Over (Drug affected) -Nutrition Project Observation of proper use of specialty equipment | |
| 4. Environmental Hazards | A. X-rays B. Hazardous Substances and Chemicals | 4. Asses why environmental hazards must be avoided during pregnancy. Predict household chemical dangers. Identify 3 common chemicals a woman should avoid during pregnancy. | 4. Read <u>The Developing Child</u> chapter 4.3 and complete related worksheets on environmental hazards. Read a variety of labels and warnings found on common household chemicals. Discuss Right to Know and the importance of understanding MSDS labeling. | Observation of group cooperation and interaction Interaction with guest speakers | |
| 5. Diseases and Infections | A. Rubella B. Toxoplasmosis C. Chicken Pox D. STD's | 5. Describe how the fetus can be affected by certain illnesses the mother may contract. Compare and contrast diseases and infections. Explain why a woman should be vaccinated against rubella and chicken pox before becoming pregnant. | 5. Read <u>The Developing Child</u> chapter 4.3 and complete related worksheets on diseases and infections. Research the differences between parasites, viruses and bacteria. | | |

| Topics/Concepts (Appropriate Time Allocation) | Critical Content (Students Will Know:) | Skill Objectives (Students Will Be Able To:) | Learning Activities & Instructional Resources | Evaluation/ Assessment | CCS/ CPI |
|--|--|--|--|------------------------|----------|
| 6. Understanding Changes During Pregnancy | A. Early Signs of Pregnancy B. Prenatal Exams C. Physical Changes D. Emotional Health | 6. Identify the early signs of pregnancy. Discuss what occurs at prenatal examinations and the importance of the exams. Describe the physical and emotional changes that occur during pregnancy. | 6. Read <u>The Developing Child</u> chapter 5.1 and complete related worksheets on maintaining health during pregnancy. Brainstorm questions a woman might ask an obstetrician at her prenatal visits. | | |
| 7. Nutrition During Pregnancy | A. My Pyramid for Mothers-to-Be B. Nutrition and Pregnant Teens | 7. Explain the importance of proper nutrition during pregnancy. Identify the 5 food groups. Analyze foods for proper nutrition. Create a menu for a woman at various stages of pregnancy. Compare and contrast the different nutritional needs for teenagers vs. the mature woman. | 7. <u>The Developing Child</u> chapter 5.1 and related worksheets on prenatal nutrition. Computer research using MyPyramid.gov. Complete MyPyramid activities. Investigate menus for pregnant women. Locate pictures foods. Analyze for nutritional value. Create a presentation of good and bad food choices. Other related activities as appropriate: Department videos, textbook and teacher made worksheets, lecture / discussions, PowerPoint presentations, internet research, computer activities, guest speakers, research activities, projects, writing activities. | | |

Unit Overview

Course Title: Prenatal Development

Unit #: UNIT 4 OVERVIEW **Unit Title:** Preparation for Parenthood:
Making Responsible Decisions

Unit Description:

Much needs to be done to prepare for parenthood. Having a baby changes the lifestyle of the parents and requires emotional maturity. Teen parents especially will face a unique set of challenges.

In this unit, students will recognize the need to prepare for the birth of a child. They will develop a plan and budget for setting up a nursery and will investigate the various types of medical practitioners who are available to care for the infant following birth. They will also compare child care options. Students will recognize that parenting is one of the most important roles a person can have in life and that understanding parent readiness will lead to more realistic expectations, more effective parenting, and greater emotional rewards.

Enduring Understandings/Generalizations

Students will understand that:

1. Parenthood brings new responsibilities and requires that many decisions be made.
2. Teen pregnancy will have a lifelong affect on both parents as well as the child and all factors must be considered when evaluating one's options.
3. A newborn will require many items and a budget should be prepared for the necessary purchases.
4. Child care options will need to be investigated for the working mother.

Guiding Questions

1. Why is it important for a person to be emotionally ready and financially responsible prior to parenthood?
2. What are some options available to a teen should she become pregnant?
3. What items are necessary when setting up a nursery?
4. What are several child care options for the working parent?

