

## Advanced Child Development

**DOE CODE ACD 5360**

### Course Information

Teacher:

Ms. Sandra Malagon

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Length & Credits: One year / 2 credits

Grade Level: 9-12

Textbook: The Developing Child

### Course Description:

**Semester 1:** Child Development is an introductory course for all students as a life foundation and academic enrichment; it is especially relevant for students interested in careers that draw on knowledge of children, child development, and nurturing of children. This course addresses issues of child development from conception/prenatal through age 3. It includes the study of prenatal development and birth; growth and development of children; child care giving and nurturing; and support systems for parents and caregivers.

**Semester 2:** This course addresses issues of child development from age 4 through age 8 (grade 3). It builds on semester 1 information. Advanced Child Development includes the study of professional and ethical issues in child development; child growth and development; child development theories, research, and best practices; child health and wellness; teaching and guiding children; special conditions affecting children; and career exploration in child development and nurturing.

<b>Highland High School's Grading Scale</b>	
<i>Percentage</i>	<i>Letter Grade Equivalent</i>
90-100	A
80-89	B
70-79	C
60-69	D
59 and below	F
<b>Semester Grade Break Down</b>	
Grading period 1	40%
Grading period 2	40%
Final	20%

**Course Content and Standards Measured:**

<b>Semester 1:</b>	
<b>Course Units</b>	<b>Standards</b>
Unit 1: Conception	<p><i>CD 2.1-Examine biological processes related to conception, prenatal development, birth and health of child and mother.</i></p> <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> <li>*Power point notes</li> <li>*Anatomy Foldable</li> <li>*Explain the process of conception</li> </ul>
Unit 2: THE TRIMESTERS OF PREGNANCY	<p><i>CD 2.2-Evaluate physical, emotional, and environmental factors of prenatal development and birth in relation to the health of the parents and child.</i></p> <p><i>CD2.3-Analyze legal, moral, and ethical impacts of technology related to the birth of a child (e.g. infertility issues, surrogacy, selective abortion due to health of unborn child or multiple births, stem cell usage and others.</i></p> <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> <li>*Power point notes</li> <li>*Chapter 4 notes</li> <li>*First, Second, Third Trimester foldable</li> <li>*Getting Ready for Baby magazine KWL assignment</li> </ul>
Unit 3: Prenatal Care	<p><i>CD 2.2-Evaluate physical, emotional, and environmental factors of prenatal development and birth in relation to the health of the parents and child.</i></p> <p><i>CD2.3-Analyze legal, moral, and ethical impacts of technology related to the birth of a child (e.g. infertility issues, surrogacy, selective abortion due to health of unborn child or multiple births, stem cell usage and others.</i></p> <p><i>CD 3.4-Assess effects of pre-pregnancy, prenatal, and postnatal nutrition on health and wellness of mother and child.</i></p> <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> <li>*Power Point notes</li> <li>*Birth Defect foldable pocket</li> <li>*Testing foldable</li> <li>*8 page booklet-Prenatal care</li> <li>*Read article on Fetal Alcohol Syndrome and FASD</li> <li>*Watch Monica and David and write reflection</li> </ul>

Unit 4: Birth	<p><i>CD 2.1-Examine biological processes related to conception, prenatal development, birth and health of child and mother.</i></p> <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> <li>*Power point notes</li> <li>*Discovery video-Conception to Birth</li> <li>*Guest speaker-birthing processes</li> <li>*Article review-Eating the placenta</li> <li>*Video-The Business of Being Born and written reflection</li> <li>*Stages of birth foldable</li> </ul>
Unit 5: New Born	<p><i>CD 3.4-Assess effects of pre-pregnancy, prenatal and postnatal nutrition on health and wellness of mother and child.</i></p> <p><i>CD 4.1-Apply current and emerging research on human growth and development, including brain research, to assess nurturing practices.</i></p> <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> <li>*Power point notes</li> <li>*Pros and cons bottle feeding vs. breast feeding</li> <li>*Create a What to Expect from a Newborn brochure</li> <li>*Brain Development activity</li> <li>*Reality Baby home for a weekend</li> </ul>
Unit 6: First Year	<p><i>CD 4.2-Evaluate communication strategies that promote positive self-esteem in children.</i></p> <p><i>CD 3.5-Examine how gender, ethnicity, culture and life events impact child development.</i></p> <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> <li>*Power point notes</li> <li>*Chapter 7 assignment</li> <li>*Baby's First Year Poster assignment</li> </ul>
Unit 7: CHILDREN AGES 1-3	<p><i>CD 3.1-Survey the history of child development, including prominent theorists.</i></p> <p><i>CD 3.5-Examine how gender, ethnicity, culture and life events impact child development.</i></p> <p><i>CD 4.3-Implement nurturing practices that support human growth and development of young children.</i></p> <p><i>CD 4.4-Analyze impacts of abuse and neglect on children and families and identify methods of prevention.</i></p>

