

# **PLANNED INSTRUCTION**

**A PLANNED COURSE FOR:**

\_\_\_\_\_ **Parenting Skills** \_\_\_\_\_

**Curriculum writing committee:**  
**Beth Pavinich**

**Grade Level:**  
9-12

**Date of Board Approval:** \_\_\_\_\_ 2020 \_\_\_\_\_

## Course Weighting: Parenting Skills

Chapter Tests	40%
Essays/Projects	35%
Homework/Classwork	25%
Total	100%

## Curriculum Map

### Overview:

This course prepares students for the role of being a parent or working with young children. Students will study the importance of learning about children, the processes of conception and birth, responsibilities of parenting and ways to develop parenting skills and build strong families, and how to provide care and guidance in parenting infants. Students will participate in the “Baby Think it Over” Real care baby program.

### Goals:

#### Dating and Relationships

- Love vs. Infatuation
- Mate Selection
- Healthy Relationships

#### Chapter 1: Making a Difference in Children’s Lives

- Nature vs. Nurture
- Explain Maslow’s Hierarchy of Human Needs
- Define Human Life Cycle

#### Chapter 2: Responsibilities of Parenting

- Things to consider when deciding to become a parent
- Financial Responsibilities of parenthood
- Sexual Development and Teen Parenthood
- Abstinence Consequences of Teen Sexual Activity
- Options for Teen Parents Who Choose to Have the baby
- Adoption Options

#### Chapter 3: Building Strong Families

- Families Basic Needs
- Types of Families: Nuclear, Single Parent, Blended
- Parenting Styles: Authoritarian, Democratic, Permissive

Age appropriate behavior

#### **Chapter 4: Prenatal Development**

Infertility and Sterility Causes

Multiple Births

Stages of Development

Causes of Birth Defects

#### **Chapter 5: Preparing for Birth**

Early Signs of Pregnancy

The First Doctors Appointment

Discomforts of Pregnancy

Emotional Health

Infant Necessities

Feeding Methods

Choosing a Pediatrician

#### **Chapter 6: The Baby's Arrival**

Signs of Labor

3 Stages of Childbirth

Delivery

Complications in Delivery

Postpartum Depression and Psychosis

Baby Think it Over "Real Care Baby"

#### **Chapter 7: The Baby's First Year**

Infant growth and development

Safe Way to Hold a Baby

Check-Ups and Immunizations

Shaken Baby Syndrome

#### **Big Ideas:**

- Children grow and learn in understandable observable patterns that can be recognized and optimized through consistent and stable family and community environments.

#### **Textbook and Supplemental Resources:**

- [https://drive.google.com/drive/folders/1bw4VS\\_3NoFLPaLPaBH4La3uMCK-cDwx1](https://drive.google.com/drive/folders/1bw4VS_3NoFLPaLPaBH4La3uMCK-cDwx1)
- The Developing Child (TDC) textbook, Glencoe/McGraw-Hill, 2010

- TDC Early Childhood Observations Workbook, Glencoe/McGraw-Hill, 2010
- TDC Presentation plus – visual teaching aids
- Model: Baby Think It Over Simulation
- Infant Videos: The First Years Last Forever Safe From the Start
- Real Care Baby curriculum materials and infant simulators
- Loveisrespect.org
- <https://www.plannedparenthood.org/>
- PBS Video Series: The 9 Months that Made You
- PBS Video: Life’s Greatest Miracle
- “Ever After” Movie
- “15 and Pregnant” Movie

## Curriculum Plan

Time/Days 10 Days

**By unit list:** Relationships

- **Standards (by number):**

11.2.9.A

- **Anchors:**

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CC.1.5.11-12.D

CC.1.5.11-12.F

- **Eligible Content:**

- What is the difference between love and infatuation
- How do we choose a mate?
- What is the difference between a healthy and unhealthy relationship
- What are resources available if I need relationship help?