Curriculum Unit Plan

Course Title/Grade: Prenatal Development Core Content Standards & Cumulative Progress Indicators

IV. Preparation for Parenthood:

Unit Number/Title: Making Responsible Decisions

Conceptual Lens: _____

Appropriate Time

Allocation: 6 Week(s)

SEE CROSS
CONTENT
STANDARD
ANALYSIS

| Topics/Concepts (Appropriate Time Allocation) | Critical Content (Students Will Know:) | Skill Objectives (Students Will Be Able To:) | Learning Activities & Instructional Resources | Evaluation/ Assessment | CCS/ CPI |
|--|--|---|---|--|----------|
| 1. Responsibilities of Parenthood | A. Emotional B. Medical C. Financial D. Resource Management Skills E. Parenting Skills | 1. Define parenting. Discuss the 5 areas of parent readiness. Discuss the effects of a new child in the household upon older siblings and problems solve techniques to assuage the child's concerns. Critique examples of parenting. | 1. Read <u>The Developing Child</u> chapter 2.1 and complete related worksheets on parenting responsibilities. Create a want ad describing the responsibilities of parenthood. View television shows that reflect parenting styles. | Classwork: -Act. 2.1 -Act. 2.2 -Act. 5.2 Homework Test: -Responsible Parenting Notebook | |
| 2. Teen Pregnancy and Parenting Options | A. Marriage B. Single Parenthood C. Adoption | 2. Discuss consequences associated with teen pregnancy. Compare and contrast the options available to teen parents. | 2. Read <u>The Developing Child</u> chapter 2.2 and complete related worksheets on teen pregnancy. Conduct a round table discussion on parenting options. | Rubric for Writing Activity: -Want Ad Rubric for Research Activities and Reports | |
| 3. Readyng the | A. Clothing and | 3. List 6 categories of | 3. Read <u>The Developing Child</u> chapter 5.2 | Project Rubric: | |

| Topics/Concepts (Appropriate Time Allocation) | Critical Content (Students Will Know:) | Skill Objectives (Students Will Be Able To:) | Learning Activities & Instructional Resources | Evaluation/ Assessment | CCS/ CPI |
|---|---|--|---|---|-----------------|
| Nursery | Diapering Needs B. Feeding Equipment C. Furnishings D. Travel Equipment E. Other Supplies | supplies needed for a new baby and discuss the importance of each. Explain why parents need to develop a budget. Identify and list supplies and equipment that will need to be purchased. Create a budget for the needs of a new baby. Design a nursery. | and complete related worksheets on layette needs. Introduce students to the principles of design. Demonstrate drawing a floor plan and using architectural scale. Nursery Project: a. Develop a list of items needed for newborn care. Use catalogs or internet and shop for items. Record prices and develop a spending plan. b. Create a floor plan for a nursery. Plan for furniture needs. c. Using internet and magazines, shop for furniture and other items needed to stock a nursery. d. Using internet, research recalls on baby items. e. Total the cost of readying the home for a new baby. | -Nursery Project Observation of proper use of specialty equipment Observation of group cooperation and interaction Interaction with guest speakers | |
| 4. Other Parenting Decisions | A. Decisions about Feeding B. Choosing a Pediatrician | 4. Compare and contrast bottle and breast feeding. Define pediatrician. Create a list of medical practitioners a family might consider using after the birth of a child. Identify pros and cons of each. | 4. Read <u>The Developing Child</u> chapter 5.2 and complete related worksheets on other parenting decisions. Use internet and research how other cultures handle feeding options. Take a poll of new mothers on bottle feeding vs. breast feeding. Tally results. | | |
| 5. Child Care Options | A. Maternity Leave | 5. Compare and contrast | 5. Debate whether a parent should return | | |

| Topics/Concepts (Appropriate Time Allocation) | Critical Content (Students Will Know:) | Skill Objectives (Students Will Be Able To:) | Learning Activities & Instructional Resources | Evaluation/ Assessment | CCS/ CPI |
|---|---|---|--|-------------------------------|-----------------|
| | B. Paternity Leave C. Day Care Options 1. In Home 2. Day Care Facilities | the advantage and disadvantage of being a stay-at-home mother. Compare and contrast the advantages and disadvantage of being a working mother. | to work after childbirth or stay home. Investigate how other countries handle working mothers or child care issues. Contact a day care center and explore the cost of day care. Report findings to class. Extra Credit: Visit a day care center. Complete related evaluation activity. Other related activities as appropriate: Department videos, textbook and teacher made worksheets, lecture / discussions, PowerPoint presentations, internet research, computer activities, guest speakers, research activities, projects, writing activities. | | |

Unit Overview

Course Title: Prenatal Development

Unit #: UNIT 5 OVERVIEW **Unit Title:** Labor and Delivery

Unit Description:

Giving birth is a powerful physical and emotional experience. Students will study what happens at each stage of labor and the many options available for the birth of a child. They will examine what is meant by a birth plan and what emergency contingencies should be considered if the birthing process does not proceed normally.

Enduring Understandings/Generalizations

Students will understand that:

1. Expectant parents have many birthing options available to them.
2. Labor can be long and difficult. Understanding the stages of labor will help new parents to be less anxious during the birthing process.
3. Not all births proceed normally. Parents need to be prepared to face complications should they occur.

