

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 9-12 CTE/Unit 4 Analyzing Emotional Development Throughout the Lifespan

Course Code: 096828

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 4 – ANALYZING EMOTIONAL DEVELOPMENT THROUGHOUT THE LIFESPAN In this unit students will analyze the different levels of emotional development and explore the effects of life events, gender, culture and nurturance has on emotional development throughout the life span.		SUGGESTED UNIT TIMELINE: 5 or 6, 50 min class periods CLASS PERIOD (min.): 50 minute class periods				
ESSENTIAL QUESTIONS: 1. How can emotional development impact overall development throughout the lifespan?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES		CROSSWALK TO STANDARDS				
		CCTC.HU	CCTC	CCSS ELA Grade Level	NSFCSE	DOK
1. Analyze social influences that effect emotional development throughout the lifespan.		CCTC.HU.6		RL.11-12.3		1
2. Analyze the effects of life events on emotional development throughout the lifespan.					12.2.4	1
3. Explain the level of nurturance on emotional development throughout the lifespan.			CCTC.6	W.11-12.4	12.3.1	3
4. Examine the effects of gender, ethnicity and culture on emotional development throughout the lifespan.			CCTC.4 CCTC.12		12.2.3	3
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						

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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 – Unit 1

SUMMATIVE ASSESSMENT – Scoring Guide –Multiple choice, T/F, matching test key

***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	<p>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:</p> <p>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)</p> <p>Option #2: Use the anticipatory set question as a way to spark a conversation amongst the students.</p>
1	<p>2. INSTRUCTIONAL STRATEGY_2_ Social Influences Effecting Emotions: Teacher will play the poem, ‘Rite of Passage’ from; http://www.poetryfoundation.org/features/audioitem/2674 link. Audio may need to be played multiple times. Teacher will hand out the social influences activity sheet for the students to reflect their thoughts and opinions and the how social influences are effecting emotions.</p>
1	<p>3. INSTRUCTIONAL STRATEGY_3_ Formative Assessment: Reflection Journal Objective 1 writing prompt, Reflection rubric.</p>
2	<p>4. INSTRUCTIONAL STRATEGY_4_ 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:</p> <p>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)</p>

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	Option #2: Use the anticipatory set question as a way to spark a conversation amongst the students.
2	5. INSTRUCTIONAL STRATEGY_5_ Emotional Life Events Power Point: An instructional tool for the teacher to describe and define emotional development and life events.
2	6. INSTRUCTIONAL STRATEGY_6_ Formative Assessment: Teacher will administer the Emotional Life Events Pop Quiz based on the power point.
2	7. INSTRUCTIONAL STRATEGY_7_ Formative Assessment: Reflection Journal Objective 2 writing prompt, Reflection rubric.
3	<p>8. INSTRUCTIONAL STRATEGY_8_ 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:</p> <p>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)</p> <p>Option #2: Use the anticipatory set question as a way to spark a conversation amongst the students.</p>
3	9. INSTRUCTIONAL STRATEGY_9_ Nurturance on Emotions: Teacher will hand out Triangle of Truths activity sheet. Each student will write an objective of what they feel nurturance does to emotions throughout the lifespan. Then the students will share their thoughts with a group chosen by the teacher and develop a new objective made by the group. The teacher will then hand out the third part to the triangle that includes parenting styles and how they influence emotions. The students will then re-write their objective after a group discussion on the content of the activity sheet.
3	10. INSTRUCTIONAL STRATEGY_10_ Formative Assessment: Reflection Journal Objective 3 writing prompt, Reflection rubric.
4	<p>11. INSTRUCTIONAL STRATEGY_11_ 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:</p> <p>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)</p> <p>Option #2: Use the anticipatory set question as a way to spark a conversation amongst the students.</p>

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4	12. INSTRUCTIONAL STRATEGY_12_ Gender, Ethnicity, and Culture on Emotions Brochure Teachers Guide, Rubric, and Directions: Teacher will give brochure expectations using the teacher's document, use the rubric to grade the students work, and give the students the directions document to design and develop an emotional development brochure discussing how gender, ethnicity, and culture effect emotions.
4	13. INSTRUCTIONAL STRATEGY_13_ Formative Assessment: Reflection Journal Objective 4 writing prompt, Reflection rubric.
1 2 3 4	14. INSTRUCTIONAL STRATEGY_14_ Summative Assessment Key: Teacher will provide the Summative Assessment to the students. Use the Summative Assessment Key for grading the assessment.
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_ Social Influences Effecting Emotions: Student will listen to the poem, 'Rite of Passage' from; http://www.poetryfoundation.org/features/audioitem/2674 link. Audio may need to be played multiple times. Student will read and fill out the social influences activity sheet by reflecting their thoughts and opinions and how social influences are effecting emotions.
1	3. INSTRUCTIONAL ACTIVITY_3_ Formative Assessment: Reflection Journal Objective 1 writing prompt, Reflection rubric
2	4. INSTRUCTIONAL ACTIVITY_4_ 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	5. INSTRUCTIONAL ACTIVITY_5_ Emotional Life Events Power Point: Students will be expected to participate and provide relevant comments and questions to power point content.
2	6. INSTRUCTIONAL ACTIVITY_6_ Formative Assessment: Student will take the Emotional Life Events Pop Quiz based on the power point.
2	7. INSTRUCTIONAL ACTIVITY_7_ Formative Assessment: Reflection Journal Objective 2 writing prompt, Reflection rubric

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3	8. INSTRUCTIONAL ACTIVITY_8_ 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	9. INSTRUCTIONAL ACTIVITY_9_ Nurturance on Emotions: Triangle of Truths activity where student will write an objective of what they feel nurturance does to emotions throughout the lifespan. Then the students will share their thoughts with a group chosen by the teacher and develop a new objective made by the group. The students will then re-write their objective after a group discussion on the content of the activity sheet.
3	10. INSTRUCTIONAL ACTIVITY_10_ Formative Assessment: Reflection Journal Objective 2 writing prompt, Reflection rubric
4	11. INSTRUCTIONAL ACTIVITY_11_ 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	12. INSTRUCTIONAL ACTIVITY_12_ Gender, Ethnicity, and Culture on Emotions Brochure Directions: Student will design and develop an emotional development brochure.
4	13. INSTRUCTIONAL ACTIVITY_13_ Formative Assessment: Reflection Journal Objective 2 writing prompt, Reflection rubric
1 2 3 4	14. INSTRUCTIONAL ACTIVITY_14_ SUMMATIVE ASSESSMENT – Students will complete the Summative Assessment for the unit.
UNIT RESOURCES: (include internet addresses for linking) Unit Essentials of Life-Span Development 2 nd edition by John Santrock Life-Span Development 13 th edition by John Santrock Lifespan Development, Instructor’s Annotated Workbook, Sharleen L. Kato, 2014 Objective 2 resources: <ul style="list-style-type: none"> • http://www.poetryfoundation.org/features/audioitem/2674 - accessed 3 Dec., ‘13 	

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