



Family and Consumer Sciences Grade 7

Course Number: 6755

Course Level: Secondary

Grade: 7th Family and Consumer Sciences

Time/Credit: 1 quarter / 45 days

Development Date: 2025 – 2026

School Board Approval:

Central Bucks School District
20 Welden Drive
Doylestown, PA 18901

Table of Contents

Department Learning Principles	p. 3
Enduring Understanding	p. 4
Essential Questions	p. 5
Course Overview.....	p. 6
Pacing Guide	p. 7
Unit 1 – Food Safety and Nutrition.....	p. 8
Unit 2 – Resource Management.....	p. 12
Unit 3 – Education and Early Childhood Development.....	p. 16

**Central Bucks School District
Teaching and Learning Principles**

1. Students learn best when they work in a caring and respectful environment.
2. Learning is most effective when sufficient structure and scaffolding are provided.
3. Students thrive when they are challenged at an appropriate level.
4. Engaging students in learning includes allowing them to make choices based on their interests and creative abilities.
5. Providing opportunities for in-depth problem solving enhances students' critical thinking skills.
6. Active participation is essential for meaningful learning experiences.
7. Students benefit from opportunities to demonstrate and practice responsibility.
8. Connecting new learning to prior knowledge deepens understanding and retention.
9. Student collaboration enriches the learning process.
10. Relating the curriculum to students' lives fosters engagement and personal connection.
11. Effective learning occurs when individual differences are acknowledged and accommodated.
12. Students grow when they learn from their mistakes in a supportive environment.
13. Successful learning requires the ability to reflect, self-assess, and use feedback to self-adjust.
14. Family and Consumer Sciences empowers students with real-world skills and knowledge that prepare them for independent, responsible living and lifelong success.

**Central Bucks School District
Family and Consumer Sciences Grade 7
Enduring Understandings**

Students will understand that:

Food Science and Nutrition

- Applying safe food handling, preparation, and storage practices prevents foodborne illness and promotes health.
- Accurate measuring, proper knife skills, and correct tool use are essential for safe and successful food preparation.
- Analyzing nutrition facts, food labels, and energy needs enables individuals to make informed choices that support lifelong wellness.
- Food systems, from production to consumption, impact food safety, cost, and sustainability.
- Nutrients and calories fuel the body, and understanding their role helps maintain energy balance and overall health.

Resource Management

- Proper clothing care and laundry practices extend the life of garments.
- Using resources wisely, including upcycling and repairing items, supports sustainability and reduces waste.
- Design elements influence the appearance of textile projects.
- Applying sewing construction techniques allows individuals to create products that are practical, durable, and visually appealing.
- Operating a sewing machine safely and accurately is an important life skill for creating and repairing items.

Education and Early Childhood Development

- Understanding child safety and developmental needs is essential for responsible caregiving.
- Positive interactions and age-appropriate activities promote healthy growth and development in children.
- Preparedness and responsibility are key qualities of an effective babysitter or caregiver.

**Central Bucks School District
Family and Consumer Sciences Grade 7
Essential Questions**

Food Science and Nutrition

- How does safe food handling and preparation practices protect our health?
- Why is it important to measure accurately and use the correct tools when cooking?
- How can understanding nutrition facts and food labels help us make healthier choices?
- In what ways does the food supply chain impact our food choices, and how much food costs?

Resource Management

- How can proper clothing care extend the life of our garments?
- How does upcycling or repairing items benefit individuals and the environment?
- How do design elements affect the function and appearance of a textile project?
- Why is it important to know how to operate a sewing machine safely and effectively?

Education and Early Childhood Development

- How can understanding child development help someone become a better caregiver?
- What safety considerations are most important when caring for children?
- How can a babysitter or caregiver create a positive and supportive environment for a child?

Central Bucks School District – Course of Study Overview

Family and Consumer Sciences Grade 7

Desired Results

Course Description:

In 7th-grade Family and Consumer Sciences, students will develop essential life skills through hands-on learning in the areas of food science and nutrition, resource management, education and early child development. In the Food Science and Nutrition Unit, they'll learn how to safely prepare recipes, understand where food comes from, and make informed nutritional choices using food labels and current dietary guidelines for balanced eating. In our Resource Management Unit, students will master the basics of clothing care, sustainability, and machine sewing through creative projects. Finally, they'll explore Early Education and Child Development Unit, and what it means to be a responsible caregiver. This course empowers students to make smart, nutritional, and responsible choices at home and in their community.

