GRADE LEVEL/UNIT TITLE: 9-12 CTE/Unit 5 Analyzing Intellectual 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 5 - ANALYZING INTELLECTUAL DEVELOPMENT THROUGHOUT THE LIFESPAN This unit explores how the brain changes throughout the lifespan as well as what impacts intellectual development.	SUGGESTED UNIT TIMELINE: 2 weeks CLASS PERIOD (min.): 50 minutes/daily
ESSENTIAL QUESTIONS: 1. How does the brain develop and change throughout the lifespan?	

ESSENTIAL MEASURABLE LEARNING OBJECTIVES		CROSSWALK TO STANDARDS				
		CCTC.HU	CCTC	CCSS ELA Grade Level	NSFCSE	DOK
1. Explain brain development and functions throughout the lifespan				RST.11-12.4 SL.11-12.1.a SL.11-12.4 SL.11-12.5 WHST.11-12.2.d	12.1.1 12.1.3	3
2. Analyze current and emerging research about brain development and the functions of the brain throughout the lifespan				RST.11-12.7 RST.11-12.9 SL.11-12.1.c WHST.11-12.2.d	12.1.3	4

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3. Examine the effects of gender, ethnicity, culture, socio-economic status and nurturance on intellectual development throughout the lifespan				RST.11-12.4 SL.11-12.1.c	12.2.3 12.3.1 15.2.1	2

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 – Brain Development Brochure – (Teacher, Rubric, Directions): As a way to access your students' knowledge of the content learned about the topics covered on brain development, have your student' create a brochure that they might give a new parent. This brochure should give the parents advice on how to encourage intellectual development in their newborn. It should also provide information on what the parent should expect from their child throughout their teenage years.

SUMMATIVE ASSESSMENT – Brain Development Brochure Directions

SUMMATIVE ASSESSMENT – Brain Development Brochure Teacher

SUMMATIVE ASSESSMENT – Scoring Guide – Brain Development Brochure Rubric

*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. 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:

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	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.
1	2. INSTRUCTIONAL STRATEGY 2_Development and Functions of Brain PowerPoint: Teacher can use this PowerPoint as an instructional tool to lead a discussion on and instruct students about the development and functions of the brain.
1	3. INSTRUCTIONAL STRATEGY 3_Rope Neuron: This giant model of a neuron illustrates the properties of chemical transmission and the action potential. The teacher must plan this ahead of time as you need to gather materials and construct prior to class.
1	4. INSTRUCTIONAL STRATEGY 4_Stages of Brain Development PowerPoint Project Directions (PowerPoint Directions, PowerPoint Presentation Rubric, and PowerPoint Presentation In Progress): This project is designed to have student research a different aspect of brain development throughout the life span. (Upon completion of activities 1 through 4 the instructor will provide the reflection journal prompt)
1	5. INSTRUCTIONAL STRATEGY 5_Formative Assessment: Reflection Journal Objective 1 writing prompt.
1	6. INSTRUCTIONAL STRATEGY 6_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	7. INSTRUCTIONAL STRATEGY 7_Intellectual Changes (Article Review, Intellectual Changes Article Review, Article Review Rubric): The teacher can have student's access online or print materials to find an article related to intellectual changes or may choose to preselect articles for the students use. (Upon completion of activities 6 through 7 the instructor will provide the reflection journal prompt)
2	8. INSTRUCTIONAL STRATEGY 8_Formative Assessment: Reflection Journal Objective 2 writing prompt.
2	9. INSTRUCTIONAL STRATEGY 9_Anticipatory Set Suggestions: The anticipatory set is designed to encourage the students to think

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	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_ Influences on Intelligence (PowerPoint, Teacher Information): It is important for the teacher to research the most current information available on the topic of intelligence and influences on intelligence. This document provides possible sources you can use to gather more information. Influences on Intelligence PowerPoint: Teacher can use this PowerPoint as an instructional tool to lead a discussion on and instruct students about intelligence and possible influences.
3	11. INSTRUCTIONAL STRATEGY 11_View the PBS documentary "Genie: Secrets of the Wild Child" and complete the worksheet Genie Questions: This movie discusses the possible effects of severe isolation and neglect on a child. This can help show students what can happen to a child who does not receive stimulation and nurturance to encourage brain development. (Upon completion of activities 9 through 11 the instructor will provide the reflection journal prompt)
3	12. INSTRUCTIONAL STRATEGY 12_Formative Assessment: Reflection Journal Objective 3 writing prompt.
1,2,3	13. INSTRUCTIONAL STRATEGY 13_ SUMMATIVE ASSESSMENT 1_ BRAIN DEVELOPMENT BROCHURE
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 brain development and functions throughout the lifespan (during PowerPoint presentation): Students would be expected to participate and provide relevant comments and questions related to the topic
1	3. INSTRUCTIONAL ACTIVITY3_Students will participate in the Rope Neuron activity.
	4. INSTRUCTIONAL ACTIVITY 4_Stages of Brain Development PowerPoint Project (PowerPoint Presentation Rubric, PowerPoint Presentation In Progress): the student will be assigned a specific topic related to the stages of brain development. The student will then