**Objectives:** (Include DOK Levels, see Attached DOK Wheel and refer to the definition of the DOK levels)

- Students will identify the differences between love and infatuation (DOK 1)
- Students will compare the different ways to meet a mate (DOK 2)
- Students will summarize the characteristics of a healthy relationship (DOK 2)
- Students will identify characteristics of an unhealthy relationship (DOK 1)

**Core Activities and Corresponding Instructional Methods: (be specific, list activities related to materials/resources, include hot links, article titles etc.)**

- Students will participate in "speed dating" get to know each other ice breaker activity
- Direct instruction students will read and discuss "mate selection" google slides
- Using the [loveisrespect.org](http://loveisrespect.org) website students will discuss the power and control wheel
- Students will create a t-chart to define characteristics of healthy vs. unhealthy relationships
- Direct instruction on the different types of abuse: sexual, physical, emotional, neglect, financial, digital, stalking, and boundaries.
- Guest speaker, school social worker, to discuss healthy relationships and what to do if you are part of or witness an unhealthy relationship
- Partner project on types of abuse, present to class

**Assessments:**

- **Diagnostic:**
  - Prior knowledge of love vs. lust
  - Discussion on types of relationships
  - Responses to teacher driven questions
- **Formative:**
  - Self-assessments on [loveisrespect.org](http://loveisrespect.org)
- **Summative:**
  - Abuse Project and Presentation to class
  - Unit Test

**Extensions:** Project on dating through the decades

**Correctives:** Students may make and review flashcards of vocabulary words

Students may make an outline of the chapter

**Time/Days** 12 days

**By unit list:** Chapter 1: Learning About Children

- **Standards (by number):**

11.2 A,B,C,F,H

11.4 A,B,C,D,E

- **Anchors:**

CC.1.5.11-12.A CC.1.5.11-12.D CC.1.5.11-12.F CC.1.5.11-12.G CC.1.4.11-12.F CC.1.4.11-12.L CC.1.4.11-12.T

- **Eligible Content:**

- What is Nature vs. Nurture?
- What are the stages of Childhood development?
- What are the universal characteristics of a developing child?
- What is Maslow's Hierarchy?
- What is the Human Life Cycle?

**Objectives:** (Include DOK Levels, see Attached DOK Wheel and refer to the definition of the DOK levels)

- Investigate the best way to learn about children
- Summarize how children learn and develop important skills (DOK 2)
- Categorize the stages of development during childhood (DOK 2)
- Categorize the stages of Maslow's Hierarchy and how it fits into your life (DOK 2)
- Identify the stages of the human life cycle (DOK 1)

**Core Activities and Corresponding Instructional Methods: (be specific, list activities related to materials/resources, include hot links, article titles etc.)**

- Direct instruction using teacher created google slides:
  - Compare and contrast the past and the present views on raising children

- Characteristics of development
- Importance of Childhood development and stages of development
- Heredity and Environment
- Nurture vs. Nature
- Maslow's Hierarchy of Needs
- Human Life Cycle
- Chapter 1 notes and vocabulary
- Cup activity to identify each level of Maslow's Hierarchy
- Video clips on Maslow's Hierarchy from YouTube  
<https://www.youtube.com/watch?v=tzQ9vrvTAtk>
- Create your own version of Maslow's Hierarchy to define your goals
- Human Life cycle Timeline activity

**Assessments:**

- **Diagnostic:** Class discussions, questioning on prior knowledge
- **Formative:** Chapter 1 review sheet
- **Summative:** Chapter 1 Unit Test

**Extensions:** Word cloud on Maslow's Hierarchy levels

**Correctives:** Students may make and review flashcards of vocabulary words  
 Students may make an outline of the chapter

**Time/Days** 10 Days

**BY unit list:** Chapter 2 Responsibilities of Parenting

- **Standards (by number):**
  - 11.1 B, E, F, G
  - 11.2A. B, F, H
  - 11.4 B, C, E

- **Anchors:**

CC.1.5.11-12.A CC.1.5.11-12.D CC.1.5.11-12.F CC.1.5.11-12.G CC.1.4.11-12.F CC.1.4.11-12.L CC.1.4.11-12.T

- **Eligible Content:**

- What does it mean to be a responsible parent?
- What is a budget?
- What are the items you need to consider when thinking about having a child?
- What is abstinence?
- What is peer pressure?
- What are your parenting options when having a baby?

