

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 9-12 CTE/Unit 8 Investigation Human Development Careers

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 8: INVESTIGATING HUMAN DEVELOPMENT CAREERS This unit is for students to recognize and research the various career opportunities available in the human development field.		SUGGESTED UNIT TIMELINE: 1 week CLASS PERIOD (min.): 50 minutes				
ESSENTIAL QUESTIONS: 1. What are careers in human development?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES		CROSSWALK TO STANDARDS				
		CCTC.HU	CCTC	CCSS ELA Grade Level	NSFCSE	DOK
1. Identify careers related to human development.		CCTC.HU.5	CCTC.10	W.9-10.7 W.11-12.7 W.9-10.10 W.11-12.10	1.2.1	1
2. Assess personal characteristics and professional requirements for occupations related to human development.		CCTC.HU.5	CCTC.10	W.9-10.7 W.11-12.7 W.9-10.10 W.11-12.10	1.2.1	3
3. Determine the ways family and consumer sciences careers assist the work of the family.		CCTC.HU.5	CCTC.10	W.9-10.7 W.11-12.7 W.9-10.10 W.11-12.10	1.2.1	1
4. Investigate working conditions, income and employment outlook for specific careers in areas of human development.		CCTC.HU.5	CCTC.10	W.9-10.7 W.11-12.7 W.9-10.10	1.2.1	3

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				W.11-12.10		
5. Research entrepreneurial options related to human development.		CCTC.HU.5	CCTC.10	W.9-10.7 W.11-12.7 W.9-10.10 W.11-12.10	1.2.1	4
<p>ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.)</p> <p>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.</p> <p>FORMATIVE ASSESSMENT _ Reflection Journal Rubric</p> <p>SUMMATIVE ASSESSMENT- make copies of the occupation research document, occupation research sharing, occupation research self-reflection, and occupation presentation rubric for each student. Give the students a copy of the occupation research and occupation presentation rubric. The students should choose one of the careers that have been looked up in previous activities (Investigating Careers) to complete the worksheets. The students will then need access to the internet to look up the information in the Occupational Outlook Handbook. If internet is not available print off the information for each of the careers that will be researched. The Occupational Outlook Handbook has a printer friendly version for each of the careers. When the students have finished their research have them get into small groups (no more than 4) and share with each other the careers that they researched. This provides them a practice prior to presenting them to the whole class. Have the students fill out the occupation research sharing worksheet during the group presentations. They will need to fill them out individually. After the group sharing, allow the students a few minutes to make any corrections or fill in any “holes” they may have discovered. The students will then need to present the information to the class and be assessed by the teacher using the occupation presentation rubric. When the students have completed all of these activities have the students fill out the occupation research self-reflection.</p> <p>SUMMATIVE ASSESSMENT_Part 1- Occupation Research</p> <p>SUMMATIVE ASSESSMENT_Part 2-Occupation Research Sharing</p> <p>SUMMATIVE ASSESSMENT_Part 3-Occupation Research Self-Reflection</p> <p>SUMMATIVE ASSESSMENT Scoring Guide-Occupation Presentation Rubric</p>						

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*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_ Human Development Careers: This document contains a list of possible careers in the human development area. Have a discussion with the students on what careers may be included. Use the list to help the students recognize the vast career options. Have the students brainstorm or discuss what might be included as part of these career options</p>
1	<p>3. INSTRUCTIONAL STRATEGY_3_ Formative Assessment: Reflection Journal Objective 1 writing prompt.</p>
4	<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> <p>Option #2: Use the anticipatory set question as a way to spark a conversation amongst the students.</p>
4	<p>5. INSTRUCTIONAL STRATEGY_5_ Investigating Careers: Give students the Investigating Career worksheet to complete. They will need to have access to the internet or several copies of the occupational outlook handbook. The students should choose careers that relate to human development. For ideas see instructional strategy 2 Human development careers document.</p>
4	<p>6. INSTRUCTIONAL STRATEGY_6_ Formative Assessment: Reflection Journal Objective 4 writing prompt.</p>

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2	7. INSTRUCTIONAL STRATEGY_7_ 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)
2	8. INSTRUCTIONAL STRATEGY_8_ Evaluating Employability Skills: have students complete evaluating employability skills worksheet. They will need access to the internet or several copies of the occupational outlook handbook. Students may also want to reference their completed investigating careers worksheet. The students should choose a career that relates to human development.
2	9. INSTRUCTIONAL STRATEGY_9_ Formative Assessment: Reflection Journal Objective 2 writing prompt.
5	10. INSTRUCTIONAL STRATEGY_10_ 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)
5	11. INSTRUCTIONAL STRATEGY_11_ class discussion on what an entrepreneur is. What qualities do you think are important for an entrepreneur? How demanding do you think it would be? What business could you start?
5	12. INSTRUCTIONAL STRATEGY_12_ Entrepreneur Interview: Students should find an entrepreneur in a human development related occupation to interview. You may want to approve these people prior to them interviewing them. You might want to find a few possibilities prior to assigning this for those students who have difficulty finding someone to interview.
5	13. INSTRUCTIONAL STRATEGY_13_ Formative Assessment: Reflection Journal Objective 5 writing prompt.
3	14. INSTRUCTIONAL STRATEGY_14_ 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

