

# **TRUMBULL PUBLIC SCHOOLS**

**Trumbull, Connecticut**

## **CHILD DEVELOPMENT**

**Grades 9-12**

**Family & Consumer Sciences Department**

**2020**

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Child Development

Property of Trumbull Public Schools

**Child Development**  
**Grades 9-12**  
**Table of Contents**

Core Values & Beliefs .....	2
Introduction & Philosophy .....	2
Course Goals.....	2
Course Enduring Understandings .....	3
Course Essential Questions.....	3
Course Knowledge & Skills.....	3
Course Syllabus .....	4
Unit 1: Learning about Children .....	5
Unit 2: The Family .....	7
Unit 3: The Beginning: Conception, Prenatal Development, and Childbirth .....	9
Unit 4: The Baby’s First Year .....	12
Unit 5: The Child from One to Two .....	15
Unit 6: The Child from Two to Three .....	18
Course Credit .....	20
Prerequisites .....	20
Assured Student Performance Rubrics .....	20

The Trumbull Board of Education promotes non-discrimination in all of its programs, including educational opportunities and services provided to students, student assignment to schools and classes, and educational offerings and materials.

## CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

## INTRODUCTION & PHILOSOPHY

Child Development provides students the knowledge needed to work with and care for children as they grow and develop. All areas of development – physical, intellectual, social, and emotional – are addressed so students can better understand, assess, and meet the needs of children. Topics include: responsibilities and challenges of parenthood; pregnancy; prenatal development; preparation for birth; the birth process; heredity and the environment; and child development principles and theories. Additionally, students will have the opportunity to participate in the RealCare Baby simulator program, exploring play activities and ways to keep children healthy. This half-year course provides students with required knowledge, as well as flexibility to explore other areas of interest in career and technical education. Child Development prepares students for the challenges of parenting as well as for living and working in today's society.

## COURSE GOALS

The following course goals derive from the 2018 National Standards for Family & Consumer Sciences.

- |                 |   |
|-----------------|---|
| NASAFACS.4.1.1  | Explain the roles and functions of individuals engaged in early childhood, education, and services.   |
| NASAFACS.4.2.1  | Analyze child development theories and their implications for educational and childcare practices.  |
| NASAFACS.4.2.5  | Analyze strategies that promote growth and development of children [from birth to age three years].   |
| NASAFACS.12.1.2 | Analyze interrelationships among physical, emotional, social, moral, and cognitive aspects of human growth and development [up to age three years]. |
| NASAFACS.15.2.1 | Analyze nurturing practices that support human growth and development.  |

The following course goals derive from the 2016 International Society for Technology in Education Standards.

ISTE Empowered Learner (Standard 1)	Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences. 1c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
ISTE Knowledge Constructor (Standard 3)	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. 3d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

## **COURSE ENDURING UNDERSTANDINGS**

Students will understand that . . .

- “child development” is a complex and multi-faceted term.
- there are four complex domains of child development.
- six complex stages of the individual life cycle involve children.
- heredity and the environment influence growth and development.

## **COURSE ESSENTIAL QUESTIONS**

- What is the role of a parent to a child?
- What are the components of a child’s physical, intellectual, emotional, and social development from birth to age three?
- What are the major influences on a child’s growth and development?

## **COURSE KNOWLEDGE & SKILLS**

Students will know . . .

- the physical, intellectual, emotional, and social factors relating to beginning the parenting process.
- the components that go into raising a child, such as the change in lifestyle and roles and responsibilities.
- the effects that the mother has on her unborn child based on lifestyle decisions.

Students will be able to . . .

- apply the four domains of child development to the growth and development of children.
- evaluate practices that guide healthy development of children.
- create developmentally appropriate learning activities and skills for the growth and development of children.

# COURSE SYLLABUS

## Course Name

Child Development

## Level

Grades 9-12

## Prerequisites

None

## Materials Required

None

## General Description of the Course

Child Development is designed to provide knowledge, understanding, and practical experience related to child development from conception to age three. Students will explore physical, emotional, social, and intellectual development and how these areas impact a child's learning and growth. Topics and discussions will include: the roles, responsibilities, and challenges of raising children; human sexuality; pregnancy; prenatal development; preparation for birth; the birth process; heredity and the environment; and careers in childcare. In addition, students will apply the concepts learned through the opportunity to be a caregiver for an infant through the RealCare Baby simulator program.

