



# GEORGIA MIDDLE SCHOOL

Instructional Resources  
CAREER, TECHNICAL, & AGRICULTURAL EDUCATION

## FAMILY & CONSUMER SCIENCES

**COURSE:** Family and Consumer Sciences

**UNIT 2:** Early Childhood Education

### INTRODUCTION

---

**Annotation:**

In this unit, the student will learn basic child care skills and techniques.

**Grade(s):**

<input type="checkbox"/>	6 <sup>th</sup>
<input type="checkbox"/>	7 <sup>th</sup>
<input checked="" type="checkbox"/>	8 <sup>th</sup>

**Time:**

Four to six 50 minute class periods

**Author:**

Shirley Perry

**Additional Author(s):**

Linda Truman, Middle School Math Reviewer  
Donna Wright, Special Education Reviewer

**Students with Disabilities:**

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided appropriately. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation. Many students (both with and without disabilities) who struggle with reading may benefit from the use of text reading software or other technological aids to provide access to printed materials. Many of these are available at little or no cost on the internet.

## FOCUS STANDARDS

---

### GPS Focus Standards:

**FACS8-ECE1-** Students will analyze human growth and development and demonstrate the integration of knowledge, skills and practices of the caregiver-educator roles.

- a) Discuss principles of human growth and development.
- b) Assess conditions that influence human growth and development.
- c) Identify factors that affect growth and development.
- d) Investigate the roles and responsibilities of parents and caregivers.
- e) Analyze career paths within early childhood education and childcare services.

### GPS Academic Standards:

**M8A4** – Students will graph and analyze graphs of linear equations and inequalities.

- a. Interpret slope as a rate of change.

**M8D2** – Students will determine the number of outcomes related to a given event.

- a. Use tree diagrams to find the number of outcomes.
- b. Apply the addition and multiplication principles of counting.

**M8P4** – Students will make connections among mathematical ideas and to other disciplines.

- c. Recognize and apply mathematics in contexts outside of mathematics.

### National / Local Standards / Industry / ISTE:

**NEACS.** Utilize developmentally appropriate practices and other child development theories when planning for early childhood education.

## UNDERSTANDING & GOALS

---

### Enduring Understandings:

- Parenting skills are needed by everyone who comes in contact with children whatever the situation might be; parent, caregiver, or teacher.
- The role and responsibility of becoming a parent should not be taken lightly.

### Essential Questions:

1. What are the principles of human growth and development?
2. What conditions influence human growth and development?
3. What factors affect human growth and development?
4. What are the roles and responsibilities of parents and caregivers?
5. What are the pathways that may lead to a career in child care services?

### Knowledge from this Unit:

1. Identify selected terms that are related to human growth and development.
2. Identify child care service careers.
3. Explain how math is used in everyday living.

### Skills from this Unit:

1. Create a babysitting kit
2. Develop a modified career portfolio

## ASSESSMENTS

---

### Assessment Method Type:

- ☒ Pre-test
- ☐ Objective assessment - multiple-choice, true- false, etc.
  - ☐ Quizzes/Tests
  - ☐ Unit test
- ☐ Group project
- ☒ Individual project
- ☐ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
  - ☐ Self-check rubrics
  - ☐ Self-check during writing/planning process
  - ☒ Journal reflections on concepts, personal experiences and impact on one's life
  - ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
  - ☐ Academic prompts
  - ☐ Practice quizzes/tests
- ☒ Subjective assessment/Informal observations
  - ☐ Essay tests
  - ☒ Observe students working with partners
  - ☐ Observe students role playing
- ☐ Peer-assessment
  - ☐ Peer editing and commentary of products/projects/presentations using rubrics
  - ☐ Peer editing and/or critiquing
- ☐ Dialogue and Discussion
  - ☐ Student/teacher conferences
  - ☒ Partner and small group discussions
  - ☐ Whole group discussions
  - ☒ Interaction with/feedback from community members/speakers and business partners
- ☐ Constructed Responses
  - ☐ Chart good reading/writing/listening/speaking habits
  - ☐ Application of skills to real-life situations/scenarios
- ☒ Post-test

### Assessment(s) Title:

#### KWL Chart

### Assessment(s) Description/Directions:

The students should be given the KWL chart to complete as an introduction to the unit. They will complete the last column after the unit has been completed. This should be done independently by each student and used by the teacher as an evaluative instrument.