	<p><i>CD 4.5-Examine nurturing practices unique to infants and young children with special needs.</i></p> <p><i>CD 5.1-Evaluate criteria for selecting and providing care and services, including preventative health care, for children.</i></p> <p><i>CD 5.2-Explain the importance of friends, family and community relationships in supporting parents and caregivers.</i></p> <p><i>CD 5.3-Describe community resources, services and opportunities that support parenting and nurturing.</i></p> <p><i>CD 5.4-Analyze current laws, regulations, and policies related to parenting and care giving.</i></p> <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> <li>*Power point notes</li> <li>*Watch the movie “Babies” and discuss how the similarities and differences of babies in different countries.</li> <li>*Article review: Attachment Parenting</li> <li>*Show “FOREVER SHAKEN”.</li> <li>*Observations of children of various ages.</li> <li>*Research the Developmental Theorist and role play their theory</li> </ul>
<p>Unit 8: CAREERS IN CHILD DEVELOPMENT</p>	<p><i>CD 5.5-Discuss careers that draw on knowledge of children, child development, and nurturing of children.</i></p> <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> <li>*Research project and presentation on careers in child development.</li> </ul>

<b>Semester 2:</b>	
<p>Unit 1:Ethics</p> <ul style="list-style-type: none"> <li>● NAEYC Code of Ethical Conduct</li> </ul>	<p>1.1 Demonstrate components of critical thinking, creative thinking, and reasoning</p> <p>1.5 Examine the interrelationships among thinking, communication, leadership, and management processes to address family, community, and workplace issues</p> <p>2.1 Utilize emerging technologies responsibly to enhance child-related interactions and careers</p> <p>2.2 Apply professional codes of conduct for interacting with</p>

	<p>children, their families, and co-workers</p> <p>2.3 Devise standards and demonstrate techniques for positive, collaborative relationships with children, their families, and co-workers</p> <p>4.3 Analyze impacts of social, economic, technological, and environmental forces, including media and marketing, on adult actions related to children and on child growth and development</p> <p>6.3 Demonstrate respect for diversity with sensitivity to anti-bias, gender equity, age, culture, and ethnicity related to children, parenting, and child nurturing practices</p> <p>Assignments:</p> <p>*Ethical Dilemmas Case Studies</p>
<p><u>Unit 2: Theories</u></p> <ul style="list-style-type: none"> <li>● Ch 1: Learn About Children</li> <li>● Ch 15.1 Brain Development from Four to Six</li> <li>● Ch 18.1 The Developing Brain from Seven to Twelve</li> </ul>	<p>3.2 Investigate impacts of heredity and environment on growth and development of children, ages 4 to 8</p> <p>3.4 Examine how gender, ethnicity, and life events relate to the child’s development, ages 4 to 8</p> <p>4.2 Examine policies, issues, and trends in the workplace, community, nation, and world that impact children and child nurturing practices</p> <p>4.3 Analyze impacts of social, economic, technological, and environmental forces, including media and marketing, on adult actions related to children and on child growth and development</p> <p>Assignments:</p> <p>*Theories Compare and Contrast Poster</p>
<p><u>Unit 3: MPIES</u></p> <ul style="list-style-type: none"> <li>● Ch 13: Physical Development from Four to Six</li> <li>● Ch 14: Emotional and Social Development from Four to Six</li> </ul>	<p>3.1 Examine physical, intellectual, emotional, social, and moral domains of human growth and development</p> <p>3.2 Investigate impacts of heredity and environment on growth and development of children, ages 4 to 8</p> <p>3.3 Assess effects of nutrition on the growth and development of children, ages 4 to 8</p> <p>3.4 Examine how gender, ethnicity, and life events relate to the child’s development, ages 4 to 8</p>

