



Wethersfield Public Schools

WHS Curriculum: Early Childhood Development

Grade(s)	9-12
Unit Title and Purpose	Unit 1: Career Paths
Timeframe	1/2 week
Vision of the Graduate	
Communicator: Students will think, pair, share their ideas about skills needed for working with children. Collaborator: Students will work in groups to compare the pros and cons of different childcare services and related fields. They will also work together on posters, presentations, and in peer assessment.	
Unit Priority Standards	
I.28. Demonstrate interpersonal skills that promote positive and productive relationships with children. I.29. Determine the roles and functions of individuals engaged in early childhood education childcare services, and related fields. I.30. Identify education and training requirements and opportunities for career paths in early childhood education, childcare services, and related fields. I.31. Explore career opportunities in early childhood education, childcare services occupations, and related fields. I.32. Describe and demonstrate effective employability skills.	
Unit Supporting Standards	
Essential Questions	
What skills and education are needed for working with young children? What factors help parents make decisions about early childhood education or childcare? How will transferable skills be used when working with young children?	
Performance Expectations: Skills	Performance Expectations: Essential Knowledge/Concepts
1. Identify and demonstrate skills that promote positive and productive relationships with children 2. Describe possible careers and college programs that offer training and/or experience working with young children 3. Identify and demonstrate transferable skills needed for employment in careers working with young children	1. Roles and functions of people who work with young children 2. Education and training requirements for careers working with young children 3. Opportunities for careers working with young children
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
Roleplay scenarios that show positive interactions with children.	Resource links: • Positive Interactions with Children • Exploring Careers • Transferable Skills • Slideshow: Why We Study Children



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Working with a partner, students create a digital poster that highlights three occupations that work with young children and present it to class.

Identify transferable skills for employment and give examples of how those skills would be needed to work with children.

Use notes from slideshow, "Why we Study Children," to interpret, analyze, and reflect on observations in childcare videos.

- Why Study Children & Areas Dev.



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Grade(s)	9-12	
Unit Title and Purpose	Unit 2: Why Do We Study Children?	
Timeframe	4 ½ weeks	
Vision of the Graduate		
Communicator: Students work in groups to determine examples of Moral, Physical, Intellectual, Emotional, and Social Development in children.		
Problem Solver: Students work as a team to assess Baby Think It Over needs. Also, students will decide what to include in their brochure or presentation, and how to present it.		
Unit Priority Standards		
B. Principles of Human Growth & Development: Analyze principles of human growth and development during childhood.		
C. Factors Affecting Human Growth & Development: Analyze conditions that influence human growth and development during childhood.		
F. Parenting Practices: Evaluate parenting practices that maximize human growth and development.		
Unit Supporting Standards		
B3. Analyze physical, emotional, social, moral, and intellectual development.		
B4. Interpret interrelationships among physical, emotional, social, and intellectual aspects of human growth and development during childhood.		
C6. Explain how society's changing economic and technological conditions influence individual growth, including parenting practices of caregivers and family members.		
C7. Compare the effects of gender, ethnicity, and culture on individual development during childhood.		
C8. Analyze the effects of life events during childhood on an individual’s physical and emotional development.		
J33. Apply child development theories and assess their implications for educational and childcare practices.		
J34. Determine a variety of assessment methods to observe and interpret children's growth and development.		
J35. Identify various cultural and environmental influences when assessing children's development.		
Essential Questions		
What are the milestones of child development?		
What is the influence of “nature vs. nurture” on child development?		
How are the areas of child development interrelated?		
Performance Expectations: Skills		Performance Expectations: Essential Knowledge/Concepts
1. Categorize child developmental milestones based on age.		1. Milestones of early childhood development, based on age
2. Classify development as moral, physical, intellectual, emotional or social.		2. MPIES (Moral, Physical, Intellectual, Emotional, Social) development
3. Identify stages of play and how they contribute to development.		3. Stages of play related to development
4. Research and critique a toy		4. Infant care



