

Unit 4: The Toddler Years

Content Area: **Family and Consumer Science**
Course(s): **Child Development I**
Time Period: **1 marking period**
Length: **8-10 Weeks**
Status: **Published**

Unit Overview

A child's brain continues to mature during the toddler years. Brain volume, synaptic density, and myelination increase rapidly. Toddlers should be encouraged to engage in physical activity so they can form these habits early in life. Sleep and rest requirements for toddlers have changed since infancy. Bedtime problems can develop, but adults can establish quiet nighttime rituals and try other tips to lessen sleep problems. During the toddler years, brain wiring is dense, making the toddler's brain ripe for learning. After the toddler years, the brain will begin pruning seldom used or unused connections. Concepts that children start learning during infancy mature during toddlerhood. Toddlers learn through various play activities, such as motor activities, sensory stimulation activities, basic concept activities, symbolic learning activities, language activities and electronic media activities. During the toddler years, children begin to develop self-awareness. Toddlers experience a wider range of emotions than infants. They are still attached to parents, but also begin to show affection for others. Toddlers are still dependent on adults to meet their social-emotional needs.

Transfer

Students will be able to independently use their learning to understand a child's brain continues to mature as they grow. Toddlers need physical, nutritional, socio-emotional, and intellectual guidance throughout all of their stages. Having healthy routines such as sleep, eating and learning patterns are beneficial to their proper growth. Toddlers learn through play and activities that involve motor and sensory stimulation. Toddlers have a wide range of emotions and they need the help of adults to guide them through their needs.

Meaning

Understandings

Students will understand that...

- the development of a toddler in the areas of physical, intellectual, social and emotional development as far as milestones they should each month, i.e. crawling to walking, from simple words to two word sentences, dealing with temper tantrums, and going from solitary play to parallel play.

- an environment needs to be created that will help them care for and nurture new skills toddlers are learning. For example, self-feeding, toilet training, giving options.

Essential Questions

Students will keep considering...

-How do toddlers physically grow and develop?

-How can parents meet their toddlers physical needs while coping with the toddler's indomitable will?

-How do toddlers make a transition to learning through mental rather than physical actions?

-How can parents and other caregivers encourage toddlers' curiosity and active exploration?

-What interrelated toddler developments serve as preparation for the emergence of a social child?

-How can adults gradually and effectively begin to socialize their toddlers?

Application of Knowledge and Skill

Students will know...

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- a child's organ maturation in the toddler years.
- the difference between large-muscle development and small-muscle development.
- how a child's eating experience changes during the toddler years.
- how culture is involved in scaffolding for toddlers
- how children express their emotions in the toddler years.
- how to stimulate symbolic learning in the toddler.

Students will be skilled at...

Students will be skilled at...

- Describing the nutritional needs of one to two-year-old toddlers.
- Summarizing brain development during the toddler years
- Explaining how culture is involved in scaffolding for toddlers
- Listing and describing three ways to help toddlers develop emerging language skills.
- Ways parents and caregivers can help toddlers co-regulate their emotions.

Academic Vocabulary

Constrict, deformation, dilate, rigid, stature, timid, erratic, merits, indomitable, lenient, sedentary, actuality, deferred, havoc, repertoire, tertiary, attributes, intrinsic, phonics, refined, trajectories, onomatopoeic, vicarious, assimilate, autonomy, cognizant, competence, control, feats, worth, bewilders, contrariness, empathy

Learning Goal 1

Learn how toddlers physically grow and develop, and how their parents can meet their toddler's physical needs.

FCSE.9-12.12.1.1	Analyze physical, emotional, social, moral, and cognitive development.
FCSE.9-12.12.1.2	Analyze interrelationships among physical, emotional, social, moral, and cognitive aspects of human growth and development.
FCSE.9-12.12.1.3	Analyze current and emerging research about human growth and development, including but not limited to brain development research.
FCSE.9-12.12.2.1	Analyze the influences of heredity and environment on human growth and development.
FCSE.9-12.12.3.1	Analyze the role of nurturance on human growth and development.
FCSE.9-12.12.3.3	Analyze the role of educational and family and social services support systems and resources in meeting human growth and development needs.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

Target 1

Explain body growth and development in the toddler years in terms of changes in height and weight, body proportions, bones and teeth, and fat and muscles.

Target 2

Identify the physical milestones children might achieve in the toddler years.

Target 3

Develop a meal plan that meets the nutritional needs of two to three-year-old toddlers and prepare healthy meals and snacks based on these guidelines.

Target 4

Identify common feeding problems that might occur during the toddler years and give examples of possible ways to solve these problems.

Target 5

Explain the process of toilet learning and identify factors involved.

Target 6

Identify children's needs for physical activity, rest and sleep during the toddler years.

Learning Goal 2

Learn how toddlers make a transition to learning through mental rather than physical actions. Learn various ways parents and other caregivers can encourage toddlers' curiosity and active exploration.

FCSE.9-12.12.1.1	Analyze physical, emotional, social, moral, and cognitive development.
FCSE.9-12.12.1.2	Analyze interrelationships among physical, emotional, social, moral, and cognitive aspects of human growth and development.
FCSE.9-12.12.1.3	Analyze current and emerging research about human growth and development, including but not limited to brain development research.
FCSE.9-12.12.2.1	Analyze the influences of heredity and environment on human growth and development.
FCSE.9-12.12.2.2	Analyze the influences of social, economic, and technological forces on individual growth and development.
FCSE.9-12.12.2.3	Analyze the influences of gender, ethnicity, and culture on individual development.
FCSE.9-12.12.3.1	Analyze the role of nurturance on human growth and development.

