

**Jefferson County High School
Course Syllabus**

A. Course :Lifespan Development

B. Department: Family and Consumer Sciences

C. Course Description :Lifespan Development builds basic knowledge in human growth and development from conception to death. It outlines the milestones and tasks that one achieves in the lifecycle. It includes developmental theory, principles of growth, behavior of children and steps to reaching optimal wellness in adulthood.

D. Grade Term: Semester

E. Grading Scale

<u>Range</u>	<u>Honors/ Regular</u>	<u>College-Level</u>	<u>A.P.</u>
93-100 A	4.0	4.5	5.0
85-92 B	3.0	3.5	4.0
75-84 C	2.0	2.5	3.0
70-74 D	1.0	1.5	2.0

F. Term Dates

- a. 1st 9 Weeks August 5, 2016 – October 7, 2016
- b. 2nd 9 Weeks October 8, 2016 – December 16, 2016
- c. 3rd 9 Weeks January 5, 2017 – March 15, 2017
- d. 4th 9 Weeks March 16, 2017 – May 25, 2017

G. Textbook(s): Lifespan Development- The Developing Child

H. Other Resources

- a. Odysseyware
- b. *Baby Think It Over Infant Simulator*
- c. *Empathy Belly*

I. Procedures for Parental Access to Instructional Materials

- a. Aspen Parent Portal
- b. Email Instructor
- c. Parent Teacher Conference
 - a. There are two designated conference dates during the school year. Parents who would like to request additional meetings may make appointments for conferences with the teachers (during their planning periods), counselors, or a principal by telephoning the school office.

J. Field Trips

- a. Any schedule fieldtrip will have a definite educational purpose and will reflect careful planning. Signed permission forms will be obtained when an off campus trip is planned.

K. Standards & Objectives

Course Standards

First 9 weeks:

Foundations of Human Development

1) **Differentiate between the major methodologies used in research on human growth and development. Compare and contrast the benefits and consequences of each, including ethical issues involved with each method. Methods should include the following: a. Case study method b. Social survey method c. Naturalistic observation method d. Cross-cultural studies (TN Reading 1, 2, 7; TN Psychology 35; FACS 12)**

- a. **I can differentiate between the methodologies used on human growth.**
- b. **I can compare and contrast benefits and consequences of research methods.**

2) **Using supporting evidence from a variety of academic journals and news media, compare and contrast the following theories of human development. Identify the researcher(s) credited with developing each theory and analyze the significance of their contributions to the field of human development. a. Psychoanalytic theories b. Behavioral theories c. Humanistic theories d. Cognitive theories e. Ecological theory f. Sociocultural Theory (TN Reading 1, 2, 6; TN Psychology 35, 38; FACS 12)**

- a. **I can compare and contrast theories of human development.**
- b. **I can identify researchers and their contributions to study of human development**

3) **Conduct a research project on a topic related to human growth and development, citing specific textual evidence from academic resources. Topics might include, but are not limited to: a. Emotional development/emotional intelligence b. Cross-cultural conceptions of intelligence c. Self-esteem d. Relationships e. Nature vs. nurture f. Temperament and**

personality (TN Reading 1, 2, 4, 9; TN Writing 2, 7, 8, 9; TN Psychology 19, 33, 36, 38, 45, 46, 55, 60; TN Sociology 11, 21, 25; FACS 12)

- a. I can research topics related to human growth and development

Prenatal Development

4) Outline the biological processes that occur from conception to delivery of a full-term infant, sequenced by trimester. Prepare an informational artifact for parents that describe each stage of growth and development. Analyzing the role of heredity and environment in infant growth and development. Create a corresponding list of common risk factors during each stage. (TN Reading 1, 2, 4; TN Writing 4, 6, 7, 8, 9; TN Psychology 19, 36, 39; FACS 12)

- a. I can outline the biological process from conception to birth by trimester.
- b. I can describe each stage of prenatal development.
- c. I can analyze the role of heredity and environment in infant growth.

5) Define the concepts of DNA, genes, genetics, heredity, and analyze the structure of relationships among the concepts. Describe the process of how traits are passed from parents to offspring. Identify the most common chromosomal and gene-linked anomalies and the health implications associated with each. (TN Reading 1, 2, 4, 5; TN Writing 4, 7; TN Psychology 19, 39; FACS 12)

- a. I can define the concepts of DNA, genes, genetics and heredity and analyze relationship.
- b. I can describe the process of how traits are passed from parents to offspring.
- c. I can identify most common chromosomal abnormalities.

6) Research the various types of labor and delivery. Create a sequenced presentation, artifact, or graphic describing what happens at each stage and complications that may arise, citing evidence from case studies and medical literature. Investigate what medical testing that the newborn might undergo over the course of the first few days of life. Newborn testing examples include but not limited to: a. Apgar score b. Brazelton Neonatal Behavioral Assessment Scale c. Neonatal Intensive Care Unit Network Neurobehavioral Scale (NNNS) (TN Reading 1, 2, 7, 8; TN Writing 2, 4, 7; FACS 12)

- a. I can research various types of labor and delivery
- b. I can describe what happens in each stage of labor and complications that may occur.
- c. I can investigate medical testing that a newborn undergoes.