## Assured Assessments

Formative Assessments:

- Developing examples and illustrations of child development (Unit 1)
- Completing activities linked to family influence on child development (Unit 2)
- Written document on children in the embryo or at birth (Unit 3)
- RealCare Baby simulator activities (Unit 4)
- Creating items appropriate for the second and third years of a child's life (Units 5, 6)

Summative Assessments:

- Unit quiz or test (Units 1, 2, 3, 4, 5, 6)
- Reflection paper (Unit 2)
- RealCare Baby simulator quiz (Unit 4)

## Core Texts

- Boyd, Denise, and Helen Bee. *The Developing Child*. 13<sup>th</sup> ed. New York: McGraw-Hill, 2011. Print.
- *Down Syndrome: The First 18 Months*. Dir. Will Schermerhorn. Blueberry Shoes, 2003. DVD.
- *From Conception to Birth*. Dir. Jonathan Grupper. Discovery, 2007. DVD.
- RealCare Baby simulators

# UNIT 1

## Learning about Children

### Unit Goals

At the completion of this unit, students will:

NASAFACS.4.1.1	Explore the process by which children learn and develop skills through the roles and functions of individuals engaged in early childhood education and services.
NASAFACS.4.2.1	Analyze child development theories and their implications for educational and childcare practices.
ISTE Empowered Learner (Standard 1c)	Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
ISTE Knowledge Constructor (Standard 3d)	Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

### Unit Essential Questions

- Why learn about child development?
- What are the roles and responsibilities of parents and/or caregivers to a child?
- Where do we draw our information from as to how children develop and learn?

### Scope and Sequence

- The best way to learn about children
  - Benefits of studying children
  - Views of childhood
  - Childhood, past and present
- Studying children
  - The importance of child development
  - What researchers have found
  - The theories of child development
  - Influences on development: acquired vs. inherited
- Observing young children
  - The role observation plays in learning about children
  - Different types of observations and how they are used to understand children

### Assured Assessment

Formative Assessment:

- Students will participate in various formative assessments designed to support a wide variation in abilities, learning styles, and needs among students. Examples include:

- Developing examples of the five rules of development for a child
- Demonstrating the four types of child observation with a partner
- Matching the examples of physical, intellectual, emotional, and social behaviors with the correct theory/theorist
- Comparing and contrasting child development theories

**Summative Assessment:**

- Unit test

**Resources**

Core

- Boyd, Denise, and Helen Bee. *The Developing Child*. 13<sup>th</sup> ed. New York: McGraw-Hill, 2011. Print.

Supplemental

- Khan Academy. “Acquired versus Inherited Traits.” *YouTube* uploaded by Khan Academy India – English on August 9, 2019.  
<https://www.youtube.com/watch?v=XyEgP3Hze4Q>. Accessed November 3, 2020. Web.

**Time Allotment**

- Approximately 10 days

## **UNIT 2**

### **The Family**

#### **Unit Goals**

At the completion of this unit, students will:

NASAFACS.4.2.5	Analyze family-based strategies that promote growth and development of children [from birth to age three years].
NASAFACS.12.1.2	Analyze interrelationships among physical, emotional, social, moral, and cognitive aspects of human growth and development [up to age three years].
NASAFACS.15.2.1	Analyze family nurturing practices that support human growth and development.
ISTE Empowered Learner (Standard 1c)	Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
ISTE Knowledge Constructor (Standard 3d)	Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

#### **Unit Essential Questions**

- What are the various structures of families?
- How do families change over the course of the lifespan?
- What can be done to strengthen the well-being of individuals and families across the lifespan?

#### **Scope and Sequence**

- Qualities of a strong family
  - Functions of the family
- Family structure
  - Individual characteristics of family types
  - Trends affecting families
- Children's needs
  - Physical
  - Emotional and social
  - Intellectual

## **Assured Assessment**

### Formative Assessment:

- Students will participate in various formative assessments designed to support a wide variation in abilities, learning styles, and needs among students. Examples include:
  - Developing a family life cycle pie chart
  - Developing a family types strengths and weaknesses chart
  - Completing a families and clay pots activity
  - Completing a family types and life cycle problem trail activity

### Summative Assessment:

- Unit quiz
- Reflection paper on what was learned through the clay pot activity

## **Resources**

### Core

- Boyd, Denise, and Helen Bee. *The Developing Child*. 13<sup>th</sup> ed. New York: McGraw-Hill, 2011. Print.
- Family Life Cycle Pie Chart
- Family Types Strengths and Weaknesses Chart
- Clay Pot Activity
- Continuing Concerns of the Family Project

### Supplemental

- *Sesame Street*'s Karli Muppet (character who is in foster care, introduced in October 2019 to promote community and support children in foster care):
  - "A Place for You." *YouTube* uploaded by Sesame Street in Communities on May 4, 2020. <https://www.youtube.com/watch?v=yy7eUsUCxYs>. Accessed November 3, 2020. Web.
  - Taylor, Derrick Bryson. "Karli on *Sesame Street* Reveals Her Mother's Addiction Battle." *The New York Times* October 10, 2019. <https://www.nytimes.com/2019/10/10/arts/sesame-street-karli-addiction.html>. Accessed November 3, 2020. Web.