<ul style="list-style-type: none"> <li>● Ch 15: Intellectual Development from Four to Six</li> <li>● Ch 16: Physical Development from Seven to Twelve</li> <li>● Ch 17: Emotional and Social Development from Seven to Twelve</li> <li>● Ch 18: Intellectual Development from Seven to Twelve</li> </ul>	<p>5.2 Design strategies to meet nutrition requirements and provide safe and nutritious food for children</p> <p>6.1 Assess strategies that promote physical, emotional, social, intellectual, cultural, and moral development of children</p> <p>Assignments:</p> <ul style="list-style-type: none"> <li>*Snack Lab</li> <li>*Menu &amp; Exercise Plan Development Project</li> <li>*Gross Vs. Fine Motor Skills Lab</li> </ul>
<p><u>Unit 4: Teaching /Guiding &amp; Learning Through Play</u></p> <ul style="list-style-type: none"> <li>● Ch 15.2 Learning from Four to Six</li> <li>● Ch 18.2 Learning from Seven to Twelve</li> <li>● Ch 22: Child Care and Early Education</li> </ul>	<p>1.1 Demonstrate components of critical thinking, creative thinking, and reasoning</p> <p>4.1 Examine roles and responsibilities of the family unit, caregivers, and educators for nurturing children, providing children with a stimulating environment, and transmitting societal expectations, culture, and traditions to children</p> <p>4.4 Examine laws and legal issues that impact children, parents, caregivers, child educators, and child nurturing practices</p> <p>4.5 Determine strategies for advocating on behalf of children and families in areas such as child care, prevention of child abuse and neglect, and parental support</p> <p>6.2 Analyze components of an integrated curriculum that incorporate a child’s language, learning styles, home experiences, and cultural values</p> <p>6.3 Demonstrate respect for diversity with sensitivity to anti-bias, gender equity, age, culture, and ethnicity related to children, parenting, and child nurturing practices</p> <p>6.4 Choose positive guidance and discipline practices that promote child growth and development</p> <p>Assignments:</p> <ul style="list-style-type: none"> <li>•Activity Development Group Project</li> <li>*Observations Activity</li> </ul>

	*Preschool Classroom Design Project
<p><u>Unit 5: Child Health &amp; Special Conditions</u></p> <ul style="list-style-type: none"> <li>● Ch 20: Children’s Health and Safety</li> <li>● Ch 21: Family Challenges</li> </ul>	<p>1.1 Demonstrate components of critical thinking, creative thinking, and reasoning</p> <p>3.2 Investigate impacts of heredity and environment on growth and development of children, ages 4 to 8</p> <p>5.3 Provide a safe and supportive environment through developmentally appropriate clothing, housing, furnishings, toys, equipment, and modes of transportation</p> <p>5.4 Examine information and analyze options for health and wellness practices to enhance long-term well-being and development of children</p> <p>5.5 Identify available community services and resources, including financial resources that contribute to the long-term well-being and development of children</p> <p>6.5 Formulate nonviolent, proactive strategies to prevent and manage conflict between children and between adults and children, including bullying</p> <p>7.1 Examine characteristics, needs, and interventions related to children with special needs, such as those who are academically gifted; have learning, emotional, and physical difficulties; and experience developmental delays</p> <p>7.2 Investigate inherited and environmental conditions which adversely affect children and determine interventions to provide a safe and secure environment for children</p> <p>7.3 Determine situations that require crisis intervention and community services available to provide this intervention</p> <p style="text-align: center;">Assignments:</p> <p style="text-align: center;">*Health &amp; Special Conditions Brochure</p> <p style="text-align: center;">*Bullying Program Group Project</p>
<p><u>Unit 6: Careers</u></p> <ul style="list-style-type: none"> <li>● Ch 23: Careers Working with Children</li> </ul>	<p>1.6 Demonstrate fundamentals to college and career success</p> <p>4.4 Examine laws and legal issues that impact children, parents, caregivers, child educators, and child nurturing practices</p> <p>4.5 Determine strategies for advocating on behalf of</p>

	<p>children and families in areas such as child care, prevention of child abuse and neglect, and parental support</p> <p>8.1 Examine potential career paths, trends, and job market opportunities in areas related to children, child development, and nurturing of children</p> <p>8.2 Determine roles and functions; knowledge, skills, and attitudes; and rewards and demands associated with various careers and levels of employment in areas related to children, child development, and nurturing of children</p> <p>8.3 Analyze personal qualifications, interests, values, and educational preparation required for careers and employment in areas related to children, child development, and nurturing of children</p> <p>Assignments:</p> <ul style="list-style-type: none"> <li>*Purdue Northwest field trip or guest speaker or research project</li> </ul>
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**Reality Baby:**

You will be required to take care of a reality baby for 2days/2 nights. A parent permission slip is required. If you removed the sensor during your assigned time, you will automatically receive a zero. Students are responsible for the baby and all of the supplies checked out during this assignment.