### Attachments for Assessment(s):

#### KWL chart

## LESSON PLANS

---

### 1. Identify the Standards. Standards should be posted in the classroom for each lesson.

**FACS8-ECE1-** Students will analyze human growth and development and demonstrate the integration of knowledge, skills and practices of the caregiver-educator roles.

- Discuss principles of human growth and development.
- Assess conditions that influence human growth and development.
- Identify factors that affect growth and development.
- Investigate the roles and responsibilities of parents and caregivers.

### 2. Review Essential Questions.

- What are the principles of human growth and development?
- What conditions influence human growth and development?
- What factors affect human growth and development?
- What are the roles and responsibilities of parents and caregivers?
- What are the pathways that may lead to a career in child care services?

### 3. Identify and review the unit vocabulary by using the KWL Chart.

#### Vocabulary: Early Childhood Grade Eight

aptitude	career	caregivers	child abuse
child neglect	cognitive	cover letter	discipline
embryo	development		
	emotional	environment	fetus
	development		
guidance	heredity	infant	job application form
moral development	newborn	nurture	physical development
preschooler	responsibilities	resume	roles
social development	toddler		

### **LESSON 1: IDENTIFYING THE PRINCIPLES OF HUMAN GROWTH and DEVELOPMENT**

---

- Give students the **KWL Chart ECE** with the vocabulary and have them to complete columns one based on what ever association they may have about the word. Next ask them to write a question in column two about what they want to learn about the term. \*Note if students have never completed a KWL chart before explain it to them and also remind them that this is independent work, and they are not to discuss what they know or do not know with their classmates while completing the chart. A sharing time may be done after all of the charts have been completed.
- Directions: Have students use reference materials (related textbooks, dictionaries and/or online resources) to look up the meaning of the vocabulary words as they relate to parenting skills and human growth and development. Note the last five terms are related to career preparation skills.

3. Divide students into five groups and ask them to research information on one of the topics below, next create a graphic organizer or PowerPoint on their finding.

- physical development
- social development
- emotional development
- cognitive development
- moral development.

After the presentations have been presented ask students to identify differences and similarities between the different developmental stages. They may use a Venn diagram to show their findings.

### • LESSONS 2 & 3: THE CONDITIONS AND FACTORS OF HUMAN GROWTH AND DEVELOPMENT

---

Show the video Lifetimes of Changes: Development and Growth from Discovery Education (United Streaming) <http://streaming.discoveryeducation.com/>. You should view the video first and use your discretion as to which segments you will show. It is designed for grades 3-5, but the content for the segment on human growth is for a more mature audience. Following the viewing of the video you may have students to draw a timeline made up of words that describe them during each stage of the lifespan. Students may draw pictures instead of using words.

Math related activity M8A4:

Students will graph and analyze graphs with slope as rate of change.

Students can record the growth of a child in a graph. **See Slope attachment.**

M8D2: Students can make a tree diagram of growth outcomes.

Various conditions affect growth. Have the students to research three conditions and use in a tree diagram to predict growth outcome of tall, medium, or short in height. Visit the websites

<http://math.youngzones.org/tree.html> and/or

<http://www.shodor.org/interactivate/lessons/TreeDiagramsProb/> to instruct students how to create a tree diagram if they are not familiar with the procedure.

Math related activity M8P4:

Recognize and apply mathematics in contexts outside of mathematics. Ask students to select three different types of infant formula, different brands of prepared baby food, or different brands of the same size disposable diapers and compute the cost per ounce or diaper. They can show their findings in a chart. If they do not have access to a store they may be able to do online shopping or use sale flyers from the local store.

