



# Multiple Category Scope and Sequence: Scope and Sequence Report For Course Standards and Objectives, Content, Skills, Vocabulary

Monday, August 18, 2014, 9:55PM



District Basic <b>Child Development (20.0102)</b> <b>(District)</b> 2014-2015 <b>Collaboration</b>	<b>Unit</b>  <b>Parenting</b>  (Week 1, 3 Weeks) 	<b>Course Standards and Objectives</b>  UT: CTE: Family and Consumer Sciences, UT: Grades 9-12, Child Development Standard 1 Students will evaluate parenting roles and responsibilities.  <ul style="list-style-type: none"> <li>▪ Objective 1 Recognize the characteristics and responsibilities of parenting.               <ol style="list-style-type: none"> <li>a. Identify the importance of children in society.</li> <li>b. Evaluate the rights of children and parents and the nature of parenting responsibilities. (physical, nurturing, and guidance)</li> <li>c. Recognize that early childhood experiences impact individuals as adults.</li> <li>d. Evaluate factors to consider in determining personal preparedness for parenthood (i.e., biological, social, emotional, financial, educational)</li> <li>e. Discuss ways parenting skills can be developed.</li> <li>f. Evaluate the demands and rewards of parenting.</li> </ol> </li> <li>▪ Objective 2 Explain the importance of nurture and nature.               <ol style="list-style-type: none"> <li>a. Discuss nature (heredity) and its implications.</li> <li>b. Evaluate the impact of nurturing upon all aspects of development.</li> </ol> </li> </ul> Standard 2 Students will identify growth and development. (Objectives may be integrated into each developmental age under standards 4 and 5.)  <ul style="list-style-type: none"> <li>▪ Objective 1 Identify generalizations of growth and development.</li> </ul>	<b>Content</b>  <b><u>Family Career Community Leaders of America</u></b>  <ul style="list-style-type: none"> <li>▪ FACS organization</li> <li>▪ Step 1</li> </ul> <b><u>Parenting</u></b>  <ul style="list-style-type: none"> <li>▪ Roles and responsibilities of parenting</li> <li>▪ Nature vs. Nurture</li> <li>▪ Self-concept cycle</li> </ul> <b><u>Theories and Development</u></b>  <ul style="list-style-type: none"> <li>▪ Growth and development</li> <li>▪ Domains (areas) of development</li> <li>▪ Child Development theorists</li> </ul>	<b>Skills</b>  <b><u>Family Career Community Leaders of America</u></b>  Required Performance  <ul style="list-style-type: none"> <li>▪ Recognized the characteristics of FCCLA</li> </ul> <b><u>Parenting</u></b>  <ul style="list-style-type: none"> <li>▪ Evaluate roles and responsibilities of parenting</li> <li>▪ Define self-concept cycle</li> <li>▪ Identify factors influencing the development of self-concept</li> </ul> <b><u>Theories and Development</u></b>  <ul style="list-style-type: none"> <li>▪ Identify generalizations of growth and development</li> <li>▪ Identify characteristics of developmental theories</li> </ul>	<b>Vocabulary</b>  <b><u>Family Career Community Leaders of America</u></b>  <ul style="list-style-type: none"> <li>▪ FCCLA</li> <li>▪ FACS</li> </ul> <b><u>Parenting</u></b>  <ul style="list-style-type: none"> <li>▪ Literacy</li> <li>▪ Commitment</li> <li>▪ Preparedness</li> <li>▪ Biological</li> <li>▪ Financial</li> <li>▪ Nurture</li> <li>▪ Heredity/Nature</li> <li>▪ Environment/Nurture</li> <li>▪ Self-concept</li> <li>▪ Self-concept cycle</li> </ul> <b><u>Theories and Development</u></b>  <ul style="list-style-type: none"> <li>▪ Growth</li> <li>▪ Development</li> <li>▪ Physical development</li> <li>▪ Social development</li> <li>▪ Emotional development</li> <li>▪ Cognitive development</li> <li>▪ Moral development</li> <li>▪ Motor Skills</li> <li>▪ Fine Motor</li> <li>▪ Gross Motor</li> <li>▪ Interrelated</li> <li>▪ Theories</li> <li>▪ Research</li> <li>▪ Child Development</li> <li>▪ Erik Erickson</li> <li>▪ Jean Piaget</li> </ul>
---	---	--	--	--	---