**Objectives:** (Include DOK Levels, see Attached DOK Wheel and refer to the definition of the DOK levels)

- Summarize who can benefit from knowing about child development & parenting (DOK 2)
- Analyze the five areas of responsibilities for parents (DOK 4)
- Construct the items necessary to be included in a family budget (DOK 2)
- Assess the sexual pressures involved in sexual development. (DOK 3)
- Formulate the benefits of abstinence (DOK 3)
- Summarize the possible consequences of sexual activity (DOK 2)
- Analyze the various types of adoption available (DOK 4)
- Compare & contrast the various options available to a teen parent (DOK 2)
- Differentiate what it means to be sexually responsible (DOK 3)
- Summarize the various types of birth control available to a teen (DOK 2)

**Core Activities and Corresponding Instructional Methods: (be specific, list activities related to materials/resources, include hot links, article titles etc.)**

- Group preview activity: Reasonable expectations
- Chapter 2 notes and vocabulary
- Direct Instruction with teacher generated google slides
  - What is the role of a parent?
  - How do you know if you are ready to be a parent?
  - Parenthood readiness
  - Safe Haven Law

- Direct Instruction
  - Parental financial responsibilities
  - Partner Budget Activity: Create a budget as a new parent for all of baby's expenses using spreadsheet
  - Budgeting for Baby activity worksheet
- Chapter 2 Unit Test
- **Assessments:**
  - **Diagnostic:** Teacher guided questions and student prior knowledge
  - **Formative:** Chapter 2 review worksheet and kahoot review  
Budget Project
  - **Summative:** Chapter 2 Unit Test

**Extensions:** View movie "15 and Pregnant" and write reflection essay

**Correctives:** Students may make and review flashcards of vocabulary words

Students may make an outline of the chapter

**Time/Days 10**

**By unit list:** Chapter 3: Building Strong Families

- **Standards (by number):**
  - 11.2 A,B,C,F,G,H
  - 11.4 A,B,C,D,E
- **Anchors:**
  - CC.1.5.11-12.A CC.1.5.11-12.D CC.1.5.11-12.F CC.1.5.11-12.G CC.1.4.11-12.F CC.1.4.11-12.L CC.1.4.11-12.T
- **Eligible Content:**
  - What are qualities of a strong family?

- How do you handle family conflict?
- What are the different types of families?
- What are the 4 types of parenting styles?
- How do you guide a child's behavior in a positive manner?
- How do you handle and redirect inappropriate behaviors from a child?

**Objectives:** (Include DOK Levels, see Attached DOK Wheel and refer to the definition of the DOK levels)

- Differentiate the qualities that contribute to building a strong family (DOK 3)
- Compare/contrast the different family structures. (DOK 2)
- Classify the trends affecting families. (DOK 2)
- Investigate the basic categories of children's needs. (DOK 3)
- Critique the 4 different parenting styles. (DOK 4)
- Create effective ways to guide children's behavior. (DOK 4)
- Identify and define the different types of families (DOK 1)

**Core Activities and Corresponding Instructional Methods:**

- On a T Chart write down what you like most about your family, and what you would change about your family dynamic
- Direct instruction: Teacher created google slides
  - Meet the basic needs of the family
  - Prepare the children to live in society
  - Provide support through good times & bad
  - Form traditions & spend time together
  - Share values & teach morals
  - Handle conflict
- Chapter 3 notes and vocabulary
- Group review activity: Write down all of the values and morals you think are important in a strong family •
- Direct instruction: Types of family structures define and compare and contrast
- List as many TV or movie families as you can think of for each category. Be able to explain why they fit in a particular family
- Video: Ever-after – write a reflection essay including the various family types and identifying the parenting styles each family employs.
- Direct instruction: Trends affecting families Mobility Aging population – intergenerational families Economic, workplace, and technology
- Direct instruction: How to meet children's needs
- Review Maslow's Hierarchy of Human Needs

- Direct instruction: Parenting Styles
- Direct instruction: Teacher created google slides Dealing with inappropriate behavior
- Family Structures Foldable Project
- Chapter 3 Unit Test

