

Child Development Unit 2: Infant Development

ESTABLISHED GOALS:	Transfer	
<u>Competencies:</u>	<i>Students will be able to independently use their learning to provide quality care for an infant.</i>	
<ul style="list-style-type: none"> • <i>Students will demonstrate the ability to analyze principles, conditions and strategies in order to promote appropriate growth and development of a child.</i> • <i>Students will demonstrate the ability to analyze and evaluate parenting roles and practices in order to maximize whole child growth and development.</i> • <i>Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.</i> • <i>Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences.</i> • <i>Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.</i> 	Meaning	ESSENTIAL QUESTIONS
<u>Content Standards:</u>	ENDURING UNDERSTANDINGS	
NASAFACTS - National Association of State Administrators for Family and Consumer Sciences	<i>Students will understand that...</i>	
<ul style="list-style-type: none"> • NASAFACTS 12.1 - Analyze principles of human growth and development across the lifespan. • NASAFACTS 12.2 - Analyze conditions that influence human growth and development. • NASAFACTS 15.1 - Analyze roles and responsibilities of parenting. • NASAFACTS 15.2 - Evaluate parenting practices that maximize human growth and development. 	<ul style="list-style-type: none"> • the first year of life is crucial a child’s physical, social, emotional and intellectual development. • a safe and healthy learning environment is essential to child development. 	<ul style="list-style-type: none"> • What constitutes a healthy attachment?
	Acquisition	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> • the physical and emotional factors related to beginning of the parenting process. • the principles of child growth and development. • the physical, emotional, intellectual and social development from birth to one year. • that certain care is needed for infants. <p><u>vocabulary:</u> hand-eye coordination, motor Skills, weaning, malnutrition, cradle cap, SIDS, diaper rash, emotional development, social development, sensorimotor, attachment, failure to thrive, stranger anxiety, intellectual development, object permanence, attention span, breastfeeding, physical development</p>	<ul style="list-style-type: none"> • analyzing physical, emotional, social, spiritual, and intellectual development. • analyzing current and emerging research about human growth and development, including research on brain development. • analyzing the effect of heredity and environment on human growth and development. • analyzing the effects of life events on individuals' physical, intellectual, social, moral, and emotional development. • analyzing parenting roles across the lifespan. • analyzing expectations and responsibilities of parenting. • analyzing consequences of parenting practices to the individual, family, and society. • analyzing societal conditions that influence parenting across the lifespan. • choosing nurturing practices that support human growth and development. • assessing common practices and emerging research about discipline on human growth and development.

Content Area Literacy Standards	21st Century Skills
<p>WHST.11-12.1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources</p>	<ul style="list-style-type: none"> ● <i>Make Judgments and Decisions</i> ● <i>Reason Effectively</i> ● <i>Collaborate with Others</i>

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

<i>Summary of Key Learning Events and Instruction</i>		
Science Integration	College, Career, and Civic Life Integration	Technology Integration
District Materials	Distance Learning/Field Trips	Technology Resources