

MONROE TOWNSHIP PUBLIC SCHOOLS

WILLIAMSTOWN, NEW JERSEY

Williamstown High School



Family Relationships & Child Development

Grades 11 & 12

September 2013

Revised by: Ruth Seel

Stan Krzyminski, Director of Curriculum

Dean Insana, Supervisor of Special Areas

Monroe Township Public Schools
Williamstown, New Jersey

Philosophy of Education

The administration, faculty, and staff of Monroe Township Public Schools, in cooperation with parent and the community, and with active participation of the students, are committed to viewing each other as individuals, respecting each person's uniqueness, and setting high expectations for all students. The school system will assist each student to become a contributing member of our society by providing a learning environment that is responsive to the needs of the individual student, community, and changing society by providing a learning environment that nurtures values and morals. This environment will be conducive to acquisition of knowledge, as well as to the development of problem solving, critical thinking, and organizational skills. We will provide a learning environment that is responsive to the needs of the individual student, community, and changing society. We will aid our students in developing responsible behavior, a positive attitude toward themselves and others, the necessary life skills to become productive citizens and lifetime learners. We accept the challenge and responsibility of accomplishing these goals.

Revised: August, 1996

Williamstown High School
Williamstown, New Jersey

Mission Statement

The administration, faculty, and staff of Williamstown High School, in cooperation with parents and the community, and with the active participation of the students, are committed to viewing each other as individuals, respecting each person's uniqueness, and setting high expectations for all students. Through an interdisciplinary approach we will aid our students in developing responsible behavior, a positive attitude toward themselves and others, and the necessary life skills to become productive citizens in our changing society. We accept the challenge and responsibility of accomplishing these goals.

Williamstown High School Education
Life's Preparation

Williamstown High School
Williamstown, New Jersey

Department Philosophy
Family and Consumer Science

Williamstown High School Provides an atmosphere where our students become responsible, productive citizens, and life-long learners. The family and consumer science department supports this mission by equipping our students with the critical life skills and knowledge that is necessary to live independently and become functional members of our society.

Monroe Township Public Schools
Williamstown, New Jersey

Curriculum Philosophy

Monroe Township Public Schools offer all students access to curricula that addresses the New Jersey Core Curriculum Content Standards to provide for differentiation in meeting the needs of a variety of learners. All students identified as Special Needs and English Language Learners are provided with instruction that will meet the needs as identified in their individual educational plan or as established through the utilization of content area benchmark assessments. Our goal, as a district, is to provide students with the skills necessary to meet the rigor of a selected career in the 21st century.

August 2008

Williamstown High School
Williamstown, New Jersey

Purpose Statement

Family Relationships and Child Development is a full-year course recommended for students in grades 11 and 12. There are no pre-requisites for this course.

The goal is to increase self-understanding so that the student may demonstrate responsible behavior with their family, among friends at school, and in their community. After this course the student will be better prepared to manage current and future relationships. Principles and methods of caring for and guiding children is important for all to identify; regardless of whether a student plans to have children of his/her own. Preparing the student for handling any phase of adjustment, crisis or stress throughout the life cycle is accomplished by improving communication skills while resolving conflict.

The course involves the study in the following areas: decision-making; self-evaluation of values and roles; stress management; stages of the family life cycle; dating, love, engagement, weddings; adjustments to married life; relationships and roles within the family; stage of pre-natal development; childbirth; the physical, psychological, and emotional development of pre-school children; care of pre-school children; how to be more effective in dealing with young children; career options.

The New Jersey Core Curriculum Content Standards and Workplace Readiness Standards are implemented throughout the course. The marketable knowledge and skills acquired can be directly utilized in the workplace and will provide a solid foundation for advanced studies in a variety of disciplines/careers. More specifically, students will develop an awareness of careers related to the content of this course study and prepare for a job within the business community.

COURSE ORGANIZATION

Interior Design

LENGTH OF TIME:	Full Year
NUMBER OF PERIODS PER WEEK	5
NUMBER OF CREDITS:	5.00
PREREQUISITES:	
REQUIRED:	Elective
RANK:	Non-Weighted

Pursuant to the High School Graduation Standards Act (NJSA 18A: 7, et. seq.) successful completion of this course will require:

- A. Regular attendance as mandated by Board Policy.
- B. Mastery of 70% of the below listed content/objectives and achievement of the proficiencies required.

Williamston High School
Williamstown, New Jersey

Course Proficiency Requirements

OVERVIEW

Family Relationships and Child Development

Family Relationships and Child Development is a full-year course recommended for 11th and 12th grade level. The course goal is to increase self-understanding so that the student may demonstrate responsible behavior with their family, among friends, at school, and in their community. After this course the student will be better prepared to manage current and future relationships. Principles and methods of caring for and guiding children is important for all to identify; regardless of whether a student plans to have children of his/her own. Preparing the student for handling any phase of adjustment, crisis or stress throughout the life cycle is accomplished by improving communication skills while resolving conflict.

This course involves the study in the following areas: decision-making; self-evaluation of values and roles; stress management; stages of the family life cycle; dating, love, engagement, weddings; adjustments to married life; relationships and roles within the family; stages of pre-natal development; childbirth; the physical, psychological, and emotional development of pre-school children; care of pre-school children; how to be more effective in dealing with young children; career options.

PROFICIENCIES Upon completion of this course the student will be able to:

1. Self-assess values, goals, and roles.
2. List and discuss the stages of dating, love, and engagement that lead up to marriage.
3. List examples of the adjustments that must be made in a marriage.
4. Identify, discuss, and give possible solutions to common family problems and crises.
5. Define the various roles of the family in the community.
6. Discuss various role and relationship types.
7. Prepare for the birth of a child.
8. Demonstrate the knowledge of the birth process.
9. List and discuss the general characteristics and abilities of children at various developmental stages.
10. Identify the responsibilities and other factors involved in the decision of if and when to have children.
11. The student will develop an awareness of careers related to this course.

Scope and Sequence

Family Relationships & Child Development

1. Family Patterns, Family Life Cycle, Values, Goals
2. Trends Affecting Families
3. Relationships, Roles, Stereotypes
4. Family Problems and Crises
5. Stages of Dating
6. What is Love?
7. Selecting a Partner
8. Marriage
9. Parenthood
10. Pregnancy and Prenatal Development
11. Preparing for Children – Selecting Appropriate Items, Toys
12. Childbirth
13. Developmental Milestones for Pre-School Children; Physical, Social, & Emotional
14. Show Concern for Others by Performing Community Service

Monroe Township Public Schools
Williamstown, New Jersey

Curriculum Guide Overview

Essential Questions

Course Name: Family Relationships & Child Development	
New Jersey CCCS	Corresponding Essential Question(s)
	What events have shaped you into the person you are today? What role does the environment play in becoming the person that you are? What is important to you? Where do you want to be in 5, 10 years?
	What are the stages of dating? What is love? Why is the engagement period an important time in a couple's life? What are the readiness factors for marriage?
	Why is teamwork critical to success in marriage? What role does compromise play in relationships?
	How does divorce affect families and individuals? What is domestic violence and can it be avoided? What do you do if you become a victim? How do people react to crisis?
	What are the roles families need to fulfill? Why is it important to discuss roles? How does role conflict affect relationships? How can families meet the emotional, social, and physical needs and exceptions of its members?
	What are the characteristics of good relationships? Why is it important to understand how roles affect relationships? Why is it important to recognize danger signs in a relationship? What makes some relationships work while others don't?
	What are the characteristics of the 3 stages of prenatal development? How does a child develop during the 9 months of pregnancy? Why is it important to understand the stages and affects to the mother? What are the stages of labor?
	What signals the onset of labor? What will happen immediately after the birth of a child?
	What are the developmental milestones of children from birth through age six? Why is it important to understand the process of the developing child?
	What is the best age to begin a family? What are the challenges, rewards, and costs of parenting? Why is it important that parenthood be a choice? How do couples handle infertility? How can knowledge of child development prepare a couple for parenthood?
	What education and/or training will I need to pursue a career in this field? What skills does an individual need to possess to embark in a career in the field of family relations and child development?

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 1 Student will demonstrate knowledge of: self awareness of values, goals, and roles.

Essential Question *What events have shaped you into the person you are today? What role does the environment play in becoming the person that you are? What is important to you? Where do you want to be in 5, 10 years?*

Content Standard CPI	Established Goals Content Objectives Measurable Skills						Instructional Resources																															
	1. Problem Based Learning	2. Teacher Directed	3. Study Groups	4. Technology	5. Demonstration	6. Cooperative Groups		7. Literature Circles	8. Participation & Discussion	9. Reading	10. Application	11. Lab (report)	12. Homework	13. Field Trip	14. Projects	15. Other (explain)	1. Multiple Choice	2. Essay	3. Fill-In-Blanks	4. Academic Prompts	5. Writing Samples	6. Lab Report	7. Problem Solving	8. Oral Presentation	9. Self-Assessment	10. Class Survey	11. Rubrics	12. Reflective Discussion	13. Performance Tasks	14. Teacher Observation	15. Portfolio	16. Other (explain)	1. Textbooks	2. Technology Software	3. Technology Hardware	4. Graphic Organizers	5. AVA/Video	6. Primary Sources
9.4.12.J(1).13	1.1 Understand how your life's events have shaped you into the person you are today.						2, 8	13, 12, 14	6																													
9.4.12.J(1).13	1.2 Identify your personal goals.						2, 8	13, 12, 14	6																													
9.4.12.J(1).13	1.3 Determine where you would like to be, what you would like to be doing in 10 and 20 years.						2, 8	13, 12, 14	6																													

Suggested activities:

My Life Till Now: 20 events that have shaped you into who you are today

Generate list of 10 statements about your future. Make a list in September and another in June. Compare, contrast, and discuss.