**\*\*Note:** All assignments and projects are subject to change **\*\***

**INTERPERSONAL RELATIONSHIPS**

**DOE Code 5364**  
**Semester Course**  
**One Credit**  
**Brenda Richardson**



**Grade Scale:**

GRADE %	LETTER EQUIVALENT
90-100	A
80-89	B
70-79	C
60-69	D
59 AND BELOW	F

GRADES: Course work is equally weighted in the grade book.

Semester grades are based on first semester=40%, second semester=40% and final exam=20%.

TEXTBOOK-Strengthening Family and Self (Goodheart-Wilcox, 2010)

***POWER STANDARD 1.0: Students will evaluate the need for self-esteem in career, community and family settings.***

**UNIT 1-SELF CONCEPT**

*IR 1.3-Demonstrate leadership that encourages participation and respect for the ideas, perspectives, and contributions of group members.*

*IR 1.5-Examine interrelationships among thinking, communication, leadership and management, positive attitude, adaptability/flexibility, stress resilience, accountability, self-discipline, resourcefulness, cooperation, self-assessment)*

*IR 3.3-Consider effects of self-esteem and self-image on relationships in career, community, and family settings.*

*IR 6.2-Create an environment that encourages and respects the ideas, perspectives and contribution of all group members in career, community and family settings.*

*IR 6.6-Demonstrate processes for cooperating, compromising, and collaborating in career, community and family settings.*

**ASSIGNMENTS:**

- \*Power point and discussion
- \*Create a family and do ice breaker activities with family members
- \*Evaluate your self-esteem health.
- \*Discuss influences on self-esteem.
- \*Draw your story and share with class.
- \*Affirmation Feast Activity
- \*Journal-5 paragraph-Self Esteem

***POWER STANDARD 2.0: Students will summarize the steps of decision making and discuss how decisions are influenced by morals, values and attitudes.***

**UNIT 2-DECISION MAKING**

*IR 1.1-Demonstrate components of critical thinking, creative thinking and reasoning.*

*IR 1.4-Apply management, decision-making, and problem solving processes to accomplish tasks and fulfill responsibilities.*

*IR 1.7-Apply standards of ethical behavior when making judgments or taking personal actions.*

*IR 2.4-Distinguish codes of conduct and their impacts on relationships in career, community, and family settings.*

*IR 6.2-Create an environment that encourages and respects the ideas, perspectives and contribution of all group members in career, community and family settings.*

**ASSIGNMENTS:**

\*Describe how morals, values and attitudes effects self esteem.

\*Decision making case study assignment

\*Air Crash Scenario decision making

\*Values Auction

\*Journal-5 paragraph-Decision Making

**POWER STANDARD 3.0: Students will practice communication skills in various settings.**

**UNIT 3-COMMUNICATION**

*IR 4.1-Describe basic components of the communication process*

*IR 4.2-Evaluate and apply attitudes that contribute to effective communication in career, community and family settings.*

*IR 4.3-Demonstrate effective listening and feedback techniques and assess their influences on relationships in career, community and family settings.*

*IR 4.4-Analyze strategies to overcome communication barriers in career, community and family settings.*

*IR 4.5-Analyze principles of ethical communication in career, community and family settings.*

*IR 4.6-Assess impacts of selection and use of communication technologies on relationships in career, community, and family settings.*

*IR 4.7-Choose appropriate communication methods and styles for business and social situations.*

**ASSIGNMENTS:**

\*Demonstrate components of the communication process.

\*Personal Interviews

\*Family Discussions

**POWER STANDARD 4.0: Students will critique their relationships in various settings.**

**UNIT 4-RELATIONSHIPS**

*IR 2.1-Analyze purposes and expectations of various types of relationships in career, community and family setting.*

*IR 2.2-Explore impacts of multiple life roles and responsibilities on relationships.*

*IR 2.3-Examine and contrast characteristics and consequences of healthy and unhealthy relationships in career, community and family settings.*

*IR 2.4-Distinguish codes of conduct and their impacts on relationships in career, community and family settings.*

*IR 3.1-Examine ways relationships are influenced by personal characteristics and stages of physical, intellectual, emotional, social and moral development.*

*IR 3.2-Evaluate influences of personal needs and wants and on relationships in career, community and family settings.*

*IR 3.3- Consider the effects of self-esteem and self-image on relationships in career, community, and family settings.*

*IR 3.4-Analyze impacts of personal standards and behaviors on relationships in career, community and family settings.*

*IR 3.5-Examine impacts of stress management on relationships in career, community and family settings.*