- a. Identify and define the basic concepts of growth and development.
- b. Define and identify physical, cognitive, social, emotional and moral development.
- c. Describe the interrelationships between physical, social, emotional, moral, and cognitive aspects of development.
- Objective 2  
Identify the characteristics of selected developmental theories.
  - a. Recognize that the study of child development is based on research.(Erickson, Piaget, and others)

**Prenatal Health & Reproduction**



(Week 3, 4 Weeks)

UT: CTE: Family and Consumer Sciences, UT: Grades 9-12, Child Development Standard 3  
Students will identify characteristics of prenatal care, pregnancy and childbirth.

- Objective 1  
Discuss the importance of early prenatal and on-going prenatal care.
  - a. Identify the role of appropriate nutrition and weight gain on prenatal development.
  - b. Identify the role of folic acid in the prevention of neural tube defects.
  - c. Identify heredity and environmental factors influencing birth defects (Down's syndrome, PKU, muscular dystrophy, fetal alcohol syndrome, neural tube defects, cleft palate/cleft lip, club hand/foot) and what can be done to prevent them.
- Objective 2  
Identify heredity and environmental factors influencing birth defects.
  - a. Specify lifestyle factors that minimize environmental birth defects. (drugs, alcohol, tobacco)
- Objective 3  
Explain the characteristics of pregnancy.
  - a. Analyze the health risk of teen

**Birth Defects**

- Dominant and recessive genes
- Types of birth defects
- Prevention and detection of birth defects

**Reproduction**

- Fertilization and conception
- Reproductive anatomy
- Risks of teen pregnancy

**Birth Defects**

- Identify characteristics and types of birth defects
- Define ultrasound and amniocentesis

**Reproduction**

- Label female reproductive anatomy
- Analyze risks of teen pregnancy

**Birth Defects**

- Folic Acid
- Birth Defects
- Down's Syndrome
- PKU
- Muscular Dystrophy
- Fetal Alcohol Syndrome (FAS)
- Neural Tube Defects
- Cleft Palate/Lip
- Club Foot/Hand
- Chromosomes
- Genes
- Traits
- X-linked (Sex-linked)
- Multifactorial
- Chromosomal Error Syndrome
- Dominant Genes
- Recessive Genes
- Congenital Malformation
- Ultrasound
- Amniocentesis

**Reproduction**

- Menstruation
- Ovulation
- Ovum

- pregnancy.
- b. Explain ovulation and conception. (ovum, ovary, fallopian tubes, uterus, uterine lining)
- c. Identify the early signs and symptoms of pregnancy.
- d. Identify common discomforts occurring during pregnancy.
- e. Identify potential pregnancy complications. (toxemia/pre-eclampsia, miscarriage, stillbirth, premature, low birth weight)

- Ovary
- Fallopian Tubes
- Uterus
- Endometrium
- Cervix
- Vagina
- Perineum
- Fraternal
- Identical
- Conjoined

### Pregnancy &

Labor  (Week 6, 4 Weeks) 

UT: CTE: Family and Consumer Sciences, UT: Grades 9-12, Child Development Standard 3  
Students will identify characteristics of prenatal care, pregnancy and childbirth.

- Objective 3  
Explain the characteristics of pregnancy.
  - a. Analyze the health risk of teen pregnancy.
  - b. Explain ovulation and conception. (ovum, ovary, fallopian tubes, uterus, uterine lining)
  - c. Identify the early signs and symptoms of pregnancy.
  - d. Identify common discomforts occurring during pregnancy.
  - e. Identify potential pregnancy complications. (toxemia/pre-eclampsia, miscarriage, stillbirth, premature, low birth weight)
- Objective 4  
Identify characteristics of prenatal development and childbirth.
  - a. Outline the stages occurring during prenatal development. (zygote, embryo, fetus)
  - b. Define and discuss prenatal terminology. (umbilical cord, placenta, amniotic fluid, amniotic sac, uterus)
  - c. Identify the prenatal development occurring during each trimester.
  - d. Discuss multiple births. (identical and fraternal)
- Objective 5  
List the sequential events in the

