EVERETT PUBLIC SCHOOLS
CHILD DEVELOPMENT

Course: Child Development		**Total Framework Hours:** 90 Hours
CIP Code: 190706	☒**Exploratory** ☐**Preparatory**	**Date Last Modified:** 01.2022
Career Cluster: Human Services		**Cluster Pathway:** Human Services

Industry Recognized Certificates:
Precision Exams – 21st Century Skills

Work-Based Learning:
TBD

Course Information:

COMPONENTS AND ASSESSMENTS
Performance Assessments: • Family Ancestry Research Project and Child Development (320) Precision Exam
Leadership Alignment: Students will <u>work independently</u> and <u>think creatively</u> to create documentation of their ancestry and family history. They will create the project digitally using <u>technology effectively</u>. Students will have to <u>manage time</u> and <u>produce results</u> that meet the project standards.   <u>Additional 21st Century skills options:</u>   Educators Rising Competitive Events
Standards and Competencies

Unit: Family	
Industry Standards and/or Competencies	**Total Learning Hours for Unit:** 5

- Analyze family as the basic unit of society – *NASAFACS 6.1.1*
- Analyze the role of family in transmitting societal expectations – *NASAFACS 6.1.2*
- Analyze global influences on today's families – *NASAFACS 6.1.3*
- Analyze the role of family in teaching culture and traditions across the life span – *NASAFACS 6.1.4*
- Analyze the role of family in developing independence, interdependence, and commitment of family members – *NASAFACS 6.1.5*
- Analyze the effects of change and transitions over the life course – *NASAFACS 6.1.6*

Aligned Washington State Learning Standards	
Educational Technology	3. Knowledge Constructor - Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

3.a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

3.b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data, or other resources.

3.c. Student's curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

3.d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions

6. Creative Communicator - Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.

6.a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

6.b. Students create original works or responsibly repurpose or remix digital resources into new creations.

6.c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.

6.d. Students publish or present content that customizes the message and medium for their intended audiences.

7. Global Collaborator - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

7.a. Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

7.b. Students use collaborative technologies to work with others, including peers, experts, or community members, to examine issues and problems from multiple viewpoints.

7.c. Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

7.d. Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.

English Language Arts	CCSS.ELA-LITERACY.RST.9-10.7 - Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. CCSS.ELA-LITERACY.RST.9-10.9 - Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. CCSS.ELA-LITERACY.RST.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) to address a question or solve a problem. CCSS.ELA-LITERACY.W.9-10.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

COMPONENTS AND ASSESSMENTS

Performance Assessments:
- Role of a Parent PSA and Child Development (320) Precision Exam

Leadership Alignment:
Students will work independently and use technology effectively to create a digital PSA. They will also implement innovation in creating the PSA. Students will have to manage time and produce results that meet the project standards.
Additional 21st Century skills options:
Educators Rising Competitive Events

Standards and Competencies

Unit: Parenting

Industry Standards and/or Competencies	Total Learning Hours for Unit: 15
• Analyze parenting roles across the life span – *NASAFACS 15.1.1*	

- Analyze expectations and responsibilities of parenting – *NASAFACS 15.1.2*
- Analyze influences of parenting practices on individuals, families, and society – *NASAFACS 15.1.3*
- Analyze societal conditions that influence parenting across the life span – *NASAFACS 15.1.4*)
- Apply communication strategies that promote emotional well-being in family members – *NASAFACS 15.2.2*
- Assess common practices and emerging research about influences of discipline on human growth and development – *NASAFACS 15.2.3*
- Analyze alternatives to biological parenthood – *NASAFACS 15.4.3*

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COMPONENTS AND ASSESSMENTS

Performance Assessments:
- Pregnancy, Labor and Delivery Quiz and Child Development (320) Precision Exam

Leadership Alignment:

Students will <u>work independently</u> and <u>reason effectively</u> to meet standards on the Pregnancy, Labor and Delivery Quiz. They will also <u>make judgements and decisions and solve problems</u> to meet standard on the Pregnancy, Labor and Delivery Quiz.

Additional 21st Century skills options:

Educators Rising Competitive Events

Standards and Competencies

Unit: Pregnancy, Labor and Delivery

Industry Standards and/or Competencies	**Total Learning Hours for Unit:** 15

- Analyze the influences of heredity and environment on human growth and development – *NASAFACS 12.2.1*
- Analyze biological processes related to prenatal development, birth, and health of child and mother – *HSE.HS.2.1. a*
- Analyze the emotional factors of prenatal development and birth in relation to the health of parents and child – *HSE.HS.2.1. b*
- Analyze legal, economic, and societal impacts of current and emerging technology on fertility and infertility practices – *HSE.HS.2.1.c*

Aligned Washington State Learning Standards

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Science	LS1I - Egg and sperm cells are formed by a process called meiosis in which each resulting cell contains only one representative chromosome from each pair found in the original cell. Recombination of genetic information during meiosis scrambles the genetic information, allowing for new genetic combinations and characteristics in the offspring. Fertilization restores the original number of chromosome pairs and reshuffles the genetic information, allowing for variation among offspring.