Infancy

7) Research and outline the physical, cognitive, and emotional-social development that occurs during infancy. Prepare an informational artifact for parents that describes this stage of growth and development with real life examples including but not limited to the following: a. Physical: head and skull, interpreting height and weight growth charts, skin, umbilical cord healing, teeth, elimination, gross motor skills, fine motor skills, sleep patterns, feeding and nutritional needs, normal ranges for vital signs b. Cognitive: reflexes, language acquisition, sensory development, play, Piaget c. Emotional-social: bonding, Erikson's psychosocial task, temperament vs. personality d. Appraise activities and techniques that optimize the development of the infant (TN Reading 1, 2, 4; TN Writing 2, 7, 8, 9; TN Psychology 38, 39, 40, 41, 42, 44; TN Sociology 20,21,25)

- a. I can outline physical, cognitive and emotional-social development of infancy
- b. I can describe stages of growth and developmental milestones of infancy.

8) Create an annotated model or graphic illustrating the parts of the human brain, detailing principle functions as they relate to physical and cognitive development. Draft a companion artifact on the stages of human development in the form of a timeline from toddlerhood through early adulthood. Draw conclusions from cases studies, news articles, and academic journals about the most important influences on and relationships among brain development, reasoning capacity, and learning. Define brain plasticity and describe how it changes over the lifespan. (TN Biology 4; TN Psychology 13, 14; FACS 12)

- a. I can create a graphic illustrating the parts of the brain and detailing functions.
- b. I can define brain plasticity and describe how it changes over the lifespan.

Toddlerhood

9) Research and outline the physical, cognitive, and emotional-social development that occurs during toddlerhood. Prepare an informational artifact for parents that describes this stage of growth and development with real life examples including, but not limited to the following: a. Physical: height and weight, body proportions, teeth, skeletal development, vital signs, gross and fine motor skills, sleep patterns b. Cognitive: sensory

development, language acquisition/vocabulary, object permanence, recognition of body parts, understanding relationships between people and things, curiosity, concept of time, moral development, symbolic play, imagination, Piaget's preoperational thought c. Emotional-social: separation anxiety, independence, possessive phase, toilet training, Erikson's autonomy, self-concept, temper tantrums, regression, egocentric thinking d. Appraise activities and techniques that optimize the development of a toddler (TN Reading 1, 2, 4; TN Writing 2, 7, 8, 9; TN Psychology 38, 43, 44, 45, 46; TN Sociology 20, 21, 25)

- a. I can outline physical, cognitive, and emotional-social development of toddlerhood.
- b. I can describe the stages of growth in toddlerhood and generate real life examples

Second 9 weeks

Preschool

10) Research and outline the physical, cognitive, and emotional-social development that occurs in preschool. Prepare an informational artifact for parents that describes this stage of growth and development with real life including but not limited to the following: a. Physical: height & weight, body proportions, teeth, musculoskeletal development, vital signs, gross and fine motor skills, sleep patterns, b. Cognitive: sensory development, depth perception, maximum visual ability, language acquisition/vocabulary, sexual curiosity, locates body parts, understanding of relationships between people and things, curiosity, concept of time, moral development, symbolic play, imagination, Piaget's preoperational thought and centration, concept formation c. Emotional-social: Erikson's initiative, jealousy, preschool socialization, friendships with other children, Freud's development of superego, cooperative play, fears d. Appraise activities and techniques that optimize the development of preschool age children (TN Reading 1, 2, 4; TN Writing 2, 7, 8, 9; TN Psychology 38, 43, 44, 45, 46; TN Sociology 20, 21, 25)

- a- I can outline the physical, cognitive and emotional-social development of preschoolers.
- b- I can describe the stages of growth and development of preschoolers and generate real life examples of each.

School Age

11) Research and outline the physical, cognitive, and emotional-social development that occurs in school-age children. Prepare an informational artifact for parents that describes

this stage of growth and development with real life examples including but not limited to the following: a. Physical: height and weight, musculoskeletal development, improvement of hand-eye coordination, permanent teeth, development of gastrointestinal and nervous systems, immune system maturation, vital signs, fine motor skills development, gender differences in motor skills, development of writing, strength acquisition and endurance, sleep and rest requirements. b. Cognitive: visual maturity, peripheral vision and depth perception improvement, Piaget's stage, numbering classifying of objects, increased attention span, developing problem-solving skills, improved memory, language development, academic learning c. Emotional-social: types of play, personality development, peer and sibling relationships, Freud's latency period, transition from Kohlberg's pre-conventional level of moral thought to conventional level of moral reasoning and beginning of reciprocity d. Appraise activities and techniques that optimize the development of school-age children (TN Reading 1, 2, 4; TN Writing 2, 7, 8, 9; TN Psychology 38, 43, 44, 45, 46; TN Sociology 20, 21, 25)

- a. I can outline physical, cognitive, and emotional-social development of school-age children.
- b. I can describe the stages of growth and generate real life examples of each.

