COURSE INTRODUCTION:

Course Description: Human Development is an introductory course for students interested in careers in human and community services and other helping professions. Areas of career exploration include family and social services, youth development, and adult and elder care. The course focuses on basic human developmental and behavioral characteristics of the individual within the context of the family. The content is based on the Family and Consumer Sciences National Standards for Human Development and includes instruction in the conditions that influence human growth and development; strategies that promote growth and development across the life span; and the study of family systems. Research and development, interdisciplinary projects, and/or collaboration with postsecondary faculty, community agencies and/or organizations, or student organizations are appropriate approaches. This course provides the foundation for continuing and post-secondary education in all career paths within the human services cluster: early childhood development and services; family and community services; consumer services; personal care services; and education and training.

Course Rationale:

To assist Missouri citizens in preparing for success in family and career life, competencies in the Human Development course taught in Family and Consumer Sciences (FCS) education programs enable students to:
   a)   construct meaning and acquire skills related to human development;
   b)   analyze influences and factors impacting human growth and development;
   c)   analyze careers related to human development;
   d)   and utilize leadership, problem-solving, and communication skills to assume roles as responsible family members and citizens.

Guiding Principles:

Integrating Processes of Thinking, Communication, Leadership, and Management In Order To Apply Human Development Knowledge And Skills.
1.   Demonstrate components of critical thinking, creative thinking, and reasoning.
2.   Evaluate effective communication processes in school, family, career, and community settings.
3.   Demonstrate leadership that encourages participation and respect for the ideas, perspectives, and contributions of group members.
4.   Apply management, decision-making, and problem solving processes to accomplish tasks and fulfill responsibilities.
5.   Examine the interrelationships among thinking, communication, leadership, and management processes to address family, community, and workplace issues.
6.   Demonstrate fundamentals to college and career success (e.g., strong work ethic, time-management, positive attitude, adaptability/flexibility, stress resilience, accountability, self-discipline, resourcefulness, cooperation, self-assessment).
7.   Utilize FCCLA programs and activities to facilitate the growth and human development throughout the lifespan.

Course Essential Questions:
   1.   What are the basic human developmental and behavioral characteristics of the individual within the context of the family?
   2.   How do family systems impact on the development of the individual throughout the life span?
   3.   What are the human development challenges of working in diverse communities?

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UNIT DESCRIPTION: Unit 3 - ANALYZING SOCIAL DEVELOPMENT THROUGHOUT THE LIFESPAN This unit explores how social development is effected throughout the lifespan as well as what impacts social development including, life events, technology, communication, morals, political, gender, and nurturance.	SUGGESTED UNIT TIMELINE: 12 or 13, 50 min class periods CLASS PERIOD (min.): 50 minutes

ESSENTIAL QUESTIONS:

1. How can social development impact overall development throughout the lifespan?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES		CROSSWALK TO STANDARDS				
		CCTC.HU	**CCTC**	**CCSS ELA Grade Level**	**NSFCSE**	**DOK**
1. Examine the effects of gender, ethnicity and culture on social development throughout the lifespan.			CCTC.5		12.2.3	1
2. Analyze the effects of life events on social development throughout the lifespan.		CCTC.HU.FAM.2	CCTC.8		12.2.4	2
3. Analyze the role of communication on human social development throughout the lifespan.		CCTC.HU.3	CCTC.4	W.11-12.7	12.3.2	3
4. Analyze the effect technology has on social development throughout the lifespan.			CCTC.2 CCTC.11	W.11-12.5	12.2.2	1 4
5. Discuss the effects of morals on social development throughout the lifespan.		CCTC.HU.6	CCTC.1			3

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			CCTC.9			
6. Relate the role of geographic, political, and global influences on social development throughout the lifespan.			CCTC.5 CCTC.12	SL.11-12.3	12.2.5	2
7. Explain the role of nurturance on social development throughout the lifespan.		CCTC.HU.FAM.4	CCTC.6	RL.11-12.1 W.11-12.4	12.3.1 12.3.3	4

ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.)

FORMATIVE ASSESSMENT - Reflection Journal. (Reflection Journal, Reflection Journal Rubric) Throughout the course students will maintain a journal to be used as an assessment of his/her learning of topic discussed. These entries are designed to be given after instruction has been given for each objective.