### Pregnancy

- Early signs and symptoms of pregnancy
- Trimester characteristics and development
- Prenatal stages and terminology
- Appropriate medical care

### Discomforts & Complications

- Common discomforts during pregnancy
- Potential pregnancy complications
- Complications during childbirth

### Labor & Delivery

- Sequential events of the childbirth process
- Delivery options and tools

### Pregnancy

- Recognize early signs and symptoms of pregnancy
- Identify the parts on a prenatal diagram
- Describe major fetal development milestones of each trimester

### Discomforts & Complications

- Explore critical components of prenatal care
- Identify potential pregnancy and labor complications

### Labor & Delivery

- Outline the characteristics and procedures during the three stages of labor
- Identify delivery options

### Pregnancy

- Zygote
- Embryo
- Fetus
- Trimester
- Umbilical Cord
- Placenta
- Amniotic Fluid
- Amniotic Sac
- Womb
- Quickening

### Discomforts & Complications

- Pre-eclampsia (toxemia)
- Placenta Previa
- STDs/STIs
- Miscarriage (Spontaneous Abortion)
- Stillbirth
- Gestational Diabetes
- Rh Factor
- Premature
- Low Birth Weight

### Labor & Delivery

- Lightening
- Natural Childbirth
- Vaginal Delivery
- Birth Canal
- Epidural
- Anesthesia

- childbirth process.
- Define childbirth terms. (show, crowning, episiotomy, etc.)
  - Describe the delivery process.
  - Discuss delivery options (vaginal, natural, with epidural, c-section)
  - Describe possible complications that may occur during childbirth.

- C-section
- Dilation
- Afterbirth
- Effacement
- Episiotomy
- Crowning
- Delivery
- Contractions
- Bloody Show
- Forceps
- Obstetrician-Gynecologist
- Midwife
- Breech

**Neonate**  (Week 10, 3 Weeks) 

UT: CTE: Family and Consumer Sciences, UT: Grades 9-12, Child Development Standard 4  
Students will explain the growth and development of the newborn and infant.

- Objective 1  
Describe the growth and development of the newborn and infant.
  - Identify the physical characteristics and needs of the newborn.
  - Explain the Apgar test and scale.
  - Identify the function of fontanelles.
  - Discuss feeding options and practices of the newborn.
  - Define bonding and discuss the importance of the bonding process after delivery.
  - Identify common newborn reflexes. (rooting, startle/moro, babinski, grasping, tonic neck, etc.)

**Post Natal Care**

- Signs and treatment of postpartum depression
- Apgar Test/Scale
- Importance and methods of bonding

**Neonate**

- Physical characteristics
- Common newborn reflexes
- Needs of neonate

**Post Natal Care**

- Recognize and discuss signs and treatment of postpartum depression (mother)
- Explain the Apgar categories and scoring process
- Relate parental interaction to development of bonds between newborn and caregivers

**Neonate**

- Identify common physical characteristics and reflexes of a newborn
- Compare and contrast newborn feeding options

**Post Natal Care**

- Postpartum Depression
- Apgar Test/Scale
- Bonding
- Circumcision
- Failure to Thrive

**Neonate Characteristics**

- Fontanelles
- Reflexes
- Startle/Moro
- Sucking
- Rooting
- Babinski
- Grasping
- Stepping
- Tonic Neck

**Infant (First Year)**  (Week 12, 3 Weeks) 

UT: CTE: Family and Consumer Sciences, UT: Grades 9-12, Child Development Standard 4  
Students will explain the growth and development of the newborn and infant.