**Assessments:**

- **Diagnostic:** Teacher guided questions and student prior knowledge
- **Formative:** Family Structures Foldable  
Ever After Movie Essay
- **Summative:** Chapter 3 Unit Test

**Extensions:** Write an essay on your family type and ideal parenting style

**Correctives:** Students may make and review flashcards of vocabulary words

Students may make an outline of the chapter

**Time/Days 11**

**By unit list:** Chapter 4: Prenatal Development

- **Standards (by number):**

11.1 A,E,F,G

11.2 A,B,F,H

11.4 A,B,E

- **Anchors:**

CC.1.5.11-12.A CC.1.5.11-12.D CC.1.5.11-12.F CC.1.5.11-12.G CC.1.4.11-12.F CC.1.4.11-12.L CC.1.4.11-12.T

- **Eligible Content:**

- What is conception?
- What happens if a male or female is infertile?
- What are the variations of multiple births?
- What are the stages of pregnancy?
- What is the definition of a birth defect?
- What are the causes of birth defects?

**Objectives:** (Include DOK Levels, see Attached DOK Wheel and refer to the definition of the DOK levels)

- Recall what occurs during each of the 3 stages of prenatal development (DOK 1)
- Compare/Contrast miscarriage and stillbirth (DOK 2)
- Analyze how major birth defects can be diagnosed (DOK 4)
- Draw conclusions to the hazards that alcohol and other drugs pose to prenatal development (DOK 3)
- Assess why environmental hazards must be avoided during pregnancy (DOK 3)
- Cite evidence of how a fetus can be affected by a certain illness the mother may contract.(DOK 3)

**Core Activities and Corresponding Instructional Methods: (be specific, list activities related to materials/resources, include hot links, article titles etc.)**

- Chapter 4 Notes and Vocabulary
- Direct instruction using google slides
  - Conception
  - Female anatomy
  - Male anatomy
  - Contraception
- Recreate female and male anatomy using play-doh and white board to label parts
- Direct instruction: using google slides and video clips
  - Multiple births
  - Infertility
  - Artificial insemination
  - In Vitro fertilization
- DVD: PBS – Life’s Greatest Miracle
- Direct instruction using google slides:
  - Prenatal development Germinal stage – Zygote - implantation
  - Embryonic stage – Embryo Fetal stage –

- Development month by month
- Baby Mobile Project: Fetal Development Month By Month
- Direct instruction: Types & causes of Birth Defects
  - Environmental birth defects
  - Hereditary birth defects
  - Combination of Environment & Heredity
  - Chromosomal errors
  - Birth Defects – Causes & Effects
  - Prevention & diagnosis of birth defects Importance of genetic counseling
  - Prenatal tests
  - Teratogens
- Real Care Baby Infant Simulators
  - Drug Addicted Baby
  - FAS/FASD Baby
- Guest Speaker on FAS/FASD
- Birth Defect Informational Brochure Project
- PBS Video Series: The 9 Months that Made You

**Assessments:**

- **Diagnostic:** Teacher guided questions and student prior knowledge
- **Formative:** Baby mobile Project  
Play Doh Models  
Review Kahoot
- **Summative:** Chapter 4 Unit Test  
Birth Defects Brochure Project

**Extensions:** Research further prenatal testing methods for birth defects

**Correctives:** Students may make and review flashcards of vocabulary words

Students may make an outline of the chapter

**Time/Days:** 10

**By unit list:** Chapter 5: Preparing for Childbirth

- **Standards (by number):**

11.1 A.E.F.G

11.2 A, B,C,F,H

11.4 A,B,E

- **Anchors:**

CC.1.5.11-12.A CC.1.5.11-12.D CC.1.5.11-12.F CC.1.5.11-12.G CC.1.4.11-12.F CC.1.4.11-12.L CC.1.4.11-12.T

- **Eligible Content:**

- What are the early signs of pregnancy?
- What are the different types of medical specialists who help pregnant women and deliver babies?
- What can you expect from doctors' visits?
- What bodily changes can be expected during pregnancy?
- How do you prepare your house for the arrival of an infant? What are necessities an infant will need?
- What is the difference between bottle and breastfeeding?

