


Child Development Prenatal Through Toddler

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| Content | Skills | Learning Targets | Assessment | Resources & Technology |
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|  <p>CEQ: WHAT ARE THE BENEFITS OF STUDYING CHILD DEVELOPMENT?</p> <p>UEQ: Unit 1 Learning About Children</p> <ul style="list-style-type: none"> • <i>What are the three areas of child development?</i> • <i>What are the reasons for studying children?</i> • <i>What are the principles of growth and development?</i> • <i>Who are some leading child development theorists?</i> <p>National Standards: 13.5.1 13.5.2 Child and Human Development Framework MCHD 2.1 MCHD 3.4</p> | | | | |

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| <p>A: Learning About Children A1: 3 developmental areas A2: Reasons for studying children. A3: Influences on development A4: Leading child development theorists</p> <p>UEQ 2: Unit 2 : Pregnancy and Prenatal Care</p> | <p>A: Learning About Children A1: Identify the three areas of Child Development A2. Describe reasons for studying children A3: Identify and describe the factors that promote growth and development A4: Identify the leading theorists of child Development (Maslow, Piaget, Erickson, and other current theorists)</p> | <p>A: Learning About Children LT1: I can describe reasons for studying children. LT2: I can describe the factors that promote or inhibit growth and development. LT3: I can explain how brain development occurs. LT4: I can explain the major principles and theories of growth and development.</p> | <p>A: Learning About Children A1: Development Poster A1: Ch. 1 "The Subject Matter of Child Development" A2: Ch. 1 "Parent's Aid in Growth and Development" WS A2: Ch. 1, "Individual Life Cycle" WS A3: Ch. 1 "Principles of Growth and Development" WS A3: Ch. 1 "Analyzing Brain Research" A4: Theorists DVD and WS A1-A4: Unit 1 Notes CA = Unit 1 Test</p> | <p>A: Learning About Children "Children: The Early Years, 2011" Chapter 1: Learning About Children "Developmental Theorists" DVD <u>Chapter 1 VOCAB:</u> Child Development Intellectual Development Social-Emotional Development Physical Development Heredity Environment Genes Window of opportunity Developmental acceleration Developmental delay Principles of growth and development Sequenced Steps Developmental Tasks Teachable Moment Wiring</p> |
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| <ul style="list-style-type: none"> • <i>What is the course of prenatal development from conception to birth?</i> • <i>What kinds of physical conditions have a tendency to be passed on within families</i> • <i>What are the causes, diagnosis and prevention of birth defects?</i> <p>Child and Human Development Framework MCHD 1.4 MCHD 2.1</p> <p>A: Pregnancy A1: Conception A2: Genetic Factors A3: Multiple Pregnancies A4: Stages of Prenatal Development</p> | <p>A: Pregnancy A1: Describe what happens during conception. A2: Analyze how heredity can determine a person's characteristics. A3: Explain how multiple births happen A4: Distinguish among the 3 stages of prenatal development.</p> | <p>A: Pregnancy LT1: I can describe how genetics affect prenatal development. LT2: I can describe what happens during conception. LT3: I can describe how multiple births happen. LT3: I can describe the three stages of prenatal development. LT4: I can list signs of pregnancy. LT5: I can describe the importance of proper health of the mother during</p> | <p>A: Pregnancy A1-A2: Ch. 4 "Biology of Heredity Review" WS A1-A4: Chapter 4 Notes A4: Ch. 4 "Development in the Unborn" WS</p> | <p>A: Pregnancy "Children: The Early Years, 2011" Chapter 4: Pregnancy A-C: "Prenatal Development" DVD Video, Meridian Education</p> <p><u>Chapter 4 VOCAB</u> Sperm Ovum Conception Zygote Fallopian Tubes Uterus Fraternal Prenatal Development Embryonic Stage</p> |
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| <p>B: Prenatal Care B1: Signs of Pregnancy B2: Prenatal Development and the Environment B3: Health of the Mother B4: Complications During Pregnancy B5: Monitoring baby's development B6: Birth Defects</p> | <p>B: Prenatal Care B1: Identify the signs of pregnancy. B2: Explain the role of the environment on prenatal development. B3: Explain the relationship between the health of the mother and the health of the baby. B4: List possible complications during pregnancy. B5: Describe ways to monitor baby's development. A6: Identify causes, diagnosis and prevention of birth defects</p> | <p>pregnancy. LT6: I can identify causes and prevention of a selected birth defect.</p> <p>B: Prenatal Care LT1: I can list signs of pregnancy.</p> <p>LT2: I can describe the importance of proper health of the mother during pregnancy.</p> <p>LT3: I can identify causes and prevention of a selected birth defect.</p> | <p>B: Prenatal Care B1-3: "Letter to a Mom" B3: Ch. 5 "Mothers-to-Be Affect the Health of the Unborns" WS B1-B5: Ch. 5 Notes B6: Birth Defects Project</p> <p>A-B: CA = Development in a Bag</p> <p>A-B: CA = Unit 2 Test</p> | <p>Embryo Fetal Stage Fetus Age of Viability Fraternal Genetic Factors Identical</p> <p>B: Prenatal Care "Children: The Early Years, 2011" Chapter 5: Prenatal Care</p> <p><u>Chapter 5 VOCAB</u> Obstetricians Premature Diabetes Fetal Alcohol Syndrome Congenital Problems Miscarriage Stillbirth Ultrasound Amniocenteses Birth Defects</p> |
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October 2020