COMPONENTS AND ASSESSMENTS

Performance Assessments:
- Let's Play a Game Development and Design and Child Development (320) Precision Exam

Leadership Alignment:
Students will work creatively with others and use systems thinking to develop an age-appropriate game for children to play. Students will have to communicate clearly and collaborate with others to create the game. Students will have to manage time and produce results that meet the project standards.
Additional 21st Century skills options:
Educators Rising Competitive Events

Standards and Competencies

Unit: Ages and Stages

Industry Standards and/or Competencies	Total Learning Hours for Unit: 15

- Address specific developmental needs of children, youth and adults based on assessment of their abilities – *NASAFACS 4.2.4*
- Analyze current and emerging research about human growth and development, including but not limited to brain development research – *NASAFACS 12.1.3*
- Analyze interrelationships among physical, emotional, social, moral, and cognitive aspects of human growth and development – *NASAFACS 12.1.2*
- Analyze the influences of life events on individuals' physical, emotional, social, moral, and cognitive development – *NASAFACS 12.2.4*
- Analyze the role of communication on human growth and development – *NASAFACS 12.3.2*

Aligned Washington State Learning Standards

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COMPONENTS AND ASSESSMENTS

Performance Assessments:
- Design a Childcare Center Project and Child Development (320) Precision Exam

Leadership Alignment:
Students will think creatively and apply innovations to design a childcare center. Students will have to communicate clearly and collaborate with others to create the childcare space. Students will have to manage time and produce results that meet the project standards.
Additional 21st Century skills options:
Educators Rising Competitive Events

Standards and Competencies

Unit: Learning Environment and Design

Industry Standards and/or Competencies	Total Learning Hours for Unit: 10
- Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activities – *NASAFACS 4.4.1* - Apply safe and healthy practices that comply with local, state, and federal regulations to assure learners' safety – *NASAFACS 4.4.2* - Demonstrate interpersonal skills that promote positive and productive relationships with learners – *NASAFACS 4.5.3* - Implement strategies for constructive and supportive interactions between children, youth and adults and their families and communities – *NASAFACS 4.5.4* - Analyze learners' developmental progress and summarize developmental issues and concerns – *NASAFACS 4.5.5*	

Aligned Washington State Learning Standards

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COMPONENTS AND ASSESSMENTS

Performance Assessments:
- Chronic Health Problems Presentation and Child Development (320) Precision Exam

Leadership Alignment:
Student will work independently and access and evaluate information to create media products to share information regarding chronic health problems. Through their research students will develop health literacy. Students will have to manage time and produce results that meet the project standards.
Additional 21st Century skills options:
Educators Rising Competitive Events

Standards and Competencies

Unit: Health and Wellness

Industry Standards and/or Competencies	**Total Learning Hours for Unit:** 10

- Implement basic health practices and prevention procedures for workers and learners regarding illness, communicable diseases, accidents, and trauma. – *NASAFACS* 4.4.6
- Investigate health, wellness, and safety issues of individual and families with a variety of conditions that could influence their well-being. – *NASAFACS* 7.4.1
- Differentiate between situations that require personal prevention or intervention and those situations that require professional assistance. – *NASAFACS* 7.4.4
- Analyze ways in which individuals with conditions that affect their well-being influence the family and family members financially, socially, physically, and emotionally over the lifespan. – NASAFACS 7.5.2

Aligned Washington State Learning Standards

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Health and Physical Education	H2. W2. HSa - Analyze prevention, lifestyle factors, and treatment of communicable and noncommunicable diseases. H2. W2. HSb - Assess personal risk factors and predict future health status. H2. W3. HS - Analyze how a variety of factors impact personal and community health. H5. W6. HS - Predict potential short- and long-term outcomes of a personal health-related decision.

COMPONENTS AND ASSESSMENTS

Performance Assessments:
- Child Safety Visual and Child Development (320) Precision Exam

Leadership Alignment:
Students will think creatively, apply innovations, and create media products to create a child safety visual. Students will have to communicate clearly and collaborate with others to create the visual. Through their research students will develop health literacy. Students will have to manage time and produce results that meet the project standards

