**LIFESPAN DEVELOPMENT**

**Course code 6013**

**Course Outcome:**

**Course Description:**

*Lifespan Development* builds basic knowledge in human growth and development. The course standards include developmental theory, principles of growth, behavior of children from conception through adolescence, adult development and aging, and death and dying. Artifacts will be created for inclusion in a portfolio, which will continue to build throughout the program of study. Standards in the course are aligned with Tennessee Common Core State Standards for English Language Arts & Literacy in Technical Subjects, as well as Tennessee Biology I, Psychology, and Sociology standards, and National Standards for Family and Consumer Sciences Education, Second Edition.\*

**Industry Certification:** This course is the second course in the Social Health Services Program of Study (Intro to Human Studies, Lifespan Development and Family Studies). Upon completion of this program of study, students will take the **Tennessee Specific Industry** **Certification Exam in Social Health Services**. Students who receive a passing grade of 70% on this exam will receive the following: Tennessee Specific Industry Certification for Social Health Services, 3 hours college credit at any Tennessee accredited school, and students who have a 3.0 GPA or higher will graduate with distinction, and be considered **College and Career** **Ready** according to the State of Tennessee Department of Education. Please let me know if you have any questions about the Industry Certification requirements.

***Family, Career and Community Leaders of America*** *(FCCLA)*, the cocurricular student organization, provides students with opportunities for leadership development, personal growth and school/community involvement.

**Prerequisites:** None

**Recommended Credit(s):** 1

**Recommended Grade Level:** 10

**Hyperlinks are available on the classroom website**

http://www.tn.gov/education/cte/HumanServices.shtml.

**Instruction:**

**Course Standards and Pacing Guide**

**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 CCSS Reading 1, 2, 7; TN Psychology; TN Sociology; FACS 12)

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 CCSS Reading 1, 2, 6; TN Psychology; TN Sociology; FACS 12)

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 CCSS Reading 1, 2, 4, 9; TN CCSS Writing 2, 7, 8, 9; TN Psychology; TN Sociology; FACS 12)

**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 CCSS Reading 1, 2, 4; TN CCSS Writing 4, 6, 7, 8, 9; TN Psychology; TN Sociology; FACS 12)

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 CCSS Reading 1, 2, 4; TN CCSS Writing 4, 7; TN Psychology; TN Sociology; FACS 12)

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 CCSS Reading 1, 2, 7; TN CCSS Writing 2, 4, 7; TN Psychology; TN Sociology; FACS 12)

**Infancy**

7) Research and outline the physical, cognitive, and emotional-social development that occurs during infancy. Prepare an informational artifact for parents that describe 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 CCSS Reading 1, 2, 4; TN CCSS Writing 2, 7, 8, 9; TN Psychology; TN Sociology)

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; TN Sociology; FACS 12)

**Toddlerhood**

9) Research and outline the physical, cognitive, and emotional-social development that occurs during toddlerhood. Prepare an informational artifact for parents that describe 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 CCSS Reading 1, 2, 4; TN CCSS Writing 2, 7, 8, 9; TN Psychology; TN Sociology)

**Preschool**

10) Research and outline the physical, cognitive, and emotional-social development that occurs in preschool. Prepare an informational artifact for parents that describe 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 CCSS Reading 1, 2, 4; TN CCSS Writing 2, 7, 8, 9; TN Psychology; TN Sociology)

**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 describe 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 preconventional 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 CCSS Reading 1, 2, 4; TN CCSS Writing 2, 7, 8, 9; TN Psychology; TN Sociology)

**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 CCSS Reading 1, 2, 4; TN CCSS Writing 2, 7, 8, 9; TN Psychology; TN Sociology)

**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 late 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 CCSS Reading 1, 2, 4; TN CCSS Writing 2, 7, 8, 9; TN Psychology; TN Sociology)

**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 late 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 CCSS Reading 1, 2, 4; TN CCSS Writing 2, 7, 8, 9; TN Psychology; TN Sociology)

**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 CCSS Reading 1, 2, 4; TN CCSS Writing 2, 7, 8, 9; TN Psychology; TN Sociology)

**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 CCSS Reading 1, 2, 4; TN CCSS Writing 2, 7, 8, 9; TN Psychology; TN Sociology)