Prerequisite: None

Committee Members:

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Yvonne Flath
Kim Hein
JoAnn Smith

Acceptable Evidence.

Completion of in-class learning tasks that may include, but are not limited to:

- Cooking Labs
- Projects and Presentations
- Performance-Based Assessments
- Class participation

Course Grading: No Final Exam

Family and Consumer Sciences 7th – Pacing Guide

Content	Days
Unit 1 – Food Science and Nutrition	22
Intro to Kitchen Safety	2
Kitchen Safety and Sanitation	2
Measuring and Knife Safety	2
Label Reading	1
Food Labs (Nutrition, Demos & Labs)	15
<i>Intervention/Enrichment occurs throughout the unit</i>	
Unit 2 – Resource Management	18
Intro to Resource Management	1
Laundry and Clothing Care	3
Sewing Machine Basics	3
Sustainability and Upcycling	2
Textile Project	9
<i>Intervention/Enrichment occurs throughout the unit</i>	
Unit 3 – Education and Early Childhood Development	4
Child Development & Positive Guidance	2
Safety & Learning Environments	2
<i>Intervention/Enrichment occurs throughout the unit</i>	

NOTE: Additional remediation in standards/content from the grade level (or previous grade level) where the student completes this course will be provided for students when the teacher determines a student has not yet mastered that content. Enrichment opportunities will also be provided to meet the needs of students who acquire an understanding of the content faster than their class peers.

Required Texts and Software: None

Central Bucks School District – Course of Study – Family and Consumer Sciences Grade 7

Unit 1 – Food Science and Nutrition

Desired Results:

Students will develop the knowledge and skills to handle and prepare food safely, measure ingredients accurately, and use kitchen tools and appliances correctly to ensure both quality and safety in the kitchen. They will learn to identify food groups, understand nutrient functions, and make connections between food choices and overall health. By exploring the food supply chain, students will evaluate factors that influence food safety, availability, and sustainability. They will also use food labels to make informed dietary choices that support wellness.

Essential Questions:

- How do safe food handling and preparation practices protect our health?
- Why is it important to measure accurately and use the correct tools when cooking?
- How can understanding nutrition facts and food labels help us make healthier choices?
- In what ways does the food supply chain impact our food choices and the cost of food?

Enduring Understandings:

Students will understand that...

- applying safe food handling, preparation, and storage practices prevents foodborne illness and promotes health.
- accurate measuring, proper knife skills, and correct tool use are essential for safe and successful food preparation.
- analyzing nutrition facts, food labels, and energy needs enables individuals to make informed choices that support lifelong wellness.
- food systems, from production to consumption, impact food safety, cost, and sustainability.
- nutrients and calories fuel the body, and understanding their role helps maintain energy balance and overall health.

Knowledge:

Students will know...

Vocabulary:

Safety & Sanitation

- Sanitation – practices that keep food, surfaces, and equipment clean to prevent illness
- Cross-contamination – the transfer of harmful substances like chemicals, bacteria, or allergens from one surface or food to another
- Foodborne illness – sickness caused by consuming contaminated food
- Personal hygiene – habits like handwashing that prevent the spread of germs
- Danger zone – temperature range (40°F–140°F) where bacteria grow rapidly
- Cleaning – removing dirt and debris from surfaces
- Sanitizing – using chemicals or heat to kill bacteria on surfaces
- Bacteria – tiny living germs (organisms) that grow on food, cooking tools, and surfaces which can be good or bad

Clean, Separate, Cook, Chill

- Clean – washing hands, surfaces, and produce to remove germs
- Separate – keeping raw meat, poultry, and seafood away from ready-to-eat foods
- Cook – heating food to safe internal temperatures to kill bacteria
- Chill – refrigerating food promptly to slow bacterial growth

Measuring & Knife Safety

- Dry measuring cups – used for measuring solid ingredients like flour or sugar
- Liquid measuring cup – used for measuring liquids like milk or oil
- Measuring spoons – used for small amounts of ingredients
- Leveling – scraping off excess from a measuring tool for accuracy
- Chef's knife – a versatile kitchen knife used for chopping and slicing
- Claw grip – a safe hand position used when cutting food
- Cutting board – a surface used to protect counters from damage

