

Unit 5: Growth and Development

Content Area: **CTE**
Course(s): **Tomorrow's Teachers II**
Time Period: **February**
Length: **8 weeks**
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 varied are the traits and capabilities of children in the placement classroom?
- 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 in the placement classroom?
- What might be of help to troubled students in the placement classroom?
- In what ways are students in placement classroom at different stages of physical, cognitive, moral, and social development?

Standards/Indicators/Student Learning Objectives (SLOs)

- Identify physical developmental characteristics and stages for students in placement classroom.
- Identify cognitive developmental characteristics and stages of students in placement classroom.
- Discuss some characteristics and stages of moral development of students in placement classroom.
- Describe psychosocial developmental characteristics and stages of students in placement classroom.
- Explain developmental characteristics of language and social cognition in the of students in placement classroom.

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

Development

Create a brief report on three students comparing their physical, cognitive, moral, and social development.

Play/Play Day

Journal Entry Students will observe and report on how the inclusion of or absence of play affects learning in the placement classroom.

Making Manipulative(s)

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

Proactive Parents of Troubled Children:

Write an imaginary letter to a parent of one of your students offering solutions to problems the student is facing.

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

English Language Arts

Sociology

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.
SOC.9-12.2.3	Students will evaluate important social institutions and how they respond to social needs.
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.
TECH.8.2.12	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

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

Development

Observe and report on the varying levels of development among three students in the placement classroom. Report on physical, cognitive, moral, and social development. **Student observation, evaluation, and report writing (Applying/Evaluating/Creating)**

Play/Play Day

Observe and report on the evidence and effect of play in the placement classroom. **Student observation,**

evaluation, and report writing (Applying/Evaluating/Creating)

Making Manipulative(s)

Hands-on/kinesthetic learning (Creating)

Proactive Parents

Write an letter to an imaginary parent based on students in the placement classroom offering solutions to problems they are facing. (Applying/Creating)

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 report on students' physical, cognitive, moral, and social development.
- Write an letter to an imaginary parent

Quizzes

- Journals - Reflections

MPA - Improved Lesson Plan -

<https://docs.google.com/document/d/1eHYEmcpzgUnTvN6Sz4TBeE7K1R9pwFUsFmfDN3bm7g/edit?usp=sharing>

Resources & Materials

- Tomorrow's Teachers Curriculum Guide
- Children's books
- NNSTOY Connections for observations.
- Suggested Handouts:
- Stages of Development – From Birth to Age Six
- Parenting Elementary-Aged Children
- Suggested Short Stories and Novels About Adolescents
- Physical Development
- 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
- Kohlberg's Theory of Moral Development
- Erikson: Timeline Task
- 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
- Google Classroom
- Pinterest
- Symbaloo
- Twitter: Classroom management, Twitter Chat
- Piktochart
- Powtoon

- Aurasma
- Creative Commons
- ClassDojo
- Kahn Academy
- TedTalks
- Padlet
- Thinglink
- Lesson: The Importance of Play