



Spokane Public Schools Child Development

Course: Child Development	Total Framework Hours: 90 Hours
CIP Code: 190706	<input checked="" type="checkbox"/> Exploratory <input type="checkbox"/> Preparatory
Career Cluster: Human Services	Date Last Modified: Monday, November 30, 2015

Resources and Standard used in Framework Development:
National Family and Consumer Science Education Standards

Unit 1 PARENTING ROLES AND RESPONSIBILITIES

Hours: 25

Performance Assessment(s):

- Family Flyer Project: As a team, students will create an advertisement called "Wanted: Perfect Parent", writing articles that examine, analyze and explain the roles, responsibilities, and expectations of parenting and the societal and cultural conditions that impact parenting.
- "Caring" Journal Project: Students will individually (through the duration of this course) maintain a journal relating to the roles and responsibilities of parenting. The journal will include, but not be limited to, a log caring activities, a personal parenting philosophy statement (to be developed through analyzing their personal belief system), a parenting style and discipline statement, and a collage reflecting the student as a parent.
- Participation in FCCLA project activities may be used as assessment:
- Families First

Leadership Alignment:

- Wanted: Perfect Parent - leadership alignment
- 11.B.1 Be Responsible to Others -The student will identify and analyze the characteristics of family, community, business, and industry leaders.
1.C.1 Implement Innovations - The student will demonstrate skills that assist in understanding and accepting responsibility to family, community, and business and industry.
- Caring Journal Project - Leadership Alignment
9.A Interact Effectively with Others - The student will demonstrate social responsibility in family, community, and business and industry.
9.B Work Effectively in Diverse Teams - The student will understand their role, participate in and evaluate community service and service learning activities.
- FCCLA Activity:
Families First
Balancing Family and Career
Power of One

Standards and Competencies

- 15.1 Analyze roles and responsibilities of parenting.
 - 15.1.1 Analyze parenting roles across the life span.
 - 15.1.2 Analyze expectations and responsibilities of parenting.
 - 15.1.4 Analyze societal conditions that influence parenting across the life span.
 - 15.1.5 Explain cultural differences in roles and responsibilities of parenting.

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

Health and Fitness

Language

Mathematics

Reading

Science

Social Studies

Geography

Geography 3.3: Understands the geographic context of global issues and events.

3.3.1 (9-10) Understands how the geography of expansion and encounter has shaped global politics and economics in the past or present.

Civics

Civics 1.2: Understands the purposes, organization, and function of governments, laws, and political systems.

1.2.3 (9-10) Evaluates the impact of various forms of government on people in the past or present.

Civics 1.3: Understands the purposes and organization of international relationships and United States foreign policy.

1.3.1 Analyzes the relationships and tensions between national interests and international issues in the world in the past or present.

Civics 1.4: Understands civic involvement.

1.4.1 (11) Analyzes and evaluates ways of influencing local, state, and national governments to preserve individual rights and promote the common good.

Writing

CC: Writing (9-10)

Text Types and Purposes

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

Production and Distribution of Writing

- 4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- Think Creatively
- Work Creatively with Others
- Implement Innovations

Creative Thinking and Problem Solving

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

Communication and Collaboration

- Communicate Clearly
- Collaborate with Others

INFORMATION, MEDIA AND 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 AND 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

Unit 2 PARENTING PRACTICES**Hours: 20****Performance Assessment(s):**

- Flyer Series Project: Students will create a series of flyers with tips to help families cope with the challenges they face. Topics will include, parenting practices to maximize human growth and development, nurturing practices, communication strategies, impact of abuse on children and families and tips for selecting care and services for children. Flyers will be shared with a greater audience by placing them in community centers, libraries, YMCA's, grocery store bulletin boards, etc.
- Parenting Practices Presentation: Working in groups, students will research a variety of topics/issues related to positive parenting practices. Topics may include, but are not limited to human growth and development, reducing family health risks, and promoting health and safety in the family. Each group will develop a presentation which includes the use of supporting materials (e.g., visuals, printed handouts, etc.). The presentation of their finding will be made to a greater (i.e., beyond their classroom) audience.
- Participation in FCCLA project activities may be used as assessment:
- Families First
- STAR Event

Leadership Alignment:

Flyer Series Project - Leadership Alignment

11.B.1 Be Responsible to Others - The student will identify and analyze the characteristics of family, community, business, and industry leaders.

1.C.1 - Implement Innovations - The student will demonstrate skills that assist in understanding and accepting responsibility to family, community, and business and industry.

