Unit 3: Childhood

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 childhood.

Physical Development in Childhood

This unit will discuss the growth of the body and brain, motor development, and health safety concerns that occur during childhood.

Cognitive Development

This student will students will trace the different cognitive theories, language development, and educational skills in childhood.

Social Emotional Development

This student will students will trace the development of the self, family structure, and social interactions that occur during childhood.

Established Goals

Transfer

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

Meaning

Understandings

Chapter 7

Students will understand the different physical changes that occur in childhood.

Chapter 8

Students will understand the different cognitive changes that occur in childhood.

Chapter 9

Students will understand the basis of socioemotional development in childhood.

Essential Questions

Students will keep considering...

1. How does the growth of the body and brain, motor development, and health and safety contribute to child development?

2. What are the different cognitive change that occur in child development?

3. What is the basis of socio-emotion development in childhood?

Application of Knowledge and Skill

Students will know...

1. Students will know the importance of physical growth and nutrition, motor development and health and safety issues that occur in chlldhood.

2. Students will know the different theories and changes that occur in cognition during the developmental stages in childhood.

3. Students will know the importance of emotional and moral development, parenting styles, and social interaction.

Students will be skilled at...

1. Students will be skilled at analyzing the changes that occur in the brain and body during childhood.

2. Students will be skilled at identifying the similarities and differences in cognition during childhood.

3. Students will be skilled at identifying the stages of social and moral development, parenting styles, and the importance of social interactions during childhood.

Academic Vocabulary

Chapter 7

malnutrition

maltreatment

physical abuse

psychological abuse

sexual abuse

neglect

obese

Chapter 8

ego centralism

animism

conservation

over regulation

chunking

memory

strategies

Chapter 9

self regulation

conscience

play resilient children

authoritative

authoritarian

permissive

self-esteem

bullying

parenting style

selffullfing

Learning Goal 1

Trace the physical development in childhood.

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 1

Explain how brain development, physical growth, and motor skills in childhood are influenced by experience and interactions with the environment.

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 risk factors that occur during childhood and discuss the common outcomes that occur during childhood.

HPE.2.1.12.D.1	Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.
HPE.2.1.12.D.2	Explain ways to protect against abuse and all forms of assault and what to do if assaulted.
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.

Learning Goal 2

Trace the cognitive development in childhood.

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 in the theories of Piaget, Vygotsky, and Information Processing.

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

Identify the various changes that occur in language during childhood

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.
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.

Target #3

Identify the elements of foundational skills in childhood education.

| 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.

Learning Goal #3

Explain how social and emotional bonds are established during childhood.

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.A.1	Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.
HPE.2.2.12.A.2	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.
HPE.2.2.12.C.1	Analyze the impact of competition on personal character development.
HPE.2.2.12.C.2	Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.
HPE.2.2.12.C.CS2	Core ethical values impact behaviors that influence the health and safety of people everywhere.
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
Trace the moral and emotional development that occurs during childhood.

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.2.1.12.A.1	Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.
HPE.2.1.12.E.1	Predict the short- and long-term consequences of unresolved conflicts.
HPE.2.1.12.E.CS2	Stress management skills impact an individual's ability to cope with different types of emotional situations.
HPE.2.2.12.C.1	Analyze the impact of competition on personal character development.
HPE.2.2.12.C.2	Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.
HPE.2.2.12.C.CS2	Core ethical values impact behaviors that influence the health and safety of people everywhere.
HPE.2.4.12.A.3	Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.
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.A.CS2	Technology impacts the capacity of individuals to develop and maintain interpersonal relationships.

Target #2
Address the impact that parenting styles and family structure has on socio-emotional development.

HPE.2.2.12.C.1	Analyze the impact of competition on personal character development.
HPE.2.2.12.C.CS2	Core ethical values impact behaviors that influence the health and safety of people everywhere.
HPE.2.4.12.C.5	Evaluate parenting strategies used at various stages of child development based on valid sources of information.
HPE.2.4.12.C.7	Analyze factors that affect the decision to become a parent.
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.

Target #3
Explain the development of social interactions that occur with play, peers, school, and media.

HPE.2.1.12.A.1	Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.
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.A.1	Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.
HPE.2.2.12.A.2	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.
HPE.2.2.12.A.CS2	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
HPE.2.2.12.C.1	Analyze the impact of competition on personal character development.
HPE.2.2.12.C.CS2	Core ethical values impact behaviors that influence the health and safety of people everywhere.
HPE.2.4.12.A.3	Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.
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.

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: • 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: • 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.	

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.
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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/quizes

student responses

teacher observation

small group discussion

group acitvities

labs

Accommodations/Modifications

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 Activites (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 indpendent 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