

Course Title – Child Development

Implement start year – 2014-2015

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Unit #3, topic – Physical, Social, Emotional and Intellectual Development of Children

Transfer goal: Students will be able to independently use their learning to analyze the different ways in which a child develops.

Stage 1 – Desired Results

Established Goals

2009 NJCCC Standard(s), Strand(s)/CPI #
(<http://www.nj.gov/education/cccs/2009/final.htm>)

Common Core Curriculum Standards for Math and English
(<http://www.corestandards.org/>)

- 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- 9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
- 9.1.12.B.2 Create and respond to a feedback loop when problem solving.
- 9.1.12.B.3 Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering.
- 9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.
- 9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.
- 9.1.12.F.6 Relate scientific advances (e.g., advances in medicine) to the creation of new ethical dilemmas.
- 9.4.12.A.15 Use oral and written communication skills in creating, expressing, and interpreting information and ideas, including technical terminology and information related to this cluster.

21st Century Themes (www.21stcenturyskills.org)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

21st Century Skills

Learning and Innovation Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills:

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p>EU 1 Children grow and develop physically, socially, emotionally and intellectually.</p> <p>EU 2 Children's' early years directly impact them throughout their lifespan.</p> <p>EU 3 Play is important for childhood development.</p>	<p><u>Essential Questions:</u></p> <p>EU 1</p> <ul style="list-style-type: none"> • How do children grow and develop differently by age? • How do children express emotions? • How do children learn? • How do children interact with others? <p>EU 2</p> <ul style="list-style-type: none"> • Why do newborns, infants, toddlers, preschoolers and school aged children sometimes fail to thrive? • How do early life experiences affect people over time? <p>EU 3</p> <ul style="list-style-type: none"> • How is play important to a child's development? • What types of toys/games are important for over-all development?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p>EU 1</p> <ul style="list-style-type: none"> • The developmental changes that happen to children physically, emotionally, socially and intellectually. • The areas of a child's growth and development (physical, emotional, intellectual, social). • The stages of childhood (newborn, infant, toddler, preschooler). <p>EU 2</p> <ul style="list-style-type: none"> • How to properly care for a child. <p>EU 3</p> <ul style="list-style-type: none"> • The importance of play. • Forms of play and the importance of play in a child's development. • Age appropriate toys/games. 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p>EU 1</p> <ul style="list-style-type: none"> • Recognize developmental milestones and challenges. • Describe different styles of learning and how they impact development. <p>EU 2</p> <ul style="list-style-type: none"> • Demonstrate appropriate caregiving techniques when caring for a child. • Create a safe environment where a child can learn and explore. <p>EU 3</p> <ul style="list-style-type: none"> • Select age appropriate toys, games and learning activities

Stage 2 – Assessment Evidence

Recommended Performance Tasks: *Each unit must have at least 1 Performance Task. Each EU must be addressed in a performance task. Consider the GRASPS form.*

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Vocabulary quizzes
- Graphic organizers
- Tests
- Discussion and question
- Observations
- Projects
- Journal Entries
- Activators/summarizers

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- Stages of Development Vocabulary (A)
- Analyze and compare Child Development DVDs (A)
- Resource and reference text questions (A)
- Create a chart listing the developmental milestones for each stage of development (A)
- Read Across America lesson planning(T)
- Toddler for a day activity: rotating stations-coloring opposite hand, room hazards, baby food tasting, parenting reaction scenarios for typical toddler mishaps (M)
- Use Dressy Betsy and Dapper Dan dolls to demonstrate fine motor skills (A)
- Ribbon Dancing to demonstrate large motor skills (A)
- Create a healthy menu for each stage of development (T)
- Pediatrician Visit/speaker (A)
- Create a book that you will use to read to young child (T)
- Student created Prezi and power points on developmental stages (A,M)
- Mechanical Baby Project (T)
- Visit a local preschool and identify and record examples of physical, social, emotional and intellectual activities observed. Record examples of play and reflect on how it is important for childhood development.(M)
- Observe children of various ages using observation records (T)
- Create a preschool lesson teaching to the different learning styles (T)
- Teach a lesson to your peers about providing proper childcare techniques, selecting age appropriate toys and games or learning activities (T)
- Design a preschool room incorporating 5 centers (T)
- Run a preschool with your school. Advertise to the community for 6 weeks for 3 days a week. (T)