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	research the topic and present information gathered to the class. (Upon completion of activities 1 through 4 the student will respond to the reflection journal prompt)
1	5. INSTRUCTIONAL ACTIVITY 5_Formative Assessment: Reflection Journal Objective 1 writing prompt.
1	6. INSTRUCTIONAL ACTIVITY 6_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	7. INSTRUCTIONAL ACTIVITY 7_Article Review, Article Review Rubric: This allows students to analyze and review sources of information and gain knowledge on current research. The student will be expected to read an article and critique it. When the student is reviewing the article they should identify any bias that may be present, does the author have the qualifications to write this article, would you recommend this article to someone else, is there more research to reinforce the facts stated? (Upon completion of activities 6 through 7 the student will respond to the reflection journal prompt)
2	8. INSTRUCTIONAL ACTIVITY 8_Formative Assessment: Reflection Journal Objective 2 writing prompt.
2	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 and 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_Classroom discussion on the influences on intelligence and brain development (during PowerPoint presentation): Students would be expected to participate and provide relevant comments and questions related to the topic
3	11. INSTRUCTIONAL ACTIVITY 11_View the PBS documentary "Genie: Secrets of the Wild Child" and complete the worksheet Genie Questions. (Upon completion of activities 9 through 11 the student will respond to the reflection journal prompt)
3	12. INSTRUCTIONAL ACTIVITY 12_Formative Assessment: Reflection Journal Objective 3 writing prompt.
1,2,3	13. INSTRUCTIONAL STRATEGY 13_ SUMMATIVE ASSESSMENT1_ BRAIN DEVELOPMENT BROCHURE
	UNIT RESOURCES: (include internet addresses for linking) **Unit** Essentials of Life-Span Development 2nd edition by John Santrock

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Life-Span Development 13th edition by John Santrock

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

Zero to Three, accessed on October 18, 2012 from http://main.zerotothree.org/site/PageServer?pagename=key_brain

Objective 1

Neuroscience for Kids: Modeling the Nervous System, accessed October 18, 2012 from http://faculty.washington.edu/chudler/chmodel.html

National Institute of Mental Health: Brain Basics, accessed October 18, 2012 from http://www.nimh.nih.gov/educational-resources/brain-basics/brain-basics.shtml#GrowingBrain

Learning mechanism of the adult brain revealed, accessed on October 18, 2012 from http://www.sciencedaily.com/releases/2012/04/120426104851.htm

National Institute of Mental Health has a wide variety of resources and publications on a wide range of topics including memory loss, Alzheimer's Disease, etc. Most publications are free of charge and would be a great resource for kids to have access to especially when completing the PowerPoint project.

Objective 2 and 3

Recent Research on the Brain and Early Childhood Development, accessed October 18, 2012 from http://www.bbbgeorgia.org/recentResearch.php

What's the difference between these two brains?, accessed January 18, 2013 from http://www.telegraph.co.uk/health/children_shealth/9637682/Whats-the-difference-between-these-two-brains.html

What American's Don't Get about the Brain's Critical Period, accessed January 18, 2013 from http://www.lastwordonnothing.com/2012/08/02/ what-Americans-don't-get-about-the-brains-critical-period/

CCSS: **Common Core State Standards (CCSS),** accessed May 17, 2013, from http://www.corestandards.org/

CCTC: **Common Career Technical Core (CCTC)**, accessed May 17, 2013 from http://www.careertech.org/career-technical-education/cctc/info.html

NSFCSE: **National Standards for Family and Consumer Sciences Education**:, accessed May 30, 2013 from http://www.nasafacs.org/national-standards-home.html

Resources@MCCE - FCS CD ROM 5 - I Am Your Child: The First Years Last Forever: The Reiner Foundation, THE REINER FOUNDATION, 1997.

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Explores brain development in the very young child. The importance of relationships between child and caregiver. Topics include: bonding; communication, health and nutrition; discipline; self-esteem and more. Minimum system requirements: Microsoft Windows 95 or 3.1; 486 or 66MHZ(or higher) IBM or 100% compatible PC. Apple system 7.1 or greater. Macintosh 68040 or greater. 8MB RAM (PC). 16 MB RAM (MAC) recommended. Sound blaster or compatible sound card.

Resources@MCCE - FCS DVD ROM 69 - Newborn Care: A Guide to the First Six Weeks: Injoy Videos, LONGMONT, CO, INJOY VIDEOS, 2006.
This program provides parents with the knowledge and confidence needed to establish a positive bond with their newborn that will last a lifetime. Topics include: Newborn Appearances, including senses and brain development; Crying and Comfort Techniques, including colic and Shaken Baby Syndrome; Eating, including hunger cues, breastfeeding, and formula feeding; Sleeping, including new SIDS recommendations; Step-by-Step Diapering and Cleaning, including cord and circumcision care; Infant Health and Safety, including physical exams, signs of sickness, dehydration, jaundice, and car seat and home safety; Parent Health, including staying connected, rest, and proper nutrition for moms. 32 minutes.

Resources@MCCE - C&E 13.0000 S72 - Child & Adult Care Professionals - Karen Stephens, Maxine Hammonds-Smith, NEW YORK, NY, MCGRAW HILL GLENCOE, 2004. This book offers a comprehensive introduction to occupational childcare and older adult care. The course addresses lifespan development (infancy through late adulthood); the operation of early childhood and older adult programs; observation skills; planning activities for children in art, language, dramatic play, social studies, music, science, and math; and planning activities for older adults for social and recreational settings, music, drama, art and food preparation.