**ASSIGNMENTS:**

- \*Relationship qualities fishing
- \*Group work-Top 10 important qualities in relationships
- \*Compare and contrast-Healthy vs. Unhealthy relationships
- \*Deal Breakers discussion
- \*Exit Strategy role plays

**POWER STANDARD 5.0: Students will develop a plan for dealing with crisis situations in various settings.**

<b>UNIT 5-CRISIS</b>
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*IR 1.1-Demonstrate components of critical thinking, creative thinking and reasoning.*

*IR 1.7-Apply standards of ethical behavior when making judgments or taking personal actions.*

*IR 5.1-Describe key components of preventing, resolving and managing conflicts in career, community and family settings.*

*IR 5.2 Demonstrate effective responses to conflict and harassment in career, community and family settings.*

*IR 5.3 Implement strategies to increase tolerance of individual or group differences; prevent bullying, violence, and abuse; and encourage peaceful resolution of conflict in career, community and family setting.*

*IR 5.4-Assess community resources, services and agencies that support conflict prevention, resolution and management.*

**ASSIGNMENTS:**

- \*Power point notes
- \*Create a safety plan
- \*Clothesline Project
- \*Weather forecast warning signs of abuse
- \*Industry guest speakers

## **EDUCATION PROFESSIONS I**

**Year Course**  
**Two Credits/semester-4 credit total/year**  
**Brenda Richardson**

**Grade Scale:**

GRADES %	LETTER EQUIVALENT
90-100	A
80-89	B
70-79	C
60-69	D
59 and below	F

**GRADES:** Course work is equally weighted in the grade book.  
Semester grades are based on first semester=40%, second semester=40% and final exam=20%.

**TEXTBOOK-**Teaching (Goodheart-Willcox, 2010)

**STUDENTS ATTEND THE ELEMENTARY ON A DAILY BASIS AFTER THE FIRST 6 WEEKS OF SCHOOL AND WILL ASSIST IN A CLASSROOM FOR THE REMAINDER OF THE SCHOOL YEAR.**

***POWER STANDARD 1.0: Students will explore factors related to preparing for a career in education and related careers.***

**UNIT 1-THE TEACHER**

*EF 1.1-Examine roles, functions, education and training, and licensure/certification requirements of individuals engaged in education and related careers.*

*EF 1.2-Explain personal characteristics, abilities, knowledge, skills and requirements needed to work as a competent educator in education and related careers.*

*EF 1.3-Understand ethical and legal standards and principles that impact education and related careers, including liability and confidentiality in family/school relationships.*

*EF 1.4-Recognize the symptoms of child abuse and neglect and the appropriate reporting protocol.*

**ASSIGNMENTS:**

- \*What makes a good teacher? Discussion
- \*Influential Teaching/Learning experience paper
- \*Log 4-INTASC STANDARD 10
- \*Supervising Teacher Evaluations each nine weeks (work readiness skills)
- \*Attendance at a School Community Meeting (each semester)
- \*Attendance at a Volunteer Activity (each semester)
- \*Reflection of lesson

***POWER STANDARD 2.0: Students will apply basic learning theories and principles to learners.***

**UNIT 2-THE LEARNER**

*EF 2.1-Apply basic learning theories and principles to learners.*

*EF 2.2-Examine how effective teaching practices accommodate learning styles, learning differences and special needs.*

*EF 2.3-Explain how language, culture and educational background affect learning and schools.*

*EF 2.4-Examine physical, emotional, social and intellectual development of children and adolescents.*

*EF 2.5-Describe management strategies that promote positive student behavior while engaging students in learning.*

*EF 2.6 Explain how schedules, activities, routines and transitions promote learning.*

*EF 2.7 Identify the cultural, environmental, and family factors that affect the students in schools.*

**ASSIGNMENTS:**

- \*MPIES (types of development) examples group work
- \*Role Play Developmental Theories
- \*Learning Styles examples group work
- \*Right Brain/Left Brain quiz
- \*The animal School/Multiple Intelligence pictures
- \*Developmental Stages Poster
- \*Developmental Autobiography
- \*Observation/Case Study
- \*Disability Awareness project