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 2 Students will demonstrate knowledge of: the stages of dating, love, and engagement that lead up to marriage.

Essential Question: *What are the stages of dating? What is love? Why is the engagement period an important time in a couple's life? What are the readiness factors for marriage?*

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Instructional Strategies & Performance Tasks	Measurable Performance Assessments & Evidence	Resources
		1. Problem Based Learning 2. Teacher Directed 3. Study Groups 4. Technology 5. Demonstration 6. Cooperative Groups 7. Literature Circles 8. Participation & Discussion 9. Reading 10. Application 11. Lab (report) 12. Homework 13. Field Trip 14. Projects 15. Other (explain)	1. Multiple Choice 2. Essay 3. Fill-In-Blanks 4. Academic Prompts 5. Writing Samples 6. Lab Report 7. Problem Solving 8. Oral Presentation 9. Self-Assessment 10. Class Survey 11. Rubrics 12. Reflective Discussion 13. Performance Tasks 14. Teacher Observation 15. Portfolio 16. Other (explain)	1. Textbooks 2. Technology Software 3. Technology Hardware 4. Graphic Organizers 5. AVA/Video 6. Primary Sources 7. Resource People 8. Internet Resources
9.4.12.J.(2).10	2.1 List the purposes and stages of dating	2, 8, 9	1, 2, 3, 12, 13, 14	1, 6
9.4.12.J.(2).10	2.2 Identify qualities that help make a dating relationship positive	2, 8, 9	1, 2, 3, 12, 13, 14	1, 6
9.4.12.J.(2).10	2.3 Identify the positive dating relationship factors	2, 8, 9	1, 2, 3, 12, 13, 14	1, 6
9.4.12.J.(2).10	2.4 Identify ways to overcome shyness, financial problems, problems with parents	2, 8, 9	1, 2, 3, 12, 13, 14	1, 6
9.4.12.J.(2).10	2.5 Discuss ways to handle problems in dating; dealing with abuse and violence, and ending a dating relationship	2, 8, 9	1, 2, 3, 12, 13, 14	1, 6
9.4.12.J.(2).10	2.6 Explain stages people go through as they learn to love	2, 8, 9	1, 2, 3, 12, 13, 14	1, 6
9.4.12.J.(2).10	2.7 Explain the difference between mature love and infatuation	2, 8, 9	1, 2, 3, 12, 13, 14	1, 6
9.4.12.J.(2).10	2.8 Describe problems related with love and identify ways to handle them	2, 8, 9	1, 2, 3, 12, 13, 14	1, 6

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 2 Students will demonstrate knowledge of: the stages of dating, love, and engagement that lead up to marriage.

Essential Question: *What are the stages of dating? What is love? Why is the engagement period an important time in a couple's life? What are the readiness factors for marriage?*

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Instructional Strategies & Performance Tasks	Measurable Performance Assessments & Evidence	Resources
		1. Problem Based Learning 2. Teacher Directed 3. Study Groups 4. Technology 5. Demonstration 6. Cooperative Groups 7. Literature Circles 8. Participation & Discussion 9. Reading 10. Application 11. Lab (report) 12. Homework 13. Field Trip 14. Projects 15. Other (explain)	1. Multiple Choice 2. Essay 3. Fill-In-Blanks 4. Academic Prompts 5. Writing Samples 6. Lab Report 7. Problem Solving 8. Oral Presentation 9. Self-Assessment 10. Class Survey 11. Rubrics 12. Reflective Discussion 13. Performance Tasks 14. Teacher Observation 15. Portfolio 16. Other (explain)	1. Textbooks 2. Technology Software 3. Technology Hardware 4. Graphic Organizers 5. AVA/Video 6. Primary Sources 7. Resource People 8. Internet Resources
9.4.12.J.(2).10	2.9 Describe the theories of mate attraction	2, 6, 8, 9, 14	1, 2, 3, 10, 12, 13, 14, 15	1, 6
9.4.12.J.(2).10	2.10 Identify readiness factors for marriage	2, 8, 9	1, 2, 3, 12, 13, 14	1, 6
9.4.12.J.(2).10	2.11 Identify danger signs in a relationship	2, 8, 9	1, 2, 3, 12, 13, 14	1, 6
9.4.12.J.(2).10	2.12 Plan a wedding with consideration for personal and economic factors	1, 10, 14	15	2, 3, 7, 8

Suggested activities:

Families Today, chapters 18, 19, 30, 31
 Life size poster – Ideal Mate qualities
 Wedding Project

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 3 Students will demonstrate knowledge of: adjustments that must be made in a marriage.

Essential Question: *Why is teamwork critical to success in marriage? What role does compromise play in relationships? Why is compromise an important factor in making any relationship work?*

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Instructional Strategies & Performance Tasks	Measurable Performance Assessments & Evidence	Resources
		1. Problem Based Learning 9. Reading 2. Teacher Directed 10. Application 3. Study Groups 11. Lab (report) 4. Technology 12. Homework 5. Demonstration 13. Field Trip 6. Cooperative Groups 14. Projects 7. Literature Circles 15. Other (explain) 8. Participation & Discussion	1. Multiple Choice 9. Self-Assessment 2. Essay 10. Class Survey 3. Fill-In-Blanks 11. Rubrics 4. Academic Prompts 12. Reflective Discussion 5. Writing Samples 13. Performance Tasks 6. Lab Report 14. Teacher Observation 7. Problem Solving 15. Portfolio 8. Oral Presentation 16. Other (explain)	1. Textbooks 2. Technology Software 3. Technology Hardware 4. Graphic Organizers 5. AVA/Video 6. Primary Sources 7. Resource People 8. Internet Resources
9.4.12.J.(2).10	3.1 Identify characteristics of teamwork	2, 8, 9	1, 2, 3, 12, 13, 14	1, 6
9.4.12.J.(2).10	3.2 Explain how teamwork builds strong relationship	2, 8, 9	1, 2, 3, 12, 13, 14	1, 6
9.4.12.J.(2).10	3.3 Explain the difference between autocratic and democratic styles of family management	2, 8, 9	1, 2, 3, 12, 13, 14	1, 6
9.4.12.J.(2).10	3.4 Discuss the difference between dependence and independence in healthy families	2, 8, 9	1, 2, 3, 12, 13, 14	1, 6

Suggested activities:

Families Today, chapter 19, 30, 31

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 4 Students will demonstrate knowledge of: possible solutions to family problems and crises.

Essential Question: *How does divorce affect families and individuals? What is domestic violence and can it be avoided? What do you do if you become a victim? How do people react to crisis?*

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Instructional Strategies & Performance Tasks	Measurable Performance Assessments & Evidence	Resources
		1. Problem Based Learning 9. Reading 2. Teacher Directed 10. Application 3. Study Groups 11. Lab (report) 4. Technology 12. Homework 5. Demonstration 13. Field Trip 6. Cooperative Groups 14. Projects 7. Literature Circles 15. Other (explain) 8. Participation & Discussion	1. Multiple Choice 9. Self-Assessment 2. Essay 10. Class Survey 3. Fill-In-Blanks 11. Rubrics 4. Academic Prompts 12. Reflective Discussion 5. Writing Samples 13. Performance Tasks 6. Lab Report 14. Teacher Observation 7. Problem Solving 15. Portfolio 8. Oral Presentation 16. Other (explain)	1. Textbooks 2. Technology Software 3. Technology Hardware 4. Graphic Organizers 5. AVA/Video 6. Primary Sources 7. Resource People 8. Internet Resources
9.4.12.J.(2).10	4.1 Describe what a crisis is	2, 8, 9	12, 14	1
9.4.12.J.(2).10	4.2 List and describe stages in reacting to crisis	2, 8, 9	12, 14	1
9.4.12.J.(2).10	4.3 List resources useful in reacting to a crisis	1, 4, 8, 9, 10, 14	12, 15	1, 2, 3, 8
9.4.12.J.(2).10	4.4 Recommend actions to take in cases of addiction, violence, and threats of suicide	2, 4, 8, 14	7, 13, 15	1, 2, 3, 8

Suggested activities:

Families Today, chapter 13

Domestic Violence assignment

DVDs:

“The Burning Bed”

“If Someone Had Known”

“No One Would Tell”

United Streaming clips:

A Case of Abuse

No One Deserves to Lose a Smile

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 5 Students will demonstrate knowledge of: roles of the family in the community.

Essential Question: *What are the roles families need to fulfill? Why is it important to discuss roles? How does role conflict affect relationships? How can families meet the emotional, social, physical needs, and exceptions of its members?*

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Instructional Strategies & Performance Tasks	Measurable Performance Assessments & Evidence	Resources
		1. Problem Based Learning 2. Teacher Directed 3. Study Groups 4. Technology 5. Demonstration 6. Cooperative Groups 7. Literature Circles 8. Participation & Discussion 9. Reading 10. Application 11. Lab (report) 12. Homework 13. Field Trip 14. Projects 15. Other (explain)	1. Multiple Choice 2. Essay 3. Fill-In-Blanks 4. Academic Prompts 5. Writing Samples 6. Lab Report 7. Problem Solving 8. Oral Presentation 9. Self-Assessment 10. Class Survey 11. Rubrics 12. Reflective Discussion 13. Performance Tasks 14. Teacher Observation 15. Portfolio 16. Other (explain)	1. Textbooks 2. Technology Software 3. Technology Hardware 4. Graphic Organizers 5. AVA/Video 6. Primary Sources 7. Resource People 8. Internet Resources
9.4.12.J.(2).10	5.1 Explain why it is important to study families	2, 8, 9	1, 2, 3, 12, 13, 14	1
9.4.12.J.(2).10	5.2 Explain how families meet the emotional, social, and physical needs of its members	2, 8, 9	1, 2, 3, 12, 13, 14	1
9.4.12.J.(2).10	5.3 Explain values and identify ways families teach values	2, 8, 9	1, 2, 3, 12, 13, 14	1
9.4.12.J.(2).10	5.4 Differentiate between needs and wants	2, 8, 9	1, 2, 3, 12, 13, 14	1
9.4.12.J.(2).10	5.5 Explain Maslow's theory on needs and its implications for families	2, 8, 9	1, 2, 3, 12, 13, 14	1
9.4.12.J.(2).10	5.6 Describe the different family patterns and list concerns and advantages of each	2, 8, 9	1, 2, 3, 12, 13, 14	1
9.4.12.J.(2).10	5.7 Describe the characteristics of that contribute to a family's personality	2, 8, 9	1, 2, 3, 12, 13, 14	1
9.4.12.J.(2).10	5.8 Explain the difference between autocratic and democratic styles of family management	2, 8, 9	1, 2, 3, 12, 13, 14	1

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 5 Students will demonstrate knowledge of: roles of the family in the community.