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| <p>UEQ: Unit 3 Childbirth and the Newborn <i>What does a mother need to know for preparing for birth?</i> <i>What happens to a mother and baby during labor and directly after birth?</i> <i>How does a baby get Shaken Baby Syndrome?</i></p> <p>Child and Human Development Framework MCHD 1.2 MCHD 2.1</p> <p>A: Childbirth A1: Preparing for Birth A2: Stages of Labor</p> | <p>A: Childbirth A1: Identify the signs of labor. A1: Describe the childbirth choices available to most parents. A2: Outline the three stages of labor.</p> | <p>A: Childbirth LT1: I can describe the birth process and some of the complications of delivery.</p> | <p>A: Childbirth A1: Ch. 6 "Choices for Delivery" WS A1-A2: Ch. 6: Childbirth Notes</p> | <p>A: Childbirth "Children: The Early Years, 2011" Chapter 6: Childbirth</p> <p><u>Chapter 6 VOCAB</u> Labor Natural Childbirth Dilation</p> |

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| <p>B: The Newborn B1: Physical appearance of the newborn B2: Hospital tests on newborn B3: Newborn's Needs B4: Parents needs B5: Shaken Baby Syndrome</p> | <p>B: The Newborn B1: Describe a newborn's appearance B2: Explain the purpose of common hospital procedures following a birth B2: Recognize a babies various reflexes B3: List the newborn's needs B4: List the needs of new parents. B5: Explain Shaken Baby Syndrome</p> | <p>B: The Newborn LT1: I can describe the purpose of common hospital procedures following birth. LT2: I can describe the characteristics of a newborn. LT3: I list the needs of newborns and new parents. LT4: I can describe how a baby would get Shaken Baby Syndrome.</p> | <p>B: The Newborn B1: Group work: Baby's appearance after birth, p. 171 B2: Ch. 7 "Reflexes of the Newborn" B4: RM 7-4 "What's a Parent to Do?" discussion B3-B4: Breastfeeding vs. Bottle Feeding debate B1-4: Chapter 6 Notes A-B: CA = Unit 3 Test</p> | <p>Episiotomy Forceps Cesarean Section Bonding Postpartum Care Vacuum Extraction</p> <p>B: The Newborn• "Children: The Early Years, 2011" Chapter 7: The Newborn B4: Guest Speaker from Wright County on Shaken Baby Syndrome</p> <p><u>Chapter 7 VOCAB:</u> Neonate Apgar Test Brazelton Scale Pediatrician Anemia Jaundice Neonatal Intensive Care Unit Well-baby Checkup Reflexes Sudden Infant Death Syndrome (SIDS) Colic</p> |
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November 2020

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| <p>UEQ: Unit 4 (First Year)</p> <ul style="list-style-type: none"> •<i>Can a simulation help to prepare you for a real life experience?</i> •<i>What are the physical, intellectual and social-emotional developments from birth to 12 months?</i> <p>Child and Human Development Framework MCHD 1.3 MCHD 3.1 MCHD 3.2 MCHD 3.3 MCHD 3.4</p> <p>A: Real Care Baby</p> | <p>A: Real Care Baby A1: Take care of a Real Care baby for 53 hours and record a detailed diary.</p> | <p>A: Real Care Baby LT1: I can successfully care for a real care baby for 53 hours.</p> | <p>A: Real Care Baby A: CA = Real Care Baby Simulation: Develop competencies in child care by participating in the Real Care Baby Infant simulation. A: Real Care Baby Daily Diary</p> <p>CA = Real Care Baby</p> | <p>A: Real Care Baby Real Care Baby 3 Program, babies and online videos</p> |