Guiding Questions

1. How can expectant parents prepare themselves for labor and delivery?
2. What occurs during each stage of labor?
3. How can understanding possible problems with labor and delivery better enable the parents to cope?

Curriculum Unit Plan

Course Title/Grade: Prenatal Development Core Content Standards & Cumulative Progress Indicators

Unit Number/Title: V. Labor and Delivery

Conceptual Lens: _____

Appropriate Time Allocation: 3 Week(s) SEE CROSS CONTENT STANDARD ANALYSIS

| Topics/Concepts (Appropriate Time Allocation) | Critical Content (Students Will Know:) | Skill Objectives (Students Will Be Able To:) | Learning Activities & Instructional Resources | Evaluation/ Assessment | CCS/ CPI |
|--|---|--|--|---|----------|
| 1. Delivery Options | A. Healthcare Professionals 1. Obstetrician 2. Family Doctor 3. Midwife B. Places to Give Birth 1. Home 2. Hospital 3. Birthing Center | 1. Explain the term prepared birth. Identify ways expectant parents can prepare for the birth of a child. Compare and contrast the options for the delivery of a baby. Describe three types of health care professionals who can assist with the birth of a baby. | 1. Read <u>The Developing Child</u> chapter 5.3 and complete related worksheets on childbirth options. Interview family members as to where they gave birth. As permitted by Board of Ed, field trip to hospital or virtual tour of labor and delivery ward. | Classwork: -Act. 5.3 -Act. 6.1 -Timeline -Video Notes Homework: Family Interview Test: -Labor and Delivery Notebook Rubric for Writing Activities | |
| 2. The Progression of Labor | A. First Stage B. Second Stage C. Third Stage | 2. Describe the progression of labor. Identify two early signs of labor. Compare and contrast false labor and true labor. | 2. Read <u>The Developing Child</u> chapter 6.1 and complete related worksheets on labor and delivery. Create a time line showing the events that occur during labor. | Rubric for Research Activities and Reports Project Rubrics | |

| Topics/Concepts (Appropriate Time Allocation) | Critical Content (Students Will Know:) | Skill Objectives (Students Will Be Able To:) | Learning Activities & Instructional Resources | Evaluation/ Assessment | CCS/ CPI |
|--|--|---|---|--|----------|
| 3. Complications of Labor | A. Cesarean Birth B. Premature Birth C. Multiple Birth | <p>Define what Braxton Hicks contractions are and how they ready the woman for delivery.</p> <p>Draw a conclusion of the normal presentation of a child prior to delivery.</p> <p>Discuss methods of coping with labor.</p> <p>3. Explain what happens during a cesarean section.</p> <p>List three reasons for a cesarean birth.</p> <p>Compare and contrast types of anesthesia a mother about to deliver a child through C section might prefer and why.</p> <p>List the factors that can contribute to a premature birth.</p> <p>Identify special needs of premature infants.</p> <p>Explain why premature babies require special care.</p> | <p>Discuss the 3 basic ways a baby can be positioned in the uterus.</p> <p>Interview their mothers (or another relative) about their labor and delivery (where, how long, difficult?)</p> <p>Dept. video - Childbirth</p> <p>3. Read <u>The Developing Child</u> chapter 6.1 and complete related worksheets on complications of labor.</p> <p>Other related activities as appropriate: Department videos, textbook and teacher made worksheets, lecture / discussions, PowerPoint presentations, internet research, computer activities, guest speakers, research activities, projects, writing activities.</p> | <p>Observation of proper use of tools and equipment</p> <p>Observation of group cooperation and interaction</p> <p>Interaction with guest speakers</p> | |

Unit Overview

Course Title: Prenatal Development

Unit #: UNIT 6 OVERVIEW **Unit Title:** The New Parent and Child

Unit Description:

Having a new baby is an emotional time for every family member. The medical, emotional and physical needs of both mother and child, and the importance of creating a smooth transition of the family unit will be presented.

Enduring Understandings/Generalizations

Students will understand that:

1. Once a baby is born, its body systems, including the lungs and heart, begin to function independently.
2. Shortly after birth, several tests will be performed on the infant to evaluate its physical condition.
3. The first month after birth is a time of recovery and adjustment for the mother and infant.
4. Parents' efforts to bond with the baby are critical in proper brain development.
5. There are several legal issues that need to be addressed soon after the birth of a baby.

Guiding Questions

1. What is the importance of completing the Apgar test immediately after birth on newborns?
2. How does the bonding process affect the brain of the developing child?
3. Why is it important to understand the emotional needs of the new mother?
4. What legal documents need to be secured soon after the birth of a child?