## **Time Allotment**

- Approximately 7 days

## UNIT 3

### The Beginning: Conception, Prenatal Development, and Childbirth

#### Unit Goals

At the completion of this unit, students will:

NASAFACS.4.2.5	Analyze strategies that promote growth and development of children at their beginning.
NASAFACS.12.1.2	Analyze interrelationships among physical, emotional, social, moral, and cognitive aspects of human growth and development.
NASAFACS.15.2.1	Analyze nurturing practices that support human growth and development.
ISTE Empowered Learner (Standard 1c)	Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
ISTE Knowledge Constructor (Standard 3d)	Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

#### Unit Essential Questions

- How does conception occur?
- What occurs during each of the three stages of prenatal development?
- Why do babies born at full term have a better chance for survival than babies born a few months early?
- Why is appropriate medical care necessary for pregnant women?
- What can be the consequences if a pregnant woman does not get the proper medical care?
- What are the three stages of labor?
- What exams and procedures are given to a newborn in the first few days?
- What factors can contribute to a premature birth, and what are the risks to the baby and mother?

#### Scope and Sequence

- The process of conception
  - Conception
  - Role of genetics
  - Infertility
  - Multiple births
- Three stages of pregnancy
  - Germinal stage
  - Embryonic stage

- Fetal stage
- Birth defects
  - Types and causes
  - Prevention and diagnosis
- Avoiding dangers to the baby
  - Effects of drugs and alcohol
  - Coffee, prescription drugs
  - Environmental hazards
- Health during pregnancy
  - Early signs of pregnancy
  - Medical care
  - Physical changes
  - Nutrition
- Preparing for childbirth
  - Delivery options
  - Places to give birth
  - Types of birth
- Progression of labor
  - Stages of labor
  - Baby's arrival: appearance, tests, examinations

### **Assured Assessment**

Formative Assessment:

- Students will participate in various formative assessments designed to support a wide variation in abilities, learning styles, and needs among students. Examples include:
  - Creating an FAQ brochure on a chosen topic related to birth defects
  - Essay on the major changes that occur in a developing baby during the embryonic stage

Summative Assessment:

- Unit quiz

### **Resources**

#### Core

- Boyd, Denise, and Helen Bee. *The Developing Child*. 13<sup>th</sup> ed. New York: McGraw-Hill, 2011. Print.
- *From Conception to Birth*. Dir. Jonathan Grupper. Discovery, 2007. DVD.
- A Month at a Time Project Binders
- The “Price Is Right” Game (dealing with the cost of having a baby)
- Genetic Birth Defects Presentation
- APGAR Chart
- Progression of Labor Sequence Chart
- Postnatal Need Chart

Supplemental

- Guest speaker from the March of Dimes

**Time Allotment**

- Approximately 10 days

## **UNIT 4**

### **The Baby's First Year**

#### **Unit Goals**

At the completion of this unit, students will:

NASAFACS.4.2.5	Analyze strategies that promote growth and development of children in their first year.
NASAFACS.12.1.2	Analyze interrelationships among physical, emotional, social, moral, and cognitive aspects of human growth and development in the first year of life.
NASAFACS.15.2.1	Analyze nurturing practices that support human growth and development in the first year of life.
ISTE Empowered Learner (Standard 1c)	Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
ISTE Knowledge Constructor (Standard 3d)	Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

#### **Unit Essential Questions**

- What occurs during the first month after birth for recovery and adjustment for mother, baby, and family?
- What do I need to know to meet the basic needs of a baby?
- How does a baby typically grow during the first year with regard to the four domains of child development?
- How can a parent or caregiver help a baby to grow up physically healthy?

#### **Scope and Sequence**

- After the birth
  - Bonding
  - Feeding
  - Mother's postnatal care
- Major influences on an infant's growth and development
  - Heredity
  - Health
  - Environment
- Growth and development during the first year
  - Growth in weight, length, body shape, senses
  - Milestones

- Reflexes
- Hand-eye coordination
- Caring for an infant
  - Handling the baby
  - Bedtime routines
  - Sleep patterns
  - Responding to crying; shaken baby syndrome
  - Feeding an infant
- Essential, daily care
  - Bathing
  - Diapering
  - Bottle
  - Swallowing
- RealCare Baby simulator
  - Program details
  - Forms
  - Requirements
  - Care and responsibility
  - Required reports and reflection

### **Assured Assessment**

#### Formative Assessment:

- Students will participate in various formative assessments designed to support a wide variation in abilities, learning styles, and needs among students. Examples include:
  - Completing a graphic organizer on baby's first year
  - Newborn QR station activities
  - RealCare Baby simulator practice activities

#### Summative Assessment:

- Unit quiz
- RealCare Baby simulator quiz and demonstration

### **Resources**

#### Core

- Boyd, Denise, and Helen Bee. *The Developing Child*. 13<sup>th</sup> ed. New York: McGraw-Hill, 2011. Print.
- First Year Growth and Development Chart
- Newborn QR station supplies and notetaking materials
- RealCare Baby simulators

#### Supplemental

- RealCare Baby supporting materials
- Guest speaker from a pediatric medicine practice

- *Roman's Cooking Corner*.  
<https://www.youtube.com/channel/UCbDMSeCTeNPSseZP2DCbXISQ>. Accessed November 3, 2020. Web.