- Objective 2  
Describe the growth and development of the infant.
  - Identify the sequence of physical

**Growth & Development**

- Weight and height gains during first year
- Social and emotional development
- Stranger anxiety and separation anxiety
- Stages of cognitive and

**Growth & Development**

- Identify developmental progress during first year

**Care for Infant**

- Evaluate age-appropriate activities

**Growth and Development**

- Crawling
- Creeping
- Cruising
- Stranger Anxiety
- Separation Anxiety
- Sensorimotor
- Solitary Play

- development of the infant.
- b. Identify the height and weight gains during the first year of life.
- c. Describe the emotional and social development of the infant.
- d. Define and discuss stranger anxiety and separation anxiety.
- e. Describe Erickson's stage of trust vs. mistrust.
- f. Describe the ways infants learn through their senses.
- g. Define and discuss object permanence.
- h. Examine the reasons for infant crying and how to meet those needs.
- i. Examine shaken baby syndrome and its ramifications.
- j. Describe sudden infant death syndrome (SIDS) and prevention strategies.
- k. Evaluate developmentally appropriate learning activities and materials for infants.
- Objective 3  
Evaluate appropriate learning activities based on the growth and development of infants.

- emotional development (Piaget and Erickson)
- Define object permanence
- Types of play: solitary and onlooker

that stimulate development

- Onlooker Play
- Trust vs. Mistrust
- Object Permanence

#### Care for Infant

- Reasons and responses for infant crying
- Ramifications of Shaken Baby Syndrome (SBS)
- Prevention strategies for Sudden Infant Death Syndrome (SIDS)

#### Care for Infant

- Shaken Baby Syndrome (SBS)
- Sudden Infant Death Syndrome (SIDS)

#### Toddlers &

#### Preschoolers

(Week 15, 3 Weeks)



UT: CTE: Family and Consumer Sciences,  
UT: Grades 9-12, Child Development  
Standard 5  
Students will explain the growth and development of toddlers and preschoolers.

- Objective 1  
Describe the growth and development of the toddler.
  - a. Describe the physical characteristics and skills of toddlers.
  - b. Discuss the role of nutrition in the physical development.
  - c. Discuss readiness for appropriate toileting practices.
  - d. Describe the social and emotional characteristics of toddlers.
  - e. Discuss the importance of autonomy for a toddler's development.
  - f. Describe language development during the toddler stage.

#### Toddlers

- Physical characteristics and skills
- Role of nutrition in physical development
- Readiness for appropriate toilet training practices
- Social and Emotional characteristics
- Importance of autonomy
- Cognitive stages of development (sensorimotor & preoperational)
- Language Development
- Types and role of play (parallel)

#### Toddlers

- Explain a toddler's developmental progression in all 5 areas.

#### Preschoolers

- Explain a preschooler's developmental progression in all 5 areas.

#### Toddlers

- Autonomy vs Shame and Doubt
- Sensorimotor
- Pre-operational
- Parallel play
- Egocentric

#### Preschoolers

- Sorting
- Classifying
- Seriation
- Transformation
- Conservation
- Reversal
- Reality vs. Fantasy
- Gross Motor Skills
- Fine Motor Skills
- Fears

- g. Discuss the types and role of play for toddler age children.
- h. Evaluate developmentally appropriate learning activities and materials for toddlers.
- Objective 2  
Evaluate appropriate learning activities based on the growth and development of toddlers.
- Objective 3  
Describe the growth and development of the preschooler.
  - a. Describe the physical characteristics and skills of the preschooler.
  - b. Identify the large and small motor skills developed.
  - c. Describe the social and emotional characteristics of the preschooler.
  - d. Discuss the development of social skills learned during the preschool years.
  - e. Describe the cognitive development of the preschooler.
  - f. Discuss the importance of literacy in cognitive development.
  - g. Describe the development of understanding between reality and fantasy.
  - h. Discuss the types and role of play for preschool age children.
  - i. Discuss how to teach moral behavior to the preschooler.
  - j. Evaluate developmentally appropriate learning activities and materials for preschoolers.
- Objective 4  
Evaluate appropriate learning activities based on the growth and development of preschoolers.

### Preschoolers

- Gross and Fine Motor Skills
- Social and Emotional Characteristics (initiative vs guilt)
- Characteristics of social development (cooperative play)
- Cognitive development: Preoperational
- Examples of cognitive skills (classifying, sorting, seriation, etc)
- Teaching moral behavior

- Cooperative Play
- Initiative vs. Guilt



UT: CTE: Family and Consumer Sciences,  
UT: Grades 9-12, Child Development  
Standard 6  
Students will practice age-appropriate positive guidance techniques and strategies for coping with challenging situations. (Objectives may be integrated into each developmental age under standards 4 and 5.)