FORMATIVE ASSESSMENT – Reflection Journal Rubric

SUMMATIVE ASSESSMENT - Teacher will explain that the student will use their notes, textbooks, and the internet write an essay analyzing social development throughout the lifespan. Define what life events are. Justify the use of technology throughout the life span. Assess how communication is essential in social development. Hypothesize how gender, ethnicity, and culture effect social development. Compare geographic, political, and global influences on social development. Explain how nurturance effects social development through the lifespan.

*Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above (i.e., Grade Level/Course Title/Course Code, Unit #.)

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
1	**1.** INSTRUCTIONAL STRATEGY_1_Anticipatory Set Suggestions: The anticipatory set is designed to encourage the students to think about or introduce the topic that will be discussed as part of the lesson. You may choose to use this in any way but here are some suggestions: Option #1: Use the anticipatory set question as bell work/bell ringer (a writing prompt given at the beginning of the class while teacher is taking attendance, etc) Option #2: Use the anticipatory set question as a way to spark a conversation amongst the students.

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1	**2.** INSTRUCTIONAL STRATEGY_2_ Gender, Ethnicity, and Culture power point. An instructional tool for the teacher to describe and define gender, ethnicity, and culture.
1	3. INSTRUCTIONAL STRATEGY_3_Social Support Diagram. Social Support Diagram Rubric. Students will fill in the provided social support diagram.
1	4. INSTRUCTIONAL STRATEGY_4_Formative Assessment: Reflection Journal Objective 1 writing prompt, Reflection rubric
2	**5.** INSRTUCTIONAL STRATEGY_5_ Anticipatory Set Suggestions: The anticipatory set is designed to encourage the students to think about or introduce the topic that will be discussed as part of the lesson. You may choose to use this in any way but here are some suggestions: Option #1: Use the anticipatory set question as bell work/bell ringer (a writing prompt given at the beginning of the class while teacher is taking attendance, etc) Option #2: Use the anticipatory set question as a way to spark a conversation amongst the students.
2	6. INSTRUCTIONAL STRATEGY_6_Life Events Social power point. An instructional tool for the teacher to describe and define social development and life events.
2	7. INSTRUCTIONAL STRATEGY_7_Socialization Opportunities and Life Events. Student will research and fill in social events, community social opportunities for the life span.
2	8. INSTRUCTIONAL STRATEGY_8_Formative Assessment: Reflection Journal Objective 2 writing prompt, Reflection rubric
3	**9.** INSTRUCTIONAL STRATEGY_9_Anticipatory Set Suggestions: The anticipatory set is designed to encourage the students to think about or introduce the topic that will be discussed as part of the lesson. You may choose to use this in any way but here are some suggestions: Option #1: Use the anticipatory set question as bell work/bell ringer (a writing prompt given at the beginning of the class while teacher is taking attendance, etc) Option #2: Use the anticipatory set question as a way to spark a conversation amongst the students.

3	10**.** INSTRUCTIONAL STRATEGY_10_Communication and social development: Conduct the activity "Telephone". Start a statement and have each student whisper the statement to another student. When the last student has heard the statements have them say it out loud. Assign groups to reflect and research how each age stage would react differently.
3	11. INSTRUCTIONAL STRATEGY_11_Formative Assessment: Reflection Journal Objective 3 writing prompt, Reflection rubric
4	12**.** INSTRUCTIONAL STRATEGY_12_Anticipatory Set Suggestions: The anticipatory set is designed to encourage the students to think about or introduce the topic that will be discussed as part of the lesson. You may choose to use this in any way but here are some suggestions: Option #1: Use the anticipatory set question as bell work/bell ringer (a writing prompt given at the beginning of the class while teacher is taking attendance, etc) Option #2: Use the anticipatory set question as a way to spark a conversation amongst the students.
4	13. INSTRUCTIONAL STRATEGY_13_Teaching Technology Teachers Guide: Teacher will group students who will research and teach a technology lesson to a specific age group and technology instrument or tool. Teacher will assign age stage to group, students will choose lesson, do not repeat lessons. Students will then present lesson to class.
4	14. INSTRUCTIONAL STRATEGY_14_Formative Assessment: Reflection Journal Objective 4 writing prompt, Reflection rubric
5	15. INSTRUCTIONAL STRATEGY_15_Anticipatory Set Suggestions: The anticipatory set is designed to encourage the students to think about or introduce the topic that will be discussed as part of the lesson. You may choose to use this in any way but here are some suggestions: Option #1: Use the anticipatory set question as bell work/bell ringer (a writing prompt given at the beginning of the class while teacher is taking attendance, etc) Option #2: Use the anticipatory set question as a way to spark a conversation amongst the students.
5	16. INSTRUCTIONAL STRATEGY_16_ Moral Development Throughout the Lifespan Teachers Guide: Teacher will provide activity sheet and student will fill out based on Kohlberg's three levels of moral development.
5	17. INSTRUCTIONAL STRATEGY_17_Formative Assessment: Reflection Journal Objective 5 writing prompt, Reflection rubric

