





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

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

- 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

Pregnancy

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

Pregnancy

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

Discomforts & Complications

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

Discomforts & Complications

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

Discomforts & Complications

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

Labor & Delivery

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

Labor & Delivery

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

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,
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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,
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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