**Time Allotment**

- Approximately 15 days

## **UNIT 5**

### **The Child from One to Two**

#### **Unit Goals**

At the completion of this unit, students will:

NASAFACS.4.2.5	Analyze strategies that promote growth and development of children in their second year.
NASAFACS.12.1.2	Analyze interrelationships among physical, emotional, social, moral, and cognitive aspects of human growth and development in the second year of life.
NASAFACS.15.2.1	Analyze nurturing practices that support human growth and development in the second year of life.
ISTE Empowered Learner (Standard 1c)	Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
ISTE Knowledge Constructor (Standard 3d)	Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

#### **Unit Essential Questions**

- What are the major milestones from years one to two?
- What changes occur in physical growth and abilities from years one to two?
- What developmental activities are appropriate for a one- to two-year-old?
- What activities will intellectually stimulate a one- to two-year-old?

#### **Scope and Sequence**

- Changes in physical growth from year one to year two
  - Height and weight
  - Proportion and posture
  - Sensory integration
  - Motor skills
- Nutrition needs and eating
  - Self-feeding
  - Nutritional requirements
- Emotional development
  - Emotional patterns
  - Specific emotions
  - Fear
  - Love and affection

- Empathy
- Promoting self-concept
- Negative behavior, temper tantrums
- Social patterns
  - Socialization
  - Social skills
  - Imaginary friends
  - Guiding behavior
- Brain development
  - Role of intelligence
  - Concept development
  - Methods of learning
  - Intellectual activity areas: memory, attention, perception, reasoning, imagination, creativity, curiosity
- Encouraging learning
  - Reading readiness
  - Guiding learning
  - Age-appropriate toys, knowing right from wrong, and speech

### **Assured Assessment**

#### Formative Assessment:

- Students will participate in various formative assessments designed to support a wide variation in abilities, learning styles, and needs among students. Examples include:
  - Answering *The First 18 Months* discussion questions
  - Creating a children's toy
  - Creating a children's book
  - Completing a preschool readiness packet
  - Fine and gross motor skills stations activities

#### Summative Assessment:

- Unit quiz

### **Resources**

#### Core

- Boyd, Denise, and Helen Bee. *The Developing Child*. 13<sup>th</sup> ed. New York: McGraw-Hill, 2011. Print.
- *Down Syndrome: The First 18 Months*. Dir. Will Schermerhorn. Blueberry Shoes, 2003. DVD.
- Create a Toy Activity Sheet
- Fine and Gross Motor Skills Activity
- Month-to-Month Graphic Organizer
- Preschool Readiness Packet and Activity

### Supplemental

- *Roman's Cooking Corner*.  
<https://www.youtube.com/channel/UCbDMSeCTeNPSeZP2DCbXISQ>. Accessed November 3, 2020. Web.

### **Time Allotment**

- Approximately 21 days

## **UNIT 6**

### **The Child from Two to Three**

#### **Unit Goals**

At the completion of this unit, students will:

NASAFACS.4.2.5	Analyze strategies that promote growth and development of children in their third year.
NASAFACS.12.1.2	Analyze interrelationships among physical, emotional, social, moral, and cognitive aspects of human growth and development in the third year of life.
NASAFACS.15.2.1	Analyze nurturing practices that support human growth and development in the third year of life.
ISTE Empowered Learner (Standard 1c)	Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
ISTE Knowledge Constructor (Standard 3d)	Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

#### **Unit Essential Questions**

- What are the major milestones from years two to three?
- What changes occur in physical growth and abilities from years two to three?
- What developmental activities are appropriate for a two- to three-year-old?
- What activities will intellectually stimulate a two- to three-year-old?