Essential Question: *What are the roles families need to fulfill? Why is it important to discuss roles? How does role conflict affect relationships? How can families meet the emotional, social, physical needs, and exceptions of its members?*

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Instructional Strategies & Performance Tasks	Measurable Performance Assessments & Evidence	Resources
		1. Problem Based Learning 2. Teacher Directed 3. Study Groups 4. Technology 5. Demonstration 6. Cooperative Groups 7. Literature Circles 8. Participation & Discussion	9. Reading 10. Application 11. Lab (report) 12. Homework 13. Field Trip 14. Projects 15. Other (explain)	1. Multiple Choice 2. Essay 3. Fill-In-Blanks 4. Academic Prompts 5. Writing Samples 6. Lab Report 7. Problem Solving 8. Oral Presentation
9.4.12.J.(2).10	5.9 Describe the common family life cycle pattern	2, 8, 9, 14	1, 2, 3, 8, 12, 13, 14	1, 4, 6
9.4.12.J.(2).10	5.10 Identify concerns and challenges of each stage in the life cycle	2, 8, 9	1, 2, 3, 12, 13, 14	1
9.4.12.J.(2).10	5.11 Identify trends that affect families	2, 8, 9	1, 2, 3, 12, 13, 14	1

Suggested activities:

Families Today chapter 1, 2, 3

Life Cycle PowerPoint

Life Cycle poster

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 6 Students will demonstrate knowledge of: roles and relationships

Essential Question: *What are the characteristics of good relationships? Why is it important to understand how roles affect relationships? Why is it important to recognize danger signs in a relationship? What makes some relationships work while others don't?*

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Instructional Strategies & Performance Tasks	Measurable Performance Assessments & Evidence	Resources
		1. Problem Based Learning 2. Teacher Directed 3. Study Groups 4. Technology 5. Demonstration 6. Cooperative Groups 7. Literature Circles 8. Participation & Discussion 9. Reading 10. Application 11. Lab (report) 12. Homework 13. Field Trip 14. Projects 15. Other (explain)	1. Multiple Choice 2. Essay 3. Fill-In-Blanks 4. Academic Prompts 5. Writing Samples 6. Lab Report 7. Problem Solving 8. Oral Presentation 9. Self-Assessment 10. Class Survey 11. Rubrics 12. Reflective Discussion 13. Performance Tasks 14. Teacher Observation 15. Portfolio 16. Other (explain)	1. Textbooks 2. Technology Software 3. Technology Hardware 4. Graphic Organizers 5. AVA/Video 6. Primary Sources 7. Resource People 8. Internet Resources
9.4.12.J.(2).10	6.1 Identify the kinds of relationships and tell why they are important	2, 8, 9	1, 2, 3, 12, 13, 14	1
9.4.12.J.(2).10	6.2 Describe the qualities of good relationships	2, 8, 9	1, 2, 3, 12, 13, 14	1
9.4.12.J.(2).10	6.3 Identify danger signs in relationships	2, 8, 9	1, 2, 3, 12, 13, 14	1
9.4.12.J.(2).10	6.4 Explain what roles are and tell how they are learned	2, 8, 9	1, 2, 3, 12, 13, 14	1
9.4.12.J.(2).10	6.5 Recognize the inaccuracy and harmful effects of stereotypes	2, 8, 9, 14	1, 2, 3, 12, 13, 14	1, 6
9.4.12.J.(2).10	6.6 Explain the relationship between role expectation and role conflict	2, 8, 9	1, 2, 3, 12, 13, 14	1

Suggested activities:

Families Today chapter 4
 Stereotype busters

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 7 Students will demonstrate knowledge of: preparing for the birth of a child

Essential Question: *What are the characteristics of the 3 stages of prenatal development? How does a child develop during the 9 months of pregnancy? Why is it important to understand the stages and affects to the mother? What are the stages of labor?*

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Instructional Strategies & Performance Tasks	Measurable Performance Assessments & Evidence	Resources
		1. Problem Based Learning 2. Teacher Directed 3. Study Groups 4. Technology 5. Demonstration 6. Cooperative Groups 7. Literature Circles 8. Participation & Discussion 9. Reading 10. Application 11. Lab (report) 12. Homework 13. Field Trip 14. Projects 15. Other (explain)	1. Multiple Choice 2. Essay 3. Fill-In-Blanks 4. Academic Prompts 5. Writing Samples 6. Lab Report 7. Problem Solving 8. Oral Presentation 9. Self-Assessment 10. Class Survey 11. Rubrics 12. Reflective Discussion 13. Performance Tasks 14. Teacher Observation 15. Portfolio 16. Other (explain)	1. Textbooks 2. Technology Software 3. Technology Hardware 4. Graphic Organizers 5. AVA/Video 6. Primary Sources 7. Resource People 8. Internet Resources
9.4.12.J.(2).10	7.1 Explain early signs of pregnancy	2, 4, 6, 8, 9, 14	1, 2, 3, 12, 13, 14	1, 2, 3, 5, 8
9.4.12.J.(2).10	7.2 Explain what occurs during the three stages of prenatal development	2, 4, 6, 8, 9, 14	1, 2, 3, 12, 13, 14	1, 2, 3, 5, 8
9.4.12.J.(2).10	7.3 Describe the changes that take place in the mother and the developing child during each trimester	2, 4, 6, 8, 9, 14	1, 2, 3, 12, 13, 14	1, 2, 3, 5, 8
9.4.12.J.(2).10	7.4 Identify the various genetic disorders that can impact a developing fetus	2, 6, 8, 9, 14	1, 2, 3, 12, 13, 14	1, 2, 3, 8
9.4.12.J.(2).10	7.5 Describe how birth defects can be prevented	2, 6, 8, 9, 14	1, 2, 3, 12, 13, 14	1, 2, 3, 8
9.4.12.J.(2).10	7.6 Explain the connection between the mother's health during pregnancy and the baby's health	2, 6, 8, 9	1, 2, 3, 12, 13, 14	1
9.4.12.J.(2).10	7.7 Identify equipment and supplies needed to care for a newborn	2, 6, 8, 9, 14	1, 2, 3, 12, 13, 14	1, 2, 3, 6, 8

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 7 Students will demonstrate knowledge of: preparing for the birth of a child

Essential Question: *What are the characteristics of the 3 stages of prenatal development? How does a child develop during the 9 months of pregnancy? Why is it important to understand the stages and affects to the mother? What are the stages of labor?*

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Instructional Strategies & Performance Tasks	Measurable Performance Assessments & Evidence	Resources
		1. Problem Based Learning 2. Teacher Directed 3. Study Groups 4. Technology 5. Demonstration 6. Cooperative Groups 7. Literature Circles 8. Participation & Discussion 9. Reading 10. Application 11. Lab (report) 12. Homework 13. Field Trip 14. Projects 15. Other (explain)	1. Multiple Choice 2. Essay 3. Fill-In-Blanks 4. Academic Prompts 5. Writing Samples 6. Lab Report 7. Problem Solving 8. Oral Presentation 9. Self-Assessment 10. Class Survey 11. Rubrics 12. Reflective Discussion 13. Performance Tasks 14. Teacher Observation 15. Portfolio 16. Other (explain)	1. Textbooks 2. Technology Software 3. Technology Hardware 4. Graphic Organizers 5. AVA/Video 6. Primary Sources 7. Resource People 8. Internet Resources
9.4.12.J.(2).10	7.8 Explain how communication and planning can help couples prepare for the birth of a child	2, 6, 8, 9	1, 2, 3, 12, 13, 14	1
9.4.12.J.(2).10	7.9 Explain the advantages and disadvantages of breast feeding and bottle feeding	2, 4, 6, 8, 9	1, 2, 3, 12, 13, 14	1, 5

Suggested activities:

Child Development; Roles, Responsibilities, Resources chapter 4

Poster: Early signs of pregnancy

Poster: Stages of prenatal development

Birth Defect project

Students complete worksheet packet as others make their presentations

Nursery assignment – And baby makes three!!

