



The Whole Child Unit 2: Toddler to Preschool

Unit Focus

Students will explore the interrelationships of a child from toddler to preschool. Students will explore the whole child and how it is connected to health and well-being through physical, cognitive, and social-emotional development. Students will learn the interrelationships of the whole child through, hands-on lessons, several observations, interaction strategies, development of age appropriate activities and lesson plans in the delivery of these activities. The PBA will have students create, plan and deliver instruction for a playgroup through the community of Madison.

Stage 1: Desired Results - Key Understandings

| Standard(s) | Transfer | |
|--|--|---|
| Connecticut Goals and Standards <i>Family and Consumer Sciences (CTE)</i> <ul style="list-style-type: none"> Analyze physical, emotional, social, moral, and intellectual development. <i>FCS.EC.B.3</i> Interpret interrelationships among physical, emotional, social, and intellectual aspects of human growth and development during childhood. <i>FCS.EC.B.4</i> Apply child development theories and assess their implications for educational and childcare practices. <i>FCS.EC.J.33</i> Determine a variety of assessment methods to observe and interpret children's growth and development. <i>FCS.EC.J.34</i> Identify various cultural and environmental influences when assessing children's development. <i>FCS.EC.J.35</i> Identify a variety of curriculum and instructional models. <i>FCS.EC.K.36</i> Plan and implement learning activities in all curriculum areas that meet the developmental needs and learning styles of children. <i>FCS.EC.K.37</i> Develop and demonstrate a variety of teaching methods to meet individual needs of children. <i>FCS.EC.K.38</i> Determine and demonstrate methods to establish activities, routines, and transitions. <i>FCS.EC.K.39</i> Describe methods to manage physical space, maintaining a safe and healthy learning environment. <i>FCS.EC.L.40</i> Identify and implement developmentally-appropriate guidelines for behavior. <i>FCS.EC.M.46</i> | <i>Students will be able to independently use their learning to...</i> T1 Explore and hone techniques, skills, methods, and processes to create and innovate T2 Work together on a common goal to meet deadlines through addressing challenges and problems along the way both individually and collectively. | |
| | Meaning | |
| | Understanding(s) | Essential Question(s) |
| | <i>Students will understand that...</i> U1 The value of play is understood as essential for successful development across all developmental domains. U2 Preschoolers are curious about their world and they thrive on hands-on experiences. U3 Providing a variety of learning experiences helps children learn and grow in many ways. U4 The socialization process involves gradually developing social skills and learning to get along with others. | <i>Students will keep considering...</i> Q1 How does the environment of a child have an impact upon his/her intellectual development? Q2 How can I structure activities to promote learning through play? Q3 How can a learning activity be made appropriate for children on a variety of developmental levels? |
| | Acquisition of Knowledge and Skill | |
| | Knowledge | Skill(s) |
| | <i>Students will know...</i> K1 Preschool Interaction strategies. K2 Vocabulary: muscle development, large-muscle development, small-muscle development, eye-hand coordination, gross motor skills, fine motor skills, deferred | <i>Students will be skilled at...</i> S1 Develop an age appropriate developmental activity. S2 Identify the developmental domain when observing various actions of a child |

Stage 1: Desired Results - Key Understandings

Madison Public Schools Profile of a Graduate

- Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. (POG.3.1)
- Product Creation: Effectively use a medium to communicate important information. (POG.3.2)

imitation, attributes, language, parentese, articulation, communication, grammar, autonomy, self-esteem, temper tantrum, dynamic balance, static balance, stressors, emotional dependency and repressed jealousy.

K3 Lesson plan elements.

K4 The developmental domains of a toddler are: physical, social, emotional & cognitive.

S3 Apply age appropriate strategies when interacting/teaching a child.

S4 Write and deliver a lesson plan.