#### **Scope and Sequence**

- Changes in physical growth from year two to year three
  - Height and weight
  - Posture and body shape
  - Motor skills
  - Hand preference
- Nutrition needs and eating
  - Self-feeding
  - Nutritional requirements
- Self-care skills
  - Dressing
  - Caring for teeth
  - Washing and bathing
  - Sleeping and toileting

- Social and moral development
  - Social skills
  - Moral development
  - Conflict resolution and cooperation
  - Self-confidence
- Social patterns
  - Learning through play, types of play
  - Social skills
- Intellectual development
  - Types of intelligence: tests, multiple
  - Piaget: make-believe play, use of symbols, egocentric viewpoint, limited focus
- Encouraging learning
  - Reading
  - Art and music
  - Transitioning to preschool

### **Assured Assessment**

#### Formative Assessment:

- Students will participate in various formative assessments designed to support a wide variation in abilities, learning styles, and needs among students. Examples include:
  - Role-plays with the various types of play
  - Characteristics of development stations activities
  - Completing a story stretcher activity
  - Creating an age-appropriate art or music lesson activity
  - Creating a child safety poster
  - Creating a unit-specific PSA announcement

#### Summative Assessment:

- Unit quiz

### **Resources**

#### Core

- Boyd, Denise, and Helen Bee. *The Developing Child*. 13<sup>th</sup> ed. New York: McGraw-Hill, 2011. Print.

#### Supplemental

- *Roman's Cooking Corner*.  
<https://www.youtube.com/channel/UCbDMSeCTeNPSeZP2DCbXISQ>. Accessed November 3, 2020. Web.

### **Time Allotment**

- Approximately 21 days

## **COURSE CREDIT**

One-half credit in family & consumer sciences  
One class period daily for a half year

## **PREREQUISITES**

None

## **ASSURED STUDENT PERFORMANCE RUBRICS**

- Trumbull High School School-Wide Reading Rubric (attached)
- Trumbull High School School-Wide Problem-Solving Rubric (attached)
- Trumbull High School School-Wide Independent Learning and Thinking Rubric (attached)
- Child Development The Four Domains of Child Development (attached)
- Child Development Inherited vs. Acquired Traits (attached)
- Child Development Theorist Project Grading Rubric (attached)
- Child Development Families Come in All Shapes and Sizes (attached)
- Child Development Favorite Toys (attached)
- Child Development Chapter 6 – Toddler Stations (attached)

## Trumbull High School School-Wide Reading Rubric

Category/ Weight	Exemplary 4 Student work:	Goal 3 Student work:	Working Toward Goal 2 Student work:	Needs Support 1-0 Student work:
Respond X_____	<ul style="list-style-type: none"> <li>• Demonstrates exceptional understanding of text by:               <ul style="list-style-type: none"> <li>○ Clearly identifying the purpose of the text</li> <li>○ Providing initial reaction richly supported by text</li> <li>○ Providing a perceptive interpretation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of text by:               <ul style="list-style-type: none"> <li>○ Identifying the fundamental purpose of the text</li> <li>○ Providing initial reaction supported by text</li> <li>○ Providing a clear/straightforward interpretation of the text</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates general understanding of text by:               <ul style="list-style-type: none"> <li>○ Partially identifying the purpose of the text</li> <li>○ Providing initial reaction supported by text</li> <li>○ Providing a superficial interpretation of the text</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates limited or no understanding of text by:               <ul style="list-style-type: none"> <li>○ Not identifying the purpose of the text</li> <li>○ Providing initial reaction not supported by text</li> <li>○ Providing an interpretation not supported by the text</li> </ul> </li> </ul>
Interpret X_____	<ul style="list-style-type: none"> <li>• Demonstrates exceptional interpretation of text by:               <ul style="list-style-type: none"> <li>○ Extensively reshaping, reflecting, revising, and/or deepening initial understanding</li> <li>○ Constructing insightful and perceptive ideas about the text</li> <li>○ Actively raising critical questions and exploring multiple interpretations of the text</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates ability to interpret text by:               <ul style="list-style-type: none"> <li>○ Reshaping, reflecting, revising, and/or deepening initial understanding</li> <li>○ Summarizing main ideas of text</li> <li>○ Actively interpreting text by raising questions and looking for answers in text</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates general ability to interpret text by:               <ul style="list-style-type: none"> <li>○ Guided reflection and/or revision of initial understanding</li> <li>○ Summarizing some of the main ideas of text</li> <li>○ Guided interpretation of text by locating answers to given questions in text</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates limited ability to interpret text as evidenced by:               <ul style="list-style-type: none"> <li>○ Struggle to implement guided reflection and/or revision of initial understanding</li> <li>○ Struggle to summarize any main ideas of text</li> <li>○ Struggle to answer questions by locating responses in text</li> </ul> </li> </ul>
Connect X_____	<ul style="list-style-type: none"> <li>• Demonstrates perceptive connections               <ul style="list-style-type: none"> <li>○ text-to-text</li> <li>○ text-to-self</li> <li>○ text-to-world</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates specific connections               <ul style="list-style-type: none"> <li>○ text-to-text</li> <li>○ text-to-self</li> <li>○ text-to-world</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates general connections               <ul style="list-style-type: none"> <li>○ text-to-text</li> <li>○ text-to-self</li> <li>○ text-to-world</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Struggles to make connections               <ul style="list-style-type: none"> <li>○ text-to-text</li> <li>○ text-to-self</li> <li>○ text-to-world</li> </ul> </li> </ul>
Evaluate X_____	<ul style="list-style-type: none"> <li>• Demonstrates insightful evaluation of text by one or more of the following:               <ul style="list-style-type: none"> <li>○ Critical analysis to create a conclusion supported by the text</li> <li>○ Perceptive judgments about the quality of the text</li> <li>○ Synthesis of text</li> <li>○ Expression of a personal opinion</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates an evaluation of text by one or more of the following:               <ul style="list-style-type: none"> <li>○ Critical analysis to form a conclusion from the text</li> <li>○ Thoughtful judgments about the quality of the text</li> <li>○ Evaluation of text to express personal opinion(s)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a general evaluation of text by one or more of the following:               <ul style="list-style-type: none"> <li>○ Formulation of a superficial conclusion from the text</li> <li>○ Assessment of the quality of the text</li> <li>○ Use of text to express personal opinion(s)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a struggle to evaluate text by one or more of the following:               <ul style="list-style-type: none"> <li>○ Formulation of a conclusion from the text</li> <li>○ Assessment of the quality of the text</li> <li>○ Use of text to express personal opinion(s)</li> </ul> </li> </ul>

