

Child Development Unit 3: Toddler Development

ESTABLISHED GOALS:	Transfer	
<p><u>Competencies:</u></p> <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> 	<i>Students will be able to independently use their learning to provide quality care for a toddler.</i>	
<p><u>Content Standards:</u></p> <p>NASAFACS - National Association of State Administrators for Family and Consumer Sciences</p> <ul style="list-style-type: none"> • NASAFACS 12.1 - Analyze principles of human growth and development across the lifespan. • NASAFACS 12.2 - Analyze conditions that influence human growth and development. • NASAFACS 15.1 - Analyze roles and responsibilities of parenting. • NASAFACS 15.2 - Evaluate parenting practices that maximize human growth and development. 	Meaning	ESSENTIAL QUESTIONS
<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • how a toddler's emotional development is handled greatly affects every other area of development • proper discipline and guidance at a young age are key in shaping their behavior in the years to come. 	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • the physical, emotional, intellectual and social development of a child from one to three years of age. • the difference in the development of infants vs. toddlers. • that the research about human development is ever changing. • that a child's development is impacted by many factors both physical and emotional. • that the role of a parent changes as the child gets older. <p><u>vocabulary:</u> negativism, separation anxiety, parallel play, directed learning, trial and error learning, self-centered, temper tantrums, sibling rivalry, cooperative play, imitation, incidental learning, self-discipline</p>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • analyzing physical, emotional, social, spiritual, and intellectual development. • analyzing interrelationships among physical, emotional, social, and intellectual aspects of human growth and 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 impact of social, economic, and technological forces on individual 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 and the consequences of parenting practices to the individual, family, and society.

		<ul style="list-style-type: none"> analyzing societal conditions that influence parenting across the lifespan. choosing nurturing practices that support human growth and development. applying communication strategies that promote positive self-esteem in family members. assessing common practices and emerging research about discipline on human growth and development.
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Content Area Literacy Standards	21st Century Skills
<ul style="list-style-type: none"> WHST.11-12.1 Write arguments focused on <i>discipline-specific content</i>. WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research. 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. 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 	<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:

Summary of Key Learning Events and Instruction		
Science Integration	College, Career, and Civic Life Integration	Technology Integration

<i>District Materials</i>	<i>Distance Learning/Field Trips</i>	<i>Technology Resources</i>