**Objectives:** (Include DOK Levels, see Attached DOK Wheel and refer to the definition of the DOK levels)

- Investigate the early signs of pregnancy (DOK 3)
- Formulate the importance of proper nutrition during pregnancy(DOK 2)
- Classify the six categories of basic baby supplies (DOK 2)
- Summarize why parents need to develop a budget(DOK 2)
- Summarize how expectant parents can prepare for the birth of a child (DOK 2)
- Compare and contrast the options for the delivery of a baby(DOK 2)

**Core Activities and Corresponding Instructional Methods: (be specific, list activities related to materials/resources, include hot links, article titles etc.)**

- Chapter 5 Notes and vocabulary
- Direct instruction using google slides
  - Early signs of pregnancy Medical care •
  - Group work: List what things pregnant teens need to be aware of to have a healthy baby.
- Direct instruction: Changes to mom during pregnancy
  - Weight gain during pregnancy -
  - MyPlate.gov
  - Maternity Clothes
  - Healthy Daily Routines
  - Emotional Health during pregnancy
- Baby's room
  - Basic baby supplies
  - Safe cribs – current changes to safety regulations •
- Group review work: What items will your newborn need in the first month
- Direct instruction using google slides: Prepared childbirth classes for labor & delivery – Lamaze
- Healthcare professionals
  - Ob/GYN
  - Midwife
  - Family Doctor
- Places to give birth
- Guest Speaker: Birth Coach and Doula
- Formula feeding vs. Breastfeeding
  - Debate on advantages and disadvantages of each

**Assessments:**

- **Diagnostic:** Teacher guided questions and student prior knowledge
- **Formative:** Chapter 5 Kahoot Review  
Feeding Debate
- **Summative:** Chapter 5 Unit Test

**Extensions:** Additional research and interview of a midwife

**Correctives:** Students may make and review flashcards of vocabulary words  
Students may make an outline of the chapter

**Time/Days:** 15

**By unit list:** Chapter 6 Labor and Delivery

- Standards (by number):
  - 11.1 A, E,F,G
  - 11.2 A, B, C, F, H
  - 11.4 A,B,E
  
- Anchors:
  - CC.1.5.11-12.A CC.1.5.11-12.D CC.1.5.11-12.F CC.1.5.11-12.G CC.1.4.11-12.F CC.1.4.11-12.L CC.1.4.11-12.T
  
- Eligible Content:
  - What are signs that labor is near?
  - What are the 3 stages of Childbirth?
  - What happens during labor and delivery?
  - What are possible complications during pregnancy?
  - What is the Apgar scale?

**Objectives:** (Include DOK Levels, see Attached DOK Wheel and refer to the definition of the DOK levels)

- Summarize the progression of labor. (DOK 2)
- Investigate what happens during cesarean birth.(DOK 3)
- Recall the factors that can contribute to a premature birth. (DOK 1)
- Analyze a newborn's appearance immediately after birth. (DOK 4)
- Formulate the exams and procedures given to a newborn in the first few days. (DOK 3)
- Investigate what occurs during the hospital stay after delivery. (DOK 3)
- State the physical and emotional needs of a new mother. (DOK 1)

**Core Activities and Corresponding Instructional Methods: (be specific, list activities related to materials/resources, include hot links, article titles etc.)**

- Direct instruction Using Google Slides:
  - The Beginning of Labor
  - Early signs
  - The “show” – mucus plug in cervix
  - “Water” breaks – amniotic fluid
  - Contractions ,Fetal monitoring, Premature labor, False labor, Inducing labor
- 3 Stages of Labor
- Coping with labor
- Lamaze classes
- Anesthesia/Local anesthesia/Epidurals
- Cesarean Section
- Multiple births
- Apgar Scale Test
- Balloon and Ping pong ball activity
- Postnatal exam – after 1 month
- Postpartum Depression & Psychosis
- In class practice with Real Care Baby
- Activity: Baby Think It Over, (Real Care Baby) students will take the baby home for a weekend.
- Baby Think It Over – Reaction Paper
- Pre-Simulation Questionnaire Baby Think It Over – Baby Book