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| <p>B: Physical Development of the Infant B1: Physical growth of the infant B2: Motor skill development</p> | <p>B: Physical Development B1: Describe milestones and physical growth for the first year. B2: Describe the development of fine and gross motor skills during the first year of life</p> | <p>B: Physical Development LT1: I can describe the physical growth and motor development of the infant.</p> | <p>B: Physical Development B1-B2: Chapter 8 Notes B1: Ch. 8, "Changes in Physical Growth" WS B2: Ch. 8 "Motor Skills Develop Rapidly"</p> | <p>B: Physical Development "Children: The Early Years, 2011" Chapter 8: Physical Development of the Infant •B-D: "Baby's First Year" DVD video, Meridian Education</p> <p><u>Chapter 8 VOCAB</u> Failure to Thrive Ossification Motor Development Gross Motor Development Fine Motor Development Age Norm Creeping Crawling Involuntary Voluntary</p> |
| <p>C: Intellectual Development of the Infant C1: How infants learn C2: Language of infants</p> | <p>C: Intellectual Development C1: Recognize the importance of early intellectual stimulation during the first year. C2: Describe how infants express what they know through language.</p> | <p>C: Intellectual Development CLT1: I can describe how and what infants learn.</p> | <p>C: Intellectual Development C1: Ch. 9 "Toys to Stimulate a Baby's Perception" WS C1: Ch. 9 "Errors in Perception WS C1: Ch. 9 "Mental Advances in the First Year" Activity</p> | <p>C: Intellectual Development "Children: The Early Years, 2011" Chapter 9: Intellectual Development of the Infant</p> <p><u>Chapter 9 VOCAB</u> Perception Cognition</p> |