DVDs:

In the Womb

The Miracle of Life

United Streaming:

Impact of Drugs and Chemicals on Fetal Development

Fetal Growth

Chromosomal Alterations – Down’s syndrome

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 8 Students will demonstrate knowledge of: the birth process

Essential Question: *What signals the onset of labor? What will happen immediately after the birth of a child?*

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Instructional Strategies & Performance Tasks	Measurable Performance Assessments & Evidence	Resources
		1. Problem Based Learning 2. Teacher Directed 3. Study Groups 4. Technology 5. Demonstration 6. Cooperative Groups 7. Literature Circles 8. Participation & Discussion	9. Reading 10. Application 11. Lab (report) 12. Homework 13. Field Trip 14. Projects 15. Other (explain)	1. Multiple Choice 2. Essay 3. Fill-In-Blanks 4. Academic Prompts 5. Writing Samples 6. Lab Report 7. Problem Solving 8. Oral Presentation
9.4.12.J.(2).10	8.1 Identify 3 signals that indicate labor is about to begin	2, 4, 8, 9	12, 13, 14	1, 5
9.4.12.J.(2).10	8.2 Explain what happens in each of the 3 stages of labor.	2, 4, 8, 9	12, 13, 14	1, 5
9.4.12.J.(2).10	8.3 Explain the purpose of contractions in each stage of labor	2, 4, 8, 9	12, 13, 14	1, 5
9.4.12.J.(2).10	8.4 Describe how the newborn is evaluated and treated	2, 8, 9	12, 13, 14	1, 5
9.4.12.J.(2).10	8.5 Explain the purpose of bonding	2, 8, 9	12, 13, 14	1, 5

Suggested activities:

Child Development; Roles, Responsibilities, Resources chapter 5, 6

Videos:

The Miracle of Life

United Streaming:

Breast Feeding: The best beginning

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 9 Students will demonstrate knowledge of: general characteristics and abilities of children at various developmental stages.

Essential Question: *What are the developmental milestones of children from birth through age six? Why is it important to understand the process of the developing child?*

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Instructional Strategies & Performance Tasks	Measurable Performance Assessments & Evidence	Resources
		1. Problem Based Learning 2. Teacher Directed 3. Study Groups 4. Technology 5. Demonstration 6. Cooperative Groups 7. Literature Circles 8. Participation & Discussion 9. Reading 10. Application 11. Lab (report) 12. Homework 13. Field Trip 14. Projects 15. Other (explain)	1. Multiple Choice 2. Essay 3. Fill-In-Blanks 4. Academic Prompts 5. Writing Samples 6. Lab Report 7. Problem Solving 8. Oral Presentation 9. Self-Assessment 10. Class Survey 11. Rubrics 12. Reflective Discussion 13. Performance Tasks 14. Teacher Observation 15. Portfolio 16. Other (explain)	1. Textbooks 2. Technology Software 3. Technology Hardware 4. Graphic Organizers 5. AVA/Video 6. Primary Sources 7. Resource People 8. Internet Resources
9.4.12.J.(2).10	9.1 Describe what a newborn looks like at birth	2, 8, 9	1, 2, 3, 12, 14	1, 5
9.4.12.J.(2).10	9.2 Explain reflexes and motor abilities and how motor abilities develop	2, 8, 9	1, 2, 3, 12, 14	1
9.4.12.J.(2).10	9.3 Explain how to keep a newborn comfortable, clean and safe	2, 8, 9	1, 2, 3, 12, 14	1
9.4.12.J.(2).10	9.4 Explain how a parent's response to a baby's temperament affects other areas of development	2, 8, 9	1, 2, 3, 12, 14	1
9.4.12.J.(2).10	9.5 Describe how language is developed.	2, 8, 9	1, 2, 3, 12, 14	1
9.4.12.J.(2).10	9.6 Explain why love and affection are important to all areas of development		1, 2, 3, 12, 14	1
9.4.12.J.(2).10	9.7 Describe how various parts of a baby grow	2, 8, 9, 14	1, 2, 3, 12, 14	1, 2, 3, 8
9.4.12.J.(2).10	9.8 Explain how a child's knowledge is developed through the five senses	2, 8, 9	1, 2, 3, 12, 14	1

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 9 Students will demonstrate knowledge of: general characteristics and abilities of children at various developmental stages.

Essential Question: *What are the developmental milestones of children from birth through age six? Why is it important to understand the process of the developing child?*

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Instructional Strategies & Performance Tasks	Measurable Performance Assessments & Evidence	Resources
		1. Problem Based Learning 2. Teacher Directed 3. Study Groups 4. Technology 5. Demonstration 6. Cooperative Groups 7. Literature Circles 8. Participation & Discussion 9. Reading 10. Application 11. Lab (report) 12. Homework 13. Field Trip 14. Projects 15. Other (explain)	1. Multiple Choice 2. Essay 3. Fill-In-Blanks 4. Academic Prompts 5. Writing Samples 6. Lab Report 7. Problem Solving 8. Oral Presentation 9. Self-Assessment 10. Class Survey 11. Rubrics 12. Reflective Discussion 13. Performance Tasks 14. Teacher Observation 15. Portfolio 16. Other (explain)	1. Textbooks 2. Technology Software 3. Technology Hardware 4. Graphic Organizers 5. AVA/Video 6. Primary Sources 7. Resource People 8. Internet Resources
9.4.12.J.(2).10	9.9 Explain the importance of positive self-concept in personality development	2, 8, 9	1, 2, 3, 12, 14	1
9.4.12.J.(2).10	9.10 Identify the fine motor skills that are developed during the toddler stage	2, 8, 9, 14	1, 2, 3, 12, 14	1, 2, 3, 8
9.4.12.J.(2).10	9.11 Explain why toddlers need sleep, naps, and a bedtime routine	2, 8, 9	1, 2, 3, 12, 14	1
9.4.12.J.(2).10	9.12 Explain the role of play in the social development of a child	2, 8, 9	1, 2, 3, 12, 14	1
9.4.12.J.(2).10	9.13 List the factors that should guide a parent's or caregiver's selection of appropriate toys	2, 8, 9, 14	1, 2, 3, 7, 12, 14	1, 2, 3, 6, 8

Suggested activities:

Child Development; Roles, Responsibilities, Resources chapter 7, 8, 9, 10, 11

Toy assignment

Book evaluation

TimeLiner project – developmental milestones

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 10 Students will demonstrate knowledge of: responsibilities and other factors involved in the decision of if and when to have children.

Essential Question: *What is the best age to begin a family? What are the challenges, rewards, and costs of parenting? Why is it important that parenthood be a choice? How do couples handle infertility? How can knowledge of child development prepare a couple for parenthood?*

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Instructional Strategies & Performance Tasks	Measurable Performance Assessments & Evidence	Resources
		1. Problem Based Learning 2. Teacher Directed 3. Study Groups 4. Technology 5. Demonstration 6. Cooperative Groups 7. Literature Circles 8. Participation & Discussion 9. Reading 10. Application 11. Lab (report) 12. Homework 13. Field Trip 14. Projects 15. Other (explain)	1. Multiple Choice 2. Essay 3. Fill-In-Blanks 4. Academic Prompts 5. Writing Samples 6. Lab Report 7. Problem Solving 8. Oral Presentation 9. Self-Assessment 10. Class Survey 11. Rubrics 12. Reflective Discussion 13. Performance Tasks 14. Teacher Observation 15. Portfolio 16. Other (explain)	1. Textbooks 2. Technology Software 3. Technology Hardware 4. Graphic Organizers 5. AVA/Video 6. Primary Sources 7. Resource People 8. Internet Resources
9.4.12.J.(2).10	10.1 Discuss the challenges and rewards of parenting	2, 8, 9	1, 2, 3, 12, 13, 14	1
9.4.12.J.(2).10	10.2 Describe pressures to have children or remain childless	2, 8, 9	1, 2, 3, 12, 13, 14	1
9.4.12.J.(2).10	10.3 Identify factors that couples should examine to determine when they are ready for parenthood	2, 8, 9	1, 2, 3, 12, 13, 14	1
9.4.12.J.(2).10	10.4 Describe the effects on mother, father, and baby if a child is born before parents are ready	2, 8, 9	1, 2, 3, 12, 13, 14	1
9.4.12.J.(2).10	10.5 Explain how parents can learn about children and parenting in order to prepare for the demanding and rewarding role of parenthood	2, 8, 9	1, 2, 3, 12, 13, 14	1

Suggested activities:

Families Today, chapter 33

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 11 Students will demonstrate knowledge of: careers related to Family Relationships and Child Development.

Essential Question: *What education and /or training will I need to pursue a career in this field? What skills does an individual need to possess to embark in a career in the field of family relations and child development?*

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Instructional Strategies & Performance Tasks	Measurable Performance Assessments & Evidence	Resources
		1. Problem Based Learning 2. Teacher Directed 3. Study Groups 4. Technology 5. Demonstration 6. Cooperative Groups 7. Literature Circles 8. Participation & Discussion	9. Reading 10. Application 11. Lab (report) 12. Homework 13. Field Trip 14. Projects 15. Other (explain)	1. Multiple Choice 2. Essay 3. Fill-In-Blanks 4. Academic Prompts 5. Writing Samples 6. Lab Report 7. Problem Solving 8. Oral Presentation
9.4.12.J.(2).10	11.1 List careers related to the family relations and child development field	2, 8, 14	12, 13, 14	2, 3, 7, 8
9.4.12.J.(2).10	11.2 Identify the training required to pursue a job in the family relations and child development field	2, 8, 14	12, 13, 14	2, 3, 7, 8

Appendix

Name: _____

Period: _____

Date: _____

My Life Till Now

List 20 events that have shaped you into the person you are today.

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	

My Life Till Now

List 20 events that have shaped you into the person you are today. (con't)

10.	
11.	
12.	
13.	
14.	
15.	
16.	

17. _____

18. _____

19. _____

20. _____

Name:	
Period:	
Date:	

My Future

Think about where you will be ten years from now.

**Where will you live? What will you wear? What will your occupation be? Will you be single or married with a family?
How will you get to work?**

List 10 things you think will be true about your life ten years from now.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____

Name _____ Period _____

Wedding Project
Family Relations



Wedding Project Table of Contents

Page	Description
1	Engagement announcement
2	Engagement ring; picture and price
3	Wedding party – Attendants names
4	Church, rehearsal dinner and reception plans
5	Invitation, reception, response and thank you card samples
6	Stationery wording
7	Stationery prices
8	Wedding, attendant gowns, tuxedo photos
9	Bridal attire costs
10	Flowers
11	Cost of flowers
12	Cake, cost
13	Photographer, videographer and costs
14	Music – name of provider /DJ, cost
15	Musical selections – entrance, first dance, father/bride
16	Table favors
17	Wedding rings
18	Limo information
19	Bridal party gifts
20	Newspaper wedding announcement
21	Honeymoon plans
22	Honeymoon costs
23	Final costs Bride, Groom



Engagement Announcement

You have just announced your engagement to you family. It is now time to let the rest of the world in on your good news!