**Assessments:**

- **Diagnostic:** Teacher guided questions and student prior knowledge
- **Formative:** Chapter 6 Review Kahoot  
Real Care Baby In class practice
- **Summative:** Chapter 6 Unit Test  
Real Care Baby Weekend Simulation at home

**Extensions:** Examine and research reasons why a mother could need a cesarean sections

**Correctives:** Students may make and review flashcards of vocabulary words

Students may make an outline of the chapter

**Time/Days: 10**

**By unit list: Chapter 7:**

- **Standards (by number):**

- 11.1 A,B,C,G

- 11.2 A,B,C,F,H

- 11.4 A,B,C,E

- **Anchors:**

- CC.1.5.11-12.A CC.1.5.11-12.D CC.1.5.11-12.F CC.1.5.11-12.G CC.1.4.11-12.F

- CC.1.4.11-12.L CC.1.4.11-12.T

- Math anchors CC.2.2.HS.C.6

- **Eligible Content:**

- What are the four major influences on growth and development?
  - What is the proper way to handle a baby?
  - What is the proper way to dress a baby?
  - What is the proper way to clean a baby?
  - What is teething?
  - What are vaccinations?
  - What are common allergies in infants?
  - What are babies' first foods?

**Objectives:** (Include DOK Levels, see Attached DOK Wheel and refer to the definition of the DOK levels)

- Compare four major influences of an infant's growth and development.(DOK 2)
- Summarize how a baby typically grows in the first year. (DOK 2)
- Recognize how to safely hold a baby.(DOK 1)
- Recognize how to meet a baby's nutritional needs. (DOK 1)
- Summarize the best type of clothing suitable for a baby. (DOK 2)
- Recognize how to bathe a baby. (DOK 1)

- Analyze why checkups and immunizations are important for babies. (DOK 4)
- Analyze what occurs to the brain in Shaken Baby Syndrome and what triggers that may lead to shaking a baby.(DOK 4)

**Core Activities and Corresponding Instructional Methods: (be specific, list activities related to materials/resources, include hot links, article titles etc.)**

- Chapter 7 vocabulary and notes
- Direct instruction Using Google Slides: Typical growth during first year
  - Weight
  - Length
  - Body shape/ Proportion
- Article: Baby's First Teeth: The Order of Appearance •
- Direct instruction: Development during the first year Patterns of physical development
- Reflexes/ Fine motor skills /Gross motor skills
- Direct instruction and hand on activities using the Real Care Babies
  - Safely holding a baby
  - Diapering: Cloth vs. Disposable
  - Swaddling
  - Rocking
  - Burping
- Introducing solid foods
- Baby Food Taste Test activity
- Discuss common food Allergies and how to identify them
- Real Care Baby Shaken Baby Simulator
  - Pretest
  - Slide Presentation
  - Post Test
- Direct Instruction on infant and toddler baby proofing safety
- Infant product recall project
- **Assessments:**
  - **Diagnostic:** Teacher guided questions and student prior knowledge
  - **Formative:** Chapter 7 Kahoot Review

## Baby Food Taste Testing

- **Summative:** Chapter 7 unit test  
Shaken Baby Syndrome Post Test

**Extensions:** Create a meal plan for an infant with food allergies

**Correctives:** Students may make and review flashcards of vocabulary words

Students may make an outline of the chapter

## **Appendix:**

Subject Area - 11: Family and Consumer Sciences Standard Area -

11.1: Financial and Resource Management Grade Level - 11.1.9: Standard 11.1.9.A: Analyze current conservation practices and their effect on future renewable and non- renewable resources. • Refuse • Reduce • Reuse • Recycle

11.1.9.B: Explain the responsibilities associated with managing personal finances (e.g., savings, checking, credit, non- cash systems, investments, insurance).

11.1.9.C: Delineate and assess the factors affecting the availability of housing (e.g., supply and demand, market factors, geographical location, community regulations).

11.1.9.D: Explain how consumer rights and responsibilities are protected (e.g., government agencies, consumer protection agencies, consumer action groups).

11.1.9.E: Compare the influences of income and fringe benefits to make decisions about work.