6	18. INSTRUCTIONAL STRATEGY_18_ Anticipatory Set Suggestions: The anticipatory set is designed to encourage the students to think about or introduce the topic that will be discussed as part of the lesson. You may choose to use this in any way but here are some suggestions: Option #1: Use the anticipatory set question as bell work/bell ringer (a writing prompt given at the beginning of the class while teacher is taking attendance, etc) Option #2: Use the anticipatory set question as a way to spark a conversation amongst the students.
6	19. INSTRUCTIONAL STRATEGY_19_Guest Speaker Forms: Invite a local, city, county, or state representative in to discuss social development and the role of geographic, political, and global influences on social development throughout the lifespan. Choose a form for the student to fill out during the guest's presentation. The document contains a variety of possible forms and activities; select one that fits your class needs.
6	20. INSTRUCTIONAL STRATEGY_20_Formative Assessment: Reflection Journal Objective 6 writing prompt, Reflection rubric
7	21. INSTRUCTIONAL STRATEGY_21_ Anticipatory Set Suggestions: The anticipatory set is designed to encourage the students to think about or introduce the topic that will be discussed as part of the lesson. You may choose to use this in any way but here are some suggestions: Option #1: Use the anticipatory set question as bell work/bell ringer (a writing prompt given at the beginning of the class while teacher is taking attendance, etc) Option #2: Use the anticipatory set question as a way to spark a conversation amongst the students.
7	22. INSTRUCTIONAL STRATEGY_22_What Every Human Needs Teachers Guide: Teacher will provide activity sheet and have student research Maslow's Theory of Human Needs. Students will then respond to the activity sheet by completing the situations using Maslow's needs theories.
7	23. INSTRUCTIONAL STRATEGY_23_Formative Assessment: Reflection Journal Objective 7 writing prompt, Reflection rubric
1 2 3 4 5	24. INSTRUCTIONAL STRATEGY_24_Summative Assessment Rubric: Teacher will explain that the student will use their notes, textbooks, and the internet write an essay analyzing social development throughout the lifespan. Define what life events are. Justify the use of technology throughout the life span. Assess how communication is essential in social development. Hypothesize how gender, ethnicity, and culture effect social development. Compare geographic, political, and global influences on social development. Explain how

6 7	nurturance effects social development through the lifespan.
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1	1. INSTRUCTIONAL ACTIVITY_1_Anticipatory Set: Depending on the option chosen by the teacher the student will be expected to either write on the topic or be graded based on quality of work or be expected to participate and provide meaningful comments related to the topic.
1	2. INSTRUCTIONAL ACTIVITY_2_Gender, Ethnicity, and Culture power point. Students will be expected to participate and provide relevant comments and questions to power point content.
1	3. INSTRUCTIONAL ACTIVITY_3_Social Support Diagram. Fill in the social support diagram.
1	4. INSTRUCTIONAL ACTIVITY_4_Formative Assessment: Reflection Journal Objective 1 writing prompt.
2	**5.** INSTRUCTIONAL ACTIVITY_5_Anticipatory Set: Depending on the option chosen by the teacher the student will be expected to either write on the topic or be graded based on quality of work or be expected to participate and provide meaningful comments related to the topic.
2	6. INSTRUCTIONAL ACTIVITY _6_Life Events Social power point. Students will be expected to participate and provide relevant comments and questions to power point content.
2	7. INSTRUCTIONAL ACTIVITY _7_ Socialization Opportunities and Life Events. Student will research and fill in social events, community social opportunities for the life span.
2	8. INSTRUCTIONAL ACTIVITY_8_Formative Assessment: Reflection Journal Objective 2 writing prompt.
3	**9.** INSTRUCTIONAL ACTIVITY_9_Anticipatory Set: Depending on the option chosen by the teacher the student will be expected to either write on the topic or be graded based on quality of work or be expected to participate and provide meaningful comments related to the topic.
3	10**.** INSTRUCTIONAL ACTIVITY _10_Communication and social development: Students will participate in the activity "Telephone". The teacher will start a statement and have each student whisper the statement to another student. When the last student has heard the statement they will say it out loud. Student groups will reflect and research how each age stage would react differently.

