

Unit 2: Infancy/Toddlers The First Years

Content Area: **Social Studies**
Course(s): **Generic Course**
Time Period: **Week**
Length: **4 weeks**
Status: **Published**

Unit Overview

This unit will provide an overview of the physical, cognitive, and socio-emotional development in infants and toddlers

Physical Development

Students will trace body growth, brain development, sensory capabilities, and motor development in infants and toddlers.

Cognitive Development

Student will trace perceptual development, cognitive developmental theories, and communication in infants and toddlers.

Social and Emotional Development

Students will trace the development of attachment, social relationships, and temperament types of infant and toddlers.

Established Goals

Transfer

Students will be able to trace the stages of physical development, socio-emotional development and cognitive development, in infants and toddlers and apply to personal life experiences.

Meaning

Understandings

Chapter 4

Students will understand the different physical changes that occur in infants and toddlers

Chapter 5

Students will understand the different cognitive changes that occur in infants and toddlers

Chapter 6

Students will understand the basis of socio-emotional development of infants and toddlers

Essential Questions

Students will keep considering...

1. How do the motor skill and the growth of the brain sensory capabilities and body contribute to infant and toddler development?
2. What are the different cognitive changes that occur in infants and toddlers?
3. What is the basis of socioemotional development in infants and toddlers?

Application of Knowledge and Skill

Students will know...

1. Students will know how the sensory capabilities, motor skills, and growth of the brain and body contribute to infant and toddler development.
2. Students will know the different theories and changes that occur in cognition during the developmental stages of infancy and toddlerhood.
3. Students will know the importance of attachment, emotion and temperament types, and social interactions.

Students will be skilled at...

1. Students will be skilled at analyzing the main similarities and differences among the theories and stages of child and toddler development.
2. Students will be skilled at identifying the similarities and differences in cognition.
3. Students will be skilled at identifying attachment types, temperament types, emotional response, and the importance of social interaction.

Academic Vocabulary

Chapter 4

infant mortality

neuron

co-sleeping

colostrum

visual acuity

reflexes

gross and fine motor skills

Chapter 5

scheme

adaptations

assimilation

accommodations

object permanence

language acquisition device

language theory

Chapter 6

attachment

strange situation

temperment

emotion contagion

social reference

Learning Goal 1

Trace the physical development in infant and toddlers.

CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
HPE.2.1.12.B.1	Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.
HPE.2.1.12.C.1	Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.
HPE.2.4.12.C.2	Analyze the relationship of an individual's lifestyle choices during pregnancy and the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, and other disabilities.

Target 1

Explain how prenatal care can reduce the rates of prematurity and infant mortality.

HPE.2.4.12.C.2	Analyze the relationship of an individual's lifestyle choices during pregnancy and the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, and other disabilities.
HPE.2.4.12.C.5	Evaluate parenting strategies used at various stages of child development based on valid sources of information.

Target 2

Analyze the patterns of formation and development of the following: nervous system, different senses, gross and motor skills and reflexes.

CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are
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excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP.K-12.CRP7.1

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP.K-12.CRP8.1

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

Learning Goal 2

Trace the cognitive development in infant and toddlers.

LA.RH.11-12.1

Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

LA.RST.11-12.1

Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

LA.RST.11-12.2

Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

LA.RST.11-12.4

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

LA.WHST.11-12.9

Draw evidence from informational texts to support analysis, reflection, and research.

Target #1

Identify the limitations and achievements that occur in Piaget's Theory of Cognitive Development.

LA.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

LA.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.

LA.RST.11-12.2

Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

TECH.8.1.12.C.CS3

Develop cultural understanding and global awareness by engaging with learners of other cultures.

Target #2

Differentiate between the theories of language acquisition.

LA.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
LA.RH.11-12.8	Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
LA.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.

Learning Goal #3

Explain how the emotional bonds that are established early in life influence development in infants and toddlers.

LA.RH.11-12.5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
HPE.2.1.12.E.1	Predict the short- and long-term consequences of unresolved conflicts.
HPE.2.1.12.E.3	Examine how a family might cope with crisis or change and suggest ways to restore family balance and function.
HPE.2.2.12.C.1	Analyze the impact of competition on personal character development.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.C.CS4	Contribute to project teams to produce original works or solve problems.

Target #1

Identify the main types attachment and temperament and explain how they develop.

LA.RST.11-12.2	Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
HPE.2.4.12.C.5	Evaluate parenting strategies used at various stages of child development based on valid sources of information.

Target #2

Provide examples of different types of infant and toddlers social interactions.

HPE.2.4.12.A.1	Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.
HPE.2.4.12.A.4	Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.
HPE.2.4.12.C.5	Evaluate parenting strategies used at various stages of child development based on valid

sources of information.

TECH.8.1.12.C.CS2

Communicate information and ideas to multiple audiences using a variety of media and formats.

TECH.8.1.12.E.CS3

Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

TECH.8.1.12.E.CS4

Process data and report results.

Summative Assessment

Benchmarks

Chapter assessments

Projects

Quiz

(See Scales)

Proficiency Scale

Proficiency Scale		
Score 4.0:	In addition to Score 3.0, in-depth inferences and application that go beyond what is taught.	Sample Tasks
	3.5 In addition to score 3.0, in-depth inferences and applications with partial success.	
Score 3.0	The student: <ul style="list-style-type: none">• The student exhibits no major errors or omissions.	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none">• However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content.	

Score 0.0	Even with help, no understanding or skill demonstrated.	
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21st Century Life and Careers

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Formative Assessment and Performance Opportunities

Do Now journals/closure

test/quizzes

student responses

teacher observation

small group discussion

group activities

labs

Accommodations/Modifications

IEP modifications and 504 accommodations

Differentiation: 504 accommodations and IEP modifications are met as required

All assessments are differentiated and aligned to the Social Studies standards and curriculum. Differentiation can include, but is not limited to:

- Graphic Organizers
- Chunked Readings
- RAFT Activities (Role, Audience, Format, Topic)

- Layered Curriculum/Tiered Assignments
- Academic Games to practice skills and deepen understanding of topics
- Think-Pair-Share Activities
- Stations and Learning Centers
- Utilizing Pre-tests to reteach complex content before summative assessment
- Providing additional resources for independent study (videos, study guides, teacher notes, web-based resources)

Alternate assessments may include, but are not limited to Project Based Learning, projects or presentations, or a common paper/pencil assessment or combination of any of these. Some example alternative assessment can include:

- Compare and Contrast Foldable
- Online Practice Game
- Graphic Organizer
- Perspectives Journal Writing
- Timelines
- Debate
- Play Re-Enactment and Song Analysis
- Research Activity <http://www.loc.gov/teachers/classroommaterials/lessons/tinker/procedure.html>

Online Resources:

Text to Speech: Natural Readers - <https://www.naturalreaders.com/>

Content Vocabulary: Academic Word Finder - <http://achievethecore.org/academic-word-finder/>

Ref's	Description
0x	• student choice research projects
0x	• guided notes
0x	• leveled readings
0x	• modified assessments
0x	• modified assignments

- 0x • task-based assessments
- 0x • test corrections

Enrichment

Analyze psychological peer reviewed research and case studies

Unit Resources

May include but not limited to:

Text

Online websites and resources

DVD's

Social Studies Databases

Student Response Systems

Projector/Speaker Systems

Primary Source Documents

Document Cameras

Online Portfolios

Teacher Resource Kit

Interdisciplinary Connections