## Trumbull High School School-Wide Problem-Solving through Critical Thinking Rubric

Category/ Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Understanding X_____	<ul style="list-style-type: none"> <li>• Student demonstrates clear understanding of the problem and the complexities of the task</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates sufficient understanding of the problem and most of the complexities of the task</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates some understanding of the problem but requires assistance to complete the task</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates limited or no understanding of the fundamental problem after assistance with the task</li> </ul>
Research X_____	<ul style="list-style-type: none"> <li>• Student gathers compelling information from multiple sources including digital, print, and interpersonal</li> </ul>	<ul style="list-style-type: none"> <li>• Student gathers sufficient information from multiple sources including digital, print, and interpersonal</li> </ul>	<ul style="list-style-type: none"> <li>• Student gathers some information from few sources including digital, print, and interpersonal</li> </ul>	<ul style="list-style-type: none"> <li>• Student gathers limited or no information</li> </ul>
Reasoning and Strategies X_____	<ul style="list-style-type: none"> <li>• Student demonstrates strong critical thinking skills to develop a comprehensive plan integrating multiple strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates sufficient critical thinking skills to develop a cohesive plan integrating strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates some critical thinking skills to develop a plan integrating some strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates limited or no critical thinking skills and no plan</li> </ul>
Final Product and/or Presentation X_____	<ul style="list-style-type: none"> <li>• Solution shows deep understanding of the problem and its components</li> <li>• Solution shows extensive use of 21<sup>st</sup>-century technology skills</li> </ul>	<ul style="list-style-type: none"> <li>• Solution shows sufficient understanding of the problem and its components</li> <li>• Solution shows sufficient use of 21<sup>st</sup>-century technology skills</li> </ul>	<ul style="list-style-type: none"> <li>• Solution shows some understanding of the problem and its components</li> <li>• Solution shows some use of 21<sup>st</sup>-century technology skills</li> </ul>	<ul style="list-style-type: none"> <li>• Solution shows limited or no understanding of the problem and its components</li> <li>• Solution shows limited or no use of 21<sup>st</sup>-century technology skills</li> </ul>

## Trumbull High School School-Wide Independent Learning and Thinking Rubric

Category/ Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Proposal X_____	<ul style="list-style-type: none"> <li>• Student demonstrates a strong sense of initiative by generating compelling questions, creating uniquely original projects/work</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates initiative by generating appropriate questions, creating original projects/work</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates some initiative by generating questions, creating appropriate projects/work</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates limited or no initiative by generating few questions and creating projects/work</li> </ul>
Independent Research & Development X_____	<ul style="list-style-type: none"> <li>• Student is analytical, insightful, and works independently to reach a solution</li> </ul>	<ul style="list-style-type: none"> <li>• Student is analytical, and works productively to reach a solution</li> </ul>	<ul style="list-style-type: none"> <li>• Student reaches a solution with direction</li> </ul>	<ul style="list-style-type: none"> <li>• Student is unable to reach a solution without consistent assistance</li> </ul>
Presentation of Final Product X_____	<ul style="list-style-type: none"> <li>• Presentation shows compelling evidence of an independent learner and thinker</li> <li>• Solution shows deep understanding of the problem and its components</li> <li>• Solution shows extensive and appropriate application of 21<sup>st</sup>-century skills</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation shows clear evidence of an independent learner and thinker</li> <li>• Solution shows adequate understanding of the problem and its components</li> <li>• Solution shows adequate application of 21<sup>st</sup>-century skills</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation shows some evidence of an independent learner and thinker</li> <li>• Solution shows some understanding of the problem and its components</li> <li>• Solution shows some application of 21<sup>st</sup>-century skills</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation shows limited or no evidence of an independent learner and thinker</li> <li>• Solution shows limited or no understanding of the problem and its components</li> <li>• Solution shows limited or no application of 21<sup>st</sup>-century skills</li> </ul>