FCSE.9-12.12.3.2	Analyze the role of communication on human growth and development.
FCSE.9-12.12.3.3	Analyze the role of educational and family and social services support systems and resources in meeting human growth and development needs.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
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Target 1

Summarize three characteristics of the toddler's learning in substage 5 of the sensorimotor stage

Target 2

Describe three characteristics of the toddler's learning in substage 5 of the sensorimotor stage

Target 3

Describe three factors affecting the language development of toddlers.

Target 4

Identify intellectual developmental milestones toddlers might achieve.

Target 5

Evaluate electronic media activities currently available for older toddlers to determine their educational value.

Target 6

Plan activities and toys for stimulating motor, sensory, and basic concept comprehension for toddlers.

Learning Goal 3

Learn what interrelated toddler developments serve as preparation for the emergence of a social child.

FCSE.9-12.12.1.1	Analyze physical, emotional, social, moral, and cognitive development.
FCSE.9-12.12.1.2	Analyze interrelationships among physical, emotional, social, moral, and cognitive aspects of human growth and development.
FCSE.9-12.12.2.1	Analyze the influences of heredity and environment on human growth and development.
FCSE.9-12.12.2.2	Analyze the influences of social, economic, and technological forces on individual growth and development.
FCSE.9-12.12.2.3	Analyze the influences of gender, ethnicity, and culture on individual development.
FCSE.9-12.12.2.4	Analyze the influences of life events on individuals' physical, emotional, social, moral and cognitive development.
FCSE.9-12.12.3.1	Analyze the role of nurturance on human growth and development.
FCSE.9-12.12.3.2	Analyze the role of communication on human growth and development.
FCSE.9-12.12.3.3	Analyze the role of educational and family and social services support systems and resources in meeting human growth and development needs.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
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Target 1

Explain how the parent-child relationship changes from infancy to the toddler years.

Target 2

Give examples of social-emotional developmental milestones toddlers might achieve.

Target 3

Demonstrate how to handle a toddler's temper tantrum.

Target 4

Identify ways parents can help prevent stress in the toddler years.

Learning Goal 4

Understand the cultural differences of growing up in the LGBTQ community.

FCSE.9-12.12.1.2	Analyze interrelationships among physical, emotional, social, moral, and cognitive aspects of human growth and development.
FCSE.9-12.12.2.1	Analyze the influences of heredity and environment on human growth and development.
FCSE.9-12.12.2.2	Analyze the influences of social, economic, and technological forces on individual growth and development.
FCSE.9-12.12.2.3	Analyze the influences of gender, ethnicity, and culture on individual development.
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TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

Target 1

Understand growing up in the community and explain discrimination that takes place.

Formative Assessment and Performance Opportunities

-Problem Based Learning

- Group collaboration
- Direct Instruction/Lecture
- Cooperative Team Study
- Text Analysis
- Case Studies (student scenarios)
- Writing
- Oral Presentations
- Peer Discussions
- Participation/Discussion
- Multimedia Analysis
- Google Classroom discussion boards- create question/short answer

Summative Assessment

Assessments may include, but are not limited to problem-based learning, projects or presentations, or a common paper/pencil assessment or combination of any of these.

- Toddler ability activity: The students are asked to do four different activities that help them relate to being a toddler, crawl on the floor while getting patted on the head, put together a simple puzzle with eyes shut, draw a picture of a house with opposite hand, look at the picture in the mirror and cut the drawing of the house out. They are asked to write down how they felt while they were doing these different activities and who it relates to being a toddler and what as a parent they could do to help develop the skills necessary to improve the child's skills.

- Toddler Needs project: The students will be writing an article for a parent's magazine. This article will cover the development of a child ages 12 months to 3 years old. In this article they will discuss age appropriate emotional, social, physical, and intellectual behaviors. Include at least five activities parents can do to encourage development in these areas as well as five to ten tips to remember. The article should be at least 500 words in length and include visuals. The paper will be graded on the quality of your information as well as your presentation. You may use your textbook and/or the internet to complete this assignment.

Accommodations/Modifications

Enrichment Opportunities: Extra credit project based assignments

Differentiation: 504 accommodations and IEP modifications

Differentiation can include, but is not limited to:

-Graphic Organizers

-Chunked Readings

-Stations and Learning Centers

-Providing additional resources for independent study (videos, teacher notes, web-based resources)

Unit Resources

Use textbook: Decker, C. A. (2016). Child Development, Early Stages Through Age 12 (8th Ed.). Castle Rock, CO: The Goodheart-Willcox Company.

-Online resources through workbook

Growth & Development of Toddlers:

<https://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/toddlers.html>

<https://www.whattoexpect.com/toddler/growth-and-development/>

Nutritional Needs of Toddlers:

<https://www.aafp.org/afp/2006/1101/p1527.html>

<https://www.nutrition.gov/topics/nutrition-age/toddlers>

How & What Toddlers Learn:

<https://kidshealth.org/en/parents/toddler-play.html>

<https://medlineplus.gov/toddlerdevelopment.html>

Social Emotional Needs of Toddlers:

<https://www.education.vic.gov.au/parents/child-development/Pages/toddlers-social-emotional.aspx>

<https://www.zerotothree.org/resources/240-12-24-months-social-emotional-development>

LGBTQ Parenting:

https://www.aamft.org/Consumer_Updates/Same-sex_Parents_and_Their_Children.aspx

21st Century Life and Careers

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.7

Examine the professional, legal, and ethical responsibilities for both employers and

employees in the global workplace.

Interdisciplinary Connections

LA.W.9-10.7	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.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
LA.SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.9-10.W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
SCI.3-LS1-1	Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.