Have students working in groups to research the cost of day care in their community and the services that each day care provides. Again they can graph their findings.

### • LESSONS 3-6: CAREER PREPARATION SKILLS

---

1. Have students to brainstorm a list of child care related careers. Remind them to think outside of the box by thinking of items that are related to children's play, clothing, care, education, and advertising. Next, allow each student to select a career that he/she will research.

2. Students will create a mini **career portfolio** (see **Guidelines For Modified Career Portfolio MS ECE** attachment). If you have limited computers in your classroom, schedule a visit to the media center, computer lab or schedule the laptop cart, which ever works best for your particular school. In addition to doing career research, the students will take aptitude tests using such sites as [www.gacollege411.org](http://www.gacollege411.org) or <http://www.gcic.peachnet.edu/>.
3. Have students to visit the Georgia Department of Labor's website <http://www.dol.state.ga.us/> to view child care related jobs that are available in various cities across the state of Georgia. They should look to see which part of the state is offering the most jobs that are child care related and job qualifications. Allow the students to share their findings in a class discussion panel.
4. Review with student the attachments on creating resumes and letter writing. Have each student to create their own resume. Next have them to write a cover letter applying for a fictitious child care related job.
5. Invite a guest speaker to share employability skills and/or discuss their specific child care related job. The guest speaker's presentation should always be followed by a review of what the students each learned from the presentation.
6. Discuss babysitting responsibilities and safety. Have the students to make a babysitting kit. (See attachment **Babysitting Kit Instruction Sheet** and/or website).

### **Assessment Activity.**

Have students to complete the last column (what I learned) on the KWL chart.

### **Attachments for Learning Experiences:**

Career Portfolio Instruction Sheet  
Babysitting Kits Instruction Sheet (see website)  
Sample resume  
Definitions of suggested vocabulary

### **Notes & Reflections:**

The examples and suggestions listed can be modified to meet the unique needs of you the teacher and of your students. Use resources that are available in your school community. Use the sample cover letter (business letter) that is included on the CTAE CD.



## **CULMINATING PERFORMANCE TASK**

---

**Culminating Unit Performance Task Title:**

**Culminating Unit Performance Task Description/Directions/Differentiated Instruction:**

**Attachments for Culminating Performance Task:**

## UNIT RESOURCES

---

### Web Resources:

<http://math.youngzones.org/tree.html>

<http://www.shodor.org/interactivate/lessons/TreeDiagramsProb/>

<http://www.brainpop.com/> (your school or system may subscribe to this site)

<http://www.gacollege411.org>

<http://www.bls.gov/OCO/> (Occupational Outlook Handbook)

<http://www.dol.state.ga.us/> (Georgia Department of Labor)

<http://www.bellaonline.com/articles/art9679.asp> (babysitting kit ideas)

[http://www.ehow.com/how\\_4773476\\_babysitting-kit.html](http://www.ehow.com/how_4773476_babysitting-kit.html) (babysitting kit ideas)

<http://www.gcic.peachnet.edu/> (Georgia Career Information Center, you will need the login for your individual school/system)

### Attachment(s):

### Materials & Equipment:

#### What 21st Century Technology was used in this unit:

<input type="checkbox"/>	Slide Show Software
<input type="checkbox"/>	Interactive Whiteboard
<input type="checkbox"/>	Student Response System
<input checked="" type="checkbox"/>	Web Design Software
<input type="checkbox"/>	Animation Software
<input type="checkbox"/>	Email

<input type="checkbox"/>	Graphing Software
<input type="checkbox"/>	Calculator
<input type="checkbox"/>	Desktop Publishing
<input type="checkbox"/>	Blog
<input type="checkbox"/>	Wiki
<input checked="" type="checkbox"/>	Website

<input type="checkbox"/>	Audio File(s)
<input checked="" type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Image File(s)
<input checked="" type="checkbox"/>	Video
<input type="checkbox"/>	Electronic Game or Puzzle Maker