### Guidance

- Appropriate guidelines for using positive guidance techniques.
- Define guidance, discipline, and punishment.
- Differences between punishment and

### Guidance

- Students will identify and apply age appropriate positive guidance techniques and strategies for coping with misbehavior in children.
- Compare the difference between natural and

### Guidance

- Guidance
- Discipline
- Punishment
- Natural Consequences
- Logical Consequences
- Misbehavior
- Revenge
- Redirection

- Objective 1  
Analyze appropriate positive discipline/guidance techniques.
  - a. Distinguish between punishment and discipline/guidance techniques.
  - b. Discuss reasons and guidelines for setting limits.
  - c. Compare natural and logical consequences.
  - d. Discuss guidelines for redirection and time out.
  - e. Practice infant age-appropriate positive guidance techniques.
  - f. Practice toddler age-appropriate positive guidance techniques.
  - g. Practice preschool age-appropriate positive guidance techniques.
- Objective 2  
Practice and/or identify infant, toddler, and preschool age-appropriate positive guidance techniques.
- Objective 3  
Describe challenging situations and the skills needed to cope.
  - a. Identify and discuss challenging situations and signs of stress in children (biting, crying, power struggles, handicaps, grief, divorce, illness, etc.)
  - b. Identify coping strategies.
  - c. Discuss childhood fears and strategies to deal with fears.
  - d. List and define the types of abuse (emotional, physical, sexual, neglect).
  - e. Discuss reporting procedures for abuse and identify local available local resources.

- discipline techniques.
- Reasons why children misbehave.
- Reasons and guidelines for setting limits.
- Natural and logical consequences.

#### Coping Skills

- Handling challenging situations (death, divorce, moving, etc) and signs of stress in children.
- Childhood feelings and challenging situations and identify coping strategies.
- Childhood fears and strategies to deal with fears.
- Four different types of abuse and their signs.
- Procedure for reporting abuse & local resources

- logical consequences.
- Identify common reasons why children misbehave.

#### Coping Skills

- Describe challenging situations and the skills needed to cope.
- Define the four types of child abuse and identify warning signs of each.

- Time Out
- Positive Reinforcement
- Positive Statements
- Consistency
- Modeling
- Reverse Attention
- Limited Choices
- Reinforce

#### Coping Skills

- Coping
- Fears
- Divorce
- Abuse
- Sexual Abuse
- Physical Abuse
- Emotional Abuse
- Neglect
- Humiliating
- Ridicule
- Intimidating

#### Health & Safety



(Week 18, 2

Weeks)

UT: CTE: Family and Consumer Sciences, UT: Grades 9-12, Child Development Standard 7  
Students will examine issues related to the health and wellness of children. (Objectives may be integrated into each developmental age under standards 4 and 5.)

#### Health & Wellness

- Signs and symptoms of childhood illnesses
- Common childhood immunizations
- Definition of communicable

#### Health & Wellness

- Students will examine issues, such as vaccinations and basic first aid techniques, related to the health and

#### Health & Wellness

- Communicable Diseases
- Childhood Immunizations
- Choking
- Insect Bites

- Objective 1  
Identify health and wellness considerations for infants through preschoolers.
  - a. Identify signs and symptoms of childhood illnesses.
  - b. Describe common childhood immunizations (MMR, DTP, HIB, hepatitis B, chicken pox, polio)
- Objective 2  
Identify safety consideration for infants through preschoolers.
  - a. Discuss the importance of car seats.
  - b. List appropriate child proofing strategies.

- diseases.
- Immunization schedule for children ages birth to 12.
  - Basic first aid procedure.

**Safety**

- Importance of Car seats
- Proper placement of car seats in a car.
- NEVER leave a child unattended in a car.
- Age appropriate child-proofing strategies.
- Age appropriate toys for children.

wellness of children.

**Safety**

- Identify safety considerations in the home and in the car for infants through preschoolers.

- Immunizations
- Vaccination

**Safety**

- Child-proofing
- Poisons
- Car Seats
- Airbag