**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 CCSS Reading 1, 2, 4, 7; TN CCSS Writing 4, 7, 9; TN Psychology; TN Sociology; FACS 12)

**The following artifacts will reside in the student’s portfolio:**

 Methodologies artifact

 Human Growth & Development report

 Prenatal Development artifact

 Genetic artifact

 Human Development Stage artifacts

 Death and Dying artifacts

 Capstone Timeline graphic

**CLASS FEE: $10.00**

**Resources:**

          Textbook:     The Developing Child, 8th Ed., Glencoe/McGraw-Hill

Lifespan Development, 1st Ed., Goodheart-Wilcox

**Materials:**    #2 pencils and a blue or black pen

                    Notebook Paper

                    1&1/2” or 2” three ring notebook

                    5 Tabs

Your student may view the following videos as part of the class curriculum. Most of the videos are put out by educational curriculum companies and your student will have a study guide to go with them. These videos are shown as class time allows. **If you do not approve of a specific resource listed in this syllabus, please make your request to me in writing and an alternative assignment and/or materials will be provided. The request should include your name, the child’s name, the specific activity/materials in which you do not want your child to participate or to which you do not want them exposed, and the nature of your objection.**

Be Part of It! (FCCLA Membership)

The Ouchless House

Considering Your Options

Loosing Isaiah

Up  
August Rush  
Baby Borrowers  
The Power of Family

FACS Careers

The Nine Months of Making You

**Safety Procedures:**

If this class incorporates cooking and sewing components, all students MUST pass a safety test with 100% before participating in lab experiences.  When in cooking lab, close toed shoes MUST be worn and long hair MUST be pulled back or tied up.  These rules MUST be followed or the student forfeits the opportunity to participate and gets a zero for the daily grade.

**ASSESSMENT:**

<http://www.tn.gov/education/cte/HumanServices.shtml>

**Make Up Policy**

        WHEN YOU ARE ABSENT FROM CLASS, you must make up the work missed. Remember, you receive a grade most days in my class.  To get your make-up work, you may see me before school starts (8:10 - 8:30), before class starts, or before 4:00 p.m.  I will stay late if you schedule an appointment with me.  You are responsible for getting the work out of the MISSED WORK BOX and asking me what to do with it.  You have 3 days to complete the work and turn it in.

**Grading Scale:**

            A          93 – 100

            B          85 – 92

            C          75 – 84

            D          70 – 74

            F           Below 70

**Grading Components:**

1. Daily Work

2. Written Quizzes and Tests

3. Portfolio Projects

4. Extra Credit Work

THE END-OF-THE COURSE TEST WILL COUNT AS 15% OF THE FINAL GRADE.

**Portal Post Policy** – One way in which I am able to communicate with the student and parent is through Parent Portal. In order to give timely feedback, I will update grades at least once per week.

**GENERAL EXPECTATIONS:**

**Students**:

                        Should follow the Knox County ATTENDANCE Policy and all other Knox County policies, Gibbs High School policies and classroom rules.

**Student Expectations:**

1.    Be in your assigned seat ready to work when the bell rings. ALL ELECTRONICS OFF AND OUT OF SIGHT before you walk through the classroom door. They will be taken up and turned into the office.

2.   Follow directions the first time they are given.

3.   Respect teacher and other students verbally and nonverbally.

 Speak appropriately and at appropriate time.

 Keep hands, feet, and other objects to yourself.

4.   Attend class with a positive, cooperative attitude.

5.   No gum, food, drinks, book bags, or backpacks in class.

6.   **All cell phones and electronics off and out of sight.**

**Teacher:** Rebecca Young

[Rebecca.young@knoxschools.org](mailto:Rebecca.young@knoxschools.org)

                        865-689-9130 ext. 72559

                        Plan period 10:00 – 11:00

**Intervention Strategy**

If your student needs extra help, they may ask me what day I will be able to stay late and we will work on catching them up.

Please sign and return the syllabus by your student to Ms. Young. This will indicate that you have read and understand its content and what your child will be learning this semester. This is the first grade in the gradebook. Thank you,

Rebecca Young

STUDENT\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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