**POWER STANDARD 3.0: STUDENTS WILL RELATE CURRICULUM AND INSTRUCTION TO STUDENT'S DEVELOPMENTAL NEEDS.**

**UNIT 3-LESSON PLANNING**

*EF 3.1 Describe curriculum and instruction models.*

*EF 3.2 Establish instructional goals that are developmentally appropriate.*

*EF 3.3 Develop organizational and managerial skills that enhance performance.*

*EF 3.4 Utilize relevant standards in instructional planning and assessment.*

*EF 3.5 Apply principles and elements of effective instruction and assessment.*

**ASSIGNMENTS:**

- \*Practice Lesson plans
- \*Mini Lesson (first semester)
- \*Lesson plan 1
- \*Lesson plan 2
- \* Lesson plan 3
- \*Videotaped Lesson with reflection

**POWER STANDARD 4.0: STUDENTS WILL CREATE AN OPTIMAL LEARNING ENVIRONMENT FOR STUDENTS.**

**UNIT 4-CLASSROOM MANAGEMENT**

*EF 4.1 Determine classroom management procedures that support learning.*

*EF 4.2 Describe how materials, furnishings, and other resources create safe and effective instructional environments.*

**ASSIGNMENTS:**

- \*The Essential 55 rules for a classroom
- \*Junie B Jones and the classroom rules
- \*Classroom Introduction
- \*Classroom Map/Climate Report
- \*Safety Procedures

***POWER STANDARD 5.0: STUDENTS WILL DEVELOP AND MANAGE INSTRUCTIONAL PLANS BASED UPON KNOWLEDGE OF SUBJECT MATTER AND CURRICULUM GOALS.***

***POWER STANDARD 6.0: STUDENTS WILL EMPLOY A VARIETY OF INSTRUCTIONAL AND ASSESSMENT STRATEGIES TO PROMOTE OPTIMAL LEARNING.***

<b>UNIT 5-INSTRUCTIONAL STRATEGIES</b>
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*EF 5.1-Examine ways student learning is influenced by teaching strategies.*

*EF 5.2-Describe purposes of and techniques for assessing student learning.*

*EF 5.3-Summarize how assessment is integrated into teaching and learning.*

*EF 5.4-Understand how learner feedback guides instruction.*

*EF 5.5-Integrate technology as a tool for instruction, evaluation and management.*

*EF 5.6-Demonstrate discussion and questioning techniques that promote critical thinking and problem solving.*

**ASSIGNMENTS:**

- \*Watch The Ron Clark Story and reflection
- \*Bulletin Board (each semester)
- \*Mini Lesson plan (first semester)
- \*Book Prop Game
- \*Lesson plan 1
- \*Lesson plan 2
- \*Lesson plan 3
- \*Videotaped lesson with reflection

***POWER STANDARD 7.0: STUDENTS WILL APPLY EXPERIENCES TO THE INTASC STANDARDS FOR BEGINNING TEACHERS.***

<b>UNIT 6-INTASC STANDARDS</b>
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**ASSIGNMENTS:**

- \*Attendance at School Community meeting (each semester)
- \*Attendance at Volunteer Activity (each semester)
- \*Portfolio Assistance Assignment
- \*Log 1-7. Proof of INTASC standard in classroom

## EDUCATION PROFESSIONS II

**DOE Code 5404**

**Year Course**

**Two Credits/semester-4 credit total/year**

**Brenda Richardson**

**Grade Scale:**

GRADES %	LETTER EQUIVALENT
90-100	A
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**TEXTBOOK-**Teaching (Goodheart-Willcox, 2010)

**STUDENTS ATTEND THE ELEMENTARY ON A DAILY BASIS AFTER THE FIRST 6 WEEKS OF SCHOOL AND WILL ASSIST IN A CLASSROOM FOR THE REMAINDER OF THE SCHOOL YEAR.**

***POWER STANDARD 1.0: Students will evaluate factors related to preparing for a career in education and related careers.***

#### **UNIT 1-THE TEACHER**

*EF 1.1-Analyze roles, functions, education and training, and licensure/certification requirements of individuals engaged in education and related careers.*

*EF 1.2-Demonstrate personal characteristics, abilities, knowledge, skills and requirements needed to work as a competent educator in education and related careers.*

*EF 1.3-Understand ethical and legal standards and principles that impact education and related careers, including liability and confidentiality in family/school relationships.*

*EF 1.4-Review and prepare for licensure requirements including, but not limited to, the PRAXIS/PPST.*

*EF 1.5-Examine the historical and contemporary significance of education in society.*

*EF 1.6-Determine requirements of a Highly Qualified Professional.*

*EF 1.7-Construct and assemble career preparatory materials, including but not limited to: Resume, Career Portfolio Requirements, Research, FCCLA Teach and Train STAR Event, ETC.*