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5. Practice and demonstrate how to take care of an infant's basic needs	
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
Create a brochure explaining milestones of child development. Working in groups, create a skit demonstrating a characteristic of development and then perform it for the class; other students apply their knowledge to determine which it is. Students reflect on a time when they had high or low self esteem and write an essay. Play with selected toys and determine the appropriate stage of play and area of development to use that toy. Research and critique a toy: How do children play with it? How does it influence development? Students present their critiques to the class. In groups, students practice and problem-solve how to take care of Baby Think It Over (BTIO). Take Baby Think It Over home for 36 hours over the weekend. Students must take care of all its needs during that time. Write a reflective essay on their experience with the Baby.	Resource Links: • CDC Developmental Milestones and other resources students choose. • Playing with Toys - How Do Toys Help Development? • Self Esteem Essay • Introduction to Realcare Baby (BTIO) project, Realcare Baby Video. • Letter home to parents • Alternative Assignment to BTIO • Exemplar BTIO Essay



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Grade(s)	9-12
Unit Title and Purpose	Unit 3: Becoming a Parent: Pregnancy, Birth and Parenting
Timeframe	7 weeks
Vision of the Graduate	
Communicator and Collaborator: Students will communicate and collaborate on a Pregnancy tower.	
Problem Solver: Students will solve budgeting problems, both family and individual, using a worksheet and online Banzai program.	
Unit Priority Standards	
A. Family and Consumer Sciences Skills: Develop a common core of skills related to Family and Consumer Sciences Education.	
C. Factors Affecting Human Growth & Development: Analyze conditions that influence human growth and development during childhood.	
E. Roles and Responsibilities of Parenting: Analyze the roles and responsibilities of parenting.	
H. Pre-Parenting Factors: Analyze physical and emotional factors related to beginning the parenting process.	
Unit Supporting Standards	
A1. Describe the impact of technology on individual and family resources as related to child development, parenting education, and early childhood education and services.	
C5. Describe the impact of heredity and environment on human growth and development during childhood.	
E12. Examine parenting roles across the life span.	
H23. Identify biological processes related to prenatal development, birth, and health of child, mother, and father.	
H24. Distinguish biological and environmental factors that affect the health of the child and parents.	
H25. Explain the emotional factors of prenatal development and birth in relation to the health of the parents and child.	
H27. Identify legal and ethical technological advances from conception to birth.	
Essential Questions	
What must a person consider when becoming a parent?	
What is important to know about pregnancy before becoming pregnant?	
Performance Expectations: Skills	Performance Expectations: Essential Knowledge/Concepts
1. Identify, describe, and analyze the impact of parenting styles	1. Understand parenting styles and the impact on child development
2. Analyze parenting skills and parenthood readiness factors	2. Explore the reasons a person has for being a parent and factors to consider when planning for parenthood.
3. Budget for self and family	3. Examine and explain fetal development and pregnancy, complications and birth of the baby.
4. Research fetal development and pregnancy complications	
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
Write reflective paragraphs about the parenting style their parents, or someone they have observed, use after reading about parenting styles.	Resource links: 1. Article: Why Parenting Styles Matter 2. Parenting Readiness Slides



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Use notes from slideshow on Parenting Readiness to work on budget.

Complete an interactive budgeting activity through Banzai, which includes a pre and post test.

Compose a reflection on Banzai budgeting activities.

Budgeting for Baby.

Resource management of an unexpected pregnancy: Max and Missy.

Use scenarios to determine or justify reasons for becoming a parent.

Research vocabulary on pregnancy, labor, and delivery.

Groups of students use prior learning and online resources to construct a Pregnancy Tower with information on fetal development during pregnancy.

Investigate complications that can occur during pregnancy. Present in a gallery walk to share learning with other students.

Write a RAFT essay on unit topics.

3. Banzai Website
4. Budgeting for Baby
5. What did you learn from Banzai?: Banzai Reflection Questions
6. Max and Missy
7. Parenting Scenarios
8. Pregnancy Vocabulary
9. Pregnancy Tower
10. Complications Gallery Walk
11. Labor and Delivery Slides, RAFT



