

Unit 5: Growth and Development

Content Area: **CTE**
Course(s): **Tomorrow's Teachers**
Time Period: **December**
Length: **18**
Status: **Published**

Enduring Understandings

- Developmental theories impact teaching by formulating explanations about why children act and behave the way they do and how they change over time.
- Human growth and development is based on a combination of genetics and environment. Strategies and methods of teaching in the classroom must encompass the physical, cognitive, moral, and psychosocial stages that influence the development of a learner.
- Children's learning is expedited using play by realistic illustrations that encourage and facilitate complete and precise explanations through play.

Essential Questions

- What are some benchmarks of physical growth?
- In what ways do Piaget's findings aid teaching and instruction?
- What are some characteristics and stages of normal development?
- What does Erikson have to say about social development?
- How dependent are we on language? To what degree does language influence culture and vice versa?
- What are some traits and capabilities of children ages birth to 1, 1 to 2, 2 to 3, and 3 to 5?
- What is significant about children at play?
- How do manipulative(s) facilitate learning?
- What are the factors that contribute to stress for children? What are some results of children being stressed?
- What factors contribute to learning in children, ages 6-10?
- What factors contribute to learning in pre-adolescents and adolescents?
- What factors contribute to learning in adolescents?
- What might be of help to troubled teens?
- In what ways has my "growing up" experience reflected different stages of physical, cognitive, moral, and social development?

Standards/Indicators/Student Learning Objectives (SLOs)

1. Identify physical developmental characteristics and stages from birth through age eighteen.
2. Identify cognitive developmental characteristics and stages.
3. Discuss some characteristics and stages of moral development.
4. Describe psychosocial developmental characteristics and stages.
5. Explain developmental characteristics of language and social cognition in the

9.3.12.ED	Education & Training
9.3.12.ED.1	Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
9.3.12.ED.3	Use critical thinking to process educational communications, perspectives, policies and/or procedures.
9.3.12.ED-ADM.1	Use research-based practices to develop, communicate and enlist support for a vision of success for all learners.
9.3.12.ED-ADM.2	Identify behaviors necessary for developing and sustaining a positive learning culture.
9.3.12.ED-ADM.3	Create instructional programs to meet the learning organization's objectives.
9.3.12.ED-PS.1	Identify strategies, techniques and tools used to determine the needs of diverse learners.
9.3.12.ED-PS.2	Implement methods to enhance learner success.
9.3.12.ED-PS.3	Identify resources and support services to meet learners' needs.
9.3.12.ED-TT.8	Demonstrate flexibility and adaptability in instructional planning.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

Lesson Titles

Physical Development

Power Point presentation on the principles of growth for all stages of development. In addition, create a picture cube by using pictures from all stages of your development.

Cognitive Development

Introduce the different teaching methodologies as you present each of the different developmental theories.

Moral Development

Students participate in a "values auction" to determine how much money they will bid for items they desire.

Social Development

Using various teaching methodologies, present the different developmental theories of social development.

The Importance of Language: Vygotsky-Students build a structure without being able to speak or write in order to communicate with their partner.

Materials: Paper, straws, popsicle sticks, clay paperclips and tape

Play/Play Day

Students will research developmentally appropriate toys and conduct a virtual shopping trip dependent upon the age of children assigned

Making Manipulative(s)

Design a manipulative game suitable for hands-on/kinesthetic learning for elementary school.

The Hurried Child

Read excerpts from the book, *The Hurried Child*. Complete the worksheet for your section and report to the class on the meaning of each passage.

Proactive Parents of Troubled Teens:

Using scenarios, students offer solutions to problems that teenagers frequently face.

21st Century Skills and Career Ready Practices

- Global Literacy
- Civic Literacy
- Critical Thinking and Problem Solving
- Communication
- Collaboration
- Creativity and Innovation

CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.

Inter-Disciplinary Connections

LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LA.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types

are defined in standards 1–3 above.)