#### **ASSIGNMENTS:**

- \*What makes a good teacher? Discussion
- \*Influential Teaching experience paper
- \*Log 4-INTASC STANDARD 10
- \*Supervising Teacher Evaluations each nine weeks (work readiness skills)
- \*Attendance at a School Community Meeting (each semester)
- \*Attendance at a Volunteer Activity (each semester)
- \*Reflection of lesson
- \*Create Highly Qualified Teacher checklist
- \*Education in History timeline
- \*Portfolio Assignment

***POWER STANDARD 2.0: Students will apply basic learning theories and principles to learners.***



## UNIT 2-THE LEARNER

*EF 2.1-Apply basic learning theories and principles to learners.*

*EF 2.2-Demonstrate effective teaching practices accommodate learning styles, learning differences and special needs.*

*EF 2.3-Evaluate language, culture and educational background affects learning and schools.*

*EF 2.4-Analyze physical, emotional, social and intellectual development of children and adolescents.*

*EF 2.5-Determine management strategies that promote positive student behavior while engaging students in learning.*

*EF 2.6 Create schedules, activities, routines and transitions promote learning.*

*EF 2.7 Explain ways the cultural, environmental, and family factors that affect the students in schools.*

### ASSIGNMENTS:

- \*MPIES (types of development) examples group work
- \*Role Play Developmental Theories
- \*Present lessons on Learning Styles
- \*Present lesson on Right Brain/Left Brain
- \*Observation/Case Study
- \*Disability Awareness project
- \*Modify a special needs student's assignment
- \*Plan a day of instruction

**POWER STANDARD 3.0: STUDENTS WILL RELATE CURRICULUM AND INSTRUCTION TO STUDENT'S DEVELOPMENTAL NEEDS.**

## UNIT 3-LESSON PLANNING

*EF 3.1 Assess curriculum and instruction models to determine usage.*

*EF 3.2 Establish instructional goals that are developmentally appropriate.*

*EF 3.3 Develop organizational and managerial skills that enhance performance.*

*EF 3.4 Analyze relevant standards in instructional planning and assessment.*

*EF 3.5 Apply principles and elements of effective instruction and assessment in the field experience setting.*

### ASSIGNMENTS:

- \*Evaluate Practice Lesson plans from Education Profession I
- \*Mini Lesson (first semester)
- \*Lesson plan 1
- \*Lesson plan 2
- \* Lesson plan 3
- \*Videotaped Lesson with reflection

**POWER STANDARD 4.0: STUDENTS WILL CREATE AN OPTIMAL LEARNING ENVIRONMENT FOR STUDENTS.**

## UNIT 4-CLASSROOM MANAGEMENT

*EF 4.1 Evaluate classroom management procedures that support learning.*

*EF 4.2 Design a plan for materials, furnishings, and other resources create safe and effective instructional environments.*

*EF 4.3-Plan a community/and or family school partnership event to positively influence the school environment.*

*EF 4.4-Assess the structure of school governance.*

**ASSIGNMENTS:**

- \*The Essential 55 rules for a classroom
- \*Junie B Jones and the classroom rules
- \*Classroom Introduction
- \*Design an ideal classroom
- \*Safety Procedures
- \*School Community meeting assessment assignment

***POWER STANDARD 5.0: STUDENTS WILL DEVELOP AND MANAGE INSTRUCTIONAL PLANS BASED UPON KNOWLEDGE OF SUBJECT MATTER AND CURRICULUM GOALS.***

***POWER STANDARD 6.0: STUDENTS WILL EMPLOY A VARIETY OF INSTRUCTIONAL AND ASSESSMENT STRATEGIES TO PROMOTE OPTIMAL LEARNING.***

<b>UNIT 5-INSTRUCTIONAL STRATEGIES</b>
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*EF 5.1-Apply a variety of teaching strategies to impact student learning.*

*EF 5.2-Examine purposes of and apply techniques for assessing student learning.*

*EF 5.3-Demonstrate how to integrate assessment into teaching and learning.*

*EF 5.4-Evaluate student data to guide instruction.*

*EF 5.5-Integrate technology as a tool for instruction, evaluation and management.*

*EF 5.6-Demonstrate discussion and questioning techniques that promote critical thinking and problem solving.*

**ASSIGNMENTS:**

- \*Watch The Ron Clark Story and reflection
- \*Bulletin Board (each semester)
- \*Mini Lesson plan (first semester)
- \*Design a lesson using technology
- \*Lesson plan 1
- \*Lesson plan 2
- \*Lesson plan 3
- \*Videotaped lesson with reflection