Curriculum Unit Plan

Course Title/Grade: Prenatal Development

Core Content Standards & Cumulative Progress Indicators

Unit Number/Title: VI. The New Parent and Child

Conceptual Lens: _____

Appropriate Time Allocation: _____

2 Week(s)

SEE CROSS
CONTENT
STANDARD
ANALYSIS

| Topics/Concepts (Appropriate Time Allocation) | Critical Content (Students Will Know:) | Skill Objectives (Students Will Be Able To:) | Learning Activities & Instructional Resources | Evaluation/ Assessment | CCS/ CPI |
|--|--|--|---|---|----------|
| 1. The Postnatal Period: The Newborn | A. Appearance B. Medical Exams and Concerns C. The Bonding Process | 1. Describe the newborn's appearance immediately after birth. Identify the exams and procedures given to a newborn. List the five characteristics that are rated on the Apgar scale. Define jaundice and discuss its treatment. Discuss the importance of the bonding process. | 1. Read <u>The Developing Child</u> chapter 6.2 and complete related worksheets on the newborn. Bring in a picture of themselves as a newborn and describe how they think they looked. Have students try to match newborn picture with appropriate class members. Examine a sample Apgar scale. Match the 5 senses with an action to help create a bond between parent and child. | Classwork: -Act. 6.2 -Act.6.3 -Matching Activity Homework: -Baby picture Test: -The Postnatal Period Notebook Rubric for Writing Activities Rubric for Research Activities and Reports Project Rubrics | |

| Topics/Concepts (Appropriate Time Allocation) | Critical Content (Students Will Know:) | Skill Objectives (Students Will Be Able To:) | Learning Activities & Instructional Resources | Evaluation/ Assessment | CCS/ CPI |
|---|--|---|---|---|-----------------|
| 2. The Postnatal Period: The New Mother | A. Physical Needs 1. Rest 2. Exercise 3. Nutrition 4. Medical Care B. Emotional Needs 1. Postpartum Depression | 2. Create a graphic organizer of the emotional and physical needs of the new mother Define postpartum depression. Discuss treatment for postpartum depression. | 2. Read <u>The Developing Child</u> chapter 6.3 and complete related worksheets on the postnatal period. Other related activities as appropriate: Department videos, textbook and teacher made worksheets, lecture / discussions, PowerPoint presentations, internet research, computer activities, guest speakers, research activities, projects, writing activities. | Observation of proper use of tools and equipment Observation of group cooperation and interaction Interaction with guest speakers | |
| 3. Legal Documents | A. Birth Certificate B. Social Security Number | 3. Identify the documents that a new parent needs upon birth of a child. Explain how and where to apply for the documents. Discuss why these documents are important. | | | |

Unit Overview

Course Title: Prenatal Development

Unit #: UNIT 7 OVERVIEW **Unit Title:** The First Year

Unit Description:

Infants change dramatically in their first year of life and parents and caregivers play a critical role in the physical, emotional, social, and intellectual development of that child. Heredity, nutrition, health, and environment all contribute to the baby's physical growth. Consistent, responsive and loving care shapes a baby's emotional and social growth. Proper nurturing is imperative for the infant's intellectual growth. The better understanding that parents and others have of the development of an infant, the more likely that child is in reaching his or her full potential. These issues will be the focus of this unit.

Enduring Understandings/Generalizations

Students will understand that:

1. The information in babies' brains develops as they acquire new skills. This information evolves at a very rapid rate during the first few years of life.
2. Proper nurturing stimulates the infant's intellectual development.
3. In order for a child to reach their full potential, their emotional and social needs must be met.
4. A responsible caregiver must be able to handle emergencies should they arise.

Guiding Questions

1. How do infants change physically during their first year of life?
2. Why is it imperative that the parents provide an infant with an emotionally stable environment?
3. How can parents and caregivers meet the needs of the developing infant?
4. What are some strategies parents can learn to assure their child's health and well being?

Curriculum Unit Plan

Course Title/Grade: Prenatal Development

Core Content Standards & Cumulative Progress Indicators

VII. The First Year of Life

Unit Number/Title: _____

Conceptual Lens: _____

Appropriate Time Allocation: 7 Week(s)