Food Groups & Nutrition

- Food groups – categories of food: fruits, vegetables, grains, protein, dairy
- Nutrients – substances in food that help the body grow and stay healthy
- Portion size – the amount of food served or eaten at one time

Food Supply / Production

- Food supply chain – the path food takes from farm to table
- Sustainability – using resources in ways that protect the environment and future supply

Label Reading & Nutrient Analysis

- Calorie – a unit of energy provided by food
- Energy balance – the relationship between calories consumed and calories used
- Nutrition Facts Label – a label showing the nutrient content of packaged food
- Serving size – the recommended amount of food to eat at one time

Skills:**Students will be able to...**

- demonstrate proper handwashing and personal hygiene techniques before and during food preparation.
- identify and apply sanitation procedures to maintain a clean and safe kitchen environment.
- measure ingredients accurately using proper techniques (e.g., leveling, eye-level reading).
- identify and safely use basic kitchen knives and demonstrate proper cutting techniques.
- classify foods into appropriate food groups and identify daily serving requirements.
- analyze how food choices affect wellness.
- locate and read food labels to identify nutritional information.
- describe the steps food takes from production to consumption.

Standards:**Priority:**

11.1.6-8.B – Demonstrate food safety and sanitation procedures

11.1.6-8.E – Apply measurement and math skills in following recipe directions

11.1.6-8.F – Prepare a recipe using fundamental culinary skills and techniques

11.1.6-8.H – Examine the nutritional needs of individuals and families in relation to health and wellness

11.1.6-8.C – Analyze factors that influence nutrition and wellness practices across the life span

Supporting:

11.1.6-8.A – Evaluate factors that affect food safety from production through consumption

11.1.6-8.I – Analyze the energy and nutrient requirements for individuals at various stages of the life cycle

11.1.6-8.G – Demonstrate food science through principles of food biology and chemistry

11.1.6-8.D – Hypothesize the effectiveness of the use of meal management principles

Acceptable Evidence:

Performance Tasks:

- Demonstrate proper handwashing, surface cleaning, and food handling procedures before and during a cooking lab; complete a sanitation checklist and explain how actions prevent foodborne illness.
- Complete hands-on labs that demonstrate key culinary skills, including reading and following a recipe step-by-step, measuring ingredients accurately, practicing safe knife techniques, and using kitchen appliances correctly.
- Read and locate nutrition labels from food products; identify serving size, calories, added sugars, and key nutrients.

Acceptable evidence of learning other than Performance Tasks:

Formative Assessment

- Exit tickets with reflections or quick checks on safety procedures, nutrition concepts, or culinary techniques.
- Canvas quizzes on vocabulary, sanitation steps, label reading, and food groups.
- Lab prep checklists completed before each lab to ensure readiness and safety compliance.
- Measuring practice using dry and liquid ingredients with correct tools and techniques.
- Knife safety simulation using playdough to practice grips and cutting motions.
- Teacher feedback in labs using rubrics to assess safety and technique.

Summative Assessment

- Kitchen safety quiz including topics such as sanitation, hygiene, cross-contamination, food and kitchen safety.
- Food labs where students prepare a recipe demonstrating measuring, kitchen safety, food preparation techniques, and clean-up procedures.

Suggested Learning Experiences and Instruction

Learning Experiences:

- Practice proper handwashing, personal hygiene, and kitchen sanitation routines before and during food preparation.
- Demonstrate and apply the “Clean, Separate, Cook, Chill” principles through hands-on food handling activities.
- Measure dry and liquid ingredients accurately using the correct tools and leveling/eye-level techniques.

- Safely use knives by practicing the pinch/claw grip and other cutting techniques with fruits, vegetables, or practice materials.
- Classify a variety of foods into the correct food group.
- Have students review food packages to identify the key components of a food label.