How will you let everyone know? The easiest way is to contact the local paper and have the announcement printed in the paper.

This will become **page one** of your project.

Page one: Using correct grammar, spelling and punctuation, write the announcement the way it will appear in the newspaper. Examples are below.

Wedding Project
Page 2

The Engagement Ring

The engagement ring is widely known as a symbol of everlasting love and unity. As you chose your ring, remember to select a ring that you like and your finance or you can afford to purchase.

This will become **page two** of your project. Include a picture of the ring, a description of it if it is available, and the purchase price.



Wedding Project
Page 3

Wedding Attendants

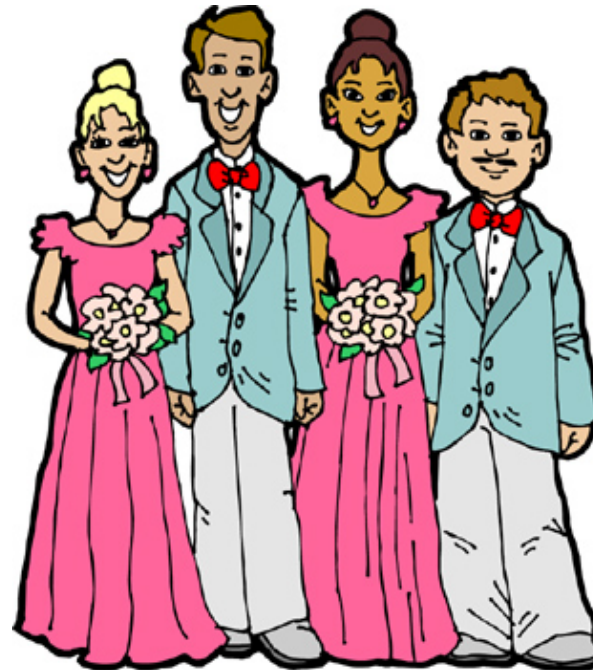
Now that you have become engaged, it is time to choose your attendants – bridesmaids, groomsmen, and/or flower girls and ring bearer.

Remember, it is up to each couple to decide if they will have attendants and how many there will be.

The law requires there be only 2 witnesses – a maid/matron of honor and a best man. You must have at least those two people in your bridal party.

On the following sheet, list the names of your attendants and the relation they are to the bride or the groom.

This will become **page three** of your project.



My Bridal Party

	Name		Relationship
Maid/Matron of Honor			
Bridesmaid			
Bridesmaid			
Bridesmaid			
Bridesmaid			
Bridesmaid			
Bridesmaid			
Flower Girl			
Best Man			
Usher			
Usher			
Usher			
Usher			
Usher			
Usher			
Ring Bearer			

Wedding Project
Page 4

The Church and Reception

You will now decide where your wedding ceremony will take place, who will officiate, how many guests you will invite and what your reception plans are.

Complete the information on the following page. You may want to include pictures – use the front and back of a single sheet of paper.

This will become **page four** of your project. (It is not required that you use the following sheet. You must, however, provide the following information. If you use more than one page for this assignment, number them 4a, 4b, 4c, etc.)



Wedding Location and Reception Information Sheet

Ceremony Plans

Date of Wedding	
Time	
Location for Marriage Ceremony?	
Who Will Perform the Ceremony?	
Cost for Having Ceremony Here?	

Rehearsal Dinner Plans

Rehearsal Date			
Time			
Location			
Address			
Phone Number			

Circle One:

Sit Down Dinner

Buffet

Number of Guests			
Cost Per Person			
Total Rehearsal Dinner Cost			
<i>(Don't forget tip & taxes)</i>			

Menu

Appetizers

Dinner Desserts

Desserts

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Reception Plans

Time			
Location			
Address			
Phone Number			

Circle One:

Sit Down Dinner

Buffet

Number of Guests			
Cost Per Person			
Total Reception Cost			
<i>(Don't forget tip & taxes)</i>			

Menu

Cocktail Hour

Dinner Desserts

Desserts

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Wedding Project Pages 5, 6, 7

The Wedding Invitation



Now it is time to pick out the wedding stationery.

You must choose

- an invitation with two envelopes
- reception card
- response card
- thank you note
- place seating cards

You must also calculate the cost for the stationery, itemize and total, based on the number of people you will invite to the wedding.

Page five will be the samples of the stationery. This may be either actual sample or photos of samples from the internet. Google “wedding stationery” and you will have plenty of choices.

Page six will be the actual wording you will use on the invitation, reception, and response cards as well as the costs for the stationery. I have packets of sample wording for just about all situations. These are to be borrowed so I can save trees and use for all classes!!!

Page seven will be the prices. Complete the attached worksheet.

Stationery Prices

Invitations for _____ guests = \$ _____

Extra add-on to the invitation _____ guests = \$ _____

Reception card for _____ guests = \$ _____

Response card for _____ guests = \$ _____

Place seating cards for _____ guests = \$ _____

Thank you notes _____ \$ _____

Postage for invitations _____ X .73 = \$ _____

Postage for response card _____ X .42 = \$ _____

TOTAL \$ _____

Wedding Project
Page 8, 9

The Wedding Attire

Gowns, gowns, and tuxedos!!!!

- Select your (or your bride's) wedding gown
- Bridesmaid's dresses
- Flower girl's dress – if you have one
- Tuxedos – groom, fathers and ushers. They may be all the same or the groom may be different in some small way.

Page eight will be pictures of the gowns and tuxedos.
Be sure to include all accessories:

Page nine will be the cost of the attire, including accessories.
Attendants pay for their own clothing. The bride pays for what she wears, and the groom for what he wears.



Bridal Attire Costs

Bride's Gown \$ _____

Bridesmaids Gown $\frac{\text{_____}}{\text{\# of Bridesmaids}} \times \frac{\$ \text{_____}}{\text{Cost of dress}} = \frac{\$ \text{_____}}{\text{Total for bridesmaids}}$

Flower Girls \$ _____

Grooms Tuxedo \$ _____

Ushers $\frac{\text{_____}}{\text{\# of Ushers}} \times \frac{\$ \text{_____}}{\text{Cost of Tuxedo}} = \frac{\$ \text{_____}}{\text{Total for Ushers}}$

Ring Bearer \$ _____

Fathers $\frac{\text{_____}}{\text{\# of Dads}} \times \frac{\$ \text{_____}}{\text{Cost of Tuxedo}} = \frac{\$ \text{_____}}{\text{Total for Fathers}}$



Wedding Project
Page 10 and 11

The Flowers

Page ten will be photos of the flowers for:

Bride

Bridesmaids

Flower girl

Mothers

Special people

Groom

Ushers

Ring bearer

Fathers

Ceremony

Reception tables

Page eleven will be the cost of the flowers.



Groom's Cost

Bride's Flower's \$ _____

Throw Away Bouquet \$ _____

Mother's
 $\frac{\text{_____}}{\text{\# of Mom's}} \times \frac{\text{\$ _____}}{\text{Cost of Flowers}} = \frac{\text{\$ _____}}{\text{Total for Mother's}}$

Usher's
 $\text{\# of Ushers} \times \frac{\text{\$ _____}}{\text{Cost of boutonnières}} = \frac{\text{\$ _____}}{\text{Total for Ushers}}$

Ring Bearer \$ _____

Fathers/Grandfathers
 $\frac{\text{_____}}{\text{\# of Dad's}} \times \frac{\text{\$ _____}}{\text{Cost of boutonnières}} = \frac{\text{\$ _____}}{\text{Total for Fathers}}$

Groom's Total Cost \$ _____

Bride's Cost

Groom	\$			
Bridesmaids Flowers	$\frac{\quad}{\# \text{ of Bridesmaids'}}$	X	$\frac{\$ \quad}{\text{Cost of Flowers}}$	= $\frac{\$ \quad}{\text{Total for Bridesmaids}}$
Flower Girls	$\frac{\quad}{\# \text{ of Flower Girls}}$	X	$\frac{\$ \quad}{\text{Cost of Flowers}}$	= $\frac{\$ \quad}{\text{Total for Flower Girls}}$
Grandmothers	$\frac{\quad}{\# \text{ of Grand mom's}}$	X	$\frac{\$ \quad}{\text{Cost of flowers}}$	= $\frac{\$ \quad}{\text{Total for Grandmother's}}$
Flowers for Ceremony		X	$\frac{\$ \quad}{\quad}$	= $\frac{\$ \quad}{\text{Total for Ceremony}}$
Flowers for Reception	$\frac{\quad}{\# \text{ of Tables}}$	X	$\frac{\$ \quad}{\text{Cost of Flowers}}$	= $\frac{\$ \quad}{\text{Total for Reception}}$
Bride's Total Cost	\$			

Wedding Project
Page 12

The Cake

Page 12 will be a picture of the cake and the cost.

If your reception venue includes the cake, you only need to show a photo of the cake you have chosen.

Be sure to tell me if the cost of the cake is included in the reception cost.

Cakes run from \$4 to \$7 per serving and are made to serve the number of guest you are inviting.

If you would like to show your cake topper, that will go on this page also.



Wedding Project
Page 13

The Photographer and Videographer

Page 13 will be information about your photographer and videographer.