SEE CROSS CONTENT STANDARD ANALYSIS

| Topics/Concepts (Appropriate Time Allocation) | Critical Content (Students Will Know:) | Skill Objectives (Students Will Be Able To:) | Learning Activities & Instructional Resources | Evaluation/ Assessment | CCS/ CPI |
|--|--|---|--|---|----------|
| 1. Physical Development | <p>A. Growth and Development</p> <ol style="list-style-type: none"> 1. Heredity 2. Nutrition 3. Health 4. Environment <p>B. Caring for an Infant</p> <ol style="list-style-type: none"> 1. Holding 2. Feeding 3. Dressing <p>C. Health And Wellness</p> <ol style="list-style-type: none"> 1. Bathing 2. Dental Care 3. Checkups | <p>1. Identify four major influences on an infant's growth and development.</p> <p>Conclude and support the importance of nature and nurture on the developing infant.</p> <p>Summarize how a baby typically grows in the first year.</p> <p>Safely hold, feed, dress and bathe a baby.</p> <p>Compare and contrast bottle and breast feeding.</p> <p>Analyze food products for proper infant nutrition.</p> <p>Design a flyer on the prevention of SIDS.</p> <p>Explain why checkups</p> | <p>1. Read <u>The Developing Child</u> chapter 7.1, 7.2 and 7.3 and complete related worksheets on infant development.</p> <p>Examine pictures of themselves as they moved through their first year of life. Discuss the physical changes that occurred. Create a photo gallery.</p> <p>Create a growth chart.</p> <p>Create a matching game of physical development.</p> <p>Demonstrate how to safely hold, feed, dress and bathe an infant.</p> <p>Take a poll on bottle feeding vs. breast feeding.</p> <p>View a variety of food products and evaluate for proper infant nutrition.</p> <p>Using internet, research the 10 ways to help prevent SIDS. Create a flyer.</p> <p>Create a list of medical checkups and</p> | <p>Classwork:</p> <ul style="list-style-type: none"> -Act. 7.1 -Act. 7.2 -Act.7.3 -Act. 8.1 -Act. 8.2 -Chapter 9 -Act. 20.2 <p>Homework</p> <p>Test:</p> <ul style="list-style-type: none"> -The Developing Child -Health and safety <p>Notebook</p> <p>Rubric for Writing Activities</p> <p>Rubric for Research</p> | |

| Topics/Concepts (Appropriate Time Allocation) | Critical Content (Students Will Know:) | Skill Objectives (Students Will Be Able To:) | Learning Activities & Instructional Resources | Evaluation/ Assessment | CCS/ CPI |
|--|---|---|---|--|----------|
| 2. Emotional Development | <p>A. Basic Emotions</p> <ol style="list-style-type: none"> 1. Sadness 2. Interest 3. Joy 4. Disgust 5. Anger 6. Fear <p>B. Comforting a Child</p> <ol style="list-style-type: none"> 1. Parental Comforting 2. Self Comforting <p>C. Building Emotional Attachment</p> <ol style="list-style-type: none"> 1. Through Touch 2. Through Care 3. Through Communication | <p>and immunizations are important and identify the immunizations an infant will receive their first year of life.</p> <p>2. Define emotional development.</p> <p>List the six basic emotions that babies experience.</p> <p>Analyze pictures depicting emotions.</p> <p>Problem solve 5 ways a parent can comfort a child.</p> <p>Identify ways babies comfort themselves.</p> <p>Analyze the role of attachment in baby's emotional development.</p> <p>List 3 methods of building attachment.</p> <p>Discuss how the emotional climate of the home can affect a baby's development.</p> <p>Practice proper infant care by successfully completing computerized infant project.</p> | <p>immunizations recommended. Note at what age each should be performed. (Refer to section 20.1)</p> <p>2. Read <u>The Developing Child</u> chapter 8.1 and complete related worksheets on emotional development.</p> <p>Locate picture of babies and identify the emotion shown. Create a caption for each picture.</p> <p>Create a graphic organizer of ways to comfort an infant.</p> <p>Demonstrate how a parent can comfort a child.</p> <p>Baby Think It Over project</p> | <p>Activity: -You Learn What You Live</p> <p>Project Rubric: -Photo Gallery -SIDS Project -Baby Think-It-Over -Mobile Project -Baby Carrier Project</p> <p>Observation of proper use of tools and equipment</p> <p>Observation of group cooperation and interaction</p> <p>Interaction with guest speakers</p> <p>Observation of proper procedures when performing Heimlich Maneuver</p> | |
| 3. Social Development | A. Cause and Effect | 3. Define social | 3. Read <u>The Developing Child</u> chapter 8.2 | | |