Instructional Strategies:

- Model first, then do: demonstrate safety procedures, measuring techniques, and knife skills before students practice.
- Use lab routines: establish consistent expectations for setup, safety checks, cooking, and cleanup.
- Think-alouds: verbalize decision-making during recipe prep, label reading, or sanitation steps to model reasoning.
- Chunk lessons into mini-skills: break down complex tasks (e.g., knife safety or label analysis) into manageable steps.
- Assign group roles: use structured roles (e.g., head chef, safety monitor, cleanup lead) to promote collaboration and accountability.
- Use visual supports: provide diagrams, labeled tools, and step-by-step recipe visuals to reinforce vocabulary and procedures.
- Incorporate video demonstrations: use short clips to preview techniques or reinforce safety concepts
- Use exit tickets or quick check-ins: assess understanding of key concepts like food groups, sanitation, or measuring accuracy.
- Scaffold with guided notes: offer sentence starters or fill-in-the-blank formats to support reflection and content retention.
- Relate content to real life: connect food choices, safety practices, and nutrition to students' daily routines and family life.
- Provide tiered tasks: offer differentiated recipes or analysis activities based on readiness and skill level.
- Use peer feedback: have students observe and evaluate each other's technique using rubrics during labs.
- Integrate digital tools: use platforms like Canvas, Edpuzzle or Padlet for formative assessments and interactive activities.
- Offer small group or 1:1 check-ins: reteach or reinforce skills like measuring or knife safety with targeted support.

Differentiation/Intervention/Enrichment Options:

- Provide tiered recipes with varied complexity to match student readiness, such as simplified steps or no-heat options
- Use guided notes and sentence starters to support students during written reflections.
- Provide modified lab tasks with fewer ingredients or simplified steps for students needing additional support.
- Use video demonstrations and hands-on practice stations to reinforce safety and culinary techniques.
- Conduct small group or 1:1 check-ins to reteach key skills like measuring, knife safety, or sanitation procedures.

For Language Development:

- Provide visual recipes with labeled diagrams and step-by-step instructions to support vocabulary acquisition and comprehension.
- Use word banks, sentence starters, and guided notes during written reflections and nutrition analysis activities.
- Incorporate cooking demonstrations with think-alouds to model academic and procedural language.
- Offer bilingual materials or translated vocabulary lists for multilingual learners when available.

Central Bucks School District – Course of Study – Family and Consumer Sciences Grade 7

Unit 2 – Resource Management

Desired Results:

Students will develop essential life skills related to clothing care, sustainability, and textile construction. Through hands-on experiences, they will learn how to properly launder items made of fabric, decode care labels, and care for clothing to extend their lifespan. Students will explore the environmental impact of textile waste and apply creative problem-solving by upcycling materials into functional items. By learning to operate a sewing machine and apply design principles, students will gain confidence, independence, and an appreciation for resource management.

Essential Questions:

- How do proper laundry and clothing care practices help extend the life of garments?
- How can upcycling and sustainable choices reduce waste and support the environment?
- How do the elements of design influence the function and appearance of textile products?
- What skills are needed to safely and effectively operate a sewing machine?
- How can sewing and textile care promote independence and resourcefulness?

Enduring Understandings:

Students will understand that...

- proper laundry and clothing care practices help maintain textiles and promote sustainability.
- upcycling and responsible resource use support environmental stewardship and creative problem-solving.
- design elements such as color, texture, and shape influence both the function and aesthetics of textile products.
- hand/sewing machine skills foster independence, creativity, and practical resource management.
- textile care and sewing are essential life skills that support personal responsibility and self-sufficiency.
- hand/machine sewing skills are practical and transferable tools that can be used to repair, alter, and maintain textile items, extending their usefulness and reducing waste.

Knowledge:

Students will know...

Vocabulary:

Laundry & Clothing Care

- Detergent – a cleaning agent used to remove dirt and stains from clothing
- Fabric softener – a product used to soften clothes and reduce static cling
- Chlorine bleach – is a strong cleaning chemical that uses chlorine to whiten clothes, remove tough stains, and kill germs.
- Non-chlorine bleach – is a gentler type of bleach that does not use chlorine. This is color safe.
- Stain removal – the process of treating spots or discoloration on fabric
- Care label – a tag on clothing that provides instructions for washing and drying
- Laundering – the process of washing, drying, and caring for textiles
- Shrinkage – the reduction in size of fabric due to heat or moisture