Include:

- Their name, address, phone number
- How many pages in the album
- Can you buy the proofs?
- How long the final video will be
- The cost
- Any additional information available



Wedding Project
Page 14 and 15

The Music

Your need for music will be different from anyone else's. You can make your mark on your wedding by selecting the music that is important to you and your soon-to-be-wedded!

On **page 14**, list the name of the musical provider, DJ, band, along with his name, address and phone number.

Complete the music selection page for **page 15** of your project.
You do not need to fill all the lines for favorite selections.

The Music at your Reception

Special selections:

- Bride and Groom arrival _____
- First dance: _____
- Bride's dance with father: _____
- Groom's dance with mother: _____
- Cake cutting music: _____
- Garter and bouquet music: _____

Favorite songs to be played during the reception:

Wedding Project

Page 16

The Table Favors

Page 16 will be an example of the table favors each guest (or each couple) will take home as a remembrance of this special day.

Be sure to include a photo of the favor and the cost, individual cost and total for all your guests.



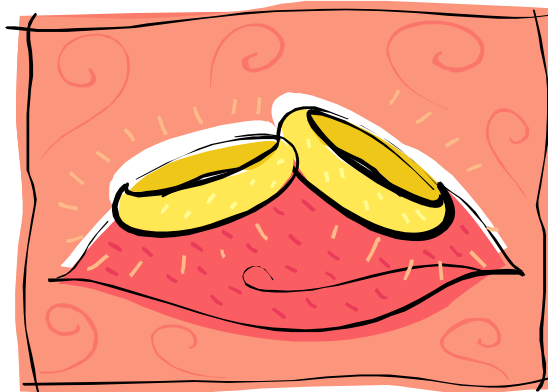
Wedding Project
Page 17

The Wedding Rings

Page 17 will be a picture of your wedding bands.
One for him and one for her.

Be sure to include the cost of the rings separately.

The groom pays for the bride's ring and the bride pays for the groom's ring.



Wedding Project

Page 18

Get me to the church on time!!

Page 18 is the transportation cost, if there is any, of transporting the bride to the church and the bridal party to the reception.

If you will not have a cost associated with this, be sure to write an explanation why on page 18.

Limo Company Name _____

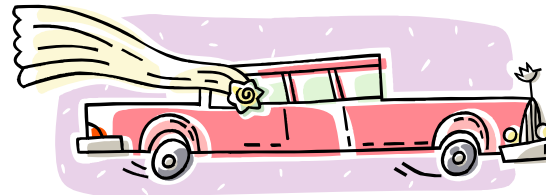
Phone Number _____

Address _____

Number of Hours You Will Have Them _____

Price _____

I will not have any transportation costs because: _____





Wedding Project
Page 19

Bridal Party Gifts

Page 19 will be photos and prices of the gift you and you fiancée will give to your bridal party attendants (bridesmaids and groomsmen).

Number of Bridesmaids _____

Cost Per Gift \$ _____

Total Cost for Bride \$ _____

Number of Groomsman _____

Cost Per Gift \$ _____

Total Cost for Groom \$ _____



Wedding Project
Page 20

The Marriage Announcement

You will want to let everyone you know that you have been married.
Just as you announced your engagement, you can announce your wedding in the newspaper.

On **page 20**, write your wedding announcement as it would appear in the newspaper.

I have some examples for you to look at. Please borrow these and return them.



Wedding Project
Page 21 and 22

The Honeymoon

Page 21 will detail your honeymoon plans. Where you will go, how you will get there, how long you will be away, what is there to do once you get there? Include photos of where you will be staying.

Page 22 is a detailed list of honeymoon costs.

Be sure to include:

Transportation

Transfers to and from the airport

Accommodations, daily and total cost

Meals

Daily spending money, multiply for the duration of the trip

Extra activities, for example, snorkeling, skiing - any other additional activity cost



Wedding Project Extra Credit!!!

Up to 10 points! It all depends on the information you receive from your parent/guardian

Give this to a parent or adult in your home.

Please take a few minutes to look through your child's wedding project. I have asked them to be realistic in their planning.

Please offer your feedback in the space below. You may comment on their choices, but I am especially interested in your reaction to the amount of money they have planned to spend. Do you think this planned wedding will become her/his reality?

This is a great opportunity to discuss the practical aspect of their "dream" wedding.

For your information, the average wedding in the United States costs between \$20,000 and \$22,000.

Thank you very much for your time.

Mrs. Seel

Name: _____ Date: _____ Period: _____

Family Relations

***The Burning Bed
Day One***

1. The two main characters are _____ and _____. What is their relationship while they date? (consider habits, opinions, personality)
2. Was there any evidence then that he might be a potential batterer? If yes, please explain.
3. Describe their first year of marriage.

4. In the summer of 1964 what advice does Francine's mother give her?

5. What does the Welfare Office advise her to do?

6. How does her friend, Gabby, advise and assist her?

Burning Bed
Day Two

7. Francine moves to an apartment with the children. Why did she not go to a shelter or a safe home for battered women?

8. What advice do her in-laws, Flossie and Vernon give her after she has the baby?

9. What happens to Mickey after he visits Francine and the baby?

10. Why does Francine move to the home next to her in-laws?

11. What do the police tell Francine after she runs from Mickey and hides in the closet?

12. What occurs when Francine returns home and Mickey comes back?

13. What happens in the spring of 1976?

14. What does the probation officer tell her?

15. Where does she go?
What happens there?

Burning Bed
Day Three

16. What does the social worker advise her to do?

17. Describe Francine and Mickey's relationship while he has the children and she is with her mother.

18. Why do you think she got back together with him?

19. Why do his parents stand up for him?

20. Why didn't the police officer arrest Mickey on March 9, 1977?

21. Why did their daughter testify?

22. Why is the puppy story told?

23. Why did Francine go to bed with Mickey before she killed him?

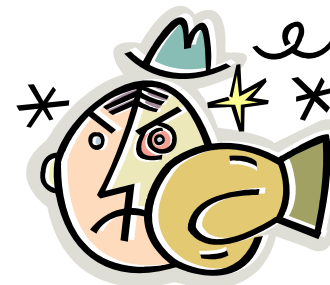
24. What words did she use to describe why she killed him?

Domestic Violence Research Assignment

You are opening a shelter to protect and help victims of domestic violence.

After completing on-line research, student will create a brochure containing the following information:

- Name your shelter
 - Come up with a phone number – maybe even a web address - for your facility.
 - Will you provide your shelter's address? Why or why not?
 - Who will you serve – men, women, children?
 - Services your shelter will offer the victims.
 - Be specific – find out what other shelters around the country offer.
- Facts on domestic violence:
 - Number of victims in the county you will serve – find statistics for 2006. You must mention your source for this information.
 - Characteristics of the abusers
 - Characteristics of the victims
- Information on the laws that protect battered victims:
 - Outline what the laws provide for and give the name of the law, act, or bill.
 - Be sure to include the laws New Jersey has to keep victims safe.
- Sell your shelter to potential clients – why should I call you for help?
- Use Publisher to put your information together:
 - Choose from the templates offered
 - Be sure your brochure is attractive and is not crowded or has too much white space.
 - Add at least 4 appropriate graphics to your brochure.
 - Use one of the sections to cite all your sources if you have not done so within the document. (Retrieved from www.abcdefg.com, November 25, 2007)
- Print both pages of your brochure to hand it in.



Do not plagiarize – you will receive a ZERO if you do!
If the idea is not yours, you must provide the source of your information.
Use parenthetical references to give credit where credit is due.

Family Life Cycle Project
 Chapter 2, section 3
 Family Relations and Child Development

Name: _____ Date: _____ Period: _____

Characteristics of each stage of the family life cycle:

Student will list 3 characteristics for each stage in complete sentences, spelling words correctly.

- **Beginning:** _____

- **Parental:** _____

- **Middle Age:** _____

- **Retirement:** _____

Using magazines, the student will find examples depicting the characteristics listed above. They will be mounted on construction paper.

Poster will have the following elements:

- Title
- Your name and class period
- No less than 3 pictorial examples for each stage
- A caption for each picture detailing the characteristic
- This completed sheet stapled to the back of the poster

Grading:

Title on poster	5 points	_____
Name on poster	5 points	_____
3 examples for each family stage	60 points	_____
Completed on time	10 points	_____
Instruction sheet stapled to back of poster	20 points	_____
TOTAL POINTS	100	_____

Stereotype Busters



Stereotype: A
standardized
idea about the
qualities or
behavior of a
particular
category of
people.

Due at the end of class
on Thursday, 10/18

Your assignment is to create a poster to "bust" 2 stereotypes.

Select 2 stereotypes.

For each stereotype, find 3 photos that support the stereotype and 3 that "bust" it.

Divide your poster into 2 sections, one for each stereotype.

Print the stereotype on the top of the section, followed by the 3 examples that support that stereotype. Then, print the truth about that category of people and follow that with the 3 Stereotype busting examples.

Be prepared to share 1 example with the class.

Grading



Each component of the poster is worth 2 points:

Stereotype 1:
Written on poster 2 pts
3 examples 6 pts
Truth written 2 pts
3 examples 2pts
Stereotype 2:
Written on poster 2 pts
3 examples 6 pts
Truth written 2 pts
3 examples 2pts
Name and class period 2pts
Neatness 2pts
Use of time 2pts

Total possible pts: 30



Chapter 4 Pregnancy

Name: _____ Date: _____ Period: _____

Poster assignment #1 – Early signs, changes

Using your textbook and the internet, you will create a poster identifying early signs of pregnancy, complications and discomfort women face as well as the emotions that occur. Complete the chart below, and then make your poster.

Be sure to include at least 3 items for each column.

See the reverse side of this sheet for the grading rubric.

You must keep this sheet in your folder!!!!