| Topics/Concepts (Appropriate Time Allocation) | Critical Content (Students Will Know:) | Skill Objectives (Students Will Be Able To:) | Learning Activities & Instructional Resources | Evaluation/ Assessment | CCS/ CPI |
|--|---|--|---|------------------------|----------|
| 4. Intellectual Development | B. Imitation C. Stranger Anxiety D. The Importance of Play E. Exploration | development. Discuss cause and effect on a child's development. Problem solve the causes and behaviors of stranger anxiety. Discuss play activities that support social development. Explain how play and exploration helps a baby to develop socially. | and complete related worksheets on social development. Role play cause and effect scenarios. Use technology to design a presentation using the theme: A child learns what they live. Examine the play activities that are recommended to support social development in babies from birth to 6 months. Examine the play activities that are recommended to support social development in babies from 6 months to one year. Group project: Create a graphic organizer depicting social milestones. | | |
| | A. Early Brain Development 1. Parts of the Brain 2. How Neurons Work B. Development During The First Year of Life 1. Intellectual 2. Sensorimotor 3. Communication C. The Importance of Play | 4. Describe how a baby's experiences increase brain function. Explain how the brain becomes organized. List 4 abilities that show intellectual growth in infants. Identify specific abilities that babies learn during Piaget's first period of learning. Discuss how repeated | 4. Read <u>The Developing Child</u> chapters 9.1, 9.2, and 9.3 and complete related worksheets on the intellectual development of infants. Discuss the statement: A brain is a blank slate, ready to be written on by his or her experiences in the world. Draw and label the parts of the brain. Describe the function of each part. Draw and label the parts of a neuron. Act out the process of message transmission through the brain. Complete a chart of the intellectual | | |

| Topics/Concepts (Appropriate Time Allocation) | Critical Content (Students Will Know:) | Skill Objectives (Students Will Be Able To:) | Learning Activities & Instructional Resources | Evaluation/ Assessment | CCS/ CPI |
|--|---|--|---|------------------------|----------|
| 5. Health and Safety | <p>A. Handling Emergencies</p> <ol style="list-style-type: none"> 1. Guidelines for Fast Action 2. Administering First Aid <ol style="list-style-type: none"> a. bleeding b. bumps/ bruises c. fractures/ sprains d. splinters/thorns e. burns f. choking g. convulsions h. bites/stings i. poisoning j. shock <p>B. Rescue Techniques</p> | <p>experiences help organize the brain.</p> <p>Name five ways caregivers can encourage learning.</p> <p>Clarify how speech develops.</p> <p>Discuss how to choose age appropriate toys.</p> <p>5. Outline the 5 steps to follow in an emergency situation.</p> <p>Describe the appropriate first-aid procedures for three types of bleeding.</p> <p>Develop a list of items to keep in a first-aid kit.</p> <p>Discuss a variety of accidents that can occur and appropriate action for each.</p> <p>Perform the Heimlich Maneuver</p> <p>List, explain, and</p> | <p>development from birth to 1 year old.</p> <p>Imitate a baby's speech development.</p> <p>Support the statement: It is important to read and talk to a baby even if the baby does not understand.</p> <p>Investigate learning toys for infants and children.</p> <p>Create a mobile or other toy.</p> <p>Day Care Observation Project: Observe children at play. Complete a checklist of observations and write a summary of experience.</p> <p>5. Read <u>The Developing Child</u> chapter 20.2 and complete related worksheets on accidents and emergencies.</p> <p>Create a well-stocked first aid kit.</p> <p>Create quick-reference cards to include in a first-aid kit or create a brochure explaining proper first-aid guidelines.</p> <p>Give symptoms of an unknown emergencies and students will problem solve to determine cause and appropriate action.</p> <p>View demonstration. Practice the Heimlich Maneuver.</p> <p>Create a graphic organizer for rescue</p> | | |

| Topics/Concepts (Appropriate Time Allocation) | Critical Content (Students Will Know:) | Skill Objectives (Students Will Be Able To:) | Learning Activities & Instructional Resources | Evaluation/ Assessment | CCS/ CPI |
|---|---|---|---|-------------------------------|-----------------|
| | 1. Chocking 2. Rescue Breathing 3. CPR C. Fire Safety D. Special Concerns for Infants | demonstrate the steps in rescue breathing. Compare and contrast rescue breathing and CPR. Identify the 3 categories of fires and proper action for each. Demonstrate use of a fire extinguisher (PASS). List the 9 safety guidelines for infants. | breathing; infant, child and adult. View video and demonstration. Practice rescue breathing. Develop a fire emergency escape plan for home. Examine the 9 safety concerns for infants. Think about their home and identify situations that could pose a hazard for infants. Project: Build a Better Baby Carrier Other related activities as appropriate: Department videos, textbook and teacher made worksheets, lecture / discussions, PowerPoint presentations, internet research, computer activities, guest speakers, research activities, projects, writing activities. | | |

Unit Overview

Course Title: Prenatal Development

Unit #: UNIT 8 OVERVIEW **Unit Title:** Careers with Infants and Children

Unit Description:

A wide variety of careers involve working with children. There are various levels of employment ranging from entry-level positions to professional opportunities. Students will examine their interests, aptitudes and abilities, and will investigate careers within this cluster.