***POWER STANDARD 7.0: STUDENTS WILL APPLY EXPERIENCES TO THE INTASC STANDARDS FOR BEGINNING TEACHERS.***

<b>UNIT 6-INTASC STANDARDS</b>
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**ASSIGNMENTS:**

- \*Attendance at School Community meeting (each semester)
- \*Attendance at Volunteer Activity (each semester)
- \*Portfolio Assistance Assignment
- \*Log 1-7. Proof of INTASC standard in classroom

## **INTRODUCTION TO HOUSING AND INTERIORS**

**DOE Code: 5350**

**Year long Course**

**Two Credits**

**Brenda Richardson and Sandra Malagon**

**Grade Scale:**

GRADE %	LETTER EQUIVALENT
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90-100	A
80-89	B
70-79	C
60-69	D
59 AND BELOW	F

**GRADES:** Course work is equally weighted in the grade book.

Semester grades are based on first semester=40%, second semester=40% and final exam=20%.

**TEXTBOOK-**HOUSING AND INTERIOR DESIGN, Evelyn L. Lewis and Carolyn S. Turner

### **UNIT 1-HOUSING NEEDS AND INFLUENCES**

IHID 3.1-Examine factors affecting housing choices and types of available housing related to satisfying needs, wants, values and lifestyle of individuals, families, clients and communities.

IHID 3.2-Assess individual, family, client and community needs, goals and resources in planning for housing, interiors and furnishings.

IHID 3.3-Analyze geographic locations, efficiency, aesthetic preferences and required maintenance in order to make housing choices that meet the needs of individuals, families, clients and communities.

IHID 3.4-Evaluate the impact of zoning regulations, restrictions and ownership options on housing choices.

IHID 3.5-Examine the processes and costs for acquiring and maintaining a residence or business.

### **UNIT 2-ELEMENTS AND PRINCIPLES OF DESIGN**

IHID 6.8-Apply color theory and design elements and design principles in planning and selecting furnishings, and appropriate interior background treatments.

IHID 6.3-Identify the elements and principles of design.

IHID 6.9-Compare and contrast functionality and aesthetics of interior space designs, furniture arrangement and common architectural features.

### **UNIT 3-PRINCIPLES OF COLOR**

IHID 6.8-Apply color theory, design elements and design principles in planning and selecting furnishings and appropriate interior background treatments.

### **UNIT 4-SPACE PLANNING OF HOUSING AND INTERIORS**

IHID 4.1-Interpret and evaluate floor plans and scaled drawings.

IHID 4.2-Analyze activity zones, traffic patterns and storage systems of floor plans for safety, efficiency and adequacy.

IHID 4.3-Create floor plans that meet the needs of individuals, families and clients.

IHID 4.5-Prepare interior floor plans using standard industry scale and symbols.

IHID 4.7-Examine aesthetics, function and psychological impacts of design plans that meet that address the individuals, families, clients and communities needs, goals and resources.

#### **UNIT 5-INTERIOR TREATMENTS AND EFFECTS PRODUCED**

IHID 6.4-Analyze floor plans for arrangement of furniture and furnishings considering architectural features, usable space, circulations/traffic patterns and the elements and principles of design.

IHID 6.8-Apply color theory, design elements and design principles in planning and selections of furnishings and appropriate interior background treatments for floor, walls, and window of living and work environments.

IHID 6.9-Compare and contrast functionality and aesthetics of interior space designs, furniture arrangement and common architectural features.

IHID 7.3-Identify design concepts of interior environments to accommodate universal design accessibility and other needs of the physically challenged and elderly.

IHID 7.4-Identify features of basic architecture and furniture styles.

#### **UNIT 6-SELECTION, USE AND CARE OF INTERIOR FURNISHINGS**

IHID 2.6-Practice technical skills required of professionals in the housing, interior design and furnishings industry.

#### **UNIT 7-MARKETING OF PLANS**

IHID 5.1-Devise and write a design plan identifying design phases and processes, client needs and consultations and project management.

IHID 5.2-Demonstrate professional lettering and labeling, creation of legends, keys and information boxes to communicate design ideas.

IHID 5.3-Design and illustrate the foundational elements of marketing a professional identity.

IHID 5.4-Practice various methods of interior design presentation using available information technology, presentation media and other resources in client presentation.

## **UNIT 8-CAREERS IN HOUSING AND INTERIORS**

IHID 2.1-Examine potential career paths, opportunities and trends in the housing, interior design and furnishings industry.

IHID 2.2-Determine roles and functions; knowledge, skills and attitudes; rewards and demands associated with careers and levels of employment in the housing, interior design and furnishings industry.