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3	11. INSTRUCTIONAL ACTIVITY_11_Formative Assessment: Reflection Journal Objective 3 writing prompt.
4	12**.** INSTRUCTIONAL ACTIVITY_12_Anticipatory Set: Depending on the option chosen by the teacher the student will be expected to either write on the topic or be graded based on quality of work or be expected to participate and provide meaningful comments related to the topic.
4	**13.** INSTRUCTIONAL ACTIVITY_13_ Teaching Technology: Groups of students will be assigned an age stage. They will design and develop a technology lesson. Students will then present lesson to class.
4	14. INSTRUCTIONAL ACTIVITY_14_Formative Assessment: Reflection Journal Objective 4 writing prompt.
5	15**.** INSTRUCTIONAL ACTIVITY_15_ Anticipatory Set: Depending on the option chosen by the teacher the student will be expected to either write on the topic or be graded based on quality of work or be expected to participate and provide meaningful comments related to the topic.
5	16. INSTRUCTIONAL ACTIVITY_16_Moral Development Throughout the Lifespan: Students will research and fill out the provided activity sheet based on Kohlberg's three levels of moral development.
5	17. INSTRUCTIONAL ACTIVITY_17_Formative Assessment: Reflection Journal Objective 5 writing prompt.
6	18. INSTRUCTIONAL ACTIVITY_18_ Anticipatory Set: Depending on the option chosen by the teacher the student will be expected to either write on the topic or be graded based on quality of work or be expected to participate and provide meaningful comments related to the topic.
6	19. INSTRUCTIONAL ACTIVITY_19_Guest Speaker Forms: Student will fill out guest speaker form during guest speaker presentation.
6	20. INSTRUCTIONAL ACTIVITY_20_Formative Assessment: Reflection Journal Objective 6 writing prompt.
7	21. INSTRUCTIONAL ACTIVITY_21_ Anticipatory Set: Depending on the option chosen by the teacher the student will be expected to either write on the topic or be graded based on quality of work or be expected to participate and provide meaningful comments related to the topic.
7	22. INSTRUCTIONAL ACTIVITY_22_ What Every Human Needs: Student will research Maslow's Theory of Human Needs. Student will then complete the activity sheet by filling in the situations using Maslow's needs theories.

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7	23. INSTRUCTIONAL ACTIVITY_23_Formative Assessment: Reflection Journal Objective 7 writing prompt.
1 2 3 4 5 6 7	24. INSTRUCTIONAL ACTIVITY_24_Summative Assessment: The student will use their notes, textbooks, and the internet to write an essay analyzing social development throughout the lifespan. Define what life events are. Justify the use of technology throughout the life span. Assess how communication is essential in social development. Hypothesize how gender, ethnicity, and culture effect social development. Compare geographic, political, and global influences on social development. Explain how nurturance effects social development through the lifespan.

UNIT RESOURCES: (include internet addresses for linking)

Unit
Essentials of Life-Span Development 2nd edition by John Santrock
Life-Span Development 13th edition by John Santrock

Objective 2 resources:
- **http://gerontologist.oxfordjournals.org/content/16/2/118.short - accessed 2 Dec '13**

- **http://books.google.com/books?id=sXfVaiZxA5YC&pg=PA9&lpg=PA9&dq=social+development+and+life+events&source=bl&ots=p6bgm6c1oN&sig=fp4tuNbz-FTOPlY2x6tO7Qmzj1k&hl=en&sa=X&ei=na-cUsWRC4SL2wX8yYDYAQ&ved=0CE4Q6AEwBQ#v=onepage&q=social%20development%20and%20life%20events&f=false - accessed 2 Dec '13**

- **http://www.ablongman.com/samplechapter/0205491251.pdf - accessed 2 Dec '13**

- **Lifespan Development, Instructor's Annotated Workbook, Sharleen L. Kato, 2014**

Objective 6 resources:
- http://**takechargetoday**.arizona.edu/