Early Signs of Pregnancy

Complications and Discomfort

Emotions During Pregnancy

Chapter 4 – Pregnancy

Name: _____ Date: _____ Period: _____

Poster assignment – Prenatal Development **Due** _____

Using your textbook and the internet, you will create a poster explaining the changes that occur during each trimester of pregnancy. Include what happens:

- Development during each trimester: **List at least 5 for each trimester**
 - Changes to the mother by the end of each trimester
 - What is happening to your body?
 - How do you feel? What about your energy?
 - How much weight have you gained?
 - Changes to the unborn child **List at least 5 for each trimester**
 - Name the developments which occur during each trimester
 - At the end of the trimester:
 - How long is the baby?
 - What does it weigh?
 - What body parts have developed?
 - What is the fetus doing in there???
- Include one illustration of fetal development for the end of each trimester (this may be hand drawn or be printed from the computer)
 - <http://www.babycenter.com/fetaldevelopment/>
 - <http://babies.sutterhealth.org/babygrowth/fetaldev/>
 - <http://pregnancy.about.com/od/fetus/>
 - www.4women.gov/pregnancy
 - <http://www.wprc.org/fetal.html> awesome photographs of developing embryo and fetus

Complete the chart on the back of this sheet, and then make your poster.

**You must keep this sheet in your folder!!!!
It will be used for the final exam!!**

Facts About the Mother

First Trimester

- 1.
- 2.
- 3.
- 4.
- 5.

Third Trimester

- 1.
- 2.
- 3.
- 4.
- 5.

Second Trimester

- 1.
- 2.
- 3.
- 4.
- 5.

Facts About the Fetus

First Trimester

- 1.
- 2.
- 3.
- 4.
- 5.

Third Trimester

- 1.
- 2.
- 3.
- 4.
- 5.

Second Trimester

- 1.
- 2.
- 3.
- 4.
- 5.

“And Baby Makes Three”!!!

Nursery Assignment Child Development

You may work on this assignment in pairs or on your own.

Now that you have a baby on the way, you will need to provide a room for it to sleep in and tons of supplies for the baby. Let’s see how much money you will need to cover these needs!

Take a guess and write it here: \$ _____

Page 1: Floor plan of the nursery using furniture templates.

Names of all members in group/your name

Required: Crib, mattress, changing table, dresser, rocking chair

Page 2: Photos, cost, and name of store for all items on your floor plan

Page 3-?: Baby supplies you’ll need:

Required: Car seat, stroller, high chair, pack n play/play pen, bath tub, sheets, blankets, towels, diapers, wipes, bath items, clothes – sleepers, onesies, daytime clothes, jacket, hat, socks (enough of everything for 5 days).

Optional: Monitor, diaper bag, carrier, walker/exerciser, swing, bottles, toys, carrier, swing, the list goes on and on!!

Last Page: Sub total for floor plan, subtotal for supplies grand total for furniture and supplies. How close did you come to your estimate? Include your estimate on the total page.

We will work on this in class for 3-4 days.

Use the internet and the Sunday newspaper to find photos and prices of the items you will need for your baby.

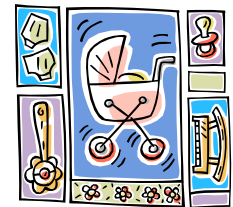
Websites:

www.target.com

www.babiesrus.com

www.babyage.com

www.dreamtimebaby.com



When you are using the computer for your sources, please copy the images from the source page and create a word document.

***Be sure to include the name of the store and the name and cost of the item.

Student Check List for “And Baby Makes Three”!!!

Name: _____ Date: _____ Period: _____

Must Haves:

Floor Plan

- crib _____
- mattress _____
- changing table _____
- dresser _____
- rocking chair _____

Page 3 and beyond

- car seat _____
- stroller _____
- high chair _____
- pack n play _____
- bath tub _____
- bath items _____
- towels _____
- sheets _____
- blankets _____
- diapers, wipes _____
- 5 days of clothes _____
- onesies _____
- Jacket, hat _____
- socks _____

Birth Defect Summary Child Development

Name: _____ Date: _____ Period: _____

Using the internet and working in groups of 2-3, each small group will research a chosen birth defect during class. Each group will complete a PowerPoint summary of their research and present their information to the class. Please include some clip art or photographs on your slides.

(Note on presentation: Plan to elaborate on the information in the PowerPoint presentation.)

The template for this assignment can be found on the network drive. We will go over it in class before you start to work on it. As you work on your project, keep it saved on your own student numbered drive. When you are finished, save it for me on the K drive.

I will have a list of topics from which you will choose.
After you select your topic, begin your research.

Include the following:

- Name of defect.
- What type of defect is it, structural, metabolic or congenital?
 - Define structural, metabolic or congenital.
- What is the cause of the defect? Be specific, but explain it in terms we can understand.
- What are the characteristics of the defect?
- Can this birth defect be prevented? How?
- Can this birth defect be diagnosed before birth?
- How is it treated?
- What is the life expectancy of the child born with this defect?
- What support groups are available for parents of children born with this defect?
 - What do they offer?
- How do you think parents who have a child born with this birth defect might feel, react, and cope?
- All your sources must be cited.

Websites:

March of Dimes

Kids Health

Birth Defect Research for Children

CDC

Medline Plus – great list of topics. Look under Health Topics, Birth Defects

Birth Defects – Student Presentation Summary

Name: _____ Date: _____ Period: _____

Spina Bifida:

Type: Structural, metabolic, or congenital

Cause:

Characteristics:

Is it preventable? How?

Can it be diagnosed before birth (pre-natal)?

How is it treated?

What is the life expectancy of child?

Are there support groups for parents? Names?

What do they offer?

Cerebral Palsy:

Type: Structural, metabolic, or congenital

Cause:

Characteristics:

Is it preventable? How?

Can it be diagnosed before birth (pre-natal)?

How is it treated?

What is the life expectancy of child?

Are there support groups for parents? Names?

What do they offer?

Cleft Palate, Cleft Lip:

Type: Structural, metabolic, or congenital

Cause:

Characteristics:

Is it preventable? How?

Can it be diagnosed before birth (pre-natal)?

How is it treated?

What is the life expectancy of child?

Are there support groups for parents? Names?

What do they offer?

Clubfoot:

Type: Structural, metabolic, or congenital

Cause:

Characteristics:

Is it preventable? How?

Can it be diagnosed before birth (pre-natal)?

How is it treated?

What is the life expectancy of child?

Are there support groups for parents? Names?

What do they offer?

Congenital Heart Defects:

Type: Structural, metabolic, or congenital

Cause:

Characteristics:

Is it preventable? How?

Can it be diagnosed before birth (pre-natal)?

How is it treated?

What is the life expectancy of child?

Are there support groups for parents? Names?

What do they offer?

Cystic Fibrosis:

Type: Structural, metabolic, or congenital

Cause:

Characteristics:

Is it preventable? How?

Can it be diagnosed before birth (pre-natal)?

How is it treated?

What is the life expectancy of child?

Are there support groups for parents? Names?

What do they offer?

Down Syndrome:

Type: Structural, metabolic, or congenital

Cause:

Characteristics:

Is it preventable? How?

Can it be diagnosed before birth (pre-natal)?

How is it treated?

What is the life expectancy of child?

Are there support groups for parents? Names?

What do they offer?

Fragile X Syndrome:

Type: Structural, metabolic, or congenital

Cause:

Characteristics:

Is it preventable? How?

Can it be diagnosed before birth (pre-natal)?

How is it treated?

What is the life expectancy of child?

Are there support groups for parents? Names?

What do they offer?

Marfan Syndrome:

Type: Structural, metabolic, or congenital

Cause:

Characteristics:

Is it preventable? How?

Can it be diagnosed before birth (pre-natal)?

How is it treated?

What is the life expectancy of child?

Are there support groups for parents? Names?

What do they offer?

Sickle Cell Anemia:

Type: Structural, metabolic, or congenital

Cause:

Characteristics:

Is it preventable? How?

Can it be diagnosed before birth (pre-natal)?

How is it treated?

What is the life expectancy of child?

Are there support groups for parents? Names?

What do they offer?

Tay-Sachs Disease:

Type: Structural, metabolic, or congenital

Cause:

Characteristics:

Is it preventable? How?

Can it be diagnosed before birth (pre-natal)?

How is it treated?

What is the life expectancy of child?

Are there support groups for parents? Names?

What do they offer?

Achondroplasia:

Type: Structural, metabolic, or congenital

Cause:

Characteristics:

Is it preventable? How?

Can it be diagnosed before birth (pre-natal)?

How is it treated?

What is the life expectancy of child?

Are there support groups for parents? Names?

What do they offer?

Fetal Alcohol Syndrome:

Type: Structural, metabolic, or congenital

Cause:

Characteristics:

Is it preventable? How?

Can it be diagnosed before birth (pre-natal)?

How is it treated?

What is the life expectancy of child?

Are there support groups for parents? Names?

What do they offer?

Worksheet for Child Development Digital Story

Fill in this worksheet as a guide to help you compile your digital story.

Hand this worksheet in as part of your grade.

In the chart below write at least 4 characteristics for each age range for **2** of the developmental areas: motor/physical, emotional **OR** social. The more you have the easier it will be to make your Photo Story.

For instance, for birth – 6 months, you may enter:

Birth – 6 mos	2 mos old can control head and body		Can smell mother and father; begins to babble
---------------	-------------------------------------	--	---

Then, go to the files I on the network and choose images (photographs) that represent each of the milestones. (This is where you may use photos you have brought from home.)

Age	Motor/Physical	Emotional	Social
Birth – 6 mos			
6 – 12 mos			
1 year			
2 years			
3 years			
5 years			

You should have at least 24 images. It is easy (and fun!) to add images to the story.

After completing the chart and compiling your images, you are ready to work on the digital story.