LA.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).
LA.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
LA.SL.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
LA.SL.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LA.SL.11-12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LA.11-12.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
VPA.1.3.12.C.CS2	Presentation of believable, multidimensional characters in scripted and improvised performances requires application of specific physical choices, sustained vocal technique, and clearly motivated actions.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK

Physical Development

Power Point presentation on the principles of growth for all stages of development. In addition, create a picture cube by using pictures from all stages of your development. (Application/Concept)

Cognitive Development

Demonstration and mini-lecture (PPT), Role play Introduce the different teaching methodologies as you present each of the different developmental theories. (Understanding/Recall)

Moral Development

Mini-lecture, Scenarios, Auction, Moral Dilemmas (Application/Concept)

Social Development

Student small group research (Understanding/Recall)

The Importance of Language: **Task completion** (Application/Concept)

Play/Play Day

Student reserach (Analysis/Strategic thinking)

Making Manipulative(s)

Hands-on/kinesthetic learning (Creating/Extended thinking)

The Hurried Child

Individual student readings and presentations, worksheet for your section and report to the class on the meaning of each passage. (Application/Concept)

Proactive Parents of Troubled Teens:

Using scenarios, students offer solutions to problems that teenagers frequently face. (Application/Concept)

Modifications

Formative Assessment

Anticipatory Set

- Close your eyes and imagine: Little children playing. What age are they? What are they doing?
- What does it mean? Cognitive development
- Define, Explain, Ask Questions

Warm-ups

- Quick Doodle The Topic Makes Me Think...How do you learn best?
- What do you know about your stages of development?
- What would the perfect school look like? How would it change depending on the age of students?
- Discussions
- Observations

Closure:

- Exit Tickets- I learned, I have questions about? I want to know more.
- Scenarios
- Quick Doodles- draw your classroom
- Journal Entry
- Five W's Advice to a parent
- Classroom Post
- Post-it Notes
- Questions for Tomorrow

Summative Assessment

Projects

- Create a technology presentation of the different types of development
- Create a booklet representing how you have developed physically, cognitively, morally, and socially.
- Perfect School Project

Presentations

- Pre-adolescent or adolescent book and create a poster that literally or symbolically represents the problem and/or challenge portrayed in the literary work
- Create a lifeline around a motif presenting each stage of physical, cognitive, moral, and social development

Quizzes

- Essays- inform parents of preschool, elementary, middle, and high school students.
- Journals - Reflections

MPA - Lesson Plan https://docs.google.com/document/d/1iX2Q9-HDeVIEd-DpBY_Cw4YtpfM9i5u_tPNl29CNRUs/edit?usp=sharing

Resources & Materials

- Tomorrow's Teachers Curriculum Guide
- <http://www.rhymezone.com/> Rhyming website
- Children's books
- NNSTOY Connections for observations.

Suggested Handouts:

- Cadet Preschool Handout
- What to Look for in a Preschool
- Stages of Development – From Birth to Age Six
- Parenting Elementary-Aged Children

Suggested Short Stories and Novels About Adolescents

- Physical Development
- My Physical Growth
- Four Stages of Cognitive Development
- Video: Piaget's theory narrated by Dr. David Elkind
- Cognitive Development According to Jean Piaget
- Labeling Scenarios Pertaining to Cognitive Development
- Some Questions Critics Have Raised about Piaget
- Directions for values auction and Bidder's Sheet
- Kohlberg's Theory of Moral Development
- Scenarios regarding moral development
- What to Do? Moral decisions on prom night
- Erikson: Timeline Task
- Erikson: Psychosocial Development Theory <https://www.youtube.com/watch?v=Iz-AeGMhzV0>
- Video: Everyone rides the Carousel based on Erikson's stages.
- Social Cognitive Development: Lev Vygotsky
- Children's Play: Purposes, Types, Advice
- Instructions for Making Manipulatives
- Summary of Dr. David Elkind's Major Points in The Hurried Child
- The Hurried Child Questions
- Troubled Teen Worksheet

The iPad is a Far Bigger Threat to Our Children Than Anyone Realizes

- <http://www.somedaily.org/ipad-far-bigger-threat-children-anyone-realizes/>

Learning and Developing Through Play

- http://www.ncca.biz/Aistear/pdfs/Guidelines_ENG/Play_ENG.pdf

Articles that discuss *The Hurried Child* the issue of Hurried Child / Hurrying children through Childhood

- <http://timesofindia.indiatimes.com/life-style/relationships/parenting/The-hurried-child-syndrome/articleshow/20393458.cms>
- http://www.huffingtonpost.com/dr-gail-gross/the-effects-of-hurrying-children-through-childhood_b_3824197.html
- <https://www.theodysseyonline.com/summary-of-david-elkinds-the-hurried-child-as-told-by-future-educator>