Additional 21st Century skills options:
Educators Rising Competitive Events

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Standards and Competencies

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Unit: Safety

Industry Standards and/or Competencies	**Total Learning Hours for Unit:** 10

- Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity. – *NASAFCS* 4.4.1
- Apply safe and healthy practices that comply with local, state, and federal regulations to assure learners' safety. – *NASAFCS* 4.4.2
- Implement strategies to teach health, safety, and sanitation habits. – *NASAFCS* 4.4.
- Apply Occupational Safety and Health Administration (OSHA) regulations to safety procedures for bloodborne pathogens present in blood and body fluids. – *NASAFCS 5.3.3*
- Utilize Centers for Disease Control (CDC) standards. – *NASAFACS* 5.3.5
- Investigate health, wellness, and safety issues of individual and families with a variety of conditions that could influence their well-being. – *NASAFACS* 7.4.1
- Design procedures for external and internal emergencies. – *NASAFACS* 5.5.1
- Apply safety and security procedures as required by Hazard Analysis and Critical Control Point (HACCP), Occupational Safety and Health Administrations (OSHA), and other agencies – *NASAFACS* 5.5.4

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Aligned Washington State Learning Standards

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Health and Physical Education	H7. Sa2.HSa - Apply basic first aid skills. H7. Sa2.HSb - Demonstrate CPR and AED procedures.

COMPONENTS AND ASSESSMENTS

Performance Assessments:
- Nutritional Menu Planning Project and Child Development (320) Precision Exam

Leadership Alignment:
Students will think creatively and apply innovations to create a menu plan for children. Students will have to communicate clearly to create the complete plan. Through their research students will develop health literacy. Students will have to manage time and produce results that meet the project standards
Additional 21st Century skills options:
Educators Rising Competitive Events

Standards and Competencies

Unit: Nutrition and Wellness

Industry Standards and/or Competencies	**Total Learning Hours for Unit:** 10

- Apply menu-planning principles to develop and modify menus. – *NASAFACS* 8.4.2
- Demonstrate cooking methods that increase nutritional value, lower calorie, and fat content, and utilize herbs and spices to enhance flavor. – *NASAFACS* 8.5.14
- Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions. – *NASAFACS 9.3.1*
- Apply principles of food production to maximize nutrient retention in menus. – *NASAFACS* 9.3.3
- Plan menus, applying the exchange system to meet various nutrient needs. – *NASAFACS* 9.3.7
- Construct a modified diet based on nutritional needs and health conditions. – *NASAFACS* 9.4.4

Aligned Washington State Learning Standards

Educational Technology	3. Knowledge Constructor - Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. 3.a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. 3.b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data, or other resources. 3.c. Student's curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions. 3.d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions 6. Creative Communicator - Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals. 6.a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication. 6.b. Students create original works or responsibly repurpose or remix digital resources into new creations. 6.c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations. 6.d. Students publish or present content that customizes the message and medium for their intended audiences.

	7. Global Collaborator - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. 7.a. Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning. 7.b. Students use collaborative technologies to work with others, including peers, experts, or community members, to examine issues and problems from multiple viewpoints. 7.c. Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal. 7.d. Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.
English Language Arts	CCSS.ELA-LITERACY.RST.9-10.7 - Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. CCSS.ELA-LITERACY.RST.9-10.9 - Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. CCSS.ELA-LITERACY.RST.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) to address a question or solve a problem. CCSS.ELA-LITERACY.W.9-10.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
Health and Physical Education	H1. N1. HS - Predict impact of consuming adequate or inadequate amounts of nutrients. H3. N1. HS - Evaluate resources for accessing valid and reliable information, products, and services for healthy eating. H8. N1. HS - Collaborate with others to advocate for healthy eating at home, in school, or in the community. H1. N5. HS - Analyze and describe the relationship between nutritional choices, physical activity, and chronic diseases. H7. N6. HS - Design, monitor, and adjust a personal nutrition plan, considering cost, availability, access, nutritional value, balance, freshness, and culture.

21st Century Skills
Check those that students will demonstrate in this course:

LEARNING & INNOVATION

Creativity and Innovation
☒Think Creatively
☒Work Creatively with Others
☒Implement Innovations

Critical Thinking and Problem Solving
☒Reason Effectively
☒Use Systems Thinking
☒Make Judgments and   Decisions
☒Solve Problems

Communication and Collaboration
☒Communicate Clearly
☒Collaborate with Others

INFORMATION, MEDIA & TECHNOLOGY SKILLS

Information Literacy
☐Access and /evaluate Information
☐Use and Manage Information

Media Literacy
☐Analyze Media
☒Create Media Products

Information, Communications and Technology (ICT Literacy)
☒Apply Technology Effectively

LIFE & CAREER SKILLS

Flexibility and Adaptability
☐Adapt to Change
☐Be Flexible

Initiative and Self-Direction
☒Manage Goals and Time
☒Work Independently
☐Be Self-Directed Learners

Social and Cross-Cultural
☐Interact Effectively with Others
☒Work Effectively in Diverse Teams

Productivity and Accountability
☒Manage Projects
☒Produce Results

Leadership and Responsibility
☐Guide and Lead Others
☐Be Responsible to Others