Sustainability & Upcycling

- Sustainability – using resources in a way that protects the environment and future supply
- Upcycle – to creatively reuse or repurpose old materials into new, functional items
- Textile waste – discarded fabric and clothing that contributes to environmental pollution
- Repurpose – to adapt an item for a new use rather than discarding it

Sewing & Textile Construction

- Bobbin – a small spool that holds the lower thread in a sewing machine
- Presser foot – a part of the sewing machine that holds fabric in place while stitching
- Seam – the line where two pieces of fabric are stitched together
- Stitch – a loop of thread created by a needle in sewing
- Backstitch – a technique used to secure the beginning and end of a seam
- Needle Plate - is the flat metal plate under the needle on a sewing machine.
- Handwheel – the round knob on the side of the sewing machine that raises and lowers the needle.

Skills:

Students will be able to...

- identify and follow proper laundry procedures including sorting, washing, drying, and stain removal.
- read and decode clothing care labels to determine appropriate laundering methods.
- explain how upcycling supports sustainability and demonstrate how to repurpose textiles.
- apply elements of design such as color, texture, and shape to create functional textile products.
- operate a sewing machine safely and correctly, including threading, stitching, and troubleshooting.
- construct simple textile items using basic sewing techniques such as straight stitching and backstitching.
- demonstrate responsibility and independence through care and maintenance of personal clothing and textile projects.
- evaluate the environmental impact of textile waste and identify ways to reduce, reuse, and recycle materials.

Standards:

Priority:

- 11.2.6-8.A – Analyze sustainability practices and their effect on future renewable and non-renewable resources
- 11.2.6-8.C – Apply elements of design to create products and environments
- 11.2.6-8.E – Assess effects of design construction, care, use, and maintenance of textiles
- 11.2.6-8.F – Demonstrate laundering processes aligned with industry standards and regulations

Supporting:

- 11.2.6-8.B – Apply planning skills to manage individual and family resources such as clothing and time
- 11.1.6-8.A – Evaluate factors that affect safety from production through consumption (if discussing textile production and sustainability)

Acceptable Evidence:

Performance Tasks –

- Complete a laundry care simulation where students sort clothing, decode care labels, and select appropriate washing and drying methods; students explain their choices and demonstrate understanding of proper laundering practices.
- Create an upcycled textile item using repurposed materials; students document their design process, explain how their project supports sustainability, and reflect on the environmental impact of textile waste.
- Apply elements of design to a textile project by selecting colors, textures, and shapes that enhance both function and appearance; students present their design choices and explain how they meet a specific purpose.
- Demonstrate safe and effective sewing techniques by completing a guided project (e.g., fidget maze, pouch, lanyard, or handwarmer); students follow step-by-step instructions and troubleshoot basic machine issues.
- Reflect on the skills learned throughout the unit by completing a self-assessment and written response explaining how textile care and sewing contribute to independence, creativity, and responsible resource use.

Acceptable evidence of learning other than Performance Tasks:

Formative Assessment

- Exit tickets on laundry procedures, sewing techniques, and sustainability concepts.
- Guided notes and vocabulary checks during instruction on textile care and design elements.
- Peer feedback during sewing practice using a checklist for machine setup and stitching accuracy.
- Sorting activity where students categorize clothing based on care labels and washing instructions.
- Observation during machine practice to assess threading, bobbin winding, and safe operation.

Summative Assessment

- Sewing project where students complete one textile item (e.g., fidget maze, pouch, lanyard or handwarmer) using a sewing machine; assessed on safety, technique, and design application.
- Upcycled textile project where students repurpose materials into a functional item; assessed on creativity, sustainability, and use of design elements.
- Laundry completion task where students demonstrate sorting, stain treatment, and care label interpretation; assessed through a rubric and reflection.

Suggested Learning Experiences and Instruction

Learning Experiences:

- Explore laundry basics through a hands-on sorting activity using real or simulated clothing and care labels.
- Practice stain removal techniques using common household items and compare effectiveness.
- Complete a guided clothing care scavenger hunt using sample garments to identify care symbols and instructions.
- Participate in a sustainability discussion and brainstorm ways to reduce textile waste at home and in the community.
- Create an upcycled textile item using repurposed materials.
- Rotate through sewing machine practice stations to learn threading, bobbin winding, and basic stitching.
- Complete a mini sewing challenge to reinforce straight stitching and backstitching techniques.
- Reflect on the environmental impact of textile waste through a short writing or visual response.
- Collaborate in small groups to troubleshoot sewing machine issues and share tips for successful operation.