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Grade(s)	9-12		
Unit Title and Purpose	Unit 4: The Family System		
Timeframe	2 ½ weeks		
Vision of the Graduate			
Communicator and Collaborator: Students work in groups and share ideas and collaborate on the definition of family. Problem Solver: Students budget for a family of four and consider questions such as: How do you balance income and expenses? How do you cope with different stages of family life?			
Unit Priority Standards			
A. Family and Consumer Sciences Skills: Develop a common core of skills related to Family and Consumer Sciences Education. C. Factors Affecting Human Growth & Development: Analyze conditions that influence human growth and development during childhood. D. Strategies for Promoting Growth & Development: Analyze strengths that promote growth and development during childhood. E. Roles and Responsibilities of Parenting: Analyze the roles and responsibilities of parenting. H. Pre-Parenting Factors: Analyze physical and emotional factors related to beginning the parenting process.			
Unit Supporting Standards			
A1. Describe the impact of technology on individual and family resources as related to child development, parenting education, and early childhood education and services. C6. Explain how society's changing economic and technological conditions influence individual growth, including parenting practices of caregivers and family members D9. Explain the role of nurturance on the growth and development of children. D10. Explain the role of communication on the growth and development of children. D11. Analyze the role of family and support systems in meeting the growth and development needs of children. E13. Summarize expectations and responsibilities of the family unit. E14. Identify potential consequences of parenting practices for the individual, family, and society. E15. Assess various societal conditions that impact parenting across the lifespan. E16. Compare and contrast cultural differences in roles and responsibilities of parenting. H26. Analyze alternatives to biological parenthood.			
Essential Questions			
How do families grow and change over time? Why are families important and how do they influence who we are? What can families pass on from generation to generation?			
Performance Expectations: Skills		Performance Expectations: Essential Knowledge/Concepts	
1. Investigate and analyze family structures and functions in relation to child development 2. Describe and contrast different types of families 3. Distinguish between a family value and a tradition		1. Family structures 2. The functions of a family 3. Types of families 4. Trends affecting families	



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4. Budget for a family of four 5. Analyze ways families cope with pressures 6. Conduct research on an individual to deepen understanding of the impact of family structures, types of family, trends affecting the family and family life cycle on the individual.	4. Life cycle of the family
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
Individually, students define family, then communicate and collaborate within a group, to come up with a shared definition of family. List the functions of family that help develop a child. Distinguish between family values and family traditions. Compare and contrast the impacts of trends affecting families. Create a budget for a family of four. Research a famous person's family structure, type of family, and trends that affected their family; using this, evaluate the influence that the person's family had on their success.	Resource links: 1. Family Think/Family Pair 2. List Functions of the Family 3. Example of family value and family tradition 4. Family Slides 5. Making a family budget 6. Family Budget Sheet 7. Famous Person Activity



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Grade(s)	9-12		
Unit Title and Purpose	Unit 5: Positive Guidance		
Timeframe	4 weeks		
Vision of the Graduate			
Communicator: Students share their experiences with young children and/or seeing how other caregivers discipline children.			
Collaborator: Students work together to find the appropriate strategy for correcting a child’s behavior.			
Problem Solver: Students solve behavior problems by analyzing child behaviors. Students reflect on their behavior and the solution their parents used to address it.			
Unit Priority Standards			
M. Positive Collaborative Relationships: Demonstrate techniques for positive collaborative relationships with children.			
Unit Supporting Standards			
M.50. Establish developmentally appropriate guidelines for behavior.			
M.51. Describe problem-solving methods and skills used with children.			
M.52. Identify interpersonal skills that promote positive and productive relationships with children [and families].			
Essential Questions			
Why do children misbehave?			
What is the difference between discipline and punishment?			
How can positive discipline strategies be used to address negative child behaviors?			
Performance Expectations: Skills		Performance Expectations: Essential Knowledge/Concepts	
1. Explain the difference between discipline and punishment		1. Discipline vs. punishment	
2. Investigate the reasons children misbehave		2. Reasons children misbehave	
3. Evaluate different solutions for misbehavior in young children		3. Positive discipline choices	
4. Identify positive discipline techniques to use with young children			
Student Learning Tasks & Resources		Suggested Teacher Materials & Resources	
Distinguish between discipline and punishment.		Resource links:	
Investigate why children misbehave.		1. Why Children Misbehave	
Apply positive discipline to scenarios.		2. Short Video about Discipline	
Essay: Why You Misbehaved		3. Clips from Supernanny Episodes	
		4. Why You Misbehaved	