Civic Literacy - The student will demonstrate social responsibility in family, community, and business and industry.

Civic Literacy - The student will understand their role, participate in and evaluate community service and service learning activities.

Standards and Competencies

15.2 Evaluate parenting practices that maximize human growth and development.

15.2.1 Choose nurturing practices that support human growth and development.

15.2.2 Apply communication strategies that promote positive self-esteem in family members.

15.2.3 Assess common practices and emerging research about discipline on human growth and development.

15.2.4 Assess the effects of abuse and neglect on children and families and determine methods for prevention.

15.2.5 Apply criteria for selecting care and services for children

Aligned to Washington State Standards**Arts****Communication - Speaking and Listening**

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

5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Health and FitnessHealth 2.1: Understands dimensions and indicators of health.

2.1.1 Evaluates dimensions of health and relates to personal health behaviors.

Health 2.2: Understands stages of growth and development.

2.2.1 Analyzes the physiological and psychological changes throughout the lifetime.

Health 2.3: Understands the concepts of prevention and control of disease.Health 3.3: Evaluates the impact of social skills on health.

3.3.1 Analyzes conflict situations

Fitness 1.2: Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate physical activities.

1.2.1 (Year One) Applies how to perform activities and tasks safely and appropriately. CBA: Concepts of Health and Fitness

Fitness 1.5: Understands relationship of nutrition and food nutrients to body composition and physical performance

1.5.1 (Year One) Analyzes the relationship of nutrition planning to physical performance and body composition

Fitness 4.1: Analyzes personal health and fitness information.

4.1.1 (Year One) Analyzes daily health and fitness habits.

Language

Mathematics

CC: Mathematical Practices (MP)

1 - Make sense of problems and persevere in solving them.

2 - Reason abstractly and quantitatively.

3 - Construct viable arguments and critique the reasoning of others.

Reading

Science

Life Science

Structures and Functions of Living Organisms (Processes within Cells)

Ecosystems (Maintenance and Stability of Populations)

9-11 LS2B: Living organisms have the capacity to produce very large populations. Population density is the number of individuals of a particular population living in a given amount of space.

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- Think Creatively
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Creative Thinking and Problem Solving

- Reason Effectively
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- Make Judgements and Decisions
- Solve Problems

Communication and Collaboration

- Communicate Clearly
- Collaborate with Others

INFORMATION, MEDIA AND 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 AND 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

Performance Assessment(s):

- Community Resources Directory Project: Teen Parenting, STDs and Birth Control - Students will review current law and policies related to parenting. They will then create a community resource directory for parents, which include information on available external support systems and a brief summary of the services they provide. The directory will be distributed within the community.
- Personal Representation Project: Students will individually develop a project depicting external support services they personally see as providing positive support and impact for families. A variety of different approaches/formats may be used for the external support systems representation/depiction.
- Participation in FCCLA project activities may be used as assessment:
- Community Service
- Families First
- STAR Event

Leadership Alignment:

Community Resources Directory Project - Leadership Alignment

2.C.1 Make Judgements and Decisions - Students will effectively analyze and evaluate evidence, arguments, claims and beliefs.

1.C.1 Implement Innovations - Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur..

Civic Literacy - The student will analyze the roles and responsibilities of citizenship

STAR Event

-Illustrated Talk

Standards and Competencies

15.3 Evaluate external support systems that provide services for parents.

15.3.1 Unity resources and services available to families.

15.3.2 Appraise community resources that provide opportunities related to parenting.

15.3.3 Summarize current laws and policies related to parenting.

Aligned to Washington State Standards**Arts****Communication - Speaking and Listening**

Comprehension and Collaboration (9-10)

2 - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

- Presentation of Knowledge and Ideas (9-10)

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

Health and Fitness

Health 2.1: Understands dimensions and indicators of health.

Health 2.2: Understands stages of growth and development.

Health 2.3: Understands the concepts of prevention and control of disease.

Health 2.4: Acquires skills to live safely and reduce health risks.

Health 3.1: Understands how family, culture, and environmental factors affect personal health.

Language

Knowledge of Language (11-12)

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

Mathematics

Reading

CC: Reading Informational Text

Key Ideas and Details (9-10)

1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2 - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Craft and Structure (9-10)

4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Integration of Knowledge and Ideas (9-10)

7 - Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

Science

Social Studies

Civics

Civics 1.2: Understands the purposes, organization, and function of governments, laws, and political systems.