11.1.9.F: Evaluate different strategies to obtain consumer goods and services.

11.1.9.G: Analyze how public, nonpublic and for-profit service providers serve the family.

Standard Area - 11.2: Balancing Family, Work, and Community Responsibility

11.2.9.A: Solve dilemmas using a practical reasoning approach • Identify situation • Identify reliable information • List choices and examine the consequences of each • Develop a plan of action • Draw conclusions • Reflect on decisions

11.2.9.B: Know FCCLA action planning procedure and how to apply it to family, work and community decisions.

11.2.9.C: Assess the effectiveness of the use of teamwork and leadership skills in accomplishing the work of the family

11.2.9.D: Analyze the space requirements for a specified activity to meet a given need

11.2.9.E: Evaluate the impact of technology and justify the use or nonuse of it (e.g., safety, cost/budget, appearance, efficiency).

11.2.9.F: Contrast past and present family functions and predict their probable impact on the future of the family.

11.2.9.G: Explain the influences of family life cycle stages on the needs of families and communities (e.g., a large number of young families needing day care, fixed income senior citizens, school age children).

11.2.9.H: Justify the significance of interpersonal communication skills in the practical reasoning method of decision making.

Standard Area - 11.3: Food Science and Nutrition Grade Level -  
11.3.9: Grade 9

11.3.9.A: Explain how scientific and technological developments enhance our food supply (e.g., food preservation techniques, packaging, nutrient fortification).

11.3.9.B: Identify the cause, effect and prevention of microbial contamination, parasites and toxic chemicals in food.

11.3.9.C: Analyze the impact of food addictions and eating disorders on health.

11.3.9.D: Analyze relationship between diet and disease and risk factors (e.g., calcium and osteoporosis; fat, cholesterol and heart disease; folate and birth defects; sodium and hypertension).

11.3.9.E: Analyze the energy requirements, nutrient requirements and body composition for individuals at various stages of the life cycle.

11.3.9.F: Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).

11.3.9.G: Analyze the application of physical and chemical changes that occur in food during preparation and preservation

Standard Area - 11.4: Child Development

Grade Level - 11.4.9: Grade 9 11.4.9.A: Analyze physical, intellectual and social/emotional development in relation to theories of child development.

11.4.9.B: Evaluate health and safety hazards relating to children at each stage of child development.

11.4.9.C: Evaluate various environments to determine if they provide the characteristics of a proper learning environment.

11.4.9.D: Analyze the roles, responsibilities and opportunity for family involvement in schools.

11.4.9.E: Explain how storytelling, story reading and writing enhance literacy development in children.

Reading CC.1.5.11-12.A: Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.1.5.11-12.D: Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

CC.1.5.11-12.F: Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

CC.1.5.11-12.G: Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.

CC.1.4.11-12.F: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

CC.1.4.11-12.L: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

CC.1.4.11-12.T: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Math CC.2.2.HS.C.6: Interpret functions in terms of the situation they model.

A1.1.1.2: Apply number theory concepts to show relationships between real numbers in problem solving settings.

**Checklist to Complete and Submit:**  
(Scan and email)

**Copy of the curriculum using the template entitled "Planned Instruction," available on the district website.**

The primary textbook form(s).

The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document.

Each principal and/or department chair has a schedule of First and Second Readers/Reviewers. Each Reader/Reviewer must sign & date below.

First Reader/Reviewer Printed Name \_\_\_\_\_ Beth Pavinich \_\_\_\_\_

First Reader/Reviewer Signature \_\_\_\_\_ Beth Pavinich \_\_\_\_\_

Date \_\_\_6/19/20\_\_\_\_\_

Second Reader/Reviewer Printed Name \_\_\_\_\_

Second Reader/Reviewer Signature \_\_\_\_\_ Date \_\_\_\_\_

**Please Go to Human Resources page on the Delaware Valley School District website for updated Payment form to be submitted.**

<https://pa01001022.schoolwires.net/site/handlers/filedownload.ashx?moduleinstanceid=7055&dataid=16708&FileName=AUTHORIZATION%20FOR%20PAYMENT%20-%20SECURED.pdf>