Puberty and Adolescence

12) Research and outline the physical, cognitive, and emotional-social development that occurs during puberty and adolescence. Prepare an informational artifact that describes this stage of growth and development with real life examples including, but not limited to the following: a. Physical: rapid growth to cessation of growth, development of secondary sex characteristics, maturing of reproductive system, changes in height and weight b. Cognitive: experimentation and learning, Piaget's shift from concrete thinking to formal operational thought processes, abstract thinking, formal problem solving c. Emotional-social: peer and romantic relationships, Erikson's search for identity, conflict with authority figures d. Analyze components of a healthy and safe environment during adolescence. e. Appraise activities and techniques that optimize the development of adolescences (TN Reading 1, 2, 4; TN Writing 2, 7, 8, 9; TN Psychology 38, 44, 45, 46, 47; TN Sociology 20, 21, 25)

- a. I can outline physical, cognitive and emotional-social development during adolescents.
- b. I can describe the stages of growth during adolescents and generate real life examples.

Early Adulthood

13) Research and outline the physical, cognitive, and emotional-social development that occurs during early adulthood. Prepare an informational artifact highlighting steps for achieving optimum wellness during early adulthood, addressing at minimum the following:

a. Physical: cessation of growth, peaking of physical functions and characteristics b. Cognitive: post conventional stage of moral development, continued development of intellectual and reasoning capacities c. Emotional-social: sexual maturation, Erikson's intimacy, development of a professional and personal identity d. Analyze components of a healthy and safe environment during early adulthood. (TN Reading 1, 2, 4; TN Writing 2, 7, 8, 9; TN Psychology 38, 45, 46, 48, 49, 50; TN Sociology 20, 21, 25)

- a. I can outline physical, cognitive and emotional-social development during early adulthood.**
- b. I can describe steps for achieving optimum wellness during early adulthood.**

Middle Adulthood

14) Research and outline the physical, cognitive, and emotional-social development that occurs during middle adulthood. Prepare an informational artifact highlighting steps for achieving optimum wellness during middle adulthood, addressing at minimum the following: a. Physical: decline of physical functions and characteristics, increase in health risks due to genetic conditions or contraction of diseases b. Cognitive: plateau of mental capabilities, reevaluation of life purpose and meaning c. Emotional-social: Erikson's task (generativity), evaluating and redesigning career options d. Analyze components of a healthy and safe environment during middle adulthood. (TN Reading 1, 2, 4; TN Writing 2, 7, 8, 9; TN Psychology 38, 45, 46, 48, 49, 50; TN Sociology 20, 21, 25)

- a. I can outline the physical, cognitive and emotional-social development during middle adulthood.**
- a. I can describe the steps for achieving optimum wellness during middle adulthood.**

Later Adulthood

15) Research and outline the physical, cognitive, and emotional-social development that occurs during later adulthood. Prepare an informative artifact that includes steps for achieving optimum wellness during late adulthood, addressing at minimum the following:

a. Physical: continued decline of physical functions and characteristics b. Cognitive: cognitive decline, long-term versus short-term memory loss c. Emotional-social: Erikson's ego integrity, changes in work and leisure d. Analyze components of a healthy and safe

environment during later adulthood. (TN Reading 1, 2, 4; TN Writing 2, 7, 8, 9; TN Psychology 38, 45, 46, 48, 49, 50; TN Sociology 20, 21, 25))

a. I can outline physical, cognitive and emotional-social development during late adulthood.

b. I can describe the steps for achieving optimal wellness during late adulthood.

Death and Dying

16) Below are the most commonly listed stages of the grief model. Research and create graphic or artifact that explains each stage of the model. The graphic or artifact could include but not be limited to: definition of each stage, emotional and physical actions, and ways to cope. a. Shock and Denial b. Pain and Guilt c. Anger and Bargaining d. Depression, Reflection, and Loneliness e. Upward Turn f. Reconstruction and Working Through g. Acceptance and Hope (TN Reading 1, 2, 4; TN Writing 2, 7, 8, 9; TN Psychology 37, 50)

a. I can generate and list of the stages of grief and describe.

Final Project

17) Differentiate the major periods of life outlined in the course and describe major developmental changes and key tasks associated with each period. Create a timeline of a human from conception to age 100 following typical growth and development patterns outlining what is occurring at each stage. (TN Reading 1, 2, 4, 7; TN Writing 4, 7, 9; TN Psychology 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50; FACS 12)

a. I can differentiate the major periods of life.

b. I can describe the developmental changes and key tasks associated with each period.

b. I can create a timeline of human from conception to death and outline what occurs at each age.