1.2.3 (9-10) Evaluates the impact of various forms of government on people in the past or present.

Civics 1.4: Understands civic involvement.

1.4.1 (11) Analyzes and evaluates ways of influencing local, state, and national governments to preserve individual rights and promote the common good.

Writing

CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (9-10)

Text Types and Purposes

2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Production and Distribution of Writing

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

Research to Build and Present Knowledge

7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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LIFE AND CAREER SKILLS

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- Adapt to Change
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Initiative and Self-Direction

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Social and Cross-Cultural

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Productivity and Accountability

- Manage Projects
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Leadership and Responsibility

- Guide and Lead Others
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Performance Assessment(s):

Case Scenarios Decisions:

-Using the planning process with case scenarios and a variety of situations, students will make decisions related to becoming a parent (whether, when, how). Students will analyze factors related to prenatal development, birth and health of child and mother. Compare and contrasts the alternatives to parenting considering the legal and ethical issues. The final decisions for the case scenarios will be expressed in an original written/visual format that may be exhibited, (e.g., posted on a bulletin board) for others to see.

Editorial Project:

-Based on research including the internet and other resources, students will write an editorial (which takes a position, expresses an opinion) on the physical and emotional impacts of pregnancy and parenting at different life stages.

Participation in FCCLA project activities may be used as assessment:

- STAR Events
- Community Service
- Families First
- Financial Fitness
- Student Body

Leadership Alignment:

Case Scenarios Decisions - Leadership Alignment

2.C.2 Make Judgements and Decisions - Analyze and evaluate major alternative points of view.

10.B.1 Produce Results - Demonstrate additional attributes associated with producing high quality products including several abilities.(subcategorical)

Editorial Project - Leadership Alignment

9.B.1 - Work Effectively in Diverse Teams - Respect cultural differences and work effectively with people from a range of social and cultural backgrounds.

9.b.3 - Leverage social and cultural differences to create new ideas and increase both innovation and quality of work.

FCCLA Activity:

-Career Connection

Star Events:

- Illustrated Talk

Standards and Competencies

15.4 Analyze physical and emotional factors related to beginning the parenting process.

15.4.1 Analyze biological processes related to prenatal development, birth, and health of child and mother.

15.4.2 Analyze the emotional factors of prenatal development and birth in relation to the health of parents and child.

15.4.3 Analyze implications of alternatives to biological parenthood.

15.4.4 Analyze legal and ethical impacts of current and emerging technology on fertility and family planning.

Aligned to Washington State Standards**Arts****Communication - Speaking and Listening****Health and Fitness**

Health 2.2: Understands stages of growth and development.

Health 3.1: Understands how family, culture, and environmental factors affect personal health.

Language

Mathematics

Reading

Science

Social Studies

Geography

Geography 3.2: Understands human interaction with the environment.

3.2.1 (9-10) Analyzes and evaluates human interaction with the environment across the world in the past or present.

History

History 4.4: Uses history to understand the present and plan for the future.

4.4.1 (9-10) Analyzes how an understanding of world history can help us prevent problems today.

Writing

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Performance Assessment(s):

• Students will analyze three careers from the health and human services career pathway. One would be that of a full time parent, one would focus on small children, and the other is student choice. Through their investigation, they will conduct interviews, conduct research, and develop a display that compares and contrasts knowledge, skills and attitudes associated with each career. Students will write a reflection paper summarizing the information and analyzing it in relation to their personal needs and desires.

Leadership Alignment:

Career Investigation - Leadership Alignment
2.D.2 Solving Problems - Identify and ask significant questions that clarify various points of view.
8.A.1 Manage Goals and Time - Set goals with tangible and intangible success criteria.

FCCLA Activity:
Careers Connections

Standards and Competencies

1.2 Demonstrate transferable and employability skills in school, community and workplace settings.
1.2.1 Analyze potential career choices to determine the knowledge, skills, and attitudes associated with each career.

Aligned to Washington State Standards**Arts**

Arts 3.0 The student communicates through the arts.
3.2 Uses the arts to communicate for a specific purpose.

Communication - Speaking and ListeningPresentation of Knowledge and Ideas (11-12)

4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Health and Fitness**Language****Mathematics****Reading**CC: Reading for Literacy in Science and Technical SubjectsIntegration of Knowledge and Ideas (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.
8 - Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
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.

Science

Social Studies

Writing

CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (9-10)

2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

21st Century Skills

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