Instructional Strategies:

- Model first, then do: demonstrate laundry sorting, stain removal, and sewing machine setup before students practice independently.
- Use visual supports: provide diagrams of care labels, sewing machine parts, and design elements to reinforce vocabulary and procedures.
- Chunk tasks into mini-lessons: break down complex skills like threading a machine or planning an upcycled project into manageable steps.
- Assign group roles: use structured roles (e.g., machine operator, design planner, materials manager) to promote collaboration and accountability.
- Incorporate video demonstrations: use short clips to preview sewing techniques, laundry processes, or upcycling ideas.
- Use guided practice: scaffold hands-on activities with checklists, step-by-step instructions, and teacher feedback.

Differentiation/Intervention/Enrichment Options:

- Provide tiered sewing projects with varying complexity (e.g., simplified pouch vs. multi-step handwarmer) to meet diverse skill levels and build confidence.
- Use visual guides and labeled diagrams for sewing machine parts, laundry symbols, and design elements to support comprehension and language development.
- Offer small group or 1:1 support for students needing extra help with machine setup, threading, or troubleshooting.
- Allow advanced students to design their own upcycled textile item, incorporating multiple design elements and presenting their creative process.

For Language Development:

- Provide labeled diagrams of sewing machine parts, laundry symbols, and design elements to reinforce vocabulary and visual recognition.
- Use word banks and sentence starters during reflections, project planning, and peer feedback activities.
- Incorporate think-alouds during demonstrations to model academic and procedural language.
- Offer bilingual vocabulary lists or translated instructions when available to support multilingual learners.
- Use graphic organizers to help students plan upcycled projects, sort laundry tasks, or describe design choices.

Central Bucks School District – Course of Study – Family and Consumer Science Grade 7

Unit 3 – Education and Early Childhood Development

Desired Results:

Students will explore the foundational concepts of education and early child development, caregiving, and early learning. Through hands-on activities and scenario-based learning, they will identify developmental stages, apply positive guidance strategies, and evaluate safe environments for children. Students will also examine literacy-building techniques and reflect on the role of support systems in promoting healthy child development. This unit empowers students with essential skills for responsible caregiving in family and community settings.

Essential Questions:

- How do children grow and change during different stages of development, and why is it important for caregivers to understand these stages?
- What types of activities best support a child's learning and development at different ages?
- What makes the environment safe, healthy, and supportive for children?
- What are the most important health and safety considerations when caring for children?
- How can storytelling and reading help children develop literacy skills?

Enduring Understandings:

Students will understand that...

- the stages of child development help caregivers provide appropriate guidance and support.
- age-appropriate activities promote learning and healthy development in children.
- a safe, healthy, and nurturing environment is essential for children's growth and well-being.
- caregivers must be aware of health and safety hazards to protect children at different developmental stages.
- storytelling and reading are powerful tools for enhancing children's literacy and communication skills.

Knowledge:

Students will know...

Vocabulary:

- Developmental stages – the phases of growth children go through (infant, toddler, preschool, school-age)
- Milestones – key skills or behaviors children typically develop at certain ages
- Positive guidance – techniques used to encourage good behavior and teach self-control
- Redirection – guiding a child's attention from inappropriate behavior to a more appropriate activity
- Consistency – using the same expectations and consequences to help children feel secure
- Caregiver – a person responsible for the care and supervision of a child
- Babysitter – someone who temporarily cares for children, often in the absence of parents
- Safety hazard – anything that could potentially cause harm or injury to a child
- Age-appropriate – suitable for a child's developmental level and abilities
- Literacy – the ability to read and write; includes listening, speaking, and storytelling
- Routine – a regular schedule that helps children feel safe and know what to expect
- Emergency contact – a person to call in case of an emergency while babysitting
- First aid – basic medical help given before professional care is available
- Support system – people or services that help families and caregivers (e.g., pediatricians, childcare centers)

- Early childhood education – programs and practices that support learning in young children
- Childproofing – making a space safe for children by removing or securing hazards

Skills:

Students will be able to...