## **Child Development**

### **The Four Domains of Child Development**

The content of child development includes almost everything people know about children. This knowledge can be divided into four domains. For this activity, read the following statements about children. Then, identify which domain of child development each statement describes.

#### **Statements about Children**

#### **Domains of Child Development**

- |  |                             |
|--|-----------------------------|
| _____ 1. Newborns get an average of about 17 hours of sleep per day.   | a. emotional development    |
| _____ 2. During the first year, infants babble syllables, such as “da da.”                                   | b. intellectual development |
| _____ 3. Babies learn to distinguish between the faces of caregivers and those of strangers.                 | c. social development       |
| _____ 4. Children are proud when they can do tasks by themselves.  | d. physical development     |
| _____ 5. After the first year, babies continue to grow rapidly, but less rapidly than during the first year. |                             |
| _____ 6. Infants are anxious that loved ones who leave them with other caregivers will not return.           |                             |
| _____ 7. School-age children can learn symbol systems used in reading and math.                              |                             |
| _____ 8. Brothers and sisters are built-in playmates for each other.   |                             |
| _____ 9. Children are curious and eager learners.  |                             |
| _____ 10. Children with speech impairments may lack self-esteem.   |                             |

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Period: \_\_\_\_\_

### **Child Development Inherited vs. Acquired Traits**

You need to read each trait that is listed and decide whether it is an inherited or an acquired trait. Place a check mark in the box it fits in, then in the “Why?” box justify your answer.

<b>Trait</b>	<b>Inherited</b>	<b>Acquired</b>	<b>Why? Justify your Answer.</b>
Being tall			
Playing basketball well			
Doing a front handspring			
Being able to hold your breath for more than a minute (large lung capacity)			
Having blue eyes			
Having webbed feet			
Short legs			
Playing the piano			
Writing left-handed			
Being able to throw the perfect spiral football			
Having curly hair			
Type of music you like			
Hunting well			
Shape of your nose			
Having lots of body hair			
Going bald			
Ability to sink a three-pointer			
Ability to hit a home run			
Size shoe you wear			
Ability to roll your tongue			



## Child Development Theorist Project Grading Rubric

Criteria	Excellent 25-20 points	Good 19-14 points	Fair to Poor 13 or below
<b>Presentation is original, creative, and conveys the information well.</b>	Information is clearly and explicitly stated. Audience has a clear understanding.	Some information is stated, but is lacking some insight and understanding.	No effort put into presentation.
<b>Theory is explained with backup information.</b>	Theory is presented so that it is easy to understand. Examples are given.	Some details are unclear; there is a sense group does not fully understand the theory, but effort has been made	No explanation of theory is provided.
<b>Opinion on theory is stated.</b>	Group states agreement/disagreement and states reasons for opinion. Audience is swayed by group's opinion.	Presentation states an opinion of the group, but no backup is provided.	No opinion provided.
<b>Examples of theory are provided.</b>	Two or more examples are provided with supporting details.	One example is provided with details.	No details or examples are provided.
<b>All group members have played active and equal roles in the project.</b>	Group worked very well together – being organized, and sharing equally in duties.	Not all team members contributed equally.	Project fell on one or two people while the rest of team “coasted.”
<b>Presentation is neat, organized, and error-free.</b>	Presentation is well-put together, with no spelling or grammar errors.	A few errors, but good effort put forth.	Disorganized presentation, with many errors.
<b>Audience is able to gain meaning and understanding of the theory/theorist from the presentation.</b>	Audience has complete understanding of the theory.	Theory is stated with examples, but some areas are not clear to audience.	Audience has not gained any insight into the theory.

## Child Development Families Come in All Shapes and Sizes



The *Sesame Street* Workshop is actively committed to supporting children in foster care – and delivered on its promise back in October 2019 by introducing Karli, a Muppet who lives with her “for now” parents, Daila and Clem.

In a video titled “You Belong,” Karli attends a pizza party with Elmo in her new foster home and worries she does not have a “place at the table” where she belongs.

“Sometimes, even mommies and daddies need some help taking care of their children,” Daila says, explaining the role of foster parents to Elmo. “Karli’s mommy has been having a hard time, so we are her foster parents or her for-now-parents. We will keep her safe until her mommy can take care of her again.”