Enduring Understandings/Generalizations

Students will understand that:

1. A person is more likely to thrive in a career that matches their interests, aptitudes and abilities.
2. When choosing a career, you should consider factors such as work environment and required education.
3. The greater understanding you have of your career options, the more likely you will be to choose a career in which you can experience personal and professional success.

Guiding Questions

1. What factors influence career decisions?
2. What personal qualities are essential for professional careers?
3. What are some resources for career investigation?
4. What are some career choices for a person interested in working with children.

Curriculum Unit Plan

Course Title/Grade: VIII. Prenatal Development Core Content Standards & Cumulative Progress Indicators

Unit Number/Title: Careers with Infants and Children

Conceptual Lens: _____

Appropriate Time

Allocation: _____

Week(s)

SEE CROSS
CONTENT
STANDARD
ANALYSIS

| Topics/Concepts (Appropriate Time Allocation) | Critical Content (Students Will Know:) | Skill Objectives (Students Will Be Able To:) | Learning Activities & Instructional Resources | Evaluation/ Assessment | CCS/ CPI |
|--|---|---|--|---|----------|
| 1. Understanding Career Options | <p>A. Job Levels</p> <ol style="list-style-type: none"> 1. Entry-Level 2. Paraprofessional 3. Professional <p>B. Entrepreneurs</p> | <p>1. Describe three different ways to gain work experience.</p> <p>List the three levels of jobs and educational requirements.</p> <p>Identify factors to consider when evaluating careers.</p> <p>Differentiate between interests, aptitudes and abilities.</p> <p>Explain the relationship between a career goal and a career path.</p> <p>Define entrepreneur and list entrepreneurial opportunities related to children.</p> | <p>1. Ask students to share their personal experiences with young children and infants (home, babysitting, or work related).</p> <p>Read <u>The Developing Child</u> chapter 23.1 and complete related worksheets on careers with children.</p> <p>List on board and discuss professional qualities needed for job success.</p> <p>Create a list of vocabulary terms and definitions related to careers.</p> | <p>Classwork: -Act. 23.1 -Bridges Act.</p> <p>Homework</p> <p>Notebook</p> <p>Rubric for Research Activity: -Career Investigation</p> <p>Project Rubrics</p> <p>Observation of proper use of tools and equipment</p> <p>Observation of group cooperation and interaction</p> <p>Interaction with guest speakers</p> | |

| Topics/Concepts (Appropriate Time Allocation) | Critical Content (Students Will Know:) | Skill Objectives (Students Will Be Able To:) | Learning Activities & Instructional Resources | Evaluation/ Assessment | CCS/ CPI |
|---|--|--|---|-------------------------------|-----------------|
| 2. Researching Career Opportunities | A. Sources of Career Information | <p>2. Identify sources of career information.</p> <p>Prepare and present a summary of a career related to infants or children.</p> <p>Prepare a resource file related to child care opportunities.</p> | <p>2. Discuss and record on board a variety of career goals and the path to follow to reach each.</p> <p>Use Bridges to research careers associated with infants, children or families or visit IMC and research career information using Occupational Outlook Handbook.</p> <p>Use newspapers or internet to gather a collection of advertisements for jobs that involve working with young children. Create a list of the skills required for each job.</p> <p>After completing research, select a job, identify the job level, determine educational requirements and list work responsibilities. Present information to class.</p> <p>Day Care Observation Project: Observe children at play. Complete a checklist of observations and write a summary of experience.</p> <p>Other related activities as appropriate: Department videos, textbook and teacher made worksheets, lecture / discussions, PowerPoint presentations, internet research, computer activities, guest speakers, research activities, projects, writing activities.</p> | | |

