

Child Development Unit 1: Parenting, Pregnancy and Birth

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| ESTABLISHED GOALS: | <i>Transfer</i> | |
| <u>Competencies:</u> | <i>Students will be able to independently use their learning to make effective decisions related to parenthood.</i> | |
| <ul style="list-style-type: none"> • <i>Students will demonstrate the ability to analyze and evaluate parenting roles and practices in order to maximize whole child growth and development.</i> • <i>Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.</i> • <i>Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences.</i> • <i>Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.</i> | <i>Meaning</i> | |
| <u>Content Standards:</u> | ENDURING UNDERSTANDINGS | ESSENTIAL QUESTIONS |
| NASAFACS - National Association of State Administrators for Family and Consumer Sciences | <i>Students will understand that...</i> | |
| <ul style="list-style-type: none"> • NASAFACS 15.1 - Analyze roles and responsibilities of parenting. • NASAFACS 15.2 - Evaluate parenting practices that maximize human growth and development. • NASAFACS 15.3 - Evaluate external support systems that provide services for parents. • NASAFACS 15.4 - Analyze physical and emotional factors related to beginning the parenting process. | <ul style="list-style-type: none"> • decisions made during pregnancy could have a profound effect on their future and the future of their unborn child. • decisions surrounding becoming a parent and the roles of parenthood are very important and should not be taken lightly. | <ul style="list-style-type: none"> • What does it mean to be a parent? • Is everyone meant to be a parent? |
| | <i>Acquisition</i> | |
| | <i>Students will know...</i> | <i>Students will be skilled at...</i> |
| | <ul style="list-style-type: none"> • the roles and responsibilities of parenthood. • the parenting practices that maximize human growth and development both in utero and postnatal. • the pregnancy process from conception to birth. • that there are alternative methods to becoming a parent. • that there are a variety of birthing scenarios. <p><i>vocabulary:</i> dilate, cesarean birth, apgar, scale, grasp, reflex, adoption, positive reinforcement, self-discipline, discipline, negative reinforcement, prenatal, uterus, conception, embryo, amniotic fluid, fetus, In vitro fertilization, Infertility, ovum, miscarriage, ultrasound, surrogate, obstetrician, surrogate, birth defect, postnatal period, labor, mid-wife, reflexes, contractions, fontanel, epidural, cervix, zygote, placenta, umbilical cord</p> | <ul style="list-style-type: none"> • analyzing parenting roles, expectations and responsibilities across the lifespan. • analyzing consequences of parenting practices to the individual, family, and society. • analyzing societal conditions that influence parenting across the lifespan. • choosing nurturing practices that support human growth and development. • assessing common practices and emerging research about discipline on human growth and development. • assessing community resources and services available to families. • analyzing biological processes related to prenatal development, birth, and health of child and mother. • analyzing the emotional factors of prenatal development and birth in relation to the health of parents and child. |

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| | | <ul style="list-style-type: none"> analyzing implications of alternatives to biological parenthood and the legal and ethical impacts of current and emerging technology on fertility and family planning. |
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| <i>Content Area Literacy Standards</i> | <i>21st Century Skills</i> |
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| WHST.11-12.1 Write arguments focused on <i>discipline-specific content</i> . WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research. RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources | <ul style="list-style-type: none"> <i>Make Judgments and Decisions</i> <i>Reason Effectively</i> <i>Collaborate with Others</i> |

| Assessment Evidence | |
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| <i>Evaluative Criteria</i> | <i>Assessment Evidence</i> |
| | PERFORMANCE TASK(S): |
| | OTHER EVIDENCE: |

| Summary of Key Learning Events and Instruction | | |
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| <i>Summary of Key Learning Events and Instruction</i> | | |
| <i>Science Integration</i> | <i>College, Career, and Civic Life Integration</i> | <i>Technology Integration</i> |
| <i>District Materials</i> | <i>Distance Learning/Field Trips</i> | <i>Technology Resources</i> |
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