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	while teacher is taking attendance, etc)
3	15. INSTRUCTIONAL STRATEGY_15_ class discussion on how family and consumer sciences careers help families. How do these different careers influence the family. Talk about specific careers and their affect.
3	16. INSTRUCTIONAL STRATEGY_16_ Formative Assessment: Reflection Journal Objective 3 writing prompt.
1,2, 3,4,5	17. INSTRUCTIONAL STRATEGY_17_ Summative Assessment_Part 1_ Occupation Research Summative Assessment_Part 2_ Occupation Research Group Sharing Summative Assessment_Part 3_ Occupation Research Self-Reflection Summative Assessment Scoring Guide_Occupation Research Presentation Rubric
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 and 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_ Class discussion on human development careers. Students would be expected to participate and provide relevant comments and questions related to the topic.
1	3. INSTRUCTIONAL ACTIVITY_3_ Formative Assessment: Reflection Journal Objective 1 writing prompt.
4	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 and be graded based on quality of work or be expected to participate and provide meaningful comments related to the topic.
4	5. INSTRUCTIONAL ACTIVITY_5_ Investigating Careers: Students complete worksheet using internet and/or occupational outlook handbook
4	6. INSTRUCTIONAL ACTIVITY_6_ Formative Assessment: Reflection Journal Objective 4 writing prompt.

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2	7. INSTRUCTIONAL ACTIVITY_7_ Anticipatory Set: depending on the option chosen by the teacher the student will be expected to either write on the topic and be graded based on quality of work or be expected to participate and provide meaningful comments related to the topic.
2	8. INSTRUCTIONAL ACTIVITY_8_ Evaluating Employability Skills: Student complete worksheet using internet and/or occupational outlook handbook.
2	9. INSTRUCTIONAL ACTIVITY_9_ Formative Assessment: Reflection Journal Objective 2 writing prompt.
5	10. INSTRUCTIONAL ACTIVITY_10_ Anticipatory Set: depending on the option chosen by the teacher the student will be expected to either write on the topic and be graded based on quality of work or be expected to participate and provide meaningful comments related to the topic.
5	11. INSTRUCTIONAL ACTIVITY_11_ class discussion on what an entrepreneur is. Students are expected to participate and provide relevant comments and questions related to the topic.
5	12. INSTRUCTIONAL ACTIVITY_12_ Entrepreneur Interview: students will select an entrepreneur in a human development related career to interview.
5	13. INSTRUCTIONAL ACTIVITY_13_ Formative Assessment: Reflection Journal Objective 5 writing prompt.
3	14. INSTRUCTIONAL ACTIVITY_14_ Anticipatory Set: depending on the option chosen by the teacher the student will be expected to either write on the topic and be graded based on quality of work or be expected to participate and provide meaningful comments related to the topic.
3	15. INSTRUCTIONAL ACTIVITY_15_ class discussion on how family and consumer sciences careers help families. Students would be expected to participate and provide relevant comments and questions related to the topic.
3	16. INSTRUCTIONAL ACTIVITY_16_ Formative Assessment: Reflection Journal Objective 3 writing prompt.
1,2 3,4,5	17. INSTRUCTIONAL ACTIVITY_17_ Summative Assessment_Part 1_ Occupation Research Summative Assessment_Part 2_ Occupation Research Group Sharing Summative Assessment_Part 3_ Occupation Research Self-Reflection

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Summative Assessment Scoring Guide_Occupation Research Presentation Rubric
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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

A Topical Approach to Life-Span Development 6th edition by John Santrock

Lifespan Development 1st edition by Sharleen L. Kato

Child & Adult Care Professionals by Karen Stephens and Maxine Hammonds-Smith

Missouri Connections <http://www.missouriconnections.org/materials/portal/home.html> (accessed 12/2/13)

Occupational outlook handbook <http://www.bls.gov/ooh/> (accessed 12/2/13)

Summative Assessment

Worksheets were pulled from Take Charge America, <https://takechargetoday.arizona.edu/lessonplans/career-exploration> (accessed 12/2/13)