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| <p>D: Social-Emotional Development of the Infant D1: Temperament in babies D2: Social tasks D3: Emotions in infants</p> <p>E: Providing for the Infant's Developmental</p> | <p>D: Social-Emotional Development D1: Explain the different temperaments in babies. D2: Describe the infant's major social tasks. D3: Explain the roots of the four common emotions in babies.</p> <p>E: Providing for the Infant's Developmental</p> | <p>D: Social Emotional Development DLT1: I can describe the infant's major first-year social tasks.</p> <p>E: Providing for the Infant's Developmental</p> | <p>C1: Ch. 9, "Object Identity" WS C2: Ch. 9 "Learning to Talk, A Complex Skill" WS C1-C2: Ch. 9 Notes</p> <p>D: Social-Emotional Development D1: Ch. 10 "Difficult Babies Make Parenting Stressful" WS - discussion D1-3: Ch. 10 "Building Trusting a Relationship" WS D1-3: Ch. 10 Notes</p> <p>B-D: Ch. 8, 9 and 10 WS</p> <p>E: Providing for the Infant's Developmental</p> | <p>Sensorimotor Stage Imitating Concept Object Permanence Vocabulary Coo Babble Passive Vocabulary Active Vocabulary Depth Perception Object Concept</p> <p>D: Social and Emotional "Children: The Early Years, 2011" Chapter 10: Social-Emotional Development of the Infant</p> <p><u>Chapter 10 VOCAB</u> Disposition Emotions Temperament Mistrust Attachment Age-appropriate behaviors Separation Anxiety Anxiety</p> <p>E: Providing for the Infant's Developmental</p> |
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| <p>Needs E1: Nutrition for the infant E2: Activities</p> <p>UEQ: Unit 5 Toddler •<i>What are the physical, intellectual and social-emotional developments from 1 - 3 years?</i></p> <p>Child and Human Development Framework MCHD 4.1 MCHD 4.2 MCHD 4.3 MCHD 4.4</p> <p>A: Physical Development of the Toddler A1: Physical growth of the toddler A2: Motor skill development</p> | <p>Needs E1: What are the nutritional needs of the infant? E2: What are some activities that I can do with a baby to help their development in all three developmental areas? B-E: Evaluate the development of babies around the world. Note their similarities and differences.</p> <p>A: Physical Development of the Toddler A1: Describe the physical changes that occur between the first and third years of life. A2: Identify the toddler's major gross- and fine-motor skills.</p> | <p>Needs ELT1: I can list activities to do with a baby to help promote learning in all three areas of development. LT 2: I can compare and contrast the development of babies from different countries.</p> <p>A: Physical Development of the Toddler ALT1: I can describe the physical changes that occur between the first and third years of life. ALT2: I can identify the toddler's major gross and fine motor skills.</p> | <p>Needs E1: Ch. 11, Act A "Foods Babies Should Not Eat" WS E2: RM 11-4 "Babies Solve Problems" - video observation E2: RM 11-5 "Gross and Fine Motor Games"</p> <p>B-E: CA = Unit 4 Test B-E: "Babies" video</p> <p>A: Physical Development of the Toddler A1-A2: Chapter 12 Notes A2: Ch. 12, "Motor Skills of the Toddler" WS A1-A2. Ch. 12 Questions</p> | <p>Needs Chapter 11: Providing for the Infant's Developmental Needs</p> <p>"Babies" movie</p> <p>A: Physical Development of the Toddler A1. Ch. 12 "Growth Slows and Slows" SB A2. Videos from YouTube on motor skills development A1-A2. "Children: The Early Years, 2011" Chapter 12: Physical</p> |
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| <p>B: Intellectual Development of the Toddler B1: How toddlers learn B2: Language development in toddlers</p> <p>C: Social-Emotional Development of the toddlers</p> | <p>B: Intellectual Development of the Toddler B1: Describe how and what toddlers learn. B2: Describe the sequence of language development.</p> <p>C: Social-Emotional Development of the toddlers</p> | <p>B: Intellectual Development of the Toddler B1: I can describe how and what toddlers learn. B2: I can describe the sequence of language development.</p> <p>C: Social-Emotional Development of the toddlers</p> | <p>B: Intellectual Development of the Toddler B1-B2. Chapter 13 notes B1. Toys and Learning activity B1-B2. Ch. 13 Questions</p> <p>C: Social-Emotional Development of the toddlers</p> | <p>Development of the Infant •A-C: "The Child from 1 to 3" DVD video, Meridian Education</p> <p><u>Chapter 12 VOCAB</u> Muscle development Large-muscle development Small-muscle development Eye-hand coordination</p> <p>B: Intellectual Development of the Toddler B1-B2. "Children: The Early Years, 2011" Chapter 13: Intellectual Development of the Infant</p> <p><u>Chapter 13 VOCAB</u> Deferred imitation Attributes Language Parentese Articulation Communication Grammar</p> <p>C: Social-Emotional Development of the toddlers</p> |
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| <p>C1: Temperament in toddlers C2: Social tasks C3: Emotions in toddlers</p> | <p>C1: Describe how toddlers develop self-will. C2: Explain the way toddlers extend their social relationships with others. C3. Describe how toddlers develop a sense of self-worth. C4. Identify how toddlers reveal their emotions.</p> | <p>CLT1: I can describe how toddlers develop self-will. CLT2: I can explain the way toddlers extend their social relationships with others. CLT 3. I can describe how toddlers develop a sense of self-worth. CLT4. I can identify how toddlers reveal their emotions.</p> | <p>toddlers C1. Ch. 14 notes C1-C3. “What Would You Do?” C3: “Toddlers View Themselves Through Adults” C1-C3. Chapter 14 Questions</p> | <p>C1-C2. “Children: The Early Years, 2011” Chapter 14: Social-Emotional Development of the Toddler <u>Chapter 14 VOCAB</u> Autonomy Self-esteem Temper tantrum</p> |
| <p>D: Providing for the Toddler’s Developmental Needs D1. Meeting toddler’s physical needs D2. Growing mental abilities. D3. Social control</p> | <p>D: Providing for the Toddler’s Developmental Needs D1. Plan ways to meet toddler’s physical needs. D2. Stimulate toddlers’ growing mental abilities. D3. Help toddlers adjust to their first social controls</p> | <p>D: Providing for the Toddler’s Developmental Needs DLT1. I can plan ways to meet toddlers’ physical needs. DLT2. I can stimulate toddlers’ growing mental abilities. DLT3. I can help toddlers adjust to their first social controls.</p> | <p>D: Providing for the Toddler’s Developmental Needs D1. Ch. 15 Vocab and notes D1-D3. “Activities, Motor Skills, Senses, Problem Solving”</p> | <p>D: Providing for the Toddler’s Developmental Needs “Children: The Early Years, 2011” D1-D3. Chapter 15: Providing for Toddler’s Development Needs <u>Chapter 15 Vocab</u> Ritual Toilet learning Regression Spatial Transitional stage Self-restraint Self-assertion Obedience contrariness</p> |