The new initiative is part of the show’s *Sesame Street* in Communities Program, which provided resources for parents, teachers and other caregivers on a range of topics including difficult issues like foster care.

“Fostering a child takes patience, resilience, and sacrifice, and we know that caring adults hold the power to buffer the effect of traumatic experiences on young children.” Dr. Jeanette Betancourt, *Sesame Street*’s Senior Vice President of Social Impact, said in a statement about the new program. “We just want foster parents and providers to hear that what we do matters – they have an enormous job of building and rebuilding family structures and children’s sense of safety.”

View, read and reflect on Karli and the *Sesame Street* in Communities Program:

- “A Place for You.” *YouTube* uploaded by Sesame Street in Communities on May 4, 2020. <https://www.youtube.com/watch?v=yy7eUsUCxYs>. Accessed November 3, 2020. Web.
- Taylor, Derrick Bryson. “Karli on *Sesame Street* Reveals Her Mother’s Addiction Battle.” *The New York Times* October 10, 2019. <https://www.nytimes.com/2019/10/10/arts/sesame-street-karli-addiction.html>. Accessed November 3, 2020. Web.

## Child Development Favorite Toys

Name: \_\_\_\_\_

My Favorite Toy: Draw a picture of a favorite toy from your childhood:

---

Name of Toy:

Origin of Toy (gift, Christmas, etc.):

Write a few descriptive sentences about the toy:

---

**CLASSIC GAME QUIZ:** Rate the following GAMES from oldest to the newest (manufactured):

- | Your Order:              | Correct Order: |
|--------------------------|----------------|
| 1. _____ Candy Land      | _____          |
| 2. _____ Magic           | _____          |
| 3. _____ Monopoly        | _____          |
| 4. _____ Parcheesi       | _____          |
| 5. _____ Scrabble        | _____          |
| 6. _____ Trivial Pursuit | _____          |
| 7. _____ Twister         | _____          |
| 8. _____ UNO             | _____          |

**CLASSIC TOY INFORMATION:** List the classic toy next to the year (fun fact may be included):

2000 B.C.	1996 -
1867 -	1998 -
1900 -	1999 -
1903 -	2000 -
1903 -	2001 -
1915 -	2002 -
1916 -	2003 -
1923 -	2004 -
1930 -	2005 -
1935 -	2006 -
1947 -	2007 -
1948 -	2008 -
1952 -	2009 -
1954 -	2010 -
1956 -	2011 -
1957 -	2012 -
1958 -	2013 -
1959 -	2014 -
1964 -	2015 -
1966 -	2016 -
1980 -	2017 -
1983 -	2018 -
1983 -	2019 -
1988 -	2020 -

**Child Development**  
**Chapter 6 – Toddler Stations**

**Station #1 ~ Wooden Blocks**

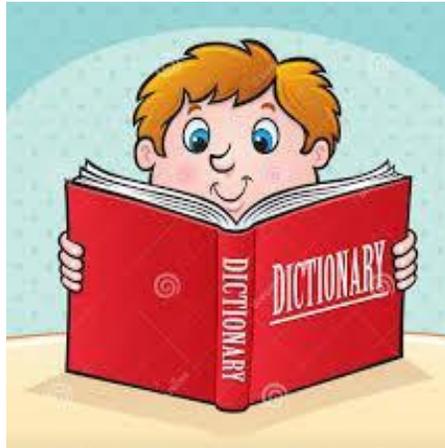


1. Look at all of the blocks in the basket!
2. What do you notice about them?
3. What are all of the ways you can play with them?
4. With your group, build a REALLY high structure with the blocks.

- 
- How do you feel about what you built?
  - Imagine how you would feel if one of your group members knocked it over, either by accident or on purpose.
- 

What characteristic am I?

## Station #2 ~ Dictionary



Do you know what these terms mean?

MELAMINE

CLAVE

Look them up using the Chromebook at this station.

---

- What is it?
  - What is it used for?
- 

What characteristic am I?

## Station #3 ~ Color by Number Picture



1. Read the directions on the picture.
2. Solve the math equations and have your partners check your answers.

---

What characteristic am I?

## Station #4 ~ Paper, Pencil, Scissors, and a Timer!



1. Start the timer.

Using your non-dominant hand, trace your dominant hand on the blank piece of paper. Record your time.

2. Start the timer again.

Cut out your traced hand using your non-dominant hand. Record your time.

---

What characteristic am I?

## Station #5 ~ Children's Books



Read each of the books to each other, in order from 1 to 4.

---

Did you notice?

- The first book has pictures only.
  - The second book has one word and one picture on each page.
  - The third book has one simple sentence below each picture on each page.
  - The fourth book has more complex sentences on each page below the pictures.
- 

What characteristic am I?