Unit 3: Infancy

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

Unit Overview

Students will understand physical development is rapid during the first year with the brain growing faster than any other organ. Skeletal growth is rapid. Length and weight increase quickly. All clothing, bedding and equipment must be safe while other needs include bathing, sleeping and having places to both sleep and play. Students will understand that intellectual development includes how babies learn, what they learn, and how they communicate. Brain development and wiring supports learning and affects the sensory, motor, thinking, and memory centers of the brain. Students will understand social emotional development involves a person's basic disposition, social relations, and emotions. An infants social development is affected by interacting with others and showing attachment. Emotional wiring of the brain begins at birth and is completed in the preschool years.

Transfer

Students will be able to independently use their learning to understand the physical, intellectual, and social emotional development of a child through infancy. They will use their learning to also understand both physical and nutritional needs in the first year.

Meaning

Understandings

Students will understand that...

- there is an order to child's motor skill development in the first year.

- that there are certain finger foods that are safe for infants to eat.

- there is a process from weaning babies from breastmilk to formula.

- there are types of clothing suitable for infants.

- how to give sponge baths to newborns and tub baths to toddlers.

- ways in which a baby's vision matures in the first six months.

- there is a difference between perceptual concepts and relationship concepts.

- there are four ways to talk to babies.

- how babies develop focused attachment.

- infants must resolve conflict.

Essential Questions

Students will keep considering...

-How do babies grow and make great advances in motor skills?

-How do parents provide everything babies physically need?

- How do infants come to make sense of their world?

- How can parents and other caregivers support the baby's agenda for learning?

- What is taking place in the first social and intensely emotional baby-adult interactions?

- How can parents lay the best foundation for their relationship?

Application of Knowledge and Skill

Students will know...

Students will know physical development is rapid during the first year especially in the brain. There must be proper clothing, bedding and equipment that is safe while and know that there are other needs such as bathing, sleeping and play. Students will know intellectual development includes how babies learn, what they learn, and how they communicate. Students will know an infants social development is affected by interacting with others and showing attachment.

Students will be skilled at...

Students will be skilled at...

-physical development milestones children might achieve in the first year.

-nutritional needs from birth to 1 year of age.

-ways infants make sense of their world and how parents support the learning.

-how brain development supports learning.

-the guidelines for helping babies learn and reinforce concepts.

-the three main aspects of social-emotional development.

-ways a caregiver might soothe a baby.

Academic Vocabulary

cartilage, circumference, innate, onset, protrudes, stamina, abrupt, adverse, alleviates, dilute, satiety, ecofriendly, flame resistant, immerse, immitating, sociocultural, subtle, wane, articulate, auditory, categorization, intricate, monotone, proficiency, spatial, consolidate, holistic, intrusive, procedes, siblings,

inadvertantly, overtures, predictor, proximity, psychosocial

Learning Goal 1

Understand how babies grow and what advances they make concerning their motor skills.

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.9-12.12.3.1	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

Compare and contrast different types of reflexes.

Target 2

Give examples of physical development milestones children might achieve in the first year.

Target 3

Describe how to meet nutritional needs from birth to six months of age.

Target 4

Describe how to meet nutritional needs from six months to a year old.

Target 5

Identify ways parents can encourage physical activity during infancy.

Target 6

Give examples of positive steps parents can take to protect their babies from SUID.

Learning Goal 2

Identify ways infants make sense of their world and how parents support the learning.

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.9-12.12.2.3	Analyze the influences of gender, ethnicity, and culture on individual development.
FCSE.9-12.12.2.5	Analyze geographic, political, and global influences on human growth and development.
FCSE.9-12.12.3.1	Analyze the role of nurturance on human growth and development.
FCSE.9-12.12.3.2	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
Describe how brain development supports learning.

Target 2
Compare and contrast Piaget's and Vygotsky's cognitive development theories.

Target 3
Summarize communication development during infancy.

Target 4
Describe examples of brain wiring for language and social interactions for language.

Target 5
Explain how learning during infancy is different from learning during later childhood.

Target 6
Describe guidelines for helping babies learn and reinforce concepts.

Learning Goal 3
Identify what is taking place in the first social and emotional baby/adult interactions.

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.9-12.12.2.4	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

Identify the three main aspects of social-emotional development.

Target 2

Differentiate between high-reactive infants and low-reactive infants and then identify three parenting behaviors (environmental factors) that influence high-reactive children's temperaments.

Target 3

Identify ways a caregiver might soothe a baby.

Target 4

Explain a newborn's social-emotional needs for interacting with caring parents and co-regulating their crying.

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.

-Milestone Project

-Baby First Year Timeline: : The students will be divided up into 9 groups each given a month in infant development to research and asked to complete a developmental chart for that month and this will be pieced together and posted on the wall and the students will be asked to share out the information for that month.

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Accommodations/Modifications

Enrichment Opportunities: Extra credit project based assignments

Differentiation: 504 accomodations 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

Physical Development 1st year:

https://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/infants.html

https://americanpregnancy.org/first-year-of-life/first-year-infant-development/

Nutritional Development 1st year:

https://www.cdc.gov/nutrition/infantandtoddlernutrition/index.html

http://rainbowvt.com/forms/Infant_Nutrition.pdf

Intellectual Development 1st year:

https://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/infants.html

https://www.northshore.org/pediatrics/ages-and-milestones/infant/

Social/Emotional Development 1st year:

https://www.zerotothree.org/resources/238-birth-to-12-months-social-emotional-development

https://www.understood.org/en/learning-thinking-differences/signs-symptoms/developmental-milestones/developmental-milestones-from-birth-to-age-1

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.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.

Interdisciplinary Connections

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.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
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.SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
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.
SCI.3-LS3-2	Use evidence to support the explanation that traits can be influenced by the environment.