Unit 7: Growth and Development

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 4**
Length: **10-12 blocks**
Status: **Published**

Transfer Skills

The physical, cognitive, and emotional developement of child/tween/teenager/

How we grow the same and differently at the same time

Learning markers

Social development in the classroom

Enduring Understandings

Every child grows in a unique way that flows into a similar pattern for all children.

How physical developement helps wire us for learning.

Psychosocial development and what it means for learning.

The basics of the brain.

Development of a moral compass/code

Empathy as a skill.

Essential Questions

What are the benchmarks of physical, moral, and psychosocial growth and development?

How dependent are we on language?

To what degree does language influence culture and vice versa?

What must preschools include, and how might the physical structure of a preschool accommodate preschool children and their

development?

What is significant about children at play, how does play facilitate child development, and in what way do toys aid in this development?

What are some traits and capabilities of children ages birth through age five?

How do manipulatives facilitate learning?

What Information might parents need to support their child as a learner?

What are factors that contribute to stress for children, and what are some results of children experiencing stress?

What factors contribute to learning in children ages 6-11?

How does adolescent literature reflect stages of children ages 11-16, and how does it help them to develop cognitively, socially, and morally?

What factors contribute to learning in pre-adolescents and adolescents?

What are some issues that inhibit learning in adolescents and what might be of help to troubled teens?

What are some special traits and needs of teens?

In what ways has my “growing up” experience reflected different stages of physical, cognitive, moral, and psychosocial development?

Content

Physical Development
Cognitive Development
Moral Development
Psychosocial Development
Cadet Preschool Model of Cadet Preschool Booklet
The Importance of Play
Play Day
A Trip to the Toy Store
Observations of Children From Birth Through Age Five
Making Manipulatives
What’s a Parent to Do?
The Hurried Child
Observation of the Elementary School Student
Pre-Adolescent and Adolescent Literature
Observation of the Middle School Student
Reporting on All Grown Up and No Place to Go
Observation of the High School Student
Proactive Parents of Troubled Teens
The Teen Years
Lifelines

Skills

SWBAT identify physical developmental characteristics and stages from birth through age eighteen.

SWBAT identify cognitive developmental characteristics and stages.

SWBAT identify moral developmental characteristics and stages.

SWBAT identify psychosocial developmental characteristics and stages.

SWBAT identify developmental characteristics of language and social cognition in the transference of language and culture.

SWBAT analyze, synthesize, and apply developmental information relating to preschool-aged children.

SWBAT identify various types of play and the significance of play.

SWBAT identify the various purposes and types of play.

SWBAT evaluate developmentally appropriate toys and games.

SWBAT identify stages of development and play of children birth through age five while observing their behavior.

SWBAT design a manipulative or game suitable for learning.

SWBAT identify ways to aid parents' understanding of how they can help their child to be successful in elementary school.

SWBAT identify ways in which children are pushed beyond age-appropriate physical, cognitive, moral, and psychosocial levels of development.

SWBAT identify stages of development in students from ages six to eleven.

SWBAT identify characteristics, challenges, and needs of preadolescents and adolescents.

SWBAT identify stages of development in preadolescent learners by observing them in a variety of classes.

SWBAT identify stages, challenges, and needs of adolescents.

SWBAT identify stages of development in adolescent learners by observing them in a variety of classes.

SWBAT offer advice and suggestions for accommodating problems that teenagers commonly face.

SWBAT identify how adolescents are characterized and how adults can address both their faults and their needs.

SWBAT synthesize the information about physical, cognitive, moral, and psychosocial development as they apply it to their own lives.

Resources

"Experiencing Education: A Model for Homegrown Teacher Development" textbook (Eleventh Edition)

Teacher Cadet Online Curriculum Tool

NJ Future Educators of America

Standards

1	Developing Questions and Planning Inquiry
2	Gathering and Evaluating Sources
3	Seeking Diverse Perspectives
4	Developing Claims and Using Evidence
5	Presenting Arguments and Explanations
6	Engaging in Civil Discourse and Critiquing Conclusions
7	Taking Informed Action
6.1.12.HistoryCA.5.a	Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.
HPE.2.1.12.A	Personal Growth and Development
HPE.2.2.12.B	Decision-Making and Goal Setting
HPE.2.2.12.C	Character Development
9-12.HS-LS3-2.2.1	students understand that empirical evidence is required to differentiate between cause and correlation and to make claims about specific causes and effects. They suggest cause and effect relationships to explain and predict behaviors in complex natural and designed systems. They also propose causal relationships by examining what is known about smaller scale mechanisms within the system. They recognize changes in systems may have various causes that may not have equal effects.
9-12.HS-LS1-4.LS1.B	Growth and Development of Organisms
CAEP.9.2.12.C	Career Preparation
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.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

CAEP.9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.