- identify and describe the stages of child development and appropriate guidance strategies for each stage.
- select and explain learning activities that support the developmental needs of children at various ages.
- evaluate environments to determine if they are safe, healthy, and supportive for children.
- recognize and respond to common health and safety hazards when caring for children.

Standards:

Priority:

11.4.6–8.A – Identify child guidance practices for each stage of child development

11.4.6–8.B – Identify learning activities that meet the developmental needs of learners

11.4.6–8.C – Evaluate various environments to determine if they provide the characteristics of a proper learning environment

11.4.6–8.D – Evaluate health and safety hazards relating to children at each stage of child development

Supporting:

11.4.6–8.E – Explain how storytelling, story reading, and writing enhance literacy development in children

Acceptable Evidence:

Performance Tasks –

- Create a mini-poster titled “Babysitter’s Guide to Child Development” where students select one developmental stage (infant, toddler, preschool, or school-age), list key milestones, and describe two positive guidance strategies appropriate for that stage.
- Participate in a safety scenario role-play where students work in small groups to act out a babysitting situation, identify and respond to a safety hazard, and explain how the environment could be improved to support child safety and learning.
- Evaluate a children's activity, toy, or book identifying its age-appropriateness, and how these activities aid in physical, social, emotional and intellectual development.

Acceptable evidence of learning other than Performance Tasks:

Formative Assessment

- Exit ticket: After Day 1, students complete a short reflection identifying one developmental stage and a positive guidance strategy they learned.
- Safety check worksheet: During Day 2, students complete a checklist identifying potential hazards in a sample babysitting scenario and suggest improvements to the environment.
- Students rotate through stations acting out babysitting scenarios and apply positive guidance, identify safety hazards, and explain their decisions.
- Students review images of different rooms or environments and identify potential safety hazards.

Summative Assessment

- Performance task: Students create a “Babysitter’s Guide to Child Development” mini-poster, demonstrating understanding of developmental stages and guidance strategies.
- Read-aloud planning sheet: Students select a children’s book and complete a planning sheet that includes age-appropriateness, summary, and an interactive literacy activity.
- Students evaluate a toy or activity, identify its target age, describe which developmental areas it supports, and note any safety concerns.

Suggested Learning Experiences and Instruction

Learning Experiences:

- Explore developmental stages through a gallery walk or station activity where students examine age-specific milestones and match them to appropriate guidance strategies.
- Analyze babysitting scenarios in small groups to identify safety hazards and propose improvements to create a safer, more supportive environment for children.
- Participate in a read-aloud demonstration where the teacher models storytelling techniques, followed by students planning their own literacy activity using a children’s book.

Instructional Strategies:

- Chunk lessons into mini-skills: break down complex tasks like identifying developmental stages or planning literacy activities into manageable steps.
- Assign group roles: use structured roles (e.g., safety checker, storyteller, resource researcher) to promote collaboration and accountability during group tasks.
- Use visual supports: provide diagrams of developmental stages, safety hazards, and literacy strategies to reinforce vocabulary and concepts.
- Integrate digital tools: use platforms like Canvas, Edpuzzle or Padlet for formative assessments and interactive activities.
- Offer small group or 1:1 check-ins: reteach or reinforce skills with targeted support.

Differentiation/Intervention/Enrichment Options:

- Allow students to choose from tiered performance tasks (e.g., simplified poster vs. full scenario role-play) based on readiness and comfort level.
- Conduct small group or 1:1 check-ins to reteach key concepts such as developmental stages, safety hazards, or literacy strategies.
- Integrate real-world connections by inviting students to reflect on personal experiences with siblings, babysitting, or helping younger children.
- Challenge advanced learners to design a full babysitting plan that includes developmental activities, safety precautions, and emergency contacts.

For Language Development:

- Incorporate think-alouds during demonstrations to model academic and caregiving language (e.g., “I’m choosing this book because it’s age-appropriate for toddlers…”).
- Offer bilingual vocabulary lists or translated instructions when available to support multilingual learners.
- Use graphic organizers to help students plan read-aloud activities, identify safety hazards, or describe developmental milestones.
- Encourage oral language practice through partner discussions, role-plays, and group presentations.