

**Consumer & Life Studies Brunswick School Department**  
**Parenting 2: Child Development**  
**Unit 2: The Child From One to Three**

<p><b>Essential Understandings</b></p>	<ul style="list-style-type: none"> <li>▪ Parents must pay attention to a toddler's physical development to ensure milestones are being met at appropriate times.</li> <li>▪ The healthy emotional and social development of toddlers depends on the quality of their social interactions within the immediate family and participation in social opportunities outside of the home.</li> <li>▪ Intellectual development occurs in a systematic way and can be enhanced through experiences.</li> </ul>
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>▪ What are the developmental milestones of children ages one to three?</li> <li>▪ How can parents ensure the safety of a toddler's physical development?</li> <li>▪ How can parents enhance the health and physical development of a toddler?</li> <li>▪ What are guidelines to establish successful sleep routines and toilet training?</li> <li>▪ What are the characteristics of healthy and dysfunctional families?</li> <li>▪ How does a father's involvement affect a child development?</li> <li>▪ Why are temper tantrums normal and how does one deal with them?</li> <li>▪ How do children learn?</li> <li>▪ What are learning styles?</li> <li>▪ How does speech develop?</li> </ul>
<p><b>Essential Knowledge</b></p>	<ul style="list-style-type: none"> <li>▪ There are a number of safety hazards to avoid as a toddler's mobility increases.</li> <li>▪ A number of issues revolve around bedtime and a toddler's need for consistent rest.</li> <li>▪ Toilet training is an important milestone for toddlers that must be handled carefully in order to ensure success.</li> <li>▪ Healthy families have common traits.</li> <li>▪ Dysfunctional families have identifiable traits that can have long-term detrimental effects on their children.</li> <li>▪ A father's influence can positively effect a child's development in ways that are different from a mother's influence.</li> <li>▪ Temper tantrums should be dealt with differently depending on whether it is at home or in public.</li> <li>▪ Learning can be categorized as cause and effect, imitative, directed, or trial and error.</li> <li>▪ Each child has a specific learning style.</li> <li>▪ Speech develops sequentially and builds on earlier learning.</li> <li>▪ All learning, including creativity and imagination, can be encouraged by parents.</li> </ul>

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<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ large and small motor skills, eye-hand coordination, manipulation, finger foods</li> <li>○ self-centered, negativism, temper tantrums, coping, emotional adjustments, sibling rivalry, socialization, parallel play, cooperative play, over protective parenting, conformity, autonomy, initiative</li> <li>○ intelligence, concept, attention span, memory, perception, reasoning</li> <li>○ articulation, speech therapist</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Enumerate the hazards to a toddler as mobility increases.</li> <li>▪ Transfer an understanding of sleep issues to solve real life anecdotal problems about sleep problems.</li> <li>▪ Defend the recommended guidelines for toilet training children.</li> <li>▪ Formulate ways to incorporate the “healthy family traits” into family life.</li> <li>▪ Appraise the long-term effects of family dysfunction on individual family members.</li> <li>▪ Explain how to recognize the “red flags” of abusive relationships.</li> <li>▪ Describe the impact fathers and mothers play in their child’s development.</li> <li>▪ Support the normalcy of temper tantrums and explain how to deal with them in various situations.</li> <li>▪ Categorize learning as directed, cause and effect, imitative or trial and error.</li> <li>▪ Recognize characteristics of the several learning styles.</li> <li>▪ Plan ways for parents to enhance the toddler's physical, social, emotional, and intellectual development.</li> </ul>

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<p style="text-align: center;"><b>Related Maine Learning Results</b></p>	<p><u>Health</u></p> <p>A. Health Concepts</p> <p>A1. Healthy Behaviors and Personal Health</p> <p>Students predict how behaviors can impact health status.</p> <ol style="list-style-type: none"> <li>Analyze individual responsibility for enhancing health.</li> <li>Predict how healthy behaviors can positively impact health status.</li> </ol> <p>A4. Environment and Personal Health</p> <p>Students determine the interrelationship between the environment and other factors and personal health.</p> <ol style="list-style-type: none"> <li>Analyze how environment and personal health are interrelated.</li> <li>Describe how genetics and family history can impact personal health.</li> </ol> <p>B. Health Information, Products and Services</p> <p>B1. Validity of Resources</p> <p>Students evaluate the validity and accessibility of health information, products, and services.</p> <p>B2. Locating Health Resources</p> <p>Students access valid and reliable health information, products, and services.</p> <ol style="list-style-type: none"> <li>Determine when professional health services may be required.</li> </ol>
<p style="text-align: center;"><b>Sample Lessons And Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Safety hazards illustration - find the 30 hazards</li> <li>▪ Workbook notes and activity pages including vocabulary</li> <li>▪ Sleep notes from Dr. Wilkoff plus anecdotal problem solving</li> <li>▪ <u>Parent</u> magazine article with toilet training tips</li> <li>▪ <u>Healthy Family Survey</u> and analysis</li> <li>▪ Dysfunctional Family notes and discussions</li> <li>▪ Ruth Finlay mystery oral reading and “who done it” vote</li> <li>▪ “Red Flags of Abuse” handouts and discussion</li> <li>▪ “Daddy Love” article notes, discussion and posters</li> <li>▪ <u>Terrific Twos</u> video notes and discussion</li> <li>▪ Cooperative group activity to categorize ways of learning</li> <li>▪ Self survey and analysis of learning styles/identifying for friends and family members</li> <li>▪ Watch video and list recommendations to enhance a child's learning</li> </ul>
<p style="text-align: center;"><b>Sample Classroom Assessment Methods</b></p>	<ul style="list-style-type: none"> <li>▪ Handouts, activity sheets, workbook notes</li> <li>▪ Videos and video worksheets</li> <li>▪ Participation in discussions and small groups</li> <li>▪ Posters</li> <li>▪ Quiz</li> </ul>

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<b>Sample Resources</b>	<ul style="list-style-type: none"><li>▪ <u>Publications:</u><ul style="list-style-type: none"><li>○ <u>The Ruth Finlay Story</u></li><li>○ <u>The 15 Characteristics of the Healthy Family</u></li><li>○ <u>Red Flags of Abuse</u> - DHS publications</li><li>○ "Healthy Family" survey</li><li>○ "Dysfunctional Family Traits"</li><li>○ "Daddy Love" - <u>Parent</u> magazine</li><li>○ "Toilet Training Tips" - <u>Parent</u> magazine</li></ul></li><li>▪ <u>Videos:</u><ul style="list-style-type: none"><li>○ <u>Terrific Twos</u> - Dr. T. Barry Brazelton</li><li>○ <u>Scared Silent</u></li><li>○ <u>Baby's First Years</u>-segments on physical development and intellectual development</li></ul></li></ul>
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