



# The Whole Child Unit 1: Birth to Two

## Unit Focus

Students will explore the interrelationships of a child from birth to age two. Students will explore the whole child and how it is connected to health and well-being through the physical, intellectual, and social-emotional development. Students will learn the interrelationships of the whole child through, hands-on lessons, observations, and a Real Care baby simulation. The PBA will have students assess a scenario that commonly occurs in a daycare setting and develop a response in how to resolve the problem/concern in a developmentally appropriate fashion.

## Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<b>Connecticut Goals and Standards</b> <i>Family and Consumer Sciences (CTE)</i> <ul style="list-style-type: none"> <li>Principles of Human Growth and Development: Analyze principles of human growth and development during childhood. <i>FCS.EC.B</i></li> <li>Analyze physical, emotional, social, moral, and intellectual development. <i>FCS.EC.B.3</i></li> <li>Interpret interrelationships among physical, emotional, social, and intellectual aspects of human growth and development during childhood. <i>FCS.EC.B.4</i></li> <li>Describe the impact of heredity and environment on human growth and development during childhood. <i>FCS.EC.C.5</i></li> <li>Analyze the effects of life events during childhood on an individual's physical and emotional development. <i>FCS.EC.C.8</i></li> <li>Strategies for Promoting Growth and Development: Analyze strengths that promote growth and development during childhood. <i>FCS.EC.D</i></li> <li>Explain the role of nurturance on the growth and development of children. <i>FCS.EC.D.9</i></li> <li>Explain the role of communication on the growth and development of children. <i>FCS.EC.D.10</i></li> </ul>	<i>Students will be able to independently use their learning to...</i> <b>T1</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary. <b>T2</b> Develop a product/solution that adheres to key parameters (e.g., cost, timeline, restrictions, available resources and audience).	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> <b>U1</b> Social emotional, physical, creative, and intellectual capacities are deeply intertwined and equally important in ensuring a child's wellbeing, learning, and growth. <b>U2</b> The brain is constantly creating and destroying neural pathways, forming the thought and behavior patterns our brain uses to make decisions, choose actions and present us to the outside world. <b>U3</b> Nurturing both desire to learn and effective ways of experimenting with things and ideas are at the heart of a whole child approach, but require a whole culture around the child to extend this into schooling and adult life.	<i>Students will keep considering...</i> <b>Q1</b> How does the learning environment impact a child's development? <b>Q2</b> How does a child's unique set of circumstances determine what is developmentally appropriate? <b>Q3</b> How does the brain grow and change throughout childhood? How does that impact behavior? <b>Q4</b> How can educators nurture a child's desire to learn and experiment? How can educators foster the same nurturing behavior throughout the community?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> <b>K1</b> Physical, cognitive and social-emotional are the three main stages of prenatal development.	<i>Students will be skilled at...</i> <b>S1</b> Evaluate the situational needs of a newborn and respond appropriately

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<ul style="list-style-type: none"> <li>Analyze the role of family and support systems in meeting the growth and development needs of children. <i>FCS.EC.D.11</i></li> </ul> <p><b>Madison Public Schools Profile of a Graduate</b></p> <ul style="list-style-type: none"> <li>Idea Generation: Studying a problem, need or model (mentor text, political piece, documents, art work, etc.) to consider limitations and imagine new solutions/transformations. (POG.2.1)</li> <li>Decision Making: Make responsible decisions, based on potential outcomes. (POG.4.2)</li> </ul>	<p><b>K2</b> Stages of labor and delivery  <b>K3</b> Social-emotional strategies to support young infants  <b>K4</b> Vocabulary: Object permanence, conception, fertilization, genetic factors, prenatal development, trimester, labor, delivery.  <b>K5</b> Ovulation and conception.  <b>K6</b> Prenatal care.  <b>K7</b> Developmental stages - birth to age 1  <b>K8</b> 18 basic signs to teach your child</p>	<p><b>S2</b> Provide appropriate physical comfort for a newborn (clothing, diapers, handling, feeding)  <b>S3</b> Analyze case studies in determining how to address developmental needs of an infant.</p>
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