Rubrics

Rubrics
Family Relations and Child Development

Domestic Violence Assignment – Shelter Brochure

Name: _____ Date: _____ Period: _____

CATEGORY	4	3	2	1
Content - Accuracy	All facts in the brochure are accurate.	99-90% of the facts in the brochure are accurate.	89-80% of the facts in the brochure are accurate.	Fewer than 80% of the facts in the brochure are accurate.
Writing - Organization	Each section in the brochure has a clear beginning, middle, and end.	Almost all sections of the brochure have a clear beginning, middle and end.	Most sections of the brochure have a clear beginning, middle and end.	Less than half of the sections of the brochure have a clear beginning, middle and end.
Writing - Spelling and Mechanics	Spelling, capitalization and punctuation are correct throughout the brochure.	There are 1-2 spelling, capitalization and/or punctuation errors in the brochure.	There are 3-5 spelling, capitalization and/or punctuation errors in the brochure.	There are more than 6 spelling, capitalization or punctuation errors in the brochure.
Graphics/Pictures	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the brochure seems "text-heavy".	Graphics do not go with the accompanying text or appear to be randomly chosen.
Attractiveness & Organization	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.
Sources	Careful and accurate records are kept to document the source of 95-100% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 94-85% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 84-75% of the facts and graphics in the brochure.	Sources are not documented accurately or are not kept on many facts and graphics

Grade _____

Family Life Cycle Poster Grading

Name: _____ Date: _____ Period: _____

Grading:

Title on Poster	5 Points	_____
Name on Poster	5 Points	_____
3 Examples for Each Family Stage	60 Points	_____
Completed on Time	10 Points	_____
Instruction Sheet Completed and Stapled to Back of Poster	20 Points	_____
Total Points	100 Points	_____



Stereotype Busters Grading

Name: _____ Date: _____ Period: _____

Stereotype 1:

Written on Poster	2 Points	_____
3 Examples	6 Points	_____
Truth Written	2 Points	_____
3 Examples	6 Points	_____

Stereotype 2:

Written on Poster	2 Points	_____
3 Examples	6 Points	_____
Truth Written	2 Points	_____
3 Examples	6 Points	_____
Name and Class Period	2 Points	_____
Neatness	2 Points	_____
Use of Time	2 Points	_____
Total Possible Points:	38 Points	_____

Wedding Project Mid-Point Check-In

Name: _____ Date: _____ Period: _____

Page

1.	Engagement Announcement	2 Points	_____
2.	Ring	2 Points	_____
3.	Wedding Party	2 Points	_____
4.	Reception plans	2 Points	_____
5.	Stationery wording	2 Points	_____
6.	Stationery prices	2 Points	_____
7.	Stationery examples	2 Points	_____
8.	Gowns, tuxedos photos	2 Points	_____
9.	Gowns, tuxedos costs	2 Points	_____
10.	Flower photos	2 Points	_____
11.	Flower costs	2 Points	_____
12.	Cake and cost	2 Points	_____
13.	Photographer	2 Points	_____
14.	DJ	2 Points	_____
15.	Musical selections	2 Points	_____
	Total points earned (possible 30 pts)		_____

Wedding Project Grading

Page		Possible points	Your score
	Cover page	5 Points	_____
	Table of contents	5 Points	_____
1	Engagement announcement paragraph	10 Points	_____
2	Engagement ring - picture, description, and price	20 Points	_____
3	Wedding party - Attendants names	10 Points	_____
4	Church, rehearsal dinner and reception plans	30 Points	_____
5	Invitation, reception, response and thank you card samples	15 Points	_____
6	Stationery wording	15 Points	_____
7	Stationery prices	10 Points	_____
8	Wedding, attendant gowns, tuxedo photos	20 Points	_____
9	Bridal attire costs	15 Points	_____
10	Flowers	15 Points	_____
11	Cost of flowers	10 Points	_____
12	Cake, cost	15 Points	_____
13	Photographer, videographer and costs	20 Points	_____
14	Music – name of provider /DJ, cost	15 Points	_____
15	Musical selections – entrance, first dance, father/bride	10 Points	_____
16	Table favors and costs	15 Points	_____
17	Wedding rings, photo, price	20 Points	_____
18	Limo information	10 Points	_____
19	Bridal party gifts	10 Points	_____
20	Wedding announcement	20 Points	_____
21	Honeymoon plans	20 Points	_____
22	Honeymoon costs	10 Points	_____
23	Final costs Bride, Groom	25 Points	_____
	Appearance	15 Points	_____
	Grammar, spelling	15 Points	_____
	Total score	400 Points	_____
	Extra credit		_____

Making A Poster : Pregnancy, early signs, changes

Teacher Name: **Mrs. Seel**

Student Name: _____

CATEGORY	4	3	2	1
Title	Title can be read from 6 ft. away and is quite creative.	Title can be read from 6 ft. away and describes content well.	Title can be read from 4 ft. away and describes the content well.	The title is too small and/or does not describe the content of the poster well.
Required Elements	The poster includes all required elements as well as additional information. (Using the internet)	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.
Content - Accuracy	At least 9 accurate facts are displayed on the poster.	6-8 accurate facts are displayed on the poster.	4-5 accurate facts are displayed on the poster.	Less than 3 accurate facts are displayed on the poster.
Labels	All items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	Almost all items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	Several items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	Labels are too small to view OR no important items were labeled.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
Use of Class Time	Used time well during each class period. Focused on getting the project done. Never distracted others. Helped other students.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others

Making A Poster : Trimester Development

Teacher Name: **Mrs. Seel**

Student Name: _____

CATEGORY	4	3	2	1
Title	Title can be read from 6 ft. away and is quite creative.	Title can be read from 6 ft. away and describes content well.	Title can be read from 4 ft. away and describes the content well.	The title is too small and/or does not describe the content of the poster well.
Required Elements	The poster includes all required elements as well as additional information. (Using the internet)	All required elements are included on the poster.	All but 1 of the required elements is included on the poster.	Several required elements were missing.
Content - Accuracy	At least 16 accurate facts are displayed on the poster.	12-15 accurate facts are displayed on the poster.	7-11 accurate facts are displayed on the poster.	Less than 6 accurate facts are displayed on the poster.
Labels	All items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	Almost all items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	Several items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	Labels are too small to view OR no important items were labeled.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
Graphics - Relevance	All 3 graphics are related to the topic and make it easier to understand.	All 3 graphics are related to the topic and most make it easier to understand.	Less than 3 graphics displayed.	Graphics do not relate to the topic, 2 or less displayed.
Use of Class Time	Used time well during each class period. Focused on getting the project done. Never distracted others. Helped other students.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others

Nursery Project Evaluation

Name: _____ Date: _____ Period: _____

Briefly outline the work YOU completed on the nursery project:

Tell me what your group member/members contributed.
List them by name.

(Name)

(Name)

“And Baby Makes Three”!!!

Grading Sheet

Name: _____ Date: _____ Period: _____

	Possible points	Your Score
Name on project	2 Points	_____
Floor Plan		
Dresser	3 Points	_____
Changing table	3 Points	_____
Rocking chair	3 Points	_____
Crib	3 Points	_____
Mattress	3 Points	_____
Photos/Prices		
Dresser	2 Points	_____
Changing table	2 Points	_____
Rocking chair	2 Points	_____
Crib	2 Points	_____
Mattress	2 Points	_____
Necessary Items		
Car Seat	5 Points	_____
Stroller	5 Points	_____
High Chair	5 Points	_____
Pack n' Play	5 Points	_____
Bath Tub	5 Points	_____
Towels	5 Points	_____
Bath Items	5 Points	_____
Sheets	5 Points	_____
Blankets	5 Points	_____
Diapers, Wipes	5 Points	_____
Clothes	7 Points	_____
Onesies	3 Points	_____
Jacket, Hat	3 Points	_____
Socks	3 Points	_____
Total Cost	5 Points	_____
Estimate	2 Points	_____
Total	100 Points	_____

Birth Defect Power Point Grading – 10 points each

Name: _____

Date: _____

Period: _____

_____ Defect Name/Student Name

_____ Defect Name/Student Name

_____ Type, Definition

_____ Type, Definition

_____ Causes

_____ Causes

_____ Characteristics

_____ Characteristics

_____ Preventable?

_____ Preventable?

_____ What Life is Like

_____ What Life is Like

_____ Support Groups

_____ Support Groups

_____ Coping

_____ Coping

_____ Sources

_____ Sources

_____ Graphics

_____ Graphics

Digital Story Grading Rubric - Child Development Milestones

Student Name: _____ Period _____

CATEGORY	4	3	2	1
Images	Images create a distinct atmosphere or tone that matches different parts of the story. The images may communicate symbolism and/or metaphors.	Images create an atmosphere or tone that matches some parts of the story. The images may communicate symbolism and/or metaphors.	An attempt was made to use images to create an atmosphere/tone but it needed more work. Image choice is logical.	Little or no attempt to use images to create an appropriate atmosphere/tone.
Soundtrack - Emotion	Music stirs a rich emotional response that matches the story line well.	Music stirs a rich emotional response that somewhat matches the story line.	Music is ok, and not distracting, but it does not add much to the story.	Music is distracting, inappropriate, OR was not used.
Economy	The story is told with exactly the right amount of detail throughout. It does not seem too short nor does it seem too long.	The story composition is typically good, though it seems to drag somewhat OR need slightly more detail in one or two sections.	The story seems to need more editing. It is noticeably too long or too short in more than one section.	The story needs extensive editing. It is too long or too short to be interesting.
Grammar	Grammar and usage were correct (for the dialect chosen) and contributed to clarity, style and character development.	Grammar and usage were typically correct (for the dialect chosen) and errors did not detract from the story.	Grammar and usage were typically correct but errors detracted from story.	Repeated errors in grammar and usage distracted greatly from the story.