

Highlighted units are for future completion

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 Child 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 development of young children.

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?

UNIT 1 – IDENTIFYING FAMILY STRUCTURES

UNIT DESCRIPTION: This unit explores how the family changes throughout the lifespan as well as what impacts the types and cycles during development.

ESSENTIAL QUESTION:

1. What is a family?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES

1. Describe the different types of families found in today's society.
2. Explain the relationship between being a responsible family member and a responsible citizen.
3. Analyze the role of the family in developing independence, interdependence, and commitment of family member.

UNIT 2 – ANALYZING PHYSICAL DEVELOPMENT THROUGHOUT THE LIFESPAN

ESSENTIAL QUESTIONS:

1. What impacts physical development during the lifespan??

ESSENTIAL MEASURABLE LEARNING OBJECTIVES

1. Analyze the effect of hereditary and environmental factors on physical development throughout the lifespan.
2. Analyze the effect economic factors have on physical development throughout the lifespan.
3. Analyze the effect technology has on physical abilities throughout the lifespan.
4. Analyze the effects of life events on physical development throughout the lifespan.
5. Relate the role of geographic, global and political influences on human development throughout the lifespan.
6. Examine the effects of gender, ethnicity and culture on physical development throughout the lifespan.
7. Explain the role of nurturance on physical development throughout the lifespan.

UNIT 3 – ANALYZING SOCIAL DEVELOPMENT THROUGHOUT THE LIFESPAN

UNIT DESCRIPTION: 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.

ESSENTIAL QUESTIONS:

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

ESSENTIAL MEASURABLE LEARNING OBJECTIVES

1. Examine the effects of gender, ethnicity and culture on social development throughout the lifespan.
2. Analyze the effects of life events on social development throughout the lifespan.
3. Analyze the role of communication on human social development throughout the lifespan.
4. Analyze the effect technology has on social development throughout the lifespan.
5. Discuss the effects of morals on social development throughout the lifespan.
6. Relate the role of geographic, political, and global influences on social development throughout the lifespan.
7. Explain the role of nurturance on social development throughout the lifespan.

UNIT 4 – ANALYZING EMOTIONAL DEVELOPMENT THROUGHOUT THE LIFESPAN

UNIT DESCRIPTION: 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.

ESSENTIAL QUESTIONS:

1. What impacts emotional development throughout the lifespan?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES

1. Analyze social influences that effect emotional development throughout the lifespan.
2. Analyze the effects of life events on emotional development throughout the lifespan.
3. Explain the level of nurturance on emotional development throughout the lifespan.
4. Examine the effects of gender, ethnicity and culture on emotional development throughout the lifespan.

UNIT 5 – ANALYZING INTELLECTUAL DEVELOPMENT THROUGHOUT THE LIFESPAN

UNIT DESCRIPTION: This unit explores how the brain changes throughout the lifespan as well as what impacts intellectual development.

ESSENTIAL QUESTIONS:

1. How does the brain develop and change throughout the lifespan?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES

1. Explain brain development and functions throughout the lifespan.
2. Analyze current and emerging research about brain development and the functions of the brain throughout the lifespan.
3. Examine the effects of gender, ethnicity and culture on intellectual development throughout the lifespan.

UNIT 6 – ANALYZING SPIRITUAL DEVELOPMENT THROUGHOUT THE LIFESPAN

ESSENTIAL QUESTIONS:

1. What are the different realms of spiritual development?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES

1. Identify factors shaping spiritual development during the lifespan.
2. Analyze the effects of life events on spiritual development throughout the lifespan.
3. Examine the effects of gender, ethnicity and culture on spiritual development throughout the lifespan.
4. Explain the role family and friends have on an individuals' spiritual development.
5. Explain the role of nurturance on spiritual development throughout the lifespan.
6. Explain how an individual's assumptions about human development impact spiritual beliefs and actions.

UNIT 7 – MANAGING LIFE TRANSITIONS

UNIT DESCRIPTION: This unit explores what happens when things change in your life as well as how the different developmental areas interact with one another.

ESSENTIAL QUESTIONS:

1. How are life transitions managed?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES

1. Identify the different life transitions (positive and negative) that individuals and families go through during their life span.
2. Analyze the interrelatedness of physical, emotional, social, spiritual, and intellectual development to human development across the lifespan.
3. Analyze the role of family and social support systems in meeting human growth and development transitions throughout the life span.

UNIT 8 – INVESTIGATING HUMAN DEVELOPMENT CAREERS

UNIT DESCRIPTION: This unit is for students to recognize and research the various career opportunities available in the human development field.

ESSENTIAL QUESTIONS:

1. What are careers in human development?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES

1. Identify careers related to human development.
2. Assess personal characteristics and professional requirements for occupations related to human development.
3. Determine the ways family and consumer sciences careers assist the work of the family.

4. Investigate working conditions, income and employment outlook for specific careers in areas of human development.
5. Research entrepreneurial options related to human development.

UNIT 9 – IDENTIFYING LEADERSHIP ROLES

ESSENTIAL QUESTIONS:

1. How does a leader promote the understanding of personal and social influences on human development?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES

1. Explain how leaders can promote the understanding of personal and social influences on human development.
2. Utilize leadership qualities and skills to positively influence the living environment and human development.
3. Utilize FCCLA program(s) to develop independence and interdependence in strengthening the role of the family on growth and human development.