Cross-Content Standards Analysis

Course Title: PRENATAL DEVELOPMENT **Grade:** 10-12

| Unit Title: | Visual and Performing Arts | Comp. Health & Physical Ed. | Language Arts Literacy | Mathematics | Science | Social Studies | World Languages | Tech Literacy | Career Education/ Consumer, Family, & Life Skills |
|--|---------------------------------------|---|--|----------------------|---------|----------------|-----------------|--|---|
| I. The Family and Society | | 2.4.12A.1 2.4.12.C.5,7 | CCSS:Gr.-11-12, RST 1,3,4,10 CCSS:Gr. 11-12, WHTS 1.a,c,2.a-f | | | | | 8.1.12.A.2 8.1.12.F.1 8.2.12.C.3 8.2.12.F.1 8.2.12.F.3 | 9.1.12.A.1 9.1.12.B.1 9.1.12.F.2 9.4.12.J(1).1 |
| II. The Biology of Life | | 2.1.12B.3 2.4.12B.3 2.4.12C.1,2,3 | CCSS:Gr.-11-12, RST 1,3,4,10 CCSS:Gr. 11-12, WHTS 1.a,c,2.a-f | | | | | 8.1.12.A.2 8.1.12.F.1 8.2.12.C.3 8.2.12.F.1 8.2.12.F.3 | 9.1.12.A.1 9.1.12.B.1 9.1.12.F.2,5 9.4.12.J(1).1 |
| III. The Prenatal Period | | 2.1.12A.1 2.1.12C.1 2.3.12.A.3 2.4.12C.1,2,3 | CCSS:Gr.-11-12, RST 1,3,4,10 CCSS:Gr. 11-12, WHTS 1.a,c,2.a-f | | | | | 8.1.12.A.2 8.1.12.F.1 8.2.12.C.3 8.2.12.F.1 8.2.12.F.3 | 9.1.12.A.1 9.1.12.B.1 9.1.12.F.2 9.4.12.J(1).1 |
| IV. Preparation for Parenthood: Making Responsible Decisions | 1.1.12A.1 1.2.12D.2,3 1.3.12D.1 | 2.1.12A.1 2.1.12B.1,2 2.4.12C.7 | CCSS:Gr.-11-12, RST 1,3,4,10 CCSS:Gr. 11-12, WHTS 1.a,c,2.a-f | CCSS:Gr.-11-12N-Q1-2 | | | | 8.1.12.A.2 8.1.12.F.1 8.2.12.C.3 8.2.12.F.1 8.2.12.F.3 | 9.1.12.A.1 9.1.12.B.1 9.1.12.F.2 9.2.12.B.1 9.2.12.E.1 9.4.12.J(1).1 |

| | | | | | | | | | |
|---|--|--|--|----------------------|--|--|--|--|---|
| V. Labor and Delivery | | | CCSS:Gr.-11-12, RST 1,3,4,10 CCSS:Gr. 11-12, WHTS 1.a,c,2.a-f | CCSS:Gr.-11-12N-Q1-2 | | | | 8.1.12.A.2 8.1.12.F.1 8.2.12.C.3 8.2.12.F.1 8.2.12.F.3 | 9.1.12.A.1 9.1.12.B.1 9.1.12.F.2 9.4.12.J(1).1 |
| VI. The New Parent and Child | | 2.2.12.B.1 | CCSS:Gr.-11-12, RST 1,3,4,10 CCSS:Gr. 11-12, WHTS 1.a,c,2.a-f | CCSS:Gr.-11-12N-Q1-2 | | | | 8.1.12.A.2 8.1.12.F.1 8.2.12.C.3 8.2.12.F.1 8.2.12.F.3 | 9.1.12.A.1 9.1.12.B.1 9.1.12.F.2 9.4.12.J(1).1 |
| VII. The First Year | | 2.1.12.C.1 2.2.12.B.1 2.4.12.A.1 | CCSS:Gr.-11-12, RST 1,3,4,10 CCSS:Gr. 11-12, WHTS 1.a,c,2.a-f | CCSS:Gr.-11-12N-Q1-2 | | | | 8.1.12.A.2 8.1.12.F.1 8.2.12.C.3 8.2.12.F.1 8.2.12.F.3 | 9.1.12.A.1 9.1.12.B.1 9.1.12.F.2 9.4.12.J(1).1 |
| VIII. Careers with Infants and Children | | | CCSS:Gr.-11-12, RST 1,3,4,10 | CCSS:Gr.-11-12N-Q1-2 | | | | 8.1.12.A.2 8.1.12.F.1 8.2.12.C.3 8.2.12.F.1 8.2.12.F.3 | 9.1.12.A.1 9.1.12.B.1 9.1.12.F.2 9.2.12.A.1 9.3.12.C.3 9.4.12.J.(1).2 9.4.12.J(1).1 |

***All core content areas may not be applicable in a particular course.**

Washington Township Public Schools

Department of Student Personnel Services

IV. CURRICULUM MODIFICATION

The regular curriculum is modified for Special Education students enrolled in both self-contained and resource center classes.

Modifications address individual learning rates, styles, needs and the varying abilities of all special populations served in the programs available in the district.

The intent is three-fold:

- To provide alternative materials, techniques and evaluation criteria to address the range of students' needs;
- To parallel the regular curriculum in skill, content sequence and coverage to prepare students for mainstreaming;
- To maximize students' potential for movement to less restrictive environments.

In the event there is a conflict between the prescribed curriculum and the IEP for an individual student, the IEP will take precedence and will constitute the individually prescribed proficiencies for the student.